THE IMPACT OF APPRAISAL ON TEACHERS' PERFORMANCE IN KENYA
(A CASE STUDY OF GIRLS' SECONDARY SCHOOL TEACHERS' IN NAIROBI PROVINCE)

BY

GATEMI MARION WANDERWA
D53/7559/2002

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT)

KENYATTA UNIVERSITY

OCTOBER 2004
DECLARATION

This project proposal is my original work and I am solely responsible for any omission errors therein.

SIGNED ........................................... DATE: ...................................

Name of student: Gatemi Marion Wanderwa
Registration No: D53/7559/02

SUPERVISOR'S APPROVAL

This work has been submitted for examination with my approval as University Supervisor.

Mr. Maende Chrispen:
Signed: ___________________________ Date 29/10/04

Mr. Bett Shadrack
Signed: ________________________ DATE 26/10/2004

Mr. Phares Ochola
Signed __________________________________ Date: _____________

Chairman
Department of Business Administration

Gatemi, Marion
The impact of appraisal on teachers
ACKNOWLEDGEMENT

All glory and honor to the almighty God, the giver of wisdom and knowledge for enabling me to finish this work successfully. Profound gratitude and heartfelt thanks go to my dynamic supervisors Mr. S. Bett and Mr. C. Maende for their patience, guidance and encouragement in accomplishing this work. My appreciation also goes to my colleagues and friends who assisted me in handling the questionnaire. The guidance of the team of my lecturers in the school of Business of Kenyatta University cannot go unnoticed for their tireless work. Finally, to my classmates, for their assistance, support and encouragement.
ABSTRACT

The purpose of this study was to investigate the impact of appraisal on secondary school teachers' performance in Kenya. In Kenya secondary schools are divided into two categories. One category is the public one which is owned by the government and the government employs teachers in these schools. The other category is the private one that includes secondary schools that are privately owned. This study confirmed itself to the government owned girls secondary schools in Nairobi province, otherwise there are many other divisions of secondary schools such as boarding and day; girls' and boys among others. Data was be collected by use of a questionnaire with both open and closed ended questions. The questionnaire covered questions on several issues including motivation, promotion, organization, discipline and pay increases. A total number of 59 teachers filled in the questionnaire out of the 150 teachers in the four selected girls secondary schools, namely Moi Nairobi girls; State House girls; Buruburu girls and Nile Road girls. Performance appraisal of teachers is an important exercise that should be carried out continuously. This should lead to a motivated teaching force with a very high morale.
TABLE OF CONTENTS

Title ........................................................................................................................................... i
Declarations ................................................................................................................................... ii
Acknowledgement ....................................................................................................................... iii
Abstract ......................................................................................................................................... iv
Table of contents .......................................................................................................................... v
List of tables .................................................................................................................................. viii
List of figures ................................................................................................................................. ix

CHAPTER ONE: INTRODUCTION ................................................................................................. 1
1.0 Background of the study ........................................................................................................ 1
1.1.1 Performance appraisal .................................................................................................... 1
1.1.2 Teachers Service Commission ....................................................................................... 2
1.1.3 Teachers Appraisal .......................................................................................................... 4
1.1.4 Scheme of service .......................................................................................................... 6
1.2 Statement of the problem ..................................................................................................... 6
1.3 Objectives of the study ........................................................................................................ 7
1.4 Research questions .............................................................................................................. 7
1.5 Importance of the study ....................................................................................................... 8
1.6 The scope of the study ......................................................................................................... 9

CHAPTER TWO: LITERATURE REVIEW ....................................................................................... 10
2.0 Introduction ........................................................................................................................... 10
2.1 Review of past studies ........................................................................................................ 10
2.1.1 Performance appraisal .................................................................................................. 11
LIST OF TABLES

Table 3.1 Target population ................................................................................. 27
Table 3.2 Sample design table ............................................................................. 28
Table 4.1.1 Teachers working experience ............................................................. 30
Table 4.1.2 Table of results .................................................................................. 31
Table 4.1.3 Performance and improvement in teaching ........................................ 33
LIST OF FIGURES

Figure 2.1 Conceptual Framework ................................................................. 21
Figure 4.1.1 Frequency of performance appraisal ........................................... 32
Figure 4.1.2 Extent of improvement and innovation in teaching ..................... 34
Figure 4.1.3 Overall effectiveness of performance appraisal in teaching .............. 36
CHAPTER ONE

INTRODUCTION

1.0 Background of the study

1.1 Performance appraisal

Performance appraisal is widely used in society. Parents evaluate their children, teachers evaluate their students and employers evaluate their employees (Tripathi, 1986). The data collected from this appraisal is used to make very important decisions on the appraisees. In the teaching profession decisions on promotion, demotions, and transfers among others should be determined by the appraisal.

Performance appraisal is the systematic, periodic and an impartial rating of an employees’ excellence in matters pertaining to his present job and his potential for a better job (Flippo, 1990).

Performance appraisal is done to identify the strengths and weaknesses of the employees so that they can know where they stand and try to improve; to put controls in place so as to retain high standards and uniformity; to get database to help make personnel decisions such as placements, pay promotions, demotions, transfers, discipline and separations. It is used to correct weaknesses through training and coaching.

An effective appraisal system should have the following essentials: first there should be mutual trust and confidence of staff on the raters. Creation of a well-defined performance factors should be done with clear objectives and standardization of rating.
Criteria training of evaluators in philosophy and techniques of appraisal is a must. The evaluators should focus on job related behavior when rating and they should have a formal documentation to be able to justify their ratings. Feedback and participation arrangements should be made to communicate the ratings to both the employees and raters. The employees should actively participate in managing performance and in ongoing process of evaluation. Individual differences should be recognized in organizations when rating is being done. Finally a Post appraisal interview should be arranged (a problem-solving interview).

Performance appraisal of employees serves several purposes as follows; it can serve as a basis for job change or promotion by identifying the strengths and weaknesses of an employee, it serves as a guide for formulating a suitable training and development program. It also serves as a feedback and as an important incentive to all employees. The existence of a regular appraisal system tends to make the supervisors and executives more observant of their subordinates. PA provides a rational foundation for the payment of piecework wages, bonus among other things PA serves as a means for evaluating the effectiveness of devices used for selection and classification of workers, (Tripathi, 1986).

1.1.1 Teachers service commission

The Teachers Service Commission is the body charged with the employment of most public school teachers. This body dates back to the colonial times when different bodies employed teachers namely;

- The missionaries and the government for primary school teachers and
The Africa teachers service and the government for both African and Teachers Service and the government for both African and European Secondary school teachers.

The Kenya National Union of Teachers [KNUT] is the teachers' union, which was established in 1957. KNUT was launched in the District Education Board (DEB) School Pumwani. It is an umbrella body of teachers and it found it unnecessary to have the decentralized system of handling teachers' affair. Teachers founded the union to address the disparities in salaries. Employers paid teachers of the same grade and qualification different salary scale based on their races. Africans were paid a lower scale in comparison to their European, Asian and Arab counterparts who did similar jobs and had the same qualifications. There were no clear terms and conditions of service for the African teachers and were thus often harassed by their employers. Schools that employed teachers of mixed races discriminated against African teachers and favored the non-African teachers. African teachers were denied annual, study and maternity leave and other fringe benefits. As a result of this KNUT resolved to press for the establishment of a single employer to harmonize and address these disparities in the salaries and improve the terms and conditions of service for teachers in the country. KNUT made it a priority to press for the empowerment of teachers by a central body, which led to the teachers' service commission [TSC] under an act of parliament [cap 212 of the laws of Kenya in 1967]. It took a strike in 1966 for the union demands to be granted by the government. (Teachers Image Magazine, Volume 6, page 22, 2004).
An Act of Parliament to staff public schools and colleges specifically mandates TSC to manage the affairs of teachers. This entails recruitment, selection, deployment, utilization, development and separation of staff. The Teachers vision is “Effective service for quality Teaching” and their mission is ‘to establish and maintain, in partnership with all stakeholders, a sufficient professional Teaching service for educational institutions – responsive to environmental changes.” The TSC in association with its strategic partners, is charged with the responsibility of registration of teachers; recruitment, remuneration, deployment, promotion, discipline and maintenance of teaching standards.

Effectively the commission is set up into various departments and divisions that carry out specific functions to implement the mandate of the commission as stipulated, in the Act. In Kenya, Secondary schools are divided into two categories. One is the public category that is owned by the government, while the private schools are privately owned. The Teachers Service Commission employs most teachers in public secondary schools. TSC is thus charged with the responsibility of appraising the teachers’ performance. TSC is divided into department and the human resource department carries out the teachers’ appraisal. TSC operates a scheme of service to guide them in salary increments.

1.1.2 Teachers’ Appraisal

Every child has a right to education as stated in the children’s Act enacted on March 1, 2002. All children regardless of their individual differences or social background have a
right to quality education in their local schools. Assigning teachers for service in public schools attains the responsibility of providing quality education to children.

Teachers’ appraisal was put in place for quality assurance, keeping under review standards of education, training and fitness to teach, for upgrading and for deployment and organization of interviews for suitable tutors – to teach persons who have graduated from foreign private universities. (Gupta, 1986).

In general, today’s teachers are paid according to a single salary schedule that provides salary increments according to a teacher experience and number of college/university units and degrees (Odden and Kelly 1997).

“Teachers with rich opportunity to grow and learn are enthusiastic about their work and are motivated to find ways to do even better” (Mcklarchlin and Yee, 1988). Participative management also motivates teachers. Job involvement activities enhance intrinsic satisfaction (Mohrman and Lawler, 1996). Perceptions are often a function of the phenomenal world in which actors are living and that as a result, the administrators’ world may be very different from the teachers’ world (Fullan 1992).

The following is the Teachers’ Service Commission scheme of service for secondary school teachers’.
1.1.3 Scheme of service

Teachers' service commission operates three schemes of service where those of same qualification and rank are placed under the same salary scale and receive proportional benefits. The schemes of service for non graduate teachers – ranging from Job Group E (P3) to Job Group N (Principal graduate), then the scheme of service for technical teachers with salary scale ranging from Job Group G (Technical teacher) to Group P and scheme of service for Graduate teachers ranging from Job Group K to Job Group R.

Graduates entry point Job Group K from July 1, 1996, after 3 years in 1999 was promoted to Job L. The revised scheme of service for graduate teachers that was implemented on July 1, 2002 provided for the lowest grade of head teachers at Job Group L were upgraded to Job M.

1.2 Statement of the problem

It is important for teachers to be appraised continuously by the TSC. An effective appraisal system should lead to promotion, pay increases, upgrading of teachers among many other motivating factors. However, the TSC performance appraisal of teachers has been found wanting according to a discussion held with teachers within Kahawa division (April, 2004). The appraisal form found in the teachers’ code of regulations is not operational. The lack of a consistent, reliable, automatic and a well-defined policy on teachers appraisal leading to promotion and recognition of achievements has led to a very low morale of teachers, which has affected the teachers performance. There have been disparities in salaries, with the employer paying teachers of the same grade and
qualifications different salaries For example the A – level untrained teachers who went for a two-week in-service training course in 1995 were graded S1 (secondary teacher 1) and have continued to rise up the ranks in accordance to the scheme of service to grades AT 1 while their counterparts who went to Teacher Training Colleges were not promoted and have been left to stagnate. (Teachers Image Magazine Volume 6, Pg 7)

In recent years there have been numerous teachers’ strikes, which are an indication of lack of satisfaction of teachers and a low morale of the teachers. The main document being used for appraisal of teachers’ is the annual confidential report that is forwarded to TSC by the head teachers every year (TSC code of regulations, Republic of Kenya revised 1986 (Pg. 98)

It is against this background that this study was carried out to investigate the impact of appraisal on girls’ secondary school teachers’ performance in Nairobi province.

1.3 Objectives of the study

i. General objective

To investigate the impact of performance appraisal, on teachers service commission teachers in Nairobi Province.

ii. Specific Objectives

(a) To establish whether the teachers’ appraisal has led to improvement and innovation in their teaching activities.
(b) To find out if performance appraisal has led to improvement in personnel and organizational decisions.
(c) To determine if PA has led to increases in pay.
(d) To determine whether PA has led to introduction of relevant disciplinary actions.
(e) To establish if PA has led to motivation and promotion of staff.

1.4 Research questions

The study will address the following questions.

- What is the impact of PA on teachers employed by TSC in Nairobi Province?
- Has the teachers' performance appraisal brought about motivation of teachers?
- Has feedback from PA improved the teachers' performance?
- Are the teachers satisfied with the method used by TSC for their promotion?
- Does PA lead to increases in the teachers pay?

1.5 Importance of the study

The study aimed at establishing and addressing those results that appraisal should bring about. Specifically this study will be useful to the following group;

a. The top management of TSC will use this information in human resource planning for the future as far as the TSC needs are concerned in demand and supply of teachers. And also use it to check on weaknesses in the appraisal system.

b. The staff of TSC will have an official document that clearly guides them when effecting the teachers' decisions, which will be influenced by the appraisal of
teachers. These decisions include; promotion, transfers, separations, demotions, discipline among others.

c. The ministry will use this information to plan for future. For instance the ministry will determine whether the teachers already employed are efficient and effective. It will also determine whether the number of teachers in employment is enough and correct any deficiencies through training and development and through recruitment.

d. Other researchers will use this study to determine gaps that require to be investigated and also determine whether the recommendations given by this study have been effected.

1.6 The scope of the study

The area of study was performance appraisal and the field is teachers’ appraisal system. The aspect is the effectiveness of the teachers’ appraisal system. In Kenya there are teachers at different levels of education, starting from Kindergarten to the university level. The study concentrated on the girls’ secondary school teachers employed by the teachers’ service commission within Nairobi Province. There are 150 girls secondary school teachers in Nairobi province. The researcher will interview 59 teachers, from selected girls secondary schools.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter is divided into two sections. The first section is the literature review, both inside and outside Kenya. The second section comprises of a conceptual framework.

2.1 Review of past studies

Performance appraisal is widely used in society. Parents evaluate their children, teachers evaluate their students and employers evaluate their employees. However formal evaluation of employee is believed to have been adopted, for the first time during the First World War. At the instance Dill Scott US army adopted ‘man to man’ ratings systems for evaluating military personnel. During 1920 – 1930 hourly paid workers in industrial unit were evaluated on the basis of rating scores.

In the 1950’s, performance appraisal techniques were used on professional and managerial personnel. Since then tremendous changes have taken place in the concept, techniques and philosophy of employee appraisal. Performance appraisal is the process of assessing the performance and progress of an employee or a group of employees on a given job and his potential for future development. Performance appraisal is done to identify the strengths and weaknesses of employees so that they can know where they stand and try to improve, to put controls in place, to retain high standards and uniformity and to get database to make personnel decisions such as placements, pay, promotions,
demotions, transfers, discipline and dismissals. It is used to correct weakness through training and coaching. (Tripathi, 1986).

Public education today is in a state of great ferment. It is not uncommon to hear about student protests and teachers strikes. These and a host of other controversies have stirred a condition of change and unrest in public education. Teaching profession is undergoing a period of great change and is no longer a profession for the timid or fainthearted, it is demanding and challenging calling for intelligence, flexibility and resourcefulness. There is a great satisfaction of seeing one’s students excel in their subsequent studies and become leaders in their fields and their communities (Sagimo, 2002).

2.1.1 Performance appraisal

Performance management is concerned with improving individual and team performance. This is a continuous self-renewing cycle. (Armstrong, 2001). Studies of performance appraisal of employees both locally and abroad have discovered certain facts, concerning the effects of PA on employees. They have found that although objective measures of PA are intuitively attractive. They often suffer from several clear weaknesses. The most serious of which are performance unreliability and modification of performance by situation characteristic some of this factors are beyond the employer and the employees’ control. Again many jobs simply have no good objective indices of performance. Objective indices can be easily laid down at the lower levels of an organization where the jobs are generally specific and clearly defined but they are difficult to specify further up in the hierarchy where jobs become more complex and vague. (Tripathi, 1986)
The 360-degree feedback is a relatively new feature of performance management. It is the systematic collection and feedback of performance data on an individual or group derived from a number of the stakeholders on their performance (Ward, 1995). This is a multi source assessment or a multi rater feedback which a more all around performance appraisal method.

2.1.2 Motivation, Recognition and Promotion

Motivation consists of internal process and external incentives, which spur us on to satisfy some need (child, 1997). Educators use the term motivation to describe the process of initiating, directing and sustaining goal – oriented behavior. Humans have certain social needs that must be met to lead a satisfactory life (Guilford, 1972). Motivation as a management technique of productivity is an aspect of managerial function of directing under execution. It is necessary as a means to induce people to work, as they are able and trained to do, willingly. (Sagimo, 2002)

A good system of motivation is a coordinated set of inducements, positive and negative, for selective application to elicit the best effort of individual managers.

Motivation is important for the following reasons;

• Satisfaction of needs.

• Saturation of basic needs. This is because satisfaction of higher needs will elicit more effort once basic needs are satisfied.
• Saturation of work capacity. People have immense reservoirs of physical and mental capabilities untapped by employers. A good motivational system realizes this resource.

• Enhancing of a firm's image. People prefer to work for an organization because of its glamour (image, repute), a systematic outlook, and congenital co-workers, opportunities that can enhance productivity.

This is supported by Maslow's needs hierarchy model on motivational theories, which stipulates that the basic needs must be satisfied first before the desire to satisfy other higher needs is built.

According to Hertzberg one important way to increase intrinsic job satisfaction is through job enrichment deliberate upgrading of responsibility, scope and challenge in work. According to Hertzberg's two-factor theory man has two different categories of needs, which are independent of each other. Those are when people feel dissatisfied about their jobs; they are concerned about their environment in which they are working. On the other hand, when people feel good about their jobs. This has to do with work itself. Hertzberg calls, the first category of needs hygiene factors because they describe man's event and serve primary function of preventing job dissatisfaction.

He calls the second category of needs motivators since they seem to be effective in motivating superior performance.
2.1.3 Promotion

Promotion takes place when an employee moves to a position higher than the one formally occupied. His responsibility, status and pay also increase. Promotions may be either horizontal or vertical.

Promotion schemes are of value to management and for personnel for greater personal satisfaction and prestige. These schemes offer opportunities to management to provide recognition and incentives to better employees, to correct, initial mistakes in appointments and to 'freeze inefficient personnel. Existence of adequate promotion opportunities generates within an organization beneficial pressures on work performance and desired behavior of all its employees.

A promotion scheme is significant for a big organization only, which has a large number of vertical job relationships. According to (Sagimo, 2002) the requirements of a sound promotion policy are as follows;

1. It should provide for a uniform distribution of promotional opportunities throughout the organization.

2. It must ensure consideration of all eligible in-service candidates and not, of the few highly 'Visible' ones only. It should be 'open' and not 'closed' for all individuals within the Company.

3. It should be some definite system for the selection of employees who are to be promoted from within the promotion zone.

4. Requires that the concerned line heads should finally sanction all promotions.
5. It must provide for a suitable system of follow-up counseling and review. The review of a promotional decision by higher management may also sometimes become essential to satisfy employees who accuse them of being unfair and unjust.

Changing business drivers are producing different sorts of organizations. Increasing network-based operations are becoming a reality, with strategic alliances, and partnering arrangements between suppliers and customers becoming commonplace. In changing organizations, the goals of the business are unlikely to be achieved if the workforce as a whole lacks the skills, resources and motivation to carry out the goals. (Holbeche, L. 1998).

Different things may motivate every individual and group, nevertheless there appears to be more general ways in which managers can make a difference to other peoples motivation, especially if they are working on eliminating some of the sources of demotivation, such as low morale, lack of control, lack of promotion prospects, internal politics, overload, lack of recognition, boring tasks, lack of ownership, belittling of contribution among others (Holbeche, L. 1998). Executive appraisal schemes are ineffective, illegitimate and lead to unanticipated consequences. Different types of managers achieve different kinds of success (Sofer, 1974).

2.1.4 Decision Making, Personnel Organization and Planning

Performance appraisal is used to determine decisions made on personnel leading to job changes. A worker's job may change following promotion, demotion, transfers and
separations. The purposes of job changes are that, they help in improving the organization structure and decisions abolish superfluous positions on the organization chart.

They are used to change job descriptions and to make clear-cut authority delegations. They also maximize employee effectiveness and assigns positions where their capabilities may be used to the maximum. Job changes function as tools of disciplinary action. Demotions and lay-offs are sometimes used to punish a worker for they cause him a loss of status and earnings. A formal job-change plan is a 'must' in all-big organizations. It should be a written document. These should put in place for bringing about job changes (Gupta, 1986).

**2.1.5 Human Resource Planning**

Human resource planning is the process of determining and assuming that the organization will have an adequate number of qualified persons, available at the proper times, performing duties which meet the needs of the enterprise and which provide satisfaction for the individuals involved (Beach Dale, 1995). HRP is the process of determining manpower needs and formulating plans to meet these needs. It is a future continuous process, which is an integral part of corporate planning. Its basic purpose is to make optimum utilization of an organization's current and future human resources. Human resource planning is a two-phased process involving calculation about demand for and supply of human resources, so as to secure equilibrium between the two.
The main HRP objectives are to ensure optimum use of existing human resources; to forecast future requirements for human resources; to provide control measures to ensure that necessary human resources are available as and when required; to link HRP with organizational planning; to assess the surplus and shortage of human resources; to anticipate the impact of technology on jobs and human resources; to determine levels of recruitment and training; to estimate the cost of HRP and Housing needs of employees; to provide a basis for development programs; to facilitate productivity bargaining and to meet the needs of expansion and diversification programs. The ultimate purpose is to relate future human resources to future enterprise need so as to maximize the future returns on investment in human resources (Gupta, 1986).

2.1.6 Organization

There are two types of organizational structures. ‘Organic’ and ‘mechanic’. Organic structures tend to have quite flexible organizational relationships. There is minimal formal organizational consciousness. Elaborate charts and manuals are usually non-existent. The dynamism of such structures makes them readily responsive to innovations of all kinds (Burns and Stalker, 1963).

Mechanistic structures, on the other hand, tend to be rigid, with clearly defined relationships and responsibilities. A formal awareness of the structural pattern pervades such organizations as should by readily available ‘organization blueprints and the like. These structures are static and are designed to carry out a nearly fixed strategy in a relatively stable environment.
It has been revealed that PA is still being used by many organizations for controlling employees rather than for developing them. This is due to lack of commitment by management to development of human resource and a narrow understanding of the potential scope of the appraisal systems (Prof. Malathi, 1968).

2.1.7 Salary administration

The single most important obligation that an employer owes an employee is to pay wages and/or salary. The purpose of a salary and wage administration policy is to set up the general level of wages and salaries in the organization following a well-conducted job evaluation exercise based on effective job analysis and job descriptions. A properly formulated policy further aims at maintaining satisfactory internal relationships between earnings and setting up fair and realistic methods of payment. Salary and wage administration generally refers to remuneration of all kinds to employees.

Wages refer specifically to the remuneration of “Blue-collar” or a manual worker whose payment is calculated on a time basis and comprise allowances such as overtime and shift differentials. Salaries on the other hand refer to remuneration of “White-collar” workers, usually supervisory, professional and managerial cadres who are often paid at monthly intervals under terms of an annual rate of pay.
A well-considered policy for wages and salaries takes into consideration the organization basic personnel policy and philosophy in respect of wages by paying employees in such a manner as to:

Attract, retain and motivate sufficient number of suitable employees to meet service/production needs at the right time and place and for the right duration, encourage personnel to make full use of their abilities and develop their potential for optimum productivity, ensure a high level of quality of output by helping the employees to strive to achieve the targets and objectives of their jobs and of organization recognize the value of the job in relation to each other, enable employees to share in the growth and prosperity of the organization by rewarding staff in accordance with the value of their contribution, avoid wage drifts and unfair differentials, encourage personnel to accept change and transfer within the organization, present loss of morale through dissatisfaction with levels of pay and to achieve these aims and objectives at a minimum cost by ensuring that labor costs are suitably controlled in relation to other costs, and in relation to revenue.(Sagimo, 2002).

2.1.8 Disciplinary procedure and proper feedback

Discipline is defined as “training or control, often a system of punishment and self control orderliness, obedience and capacity for co-operation. It is the managers’ and supervisors job to promote and maintain this state of discipline in the organization and work places. If an individual does not respond it is the supervisors’ responsibility to administer law so that the work can be done or scheduled. The need for discipline
remains vital for the organization to do its job well. The employees must have order and integrity to perform their work according to plan and finish it in good time. The supervisor must be an example in bearing and conduct. Instructions given must be carried out as stipulated by guidelines. It is of utmost importance that discipline cases should be dealt with as expeditiously as possible on the psychological principle of "strike the iron when it is still hot" if you want to change its shape or look.

It is a fundamental principle of discipline procedure that disciplinary action should not be taken against an employee until he/she has been given an opportunity of explaining the irregularities or offence(s). This is a just principle of democracy of individual self-discipline and self-expression.

An organization must put in place a well-defined disciplinary procedure for consistency, fairness and uniformity (Sagimo, 2002).
2.2 Figure 2.1 Conceptual Framework

Motivation and promotion of Teachers

Improvement and innovations in their teaching activities.

Improvement in personnel and organizational decisions.

Disciplinary issues.

Better salary

(Independent variables)

The above diagram shows the relationship between the independent variable and the dependent variables. Appraisal of teachers should lead to motivation and promotion of teachers, improvement and innovations in their teaching activities, improvement in personnel and organizational decisions, disciplinary issues and better salary.

2.3 Critical Review of major issues

In view of the above discussion a number of issues come up concerning performance appraisal. It is evident that a lot requires to be done in order to get rid of human error and biases in the carrying out of performance appraisal and also the education of the raters has to be taken more seriously making sure that PA is done with training, coaching, counseling and general development of employees in mind and not for demotions, transfers, discipline, separation, among others.

PA is a key tool in making the most of an organization human resource because what gets measured gets done. PA should be a continuous process managerial appraisal systems serve to reassure significant others not least directors and shareholders, that economic rationality is being pursued (Barlow, 1989).

Failure to use appraisal schemes would invite not only a question of organizational legitimacy but would also risk being seen such as capricious, negligent and irrational. The effectiveness of the appraisal process depends on the participants, the methods used and the contextual factors surrounding it. (Shape et al, 1993). Some studies of appraisal have found that potentially the most motivating aspect of the appraisee is to identification
of individual training and development needs (Alimo, 1992). However, in practice, appraisals often complain that this aspect of the process is neglected with a lack of follow up once needs have been identified (Shape et al, 1993). Surveys of managerial appraisal in practice, objectives based approaches appear to dominate.

The problems associated with performance appraisal conducted by superiors’ appraisal remain the most common approach. This is because the appraising managers do not recognize the need for anyone other than themselves to be involved in the rating process. Appraising a manager always wish to retain control of the appraisal process. Appraising managers fear losing influence over promotion decisions. The methods are economical to operate, they underline that managers are responsible and accountable for the performance of their subordinate and they are often found acceptable to those involved (Shape et al, 1993).

360-degree feedback can become a powerful organization intervention to increase awareness of the importance of aligning leader behavior, work unit results and customer expectations as well as increasing employee participation in leadership development and work unit effectiveness (Armstrong, 2001). This feedback cause attention to important performance dimensions which may hitherto have been neglected by the organization. It also recognizes the complexity of management and the input from various sources. The 360-degree feedback recognizes the complexity of management and the value of input from various sources. It also calls attention to important performance dimensions, which may hitherto have been neglected by the organizations. (Armstrong, 2001).
The range of 360-degree feedback could be extended to include other stakeholders – external customers, clients, and suppliers, turning it to a 540-degree feedback. A self-assessment process may also be incorporated. This will lead to a rounded view of an individual’s/team’s/the organization’s performance and what its strengths and weaknesses are. This appraisal method has raised the self-awareness of people on how they personally impact on others, it is supporting a climate of continuous improvement, improves morale, focuses on development and perception of feedback as more valid and objective acceptance of results and actions required. (Armstrong, 2001).

2.4 Summary and Gaps to be filled

PA usually relates to the assessment of staff or managerial performance (Cole 2001). Formal appraisal is an assessment of employee performance in some systematic and planned way (Cole 2001). There are several reasons why appraisals are carried out in organization. To begin with appraisals identify an individual’s current level of job performance. It also identifies individual’s strengths and weaknesses and enables employees to improve their performance. It provides a basis for rewarding employees in relation to their contribution to organizational goals; it motivates individuals; it helps to identify training needs and it also provides information for succession.

Performance appraisal is a continuous self-reviewing cycle. It is concerned with improving individual and team performance. (Armstrong 2001) it is worth noting that no single measure can provide a clear performance target or focus attention on the critical
areas of the business. (Kaplan et al, 1992). The 360-degree feedback, which is a multi-source assessment, or multi-rater feedback should be used. This is because performance data in 360-degree feedback process can be generated for individuals from the person to whom they report, their direct report, their peers, and their external and internal customers. (Armstrong, 2001).
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter is divided into two sections. The first section is the literature review, both inside and outside Kenya. The second section comprises of a conceptual framework.

2.1 Review of past studies
Performance appraisal is widely used in society. Parents evaluate their children, teachers evaluate their students and employers evaluate their employees. However formal evaluation of employee is believed to have been adopted, for the first time during the First World War. At the instance Dill Scott US army adopted ‘man to man’ ratings systems for evaluating military personnel. During 1920 – 1930 hourly paid workers in industrial unit were evaluated on the basis of rating scores.

In the 1950’s, performance appraisal techniques were used on professional and managerial personnel. Since then tremendous changes have taken place in the concept, techniques and philosophy of employee appraisal. Performance appraisal is the process of assessing the performance and progress of an employee or a group of employees on a given job and his potential for future development. Performance appraisal is done to identify the strengths and weaknesses of employees so that they can know where they stand and try to improve, to put controls in place, to retain high standards and uniformity and to get database to make personnel decisions such as placements, pay, promotions,
demotions, transfers, discipline and dismissals. It is used to correct weakness through training and coaching. (Tripathi, 1986).

Public education today is in a state of great ferment. It is not uncommon to hear about student protests and teachers strikes. These and a host of other controversies have stirred a condition of change and unrest in public education. Teaching profession is undergoing a period of great change and is no longer a profession for the timid or fainthearted, it is demanding and challenging calling for intelligence, flexibility and resourcefulness. There is a great satisfaction of seeing one’s students excel in their subsequent studies and become leaders in their fields and their communities (Sagimo, 2002).

2.1.1 Performance appraisal

Performance management is concerned with improving individual and team performance. This is a continuous self-renewing cycle. (Armstrong, 2001). Studies of performance appraisal of employees both locally and abroad have discovered certain facts, concerning the effects of PA on employees. They have found that although objective measures of PA are intuitively attractive. They often suffer from several clear weaknesses. The most serious of which are performance unreliability and modification of performance by situation characteristic some of this factors are beyond the employer and the employees’ control. Again many jobs simply have no good objective indices of performance. Objective indices can be easily laid down at the lower levels of an organization where the jobs are generally specific and clearly defined but they are difficult to specify further up in the hierarchy where jobs become more complex and vague. (Tripathi, 1986)
The 360-degree feedback is a relatively new feature of performance management. It is the systematic collection and feedback of performance data on an individual or group derived from a number of the stakeholders on their performance (Ward, 1995). This is a multi source assessment or a multi rater feedback which a more all around performance appraisal method.

2.1.2 Motivation, Recognition and Promotion

Motivation consists of internal process and external incentives, which spur us on to satisfy some need (Child, 1997). Educators use the term motivation to describe the process of initiating, directing and sustaining goal – oriented behavior. Humans have certain social needs that must be met to lead a satisfactory life (Guilford, 1972). Motivation as a management technique of productivity is an aspect of managerial function of directing under execution. It is necessary as a means to induce people to work, as they are able and trained to do, willingly. (Sagimo, 2002)

A good system of motivation is a coordinated set of inducements, positive and negative, for selective application to elicit the best effort of individual managers.

Motivation is important for the following reasons;

- Satisfaction of needs.
- Saturation of basic needs. This is because satisfaction of higher needs will elicit more effort once basic needs are satisfied.
• Saturation of work capacity. People have immense reservoirs of physical and mental capabilities untapped by employers. A good motivational system realizes this resource.

• Enhancing of a firm's image. People prefer to work for an organization because of its glamour (image, repute), a systematic outlook, and congenital co-workers, opportunities that can enhance productivity.

This is supported by Maslow's needs hierarchy model on motivational theories, which stipulates that the basic needs must be satisfied first before the desire to satisfy other higher needs is built.

According to Hertzberg one important way to increase intrinsic job satisfaction is through job enrichment deliberate upgrading of responsibility, scope and challenge in work. According to Hertzberg's two-factor theory man has two different categories of needs, which are independent of each other. Those are when people feel dissatisfied about their jobs; they are concerned about their environment in which they are working. On the other hand, when people feel good about their jobs. This has to do with work itself. Hertzberg calls, the first category of needs hygiene factors because they describe man's event and serve primary function of preventing job dissatisfaction.

He calls the second category of needs motivators since they seem to be effective in motivating superior performance.
2.1.3 Promotion

Promotion takes place when an employee moves to a position higher than the one formally occupied. His responsibility, status and pay also increase. Promotions may be either horizontal or vertical.

Promotion schemes are of value to management and for personnel for greater personal satisfaction and prestige. These schemes offer opportunities to management to provide recognition and incentives to better employees, to correct, initial mistakes in appointments and to 'freeze inefficient personnel. Existence of adequate promotion opportunities generates within an organization beneficial pressures on work performance and desired behavior of all its employees.

A promotion scheme is significant for a big organization only, which has a large number of vertical job relationships. According to (Sagimo, 2002) the requirements of a sound promotion policy are as follows:

1. It should provide for a uniform distribution of promotional opportunities throughout the organization,

2. It must ensure consideration of all eligible in-service candidates and not, of the few highly ‘Visible’ ones only. It should be ‘open’ and not ‘closed’ for all individuals within the Company.

3. It should be some definite system for the selection of employees who are to be promoted from within the promotion zone.

4. Requires that the concerned line heads should finally sanction all promotions.
5. It must provide for a suitable system of follow-up counseling and review. The review of a promotional decision by higher management may also sometimes become essential to satisfy employees who accuse them of being unfair and unjust.

Changing business drivers are producing different sorts of organizations. Increasing network-based operations are becoming a reality, with strategic alliances, and partnering arrangements between suppliers and customers becoming commonplace. In changing organizations, the goals of the business are unlikely to be achieved if the workforce as a whole lacks the skills, resources and motivation to carry out the goals. (Holbeche, L. 1998).

Different things may motivate every individual and group, nevertheless there appears to be more general ways in which managers can make a difference to other peoples motivation, especially if they are working on eliminating some of the sources of demotivation, such as low morale, lack of control, lack of Promotion prospects, internal politics, overload, lack of recognition, boring tasks, lack of ownership, belittling of contribution among others (Holbeche, L. 1998). Executive appraisal schemes are ineffective, illegitimate and lead to unanticipated consequences. Different types of managers achieve different kinds of success (Sofer, 1974).

2.1.4 Decision Making, Personnel Organization and Planning

Performance appraisal is used to determine decisions made on personnel leading to job changes. A workers job may change following promotion, demotion, transfers and
separations. The purposes of job changes are that, they help in improving the
organization structure and decisions abolish superfluous positions on the organization
chart.

They are used to change job descriptions and to make clear-cut authority delegations. They also maximize employee effectiveness and assigns positions where their capabilities may be used to the maximum. Job changes function as tools of disciplinary action. Demotions and lay-offs are sometimes used to punish a worker for they cause him a loss of status and earnings. A formal job-change plan is a ‘must’ in all-big organizations. It should be a written document. These should put in place for bringing about job changes (Gupta, 1986).

2.1.5 Human Resource Planning

Human resource planning is the process of determining and assuming that the organization will have an adequate number of qualified persons, available at the proper times, performing duties which meet the needs of the enterprise and which provide satisfaction for the individuals involved (Beach Dale, 1995). HRP is the process of determining manpower needs and formulating plans to meet these needs. It is a future continuous process, which is an integral part of corporate planning. Its basic purpose is to make optimum utilization of an organization’s current and future human resources. Human resource planning is a two-phased process involving calculation about demand for and supply of human resources, so as to secure equilibrium between the two.
The main HRP objectives are to ensure optimum use of existing human resources; to forecast future requirements for human resources; To provide control measures to ensure that necessary human resources are available as and when required; to link HRP with organizational planning; to assess the surplus and shortage of human resources; to anticipate the impact of technology on jobs and human resources; to determine levels of recruitment and training; to estimate the cost of HRP and Housing needs of employees; to provide a basis for development programs; to facilitate productivity bargaining and to meet the needs of expansion and diversification programs. The ultimate purpose is to relate future human resources to future enterprise need so as to maximize the future returns on investment in human resources (Gupta, 1986).

2.1.6 Organization

There are two types of organizational structures. ‘Organic’ and ‘mechanic’. Organic structures tend to have quite flexible organizational relationships. There is minimal formal organizational consciousness. Elaborate charts and manuals are usually non-existent. The dynamism of such structures makes them readily responsive to innovations of all kinds (Burns and Stalker, 1963).

Mechanistic structures, on the other hand, tend to be rigid, with clearly defined relationships and responsibilities. A formal awareness of the structural pattern pervades such organizations as should be readily available organization blueprints and the like. These structures are static and are designed to carry out a nearly fixed strategy in a relatively stable environment.
It has been revealed that PA is still being used by many organizations for controlling employees rather than for developing them. This is due to lack of commitment by management to development of human resource and a narrow understanding of the potential scope of the appraisal systems (Prof. Malathi, 1968).

2.1.7 Salary administration

The single most important obligation that an employer owes an employee is to pay wages and/or salary. The purpose of a salary and wage administration policy is to set up the general level of wages and salaries in the organization following a well-conducted job evaluation exercise based on effective job analysis and job descriptions. A properly formulated policy further aims at maintaining satisfactory internal relationships between earnings and setting up fair and realistic methods of payment. Salary and wage administration generally refers to remuneration of all kinds to employees.

Wages refer specifically to the remuneration of “Blue-collar” or a manual worker whose payment is calculated on a time basis and comprise allowances such as overtime and shift differentials. Salaries on the other hand refer to remuneration of “White-collar” workers, usually supervisory, professional and managerial cadres who are often paid at monthly intervals under terms of an annual rate of pay.
A well-considered policy for wages and salaries takes into consideration the organization basic personnel policy and philosophy in respect of wages by paying employees in such a manner as to:

Attract, retain and motivate sufficient number of suitable employees to meet service/production needs at the right time and place and for the right duration, encourage personnel to make full use of their abilities and develop their potential for optimum productivity, ensure a high level of quality of output by helping the employees to strive to achieve the targets and objectives of their jobs and of organization recognize the value of the job in relation to each other, enable employees to share in the growth and prosperity of the organization by rewarding staff in accordance with the value of their contribution, avoid wage drifts and unfair differentials, encourage personnel to accept change and transfer within the organization, present loss of morale through dissatisfaction with levels of pay and to achieve these aims and objectives at a minimum cost by ensuring that labor costs are suitably controlled in relation to other costs, and in relation to revenue. (Sagimo, 2002).

2.1.8 Disciplinary procedure and proper feedback

Discipline is defined as "training or control, often a system of punishment and self control orderliness, obedience and capacity for co-operation. It is the managers' and supervisors job to promote and maintain this state of discipline in the organization and work places. If an individual does not respond it is the supervisors' responsibility to administer law so that the work can be done or scheduled. The need for discipline
remains vital for the organization to do its job well. The employees must have order and integrity to perform their work according to plan and finish it in good time. The supervisor must be an example in bearing and conduct. Instructions given must be carried out as stipulated by guidelines. It is of utmost importance that discipline cases should be dealt with as expeditiously as possible on the psychological principle of "strike the iron when it is still hot" if you want to change its shape or look.

It is a fundamental principle of discipline procedure that disciplinary action should not be taken against an employee until he/she has been given an opportunity of explaining the irregularities or offence(s). This is a just principle of democracy of individual self-discipline and self-expression.

An organization must put in place a well-defined disciplinary procedure for consistency, fairness and uniformity (Sagimo, 2002).
2.2 Figure 2.1 Conceptual Framework

Appraisal of Teachers (Independent variable)

Leads to

Motivation and promotion of Teachers

Improvement and innovations in their teaching activities.

Improvement in personnel and organizational decisions.

Disciplinary issues.

Better salary (Dependent variables)

The above diagram shows the relationship between the independent variable and the dependent variables. Appraisal of teachers should lead to motivation and promotion of teachers, improvement and innovations in their teaching activities, improvement in personnel and organizational decisions, disciplinary issues and better salary.

2.3 Critical Review of major issues

In view of the above discussion a number of issues come up concerning performance appraisal. It is evident that a lot requires to be done in order to get rid of human error and biases in the carrying out of performance appraisal and also the education of the raters has to be taken more seriously making sure that PA is done with training, coaching, counseling and general development of employees in mind and not for demotions, transfers, discipline, separation, among others.

PA is a key tool in making the most of an organization human resource because what gets measured gets done. PA should be a continuous process managerial appraisal systems serve to reassure significant others not least directors and shareholders, that economic rationality is being pursued (Barlow, 1989).

Failure to use appraisal schemes would invite not only a question of organizational legitimacy but would also risk being seen such as capricious, negligent and irrational. The effectiveness of the appraisal process depends on the participants, the methods used and the contextual factors surrounding it. (Shape et al, 1993). Some studies of appraisal have found that potentially the most motivating aspect of the appraisee is to identification.
of individual training and development needs (Alimo, 1992). However, in practice, appraises often complain that this aspect of the process is neglected with a lack of follow up once needs have been identified (Shape et al, 1993). Surveys of managerial appraisal in practice, objectives based approaches appear to dominate.

The problems associated with performance appraisal conducted by superiors’ appraisal remain the most common approach. This is because the appraising managers do not recognize the need for anyone other than themselves to be involved in the rating process. Appraising a manager always wish to retain control of the appraisal process. Appraising managers fear losing influence over promotion decisions. The methods are economical to operate, they underline that managers are responsible and accountable for the performance of their subordinate and they are often found acceptable to those involved (Shape et al, 1993).

360-degree feedback can become a powerful organization intervention to increase awareness of the importance of aligning leader behavior, work unit results and customer expectations as well as increasing employee participation in leadership development and work unit effectiveness (Armstrong, 2001). This feedback cause attention to important performance dimensions which may hitherto have been neglected by the organization. It also recognizes the complexity of management and the input from various sources. The 360-degree feedback recognizes the complexity of management and the value of input from various sources. It also calls attention to important performance dimensions, which may hitherto have been neglected by the organizations. (Armstrong, 2001).
The range of 360-degree feedback could be extended to include other stakeholders – external customers, clients, and suppliers, turning it to a 540-degree feedback. A self-assessment process may also be incorporated. This will lead to a rounded view of an individual’s/team’s/the organization’s performance and what its strengths and weaknesses are. This appraisal method has raised the self-awareness of people on how they personally impact on others, it is supporting a climate of continuous improvement, improves morale, focuses on development and perception of feedback as more valid and objective acceptance of results and actions required. (Armstrong, 2001).

2.4 Summary and Gaps to be filled

PA usually relates to the assessment of staff or managerial performance (Cole 2001). Formal appraisal is an assessment of employee performance in some systematic and planned way (Cole 2001). There are several reasons why appraisals are carried out in organization. To begin with appraisals identify an individual’s current level of job performance. It also identifies individual’s strengths and weaknesses and enables employees to improve their performance. It provides a basis for rewarding employees in relation to their contribution to organizational goals; it motivates individuals; it helps to identify training needs and it also provides information for succession.

Performance appraisal is a continuous self-reviewing cycle. It is concerned with improving individual and team performance. (Armstrong 2001) it is worth noting that no single measure can provide a clear performance target or focus attention on the critical
areas of the business. (Kaplan et al., 1992). The 360-degree feedback, which is a multi-source assessment, or multi-rater feedback should be used. This is because performance data in 360-degree feedback process can be generated for individuals from the person to whom they report, their direct report, their peers, and their external and internal customers. (Armstrong, 2001).
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This refers to the methods and procedures of data collection that the researcher used in the study. This includes research design, target population, sampling, data collection instrument, data analysis, expected output and the references.

3.1 Study design

This study adopted a descriptive research design, which involved a field survey to the population of interest to enquire on issues of performance appraisal. This design was considered appropriate so as to achieve desired representation from secondary schools in Nairobi province.

3.2 Target Population

The target population was girls' secondary school teachers in Nairobi province. Specifically it targeted four girls' secondary schools. The population of interest is summarized in the following table.
Table 3.1 Target Population

<table>
<thead>
<tr>
<th>School</th>
<th>No. of TSC Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moi Nairobi Girls</td>
<td>52</td>
<td>35</td>
</tr>
<tr>
<td>State House Girls</td>
<td>44</td>
<td>29</td>
</tr>
<tr>
<td>Buruburu Girls</td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>Nile Road Girls</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>


3.3 Sample design

The study adopted a stratified random sample of 59 teachers who were obtained from the four girls’ secondary school. A stratified random sampling is used in those cases where the population of interest is not homogenous. There are various types of secondary school in the sense that some are privately owned, while the government owns others; others are one, two, three, four streams and so on. Again some are day schools and others are boarding schools. Sampling is suitable for a large group. It has a higher efficiency of sampling procedure. Through stratification and ratios we could reduce biases in sampling. The sample was drawn as summarized in the following table.
Table 3.2 Sample design table.

<table>
<thead>
<tr>
<th>School</th>
<th>Population Frequency</th>
<th>Ratio</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moi Nairobi Girls</td>
<td>52</td>
<td>0.4</td>
<td>21</td>
</tr>
<tr>
<td>State House Girls</td>
<td>44</td>
<td>0.4</td>
<td>16</td>
</tr>
<tr>
<td>Buruburu Girls</td>
<td>34</td>
<td>0.4</td>
<td>14</td>
</tr>
<tr>
<td>Nile Road Girls</td>
<td>20</td>
<td>0.4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>0.4</td>
<td>59</td>
</tr>
</tbody>
</table>


3.4 Data collection procedures/ Instruments

Data was collected through a questionnaire. The questionnaire was structured with both closed and open-ended questions. These were given to teachers selected from the four girls secondary schools for filling in and were collected after two weeks for analysis.

3.5 Data analysis

A descriptive statistics was used to summarize the data. This includes proportions, percentages, tables and graphs. A database package (excel) was utilized in the analysis.

3.6 Expected output

This study established facts on the effectiveness of appraisal of girls’ secondary school teachers in Nairobi Province. It determined whether appraisal of teachers leads to motivation and improvement of teachers’ performance among other motivating factors.
The recommendations that are given in this study will help in improving the appraisal system in existence, resulting to change in the performance of secondary school teachers through improving morale.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION OF RESULTS

4.0 INTRODUCTION

This chapter analyses the data that was collected from the girls’ secondary schools.

4.1 Background information.

Table 4.1.1 Teachers working experience.

<table>
<thead>
<tr>
<th>No. of years worked</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>9.1</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>7.3</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>9.1</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>10.9</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>10.9</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>9.1</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>10.9</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>7.3</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>


This table indicates that over 50% of the teachers have worked for more than nine years.

This could be explained by the fact that the government stopped employing teachers seven years ago. The newly employed teachers, those with eight years and below are mainly Board of Governors employees.
Table 4.1.2  Tables of results

<table>
<thead>
<tr>
<th>Question number</th>
<th>Yes</th>
<th></th>
<th></th>
<th>No</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of responses</td>
<td>Percentage</td>
<td>No of responses</td>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>35</td>
<td>64</td>
<td></td>
<td>20</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>22</td>
<td></td>
<td>43</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>22</td>
<td></td>
<td>43</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>34</td>
<td>62</td>
<td></td>
<td>21</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>18</td>
<td>33</td>
<td></td>
<td>37</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>16</td>
<td></td>
<td>46</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>7</td>
<td>15</td>
<td></td>
<td>40</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td>2</td>
<td></td>
<td>54</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>


In the analysis of the responses to the questionnaire, responses to some questions were used while other questions were not used. The questions used were considered to be core and key while those not used were considered to be bridging questions.

The questions used were 1 – 4, 8, 10, 12, 15, 18 and 26. In each case the number of responses to a question were multiplied by their corresponding weights to obtain the total scores. These scores were then converted to percentages, both for each question and for all the questions that were considered.
4.2 INTERPRETATION OF RESULTS

Fig 4.1.1 Overall effectiveness of Performance Appraisal on teaching

The above figure shows that 64% of the respondents indicated that they had been appraised previously, of these 60% had been appraised once a year, 14% twice a year; 20% thrice a year and 6% had been appraised continuously. Going by these percentages it is clear that performance appraisal of teachers is not done continuously as would have been expected.

The respondents of the questionnaire seemed to be aware of the importance of performance appraisal because they registered their disappointment in the fact that it is not carried out at all in some cases and when done it is not done continuously. The

teachers also noted that if performance appraisal was being done, then there would be more genuine promotions and these would help teachers improve themselves. Again if done exceptional performance would be rewarded leading to better performance and a competitive atmosphere.

4.3 Performance Appraisal and improvement in teaching

Table 4.1.3

<table>
<thead>
<tr>
<th>Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Further, 22% of all the respondents think that performance appraisal led to improvement and innovation in their teaching. They thought however that appraisal had a low effect on their teaching. Of all the respondents who have been appraised only 22% claimed that performance appraisal has led to improvement and innovation. When very little appraisal is being carried out then there are no improvements and innovations in teaching activities because the teachers are not motivated to work hard. Performance appraisal has been defined by (Armstrong) as improving individuals and team performance. It continues to refer to it as a continuous self-renewing cycle. Thus it would only help teachers improve themselves if carried out continuously.
26% of those respondents who had been promoted previously indicated that the promotion was due to performance appraisal. This means that 74% of the teachers have been promoted but not as a result of performance appraisal but as a result of other factors such as mass promotion sought for by the teachers union, working experience, exceptional performance, head teacher’s confidential report among others. Performance appraisal is a very important and useful tool in determining who qualifies for promotion based on whether one meets the set standards or not. Without appraisal, then promotion becomes limited and certain biases in determining who should be promoted arise.
62% of the respondents agreed that performance appraisal standards are realizable however majority of the respondents felt that there are no set standards while 33% of those who accepted that there were set standards indicated the set standards motivated performance. This means that the standards do not motivate performance because there are no regular checks to maintain standards. 16% felt that the feedback from performance appraisal led to motivation and improvement in teaching. 84% disagreed. 84% of all the respondents had been transferred previously from one station to another. Of these, 15% agreed that performance appraisal was used in their transfer. The remaining respondents got their transfers as a result of a personal request or head teachers recommendations. Transfer of teachers should come about as a result of appraisal to improve teaching. In this case over 16% of teachers were transferred as a result of the head teacher’s recommendation, which could be influenced by the relationship between the head teacher and the individual teacher. All the respondents indicated that they had been awarded a salary increment and of these only 2% said that performance appraisal was used in their salary rise.

Performance appraisal is done to effect job changes in an organization; the statistics here show that only 2% of all the teachers were awarded a salary rise as a result of performance appraisal. This would thus show that the remaining 98% were awarded the rise due to other reasons such as head teacher’s confidential report, working experience merit, mass salary award or exceptional performance.
In overall, the results show that performance appraisal is only 23% effective in improving teaching.

**Fig 4.1.3 Overall effectiveness of Performance Appraisal on teaching**

23% is very low because appraisal should be an important evaluation that assesses the strengths and the weaknesses of both an individual and team work so that the weaknesses are corrected or changed into strengths. With such a low percentage the standards and uniformity are compromised. Again job changes decisions will then be based on biased factors such as the head teachers' confidential report. The existence of a regular appraisal
system tends to make supervisors more observant on their subordinates not to mention the rational foundation for the payment of piecework wages, bonus among others.

4.4 Set standards

This study revealed that set standards are rare; but if there were set standards the teachers felt that this would improve their performance. The teachers suggested that the set standards should be modified in various ways. To begin with the frequency of teachers inspections should be increased. Then use of experts for appraisal should be used because presently, the appraisal being done is more of a form of harassment of teachers than advisory. Feedback from appraisal should be given to the teachers. Again evaluation should be done continuously by either filling in appraisal forms or any other method found to have positive criticism.

54% of all the teachers who were promoted were awarded the promotion as a result of a mass promotion. This was a promotion to all the teachers and the differences in the award was as a result of their working experience.

Performance appraisal would be a more rational uniform and realistic tool for promotion 11% of the teachers were promoted due to a confidential report sent to the Teachers Service Commission annually. This is not a very reliable tool because it could be vulnerable to human biases such as nepotism and tribalism among others. Exceptional performance was only used on 2% for promotion meaning it is negligible and had it been effective; this would motivate the teachers to compete.
4.5 SUMMARY OF FINDINGS

The study was undertaken on specific girls’ secondary schools to investigate the impact of appraisal on teachers’ performance if it is being carried out. This study discovered that 64% of secondary school teachers have never been appraised. This would thus mean that although there is a performance appraisal form in the teachers’ code of regulation designed for each category of the teachers, the form is not being used.

The study revealed that teachers have been promoted at least three times since they started working but performance appraisal was not used in these promotions. Working experience, head teachers, confidential report, mass promotions are some of the methods that were used to promote teachers among other factors.

Of the teachers in the selected girls secondary schools, 85% have been transferred from their stations. Reasons for transfer are numerous including head teachers recommendation, personal requests, due to healthy reasons among others. Basically performance appraisal has not been used.

Discipline of teachers has been rare but about 13% of the teachers in question were transferred on one’s personal request. Feedback from appraisal was not used because appraisal had been done. The study revealed that an appraisal system for teachers is in place but those who are supposed to effect it do not seem to be doing it effectively.
The teachers seemed to be eager to be appraised so that they can get promoted because they seem to feel that lack of continuous appraisal has stagnated them in same job group for many years.
CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary of major issues, conclusion and also suggests some ways of improving the system of performance appraisal of teachers so as to bring about better performance, better motivation and a higher self esteem of teachers. The chapter also highlights the limitations that were encountered during the study, recommendations and concludes with suggestions for further research.

5.1 Summary of major findings

The findings of this study reveals that appraisal is a very important aspect of evaluation that should be used to bring about job changes such as promotions, demotions, transfers, upgrading, discipline among other motivating factors.

5.2 Answers to research questions

The study revealed that there is a positive impact of appraisal on secondary school teachers employed by the Teachers’ Service Commission in Nairobi Province. Although only 23% of all the teachers who filled the questionnaire agreed to having been appraised, this shows that appraisal would result to improvement in the teaching activities.
Yes. Performance appraisal has brought about motivation of teachers. Of the 23% of the teachers that have been appraised motivation has been noted because their appraisal resulted to promotion. However, this is a very small number in comparison to the 77% of teachers who have never been appraised. The study revealed feedback from appraisal has not improved the teachers' performance because very little appraisal has been carried out.

No, the study revealed that teachers are not satisfied with the method used by the Teachers' Service Commission for their promotion. This is because, although all the teachers have been promoted at least once since they started working, 54% were promoted on basis of mass promotions and 11% were promoted as a result of the head teacher's confidential report. Only 26% were promoted as a result of performance appraisal. Again, the study showed that teachers felt that the head teacher's confidential report is a poor method for promotion because it could be biased.

As already mentioned above, performance appraisal has not led to increase in the teachers pay because very little appraisal has been done.

5.3 Conclusion

The study indicated that majority of the teachers who filled in the questionnaire have never been appraised. The job changes that have taken place have been effected as a result of other factors such as; promotion based on teaching experience, transfers due to a
personal request, discipline due to the head teachers recommendation among others. It seemed that there are no set standards.

5.4 Recommendations

Performance appraisal is important and should be carried out continuously with a positive intention of assisting the teachers to improve their performance and not be used as a form of harassment. There should be set standards which teachers should aim at achieving and checks such as inspections should be done often to maintain the set standards.

It is only through feedback from appraisal that checks can be made on whether the set standards are being achieved. 98% of all the teachers who filled in the questionnaire felt that appraisal should be carried out continuously and should have a positive intention of assisting the teachers perform better through training and development and not be used to harass the teachers.

Most teachers also gave an indication that there are no set standards but suggested that the standards are necessary, should be put in place and inspection done often to maintain the set standards. The study also revealed that all the teachers have been promoted at least once since they started working. Appraisal is not being used the way it should be and Teachers Service Commission should be more vigilant on appraisal of teachers to improve their performance.

Of the teachers who had been disciplined, the discipline given was based on head teachers report, and not on feedback from performance appraisal. The head teachers can
sometimes be biased based on the relationship between the head teacher and the individual teachers. Feedback from appraisal is a more appropriate method of disciplining teachers than a confidential report from the head teacher.

The government must make the Teachers Service Commission carry out effective performance appraisal because this is a key tool in making the most of an organization’s human resource because what gets measured gets done. Teachers Service Commission must remember that the effectiveness of the appraisal process depends on the participants, the methods used and the contextual factors surrounding it. The appraisals will thus require to be well trained in this field. The head teacher’s confidential report is outdated because the teachers need to be involved in their appraisal and this method does not seem to respect this fact and that may lead to teachers indifference on their appraisal.

The Teachers Service Commission will need to motivate their teachers through performance appraisal that leads to both individual and team training and development. The Teachers Service Commission will require using the 360-degree feedback so as to pay attention to important performance dimensions, which may have been neglected in the teaching fraternity.

5.5 Limitations of the study
A number of problems were encountered while the study was being carried out.

- Some questionnaires of those that had been distributed to the selected teachers were not returned even after follow-up.
The time was limiting such that the researcher was limited as to how much data to collect. Time did not allow for an extensive research.

Many of those teachers selected to fill in the questionnaire gave an impression of being busy and some filled in the questionnaire indifferently.

Scarcity of financial resources hindered extensive research.

5.6 Suggestion for further research

The study only focused on girls' secondary schools in Nairobi Province. Further research should be undertaken in other institutes of learning if teaching has to be made more effective and meaningful in making people more useful in their society.
BIBLIOGRAPHY


Rich, M.J. *Challenge and Response: Education in American culture*.


Website: http://WWW.Tsc.go.ke.

World conference of organizations of teaching profession conditions of work for quality teaching. 1963.
APPENDIX 1

THE IMPACT OF APPRAISAL ON GIRLS’ SECONDARY SCHOOL TEACHERS’ IN KENYA.

Dear Respondent,

I am an MBA student at Kenyatta University undertaking the above named study as a requirement for the award of master’s degree in Business Administration. The purpose of this questionnaire is to collect data, which will assist in getting more information on the teachers’ appraisal. The information you give shall be used exclusively for academic purpose and will be treated with utmost confidentiality. Please answer as honestly as possible.

Your cooperation and assistance will be highly appreciated.

Gatemi M.
MBA Student

Mr. Shaddrack B.
Supervisor

Sign Date
Sign Date
APPENDIX 2

QUESTIONNAIRE.

Section A

Personal details

Name of the teacher (optional):

School:

Working experience

Section B

Answer the following questions as honestly as possible. You are assured that your responses will be treated with utmost confidentiality. Put a tick appropriately

(Performance appraisal)

1. Have you ever been appraised?
   A. Yes [ ]
   B. No [ ]

2. If yes how often?
   A. Once a year [ ]
   B. Twice a year [ ]
   C. Three times a year [ ]
   D. Continuously [ ]

3. Do you think performance appraisal has led to improvement and innovation in your teaching?
   A. Yes [ ]
   B. No [ ]
4. If yes to what extent
   A. Very great extent 5 [ ]
   B. Great extent 4 [ ]
   C. Moderate extent 3 [ ]
   D. A low extent 2 [ ]
   E. Very low extent 1 [ ]

5. What is your comment on performance appraisal and improvement in teaching?

(Promotion)

6. Have you ever been promoted?
   A. Yes [ ]
   B. No [ ]

7. If yes how many times?
   A. 0-1 [ ]
   B. 2-3 [ ]
   C. 3-4 [ ]
   D. 4 and above [ ]

8. Was PA used for your promotion?
   A. Yes [ ]
   B. No [ ]
9. If no what were used?

(Motivation)

10. Are performance appraisal standards realizable?
   A. Yes
   B. No

11. If no, give a reason

12. Have the set standards motivated performance?
   A. Yes
   B. No

13. If no, why not?

14. Suggest any other necessary modification on the standards

(Innovations and improvements in teaching)
15. Has feedback from PA led to innovations and improvement in teaching?
   A. Yes [ ]
   B. No [ ]

16. If yes, specify
   
   (Improvements in personnel and organizational decision)

17. Have you ever been transferred from a station?
   A. Yes [ ]
   B. No [ ]

18. If yes, was feedback from performance appraisal used?
   A. Yes [ ]
   B. No [ ]

19. If no, what were the reasons for your transfer?
   
20. What other job changes have resulted from appraisal?
   A. Demotions
   B. Dismissals
   C. Upgrading
   D. Promotion
   E. Transfers
F. Others

   (Disciplinary issues)

21. Have you ever been disciplined?
   A. Yes
      [ ]
   B. No
      [ ]

22. If yes, which one?
   A. Salary deduction
      [ ]
   B. Facing a disciplinary panel
      [ ]
   C. Interdiction
      [ ]
   D. Dismissal
      [ ]
   E. Others
      [ ]

23. Would you say the disciplinary action taken against you?
   A. Fair
      [ ]
   B. Unfair
      [ ]

24. If unfair, give a reason.

   (Better salary)

25. Have you ever been given a salary raise?
   A. Yes
      [ ]
   B. No
      [ ]
26. If yes, was appraisal used to award you the salary rise?
   A. Yes [ ]
   B. No. [ ]

27. If no, what was used?
   A. Working experience [ ]
   B. Head teachers confidential report [ ]
   C. Exceptional performance [ ]
### Appendix 3

#### Budget

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>KSH.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purchasing of writing materials for the whole project (stationeries)</td>
<td>2,000</td>
</tr>
<tr>
<td>2. Secretarial services</td>
<td>7,000</td>
</tr>
<tr>
<td>3. Traveling expenses and meals</td>
<td>13,000</td>
</tr>
<tr>
<td>4. Photocopying expenses</td>
<td>6,000</td>
</tr>
<tr>
<td>5. Data processing</td>
<td>8,000</td>
</tr>
<tr>
<td>6. Questionnaires</td>
<td>1,000</td>
</tr>
<tr>
<td>7. Compiling of the final documents</td>
<td>5,500</td>
</tr>
<tr>
<td>8. Contingencies</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52,500</strong></td>
</tr>
</tbody>
</table>
Appendix 4

Work plan

Time schedule from May to December 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2004</td>
<td>Presentation of concept paper</td>
</tr>
<tr>
<td>June 2004</td>
<td>Writing of proposal</td>
</tr>
<tr>
<td>July 2004</td>
<td>Presentation of research proposal</td>
</tr>
<tr>
<td>August 2004</td>
<td>Field research</td>
</tr>
<tr>
<td>September 2004</td>
<td>Data analysis</td>
</tr>
<tr>
<td>October 2004</td>
<td>Submission and defense</td>
</tr>
<tr>
<td>November</td>
<td>Submission of final copy</td>
</tr>
<tr>
<td>December</td>
<td>Graduation</td>
</tr>
</tbody>
</table>