PERFORMANCE APPRAISAL SYSTEMS IN SCHOOLS AND THEIR IMPACT ON PERFORMANCE OF TEACHERS. A CASE STUDY OF SECONDARY SCHOOLS IN TESO DISTRICT

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Performance appraisal systems in schools

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DECLARATION

a) This Research is my original work and has not been presented for a degree in any other University

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ABSTRACT

Over the years, more organizations have introduced some form of appraisal system. Performance appraisal is the process of determining how workers have performed the work assigned to them after having been trained. Performance appraisal systems include forced distribution, self-appraisal, paired comparison, critical incident, group appraisal, management by objective to name but just a few.

This growing use of appraisal suggests that many organizations find it worthwhile process. Operating on appraisal system requires quite an investment of resources by the organization and time and effort by the appraising manager. These investments need to be justified in terms of the benefits, which ensue. A few decades ago, the performance appraisal was a procedure of very limited utility largely confined to hourly wage earners and used to pinpoint coarse distinctions between good and bad performers. Today, many more job types and levels are subject to performance appraisals and the performance appraisal is used for decisions about salaries, promotions and placement, to pinpoint performance problems, improve employee performance, for career counseling and to help implement the strategies and instill the values of the organizations.

This research will apply expectancy theory on the performance appraisal of teachers in secondary schools. This research will investigate its utility in the study of developing performance appraisal for secondary schools. The objectives of the study are three-fold. First, it will identify the performance appraisal systems that are used in schools. Secondly, it will assess the impact of the appraisals on performance of teachers. Lastly, it will recommend measures that would assist policy makers and principals in addressing the efficiency of the appraisals used in teaching profession.

While using both primary and secondary data, the study will rely on different methods and techniques of data collection. These are in-depth interviews and discussions, document collection and questionnaire. Together with these will be purposive, simple random and stratified as the sample techniques. Data will be presented in form of Bar graphs, pie charts and percentages.

The appraisal systems used do not provide effective motivation of staff by recognizing and rewarding best performers. All these factors have contributed to the low state of performance in the teaching profession. The significance of this study lies in the fact that policy makers will find it useful for planning purposes. The findings shall also fill some literature gaps on appraisal. It will also contribute to the existing body of knowledge on performance appraisal.
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DEDICATION

Wife Agesa Zilpah Kageha, Children Agesa Laurah Ong’onge And Agesa Billgates Ovita.

"JOIN WITH OTHERS IN FOLLOWING MY EXAMPLE” PHILIPPIANS 3:17.
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DEFINITION OF TERMS

Performance- The action of carrying out a certain task in a work situation.

Resources – Aids that help in accomplishing a task at work place.

Motivation – Moving people to exert a high degree of effort in their work.

Appraisal – Finding out how the job assigned to someone has been carried out.

T.S.C – Teachers Service Commission.

Performance management – The arrangements organizations use to get the right things done successfully to achieve optimum results.

Performance appraisal – The process through which the organization assesses the quality of the work of its employees and attempts to improve their performance.
CHAPTER ONE
INTRODUCTION

1.0 OVERVIEW OF THE CHAPTER.

This chapter gives a brief insight on the background of performance appraisal systems and how it affects the performance of secondary school teachers. Also covered are the statement of the problem, objectives of the study, research questions, scope and limitation of the study, significance and justification of the study.

1.1 BACKGROUND INFORMATION.

The introduction of modern performance systems such as management by objectives (MBO) and evaluation approaches such as behaviorally anchored rating scales (BARS) has not prevented many organizations from continuing to rely on old methods such as Essay forms, peer ranking and "trait" rating scales.

Swan .S. William (1991) observed that systematic use of performance appraisals in the U. S. A. began early in this century with the government and the military, where pressures for merit systems of promotion have traditionally created a demand for an objective measurement of performance. The modern versions of techniques such as peer ranking, forced choice measures, and trait – rating scales were developed in the armed forces. In civilian life, performance appraisals were used but limited to hourly industrial employees after World War I, appraisal of managerial employees did not become popular until after World War I
By early 1950 most organizations in America had performance appraisal programs. Managers simply rated employees "Excellent," "Good," "Fair," or Unsatisfactory on a series of traits such as "Motivation" or "Initiative."

All this changed by the 1964 Civil Rights Act and the 1966 and 1970 Equal employment opportunity commission. In 1978 to clarify the exact requirements that performance appraisal systems must meet the equal employment opportunity commission published the uniform guidelines on employee selection, procedures which included (i) The organization must demonstrate that the process is "Valid" that is job – related and that it accurately measures significant aspects of job performance, (ii) The organization must demonstrate that the appraisal system is the best available method that not other systems is less discriminatory. These rules are applied to performance appraisals because appraisals are often used as an internal selection or promotion device.

Terry Gillen (1995) observed that the 1980's and 1990's have seen growing emphasis on performance and hence on performance reviews. In the U.K. at least this impetus continued with the focus on performance caused by successive economic recession, the application of commercial philosophies to the public sector and with the widening adoption of performance related pay.

Agere Sam & Noela (2000) after conducting research in commonwealth countries argued that many countries are already implementing various approaches to improved performance management as part of economic and administrative reform. The advantages of the reform are being shared internationally through improved technology knowledge and skills. To this extent performance management has become part of the global village and hence is an effect of the globalization process.
Within the public service reforms in commonwealth countries, the objectives of the performance appraisal and development system have been stated by Noella Jorm as: Developing a culture of new professionalism in the public sector through: (i) Provision of an opportunity for improved dialogue between managers, supervisors and employees (ii) Encouraging the early identification and turn-around of unsatisfactory performance (iii) Recognizing and rewarding good performance through appreciation and incentive awards and opportunities for career development (iv) appraising the performance of all employees in an open, objective, fair and consistent manner.

The performance appraisal instruments that were used during the colonial era were never modified in many of the countries following independence. They were also found to be ineffective following the administrative reforms of the 1980’s and 1990’s. The administrative reforms clarified the mission statements, objectives, tasks and functions of ministries. Consequently the performance appraisal was found wanting, giving rise to the need for designing new ones which would be appropriate to the emerging needs.

Political interference contributed to the decline in the use of performance appraisal instruments and in the decline of the values of integrity, neutrality, objectivity, consistency and confidentiality. The experiences of many countries show that heads of departments have long forgotten the use of appraisal for their subordinates. Many staff did not even see the completed confidential reports forwarded by the supervisors to the Public Service Commission. The performance appraisal system therefore lost the support credibility and commitment of both the supervisors and the subordinates thus giving rise to the decline in the importance of the instrument.
In examining the performance appraisal systems in many commonwealth countries, it has been possible to identify the common characteristics of the instrument despite independence and changes in governments. (i) The appraisal measured personality traits such as obedience, loyalty and did not measure objectives and core competencies. (ii) The system could not cope with strategic planning since it was not participative in the sense of involving the subordinates when their appraisals were being conducted. Consequently, the system was open to bias and abuse, was demonstrating, difficult to compare employees and time consuming which resulted in disparity in ratings of staff. The limitations of the system discussed above are a good cause for developing a new performance appraisal instrument, which is bias – free, allows integrated and strategic planning, participative and has a capacity for continuous learning.

1.2 STATEMENT OF THE PROBLEM
This study is concerned with performance appraisal systems and its effect on the performance of secondary school teachers. The performance appraisal systems used by the Teachers Service Commission are ineffective and non-participatory. Present appraisal system is strictly confidential and appraisees have no chance of knowing the contents of the evaluation report (Mzenge 1983). The study by Mzenge indicated that the present appraisal systems dwell on personality traits. Actual job performance and ability to achieve goals has been given little emphasis as can be deduced from the specimen confidential report shown in appendix X. Promotion of teachers is therefore biased and insists on KESI course (Education Watch Vol. 004 Oct/Nov 2004 Pg3). The performance of teachers in general and students in particular is a matter of great concern to educational stakeholders (Elimu Newsletter Vol. 8 2004 – 2005 Pg. 14) and the residents of Teso district (Daily Nation Wednesday, February 9, 2005 Pg. 10).
The teachers have rejected performance contracts and view it as policies imposed on them by World Bank (Daily Nation Thursday May 26/5/2005) but Education stakeholders view the contracts as being long overdue as it will be activity and result based with set targets for particular goals expected within a specified period. Besides, parents through the school board or committee will be involved and responsibility for results will be borne by one in the system. The Ministry of Education in implementing these contracts must also streamline its operations and give efficiency uppermost attention. (Standard Friday June 3, 2005).

The K.N.U.T called the plan to put school Heads on performance contracts unworkable. The K.N.U.T secretary was reacting to Education Secretary Prof. Karega Mutahi that Headteachers would be put on the job contracts from July (Daily Nation May 26, 2005)

That notwithstanding the idea is noble and requires understanding if only to spur exertion towards achieving better results. Complacency in poor performance and hiding behind factors that are manipulated to evoke sympathy will take our country nowhere.

From the foregoing it is apparent that most Trade Unions are opposed to performance appraisal as they look at it as a foreign idea emanating from World Bank. Therefore there is need for change of the mindset of Public servants towards achieving results as President Mwai Kibaki put it on Madaraka Day (Daily Nation Thursday June 2, 2005).

Consequently it is appropriate for this study to focus on the relationship between performance appraisal and performance of teachers. Therefore there is need to improve on the appraisal of teachers which will equate to student performance. Agere Sam et al (2000) after carrying out research in commonwealth countries discovered performance appraisal systems to be biased and abusive. He recommended setting up of new appraisal systems, which are bias-free.
participative, and has a capacity for continuous learning. This research project will try to allay
the fears of the teachers by acting as a pilot study and will recommend a free, fair, and
participative appraisal systems to be put up

1.3 OBJECTIVES.
The general objectives of this study are to assess the effect of performance appraisal systems on
the performance of teachers.

Specific objectives are: -

i. To identify performance appraisal systems used in schools.

ii. To find out whether there’s feedback after performance appraisal of teachers in schools.

iii. To find out the relationship between performance appraisal and promotion and demotion of teachers

iv. To investigate if there is proper use of performance appraisal tools in appraising teachers.

v. To establish the relationship between performance appraisal and training of teachers.

1.4 RESEARCH QUESTIONS.
In order to address the research objectives mentioned, the following research questions are important: -

i. Which performance appraisal systems are used in your school?

ii. What effect does performance appraisal have on promotion or demotion of teachers in your school?

iii. Is there any relationship between performance appraisal and training of teachers?
iv. Does your Principal give feedback after appraisal of teachers

v. Which method of performance appraisal do you prefer?

vi. How is performance appraisal of teachers done in your school?

1.5 JUSTIFICATION OF THE STUDY

This study is concerned with performance appraisal systems and its effect on the performance of secondary school teachers.

According to research which was carried out by Mzenge (1983) appraisal systems used by the T. S. C. is strictly confidential and the teachers have no chance of knowing the contents of the evaluation reports. This study will recommend a participatory approach to appraisal system. Terry Gillen (1995) argues that the traditional appraisal where the appraise is a passive recipient of the appraiser's opinions seems increasingly "past its sell by date" in the current environment. Appraisal of teachers is triggered when a teacher applies for promotion or renewal of contract, this should not be the case as appraisal is supposed to be an ongoing process (Philip 1997). The study found out the present frequency as being once in two (2) years for renewal of contract and indefinite period in the case of evaluations for promotion purpose.

Another justification for this study is on the basis of appraisal as it relies on personality traits. Job performance and ability to achieve is given little emphasis as can be deduced on confidential reports. This study will emphasize that principals are given formal instructions or guidance on how to handle teacher performance evaluation, as the current system does not have a provision for the same. Its aim is to advice principals to give feedback to teachers after appraisal.
The limitations of the system discussed above are a good cause for the researcher to undertake the research in order to help in developing a new performance appraisal instrument which is bias-free, allows integrated and strategic planning, is participative and which has a capacity for continuous learning. In essence, it should be a competitive system, which has a set of skills, knowledge, abilities, and behaviour characteristics and can be seen to predict the desired performance. The performance appraisal instrument that bears these characteristics has a potential for success because it is open, participative, transparent and amenable to change to suit the changing environment.

1.6 SIGNIFICANCE OF THE STUDY

The study is expected to be significant to Teachers Service Commission, Teachers, and Students, Ministry of Education, universities, Government ministries and researchers in the field of management.

The study will identify and highlight appraisal systems used in schools and this will enable Teachers Service Commission to formulate participatory appraisal forms instead of the annual confidential reports thus motivating teachers to participate actively on their appraisal (Teachers image Vol. 8 2005)

On the basis of the findings of the study, universities such as university of Nairobi and Kenyatta can greatly benefit and use it in formulating strategic plan for its employees (Daily Nation March, 2005), The Vice-Chancellor of University of Nairobi asserts that they are ready to implement performance appraisal proposals (Sunday standard June 12,2005). The University Academic union is opposed to appraisal as they argue that their jobs cannot be evaluated since it...
is impossible to measure the amount of knowledge imparted on learners by the Lecturers. For U.A.S.U. to oppose performance evaluation is to be unfair to those Lecturers who do a good job and deserve recognition. Further it denies universities a rational basis for promoting Lecturers (Saturday Nation June 11, 2005). Nearly all Universities in the world evaluate the performance of the teaching staff and reward them on performance-based evaluation, the union should be pressing for an impartial and transparent system for evaluating the performance of Academics.

From the findings the ministry of education will be able to use it as a basis on the formulation of appropriate appraisal systems. This will assist it to effectively implement its performance contract with head teachers (Standard Thursday, January 6, 2005). According to Ministry of Education performance contracts will be signed by Headteachers as from July 1 2005 (Standard Friday June 3, 2005)

The research will greatly benefit the teachers, as it will enable them to be appraised objectively, this enhance their chances of promotion on merit and therefore play a vital role in motivating them (Education Watch Vol. 004 Oct/Nov 2004). For instance, it may be an exercise in futility for teachers in insecurity-prone areas to be lumped within the same performance contract with teachers from less insecure regions (Standard June 3, 2005).

The students’ performance will be enhanced because teachers’ morale will be boosted due to fair and unbiased appraisal. Teachers will improve on their delivery, as they will be anticipating fair promotion based on the results of the students.

The findings of this study are significant to the government as it fine-tunes and undertakes pilot study on performance appraisal systems for five ministries from June 2005 (Daily Nation 14th February 2005). The President while addressing the public during Madaraka Day asserted that
an efficient public service is critical to the success of many of the development initiatives and therefore, it has introduced results-based management to ensure public servants are evaluated on the basis of the results of their work. More importantly, there’s a need for change of the mindset of Public servants towards achieving results (Daily Nation June Thursday 2, 2005)

The researchers in the field of management will use it as a basis for further research thus contributing to world of knowledge. The findings will be used as empirical study by other researchers and will be able to identify literature gap that might exist in this research.

1.7 SCOPE

This study examines appraisal systems used in schools and their effect on performance of teachers. In order to achieve this objective, data will be collected from secondary schools in Teso district. The district has seventeen secondary school and ten will be selected for the research.

1.8 LIMITATIONS

The results of the research will not be able to be compared with the results of other neighbouring districts. The other limitation is that being very sensitive, most heads might not be able to open up and provide necessary information. Time is another limitation, as the research will be carried out in two months.
CHAPTER TWO
LITERATURE REVIEW

2.0 OVERVIEW OF THE CHAPTER

In recent years, a great deal of management attention has been directed towards the development of valid and equitable performance appraisal systems. This chapter is divided into the following sections: Definitions of performance appraisal, types of appraisal systems, Raters of appraisal, legal issues, purpose of appraisal, empirical studies, theoretical framework and conclusion.

2.1 DEFINITIONS OF APPRAISAL

Pearce et al (1989) defines performance appraisal as the process of determining how well someone is performing his/her job, it involves measuring performance and comparing it with an established standard.

Raymond A. Noe et al (1994) sees it as the process through which companies ensure that employees are working towards organizations' goals.

Fisher Martin (1995) defines it as an approach to managing and developing people, which enables them to manage their own performance, and development standards, which have been agreed jointly with their managers.

Ivancich John et al (1994) performance evaluation is the systematic review of individual job relevant strengths and weaknesses.

Mabey Christopher et al (1998) argues that performance management according to British Airways is about getting the important things done well.
2.2 TYPES OF APPRAISAL SYSTEMS

Managers must try to develop and implement a performance evaluation programme that also can benefit other managers, the work group and the organization. As with most managerial procedures, there are no universally accepted methods of performance evaluation to fit every purpose, person or organization.

2.2.1 GRAPHIC RATING SCALES

Ivancerich John (1994) points out graphic rating scales as one of the systems whereby the rater is supplied with a printed form for each subordinate to be rated. The form lists a number of qualities and characteristics to be considered.

2.2.2 RANKING METHOD.

Ranking method is whereby the subordinates are ranked according to their relative value of the company. This procedure identifies the best and worst performers.

2.2.3 GRADING SYSTEM

Flippo B. Edwin (1980) argues that grading system puts personnel in three categories of outstanding, satisfactory and unsatisfactory. Employee performance is compared with these grade definitions and the person is allocated to the grade that best describes his/her performance.
2.2.4 CHECK LIST.

According to checklists the rater does not evaluate employee performance; it is merely reported. The staff personnel department accomplishes the evaluation of the worth of reported behavior.

The person-to-person system compares personnel to key persons, one factor at a time. Today is referred to as “factor comparison system.”

Terry Gilen (1995) argues that organizations employ a wider – range of appraisal systems. Some are manager – led where the appraiser writes the documentation and shares it with the appraisee in others, the appraiser’s role is to help the appraisee evaluate their contribution to organizational performance.

2.2.5 TRAIT RATING.

Swan S. William (1991) discusses trait –rating whereby the centerpiece of appraisal is a list of personality such as problem solving, ability, cooperation, and motivation among others.

2.2.6 CRITICAL INCIDENTS.

Critical incidents are where the manager documents the employees' positive and negative behaviours on the job. These critical incidents are collected and compared.
2.3 PURPOSE OF APPRAISAL

Kleiner H Brian (1997) it helps to have a systematic framework to ensure that performance appraisal is fair and consistent. It helps to create a motivated and committed workforce. Besides many performance systems relate pay performance.

Flippo B. Edwin (1980) it provides assistance in promotions, pay increases, lay-off and transfers. It also guides employee development, and produces better and competent supervisions.

Randel (1984) suggests the following outcomes of appraisal:

(i) Auditing
(ii) Succession planning
(iii) Identifying training need
(iv) Motivating staff.

Battemann and Snell (1999) argue appraisal serves as administrative purposes for salary, promotion and lay off decisions. Development purpose is used for training needs and career planning.

Nigel Hunt (1992) argues that performance appraisal is used to make assessment about the future.

Fisher (1995) the purpose of appraisal is to set targets for future, identify potential for promotion, improved relationship between managers and staff.
2.4 LEGAL ISSUES

Failure to conduct appraisal "properly" may result in employees (or trade unions) taking legal action. If an employer states annual performance reviews will be conducted and then fails to do so the employer could find himself/herself liable for breach of an implied promise. Employers must adhere to their commitments to conduct such reviews (Nobile 1991).

Swan S. William (1991) A manager should know the equal employment selection and procedures. Knowing the laws and how to avoid violating them in the appraisal process can save an organization time and money, generate goodwill and create a positive public image.

Flippo B. Edwin (1980) cites a case between Rowe and General Motors Corporation where the appraisal was overturned as the supervisors' recommendations was indispensable to promotion. They had no written instructions and used vague standards. The court decided that the company was in violation of the civil rights act.

2.5 RATERS OF PERFORMANCE.

Performance appraisal can be done by peers, self, subordinates, supervisors and a panel of supervisors.

2.5.1 SUPERVISORS

It is based on assumption that the supervisor is qualified to evaluate the performance of the subordinates. Most organizations. appraisals are done by the immediate supervisor of the appraisee.
2.5.2 PEER APPRAISALS

It requires individuals to be evaluated by a group of their workmates. They are useful when supervisors do not have the opportunity to observe each employee’s performance but other group members do.

2.5.3 SELF APPRAISALS.

In this case employees rate themselves, however they rate themselves higher than they are rated by supervisors or peers.

2.5.4 SUBORDINATE APPRAISAL.

Subordinates are well placed to observe a great deal of their supervisor’s performance. For example students evaluating a teacher’s performance in the classroom.

2.5.5 PANEL RATING.

It is composed of the employees’ immediate supervisors and other supervisor. For example, a teacher being inspected by a team of inspectors in the presence of the principal.
2.6 EMPIRICAL STUDIES

Timperley Helen (1998) observed that performance appraisal and its United States, teacher evaluation (Bollington et al. 1990) have become much criticized developments in schools. Although some schemes report positive outcomes, more frequently judgements are negative. Incompetent teachers are reported to remain unidentified (Lavely et al. 1992). Some schemes are described as ritualistic and largely a waste of time (McLaughlin 1990) while others are judged to have “little influence on decisions about personnel staff development or the structure of teaching” (Darling Hammond 1990 Pg. 17).

In New Zealand Capper and Munroe (1990) argue that resulting efforts of school principals to develop performance appraisal systems were criticized by the Education Review office (1995) as many boards had yet to put in place an effective system for managing the performance of their staff.

Harlte Franklin and Baker Chris (2002) observed that the UK government had carried out study on the performance appraisal systems of schools. They discovered that teacher appraisal systems declined in the 1990’s because the teaching profession saw it as being time-consuming, bureaucratic, mechanistic and threatening. They suggested that appraisal systems would succeed if it were not perceived as threatening, reinforced collaborative behaviour and enabled the sharing of good practice and professional dialogues within schools. It was to encourage and reward those skills and behaviours, which enabled teachers and schools to be successful in the knowledge society.

Mzenge G. H. 1983 conducted research on performance appraisal systems on employees of the Teachers Service Commission. He conducted that appraisal system was strictly confidential and
appraises had no chance of knowing the contents of the reports. The appraisal was also triggered when employees applied for promotion or renewal of contract. The frequency was once in two – years renewal of contract and indefinite for promotions. The appraisal played minor role on decisions about promotions. He discovered that appraisal of teachers dwelled on personality traits and guidelines on how to handle performance evaluations. After 20 years of research it is a pity that the same practice still exists in Teachers Service Commission.

Ngolovoi Mary (2001) carried out a study on social and psychological effect of performance appraisal in international organization and recommended that the organization should ensure that employees understand the methods used in appraising them, supervisors should discuss the appraisal with them and evaluate their work according to the predetermined work requirements so that an employee receives feedback that she or he expects.

Obiye John (2002) discovered that 97.4% of employees in tertiary institutions preferred appraisals to be used for training and 95.3% for promotion. He recommended that the government should provide assistance in the management of appraisal systems to make them as meaningful and workable as possible.

Amimo Hildalith (2003) found out that performance management is widely used and well implemented in companies quoted in Nairobi Stock Exchange and majority are using to improve the performance of the entire organization.

Mutinda Joyce (2003) found out that 75% of public high school teachers in Nairobi were rarely appraised and were unhappy with human resource practices such as recruitment, induction and appraisal, which they singled out as being either opaque or unprofessional.

Ooko Pamela (2004) carried research on employee perception of the link between performance and incentive pay in the mobile phone industry and discovered that most employees in Kencell
were not satisfied with performance appraisal in their firms, while employees in Safaricom were satisfied.

It is against the above that a clear indication comes out that the performance appraisal of teachers are not done professionally and no research has been done for the past twenty years to rectify the situation. This proposed study intends to fill this void.

2.7 THEORETICAL FRAMEWORK.

2.7.1 EXPECTANCY THEORY

The researcher intends to apply Expectancy theory in this study. Osborn Vrooms (1991) theory seeks to predict or explain the task-related effort expanded by a person. The theory’s central question is “What determines the willingness of an individual to exert personal effort to work at tasks that contribute to the performance of the work unit and the organization. To answer this question, Vroom argues that managers must know three things: -

i. The person’s belief that working hard will enable various levels of task performance to be achieved.

ii. The person’s belief that various work outcomes or rewards or outcomes will result from the achievement of the various levels of work performance.

iii. The value the individual assigns to these work outcomes.

The expectancy theory argues that work motivation is determined by individual beliefs regarding effort – performance relationships and the desirabilities of various work outcomes that are associated with different performance levels.
The three key terms in the theory are:

i. **Expectancy**: The probability assigned by an individual that work effort will be followed by a given level of achieved task performance. Expectancy would equal “0” if the person felt it were impossible to achieve the given performance level, it would equal “1” if a person were 100% certain that the performance could be achieved.

ii. **Instrumentality**: The probability assigned by the individual that a given level of achieved task performance will lead to various work outcomes. Instrumentality also varies from “1” meaning the reward is 100% certain to follow performance, to “0” indicating that there is no chance that performance will lead to the reward.

iii. **Valence**: The value attached by the individual to various work outcomes, valences form a scale from -1 (very undesirable outcome) to +1 (very desirable outcome).
2.7.2 MULTIPLIER EFFECTS AND MULTIPLE OUTCOMES

Vroom posits that motivation (M), expectancy (E) instrumentality (I) and Valence (V) are related to one another by the equation:

\[ M = E \times I \times V. \]

The equation states that motivation to work results from expectancy times instrumentality times valence. This multiplicative relationship means that the motivational appeal of a given work path is sharply reduced whenever any one or more of these factors approaches the value of zero. Conversely, for a given reward, to have a high and positive motivational impact as a work outcome, the expectancy, instrumentality and valence associated with the reward all must be high and positive.

The multiplier effect requires managers to act to maximize expectancy; instrumentality and valence when seeking to create high levels of work motivation among subordinates through the allocation of certain work reward. A zero at any location on right side of the expectancy equation will result in a "Zero".

As applied to my study, this theory holds that I expect my independent variable to be performance appraisal and the dependent variables to be training, promotion, motivation, demotion and salary increments.
CHAPTER THREE
METHODOLOGY

3.0 OVERVIEW OF THE CHAPTER.

This chapter gives details on the methodology that will be adopted in this study. It covers the research design, target population, sampling method, and data collection procedure, data collection instruments that will be used in the study and data processing and analysis.

3.1 RESEARCH DESIGN

In conducting the study, the approach used will be descriptive survey. This is a method for gathering data through the measurement of some items or through socialization from other people or documents (Koul: 1990). It involves the systematic collection of data on an entity or group of the data. The summaries obtained through descriptive statistics will provide a general picture of the appraisal systems being employed and how it affects the performance of teachers in secondary schools. Questionnaires will be sent to schools and interviews will also be carried out to gather more information from the respondents.

3.2 TARGET POPULATION

The study intends to determine the effect of performance appraisal systems on the performance of teachers. For the purpose of this study the following will constitute the population, principals of secondary schools, heads of departments in respective schools and representative sample of teachers in secondary schools in Teso District. The district has 17 secondary schools (Elimu Newsletter Vol. 8 2004 – 2005 Pg. 13). From a population of 380 teachers, a representative sample of 80 teachers will be preferred.
3.3 SAMPLING AND SAMPLING DESIGN

Teso district has 17 secondary schools. This number is considered small by the researcher. The researcher will take principals, heads of departments and representative of teachers to form the sample. Questionnaires will be distributed to them. Out of the 17 secondary schools a sample of 10 will be selected using simple random sampling based on geographical distribution of the schools. North Teso has 9 schools and 5 will be selected. And southern Teso has 8 schools and 5 will also be selected using the same technique. Data will be analyzed on the questionnaires received.

3.4 SAMPLING TECHNIQUE

The study is concerned with principals, heads of departments and a sample representative of teachers. To sample principals 10 headteachers in the study population will be selected using simple random sampling as a representative sample. This because simple random sampling gives equal opportunities to all and is not biased. As most schools have six departments namely science, languages, boarding, games, humanities, applied and technical departments. Simple random sampling technique will be used to select a representative sample.

Simple random sampling technique will be applied to select a representative sample of teachers. Around 50 teachers out a total population of 221 teachers in the 10 schools will be taken as representative sample. From the above population of 340 teachers, a sample of 20% will be preferred totaling 80 teachers.
Summary of population of study and sample size:

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>H. O. Ds</td>
<td>102</td>
<td>20</td>
</tr>
<tr>
<td>Teachers</td>
<td>221</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>340</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

3.5 INSTRUMENTS FOR DATA COLLECTIONS

This research will employ three types of research tools, interviews, questionnaires and documentary evidence. Interviews will be semi-structured and will be used to collect data from the head teachers and heads of departments. The questionnaires will be used to collect data from the teachers, principals and heads of departments while documentary evidence will be used to collect data from the district education office (Teso).

3.6 DATA COLLECTION PROCEDURE

The instruments of this research will be administered by the researcher. Arrangements will be made with the head teachers in schools under study when each can be interviewed. Using the semi-structured interview schedule the head teachers will be asked questions and their responses noted. Thus a specific day will be set apart to interview a specific head teacher. Through the head teacher, a meeting will be arranged with the heads of departments and interviews will be conducted at that agreed date.
Questionnaire will be delivered to the respondents directly after making proper arrangements with the school administration. The respondents will be given a few hours to give their responses then the questionnaires will be collected. In the case of documentary evidence, the researcher will pay a visit to district education office Teso.

3.7 DATA ANALYSIS

Descriptive statistics will be used as it is among the most important and frequently used methods of data analysis in statistics (Edwin Mansfield 1987). Descriptive statistics such as frequency polygons, tables and percentages will be used in summarizing and describing the two sets of data.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.0 OVERVIEW OF THE CHAPTER

This chapter will give detailed analysis of the findings of the research collected from the field in response to the research objectives, the raw data is converted into ratios and percentages to ease the analysis and comparison. Response rate was 80%.

4.1 ANALYSIS OF DATA FROM THE PRINCIPALS

The principals interviewed were ten and out of them seven were male and three were female. This is a clear indication that there is gender-biasness in the appraisal systems used to appraise teachers for promotion. The researcher found out that most female interviewees had less qualifications compared to their male counterparts, it was evident that only one male principal had Master of Education specializing in Education Administration while none of the female principals had postgraduate qualifications in fact one had a diploma in Education.

4.1.1 FREQUENCY OF APPRAISAL OF TEACHERS

The researcher asked the principals whether they appraise their teachers and all if them agreed that they do so. Asked by the researcher to comment on the frequency of their appraisal, majority of them 65% appraise their teachers on annual basis, 20% indicated that they do appraise their teachers at the end of each term and 15% of the principals...
interviewed agreed that they carry out appraisal of their teachers on a daily basis as indicated below:

Chart 1.1 showing the frequency of appraisal of Teachers by the Principals

4.1.2 PROMOTION

The principals who were interviewed indicated that they have recommended their members of staff to be promoted to various positions in their teaching profession and the results of their recommendation is as indicated below. The teachers were promoted from Job Group L to M.

Table 1.1 showing Total No. of teachers promoted

<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>TEACHERS PROMOTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bishop Sulumeti</td>
<td>3</td>
</tr>
<tr>
<td>Katakwa</td>
<td>2</td>
</tr>
<tr>
<td>Kolanya Girls</td>
<td>2</td>
</tr>
<tr>
<td>Kolanya Boys</td>
<td>3</td>
</tr>
<tr>
<td>Chamasiri</td>
<td>2</td>
</tr>
<tr>
<td>A.A. Ekirapa</td>
<td>1</td>
</tr>
<tr>
<td>Aboloi</td>
<td>1</td>
</tr>
<tr>
<td>Moding</td>
<td>2</td>
</tr>
<tr>
<td>St. Paul’s Amukura</td>
<td>4</td>
</tr>
<tr>
<td>St. Joseph’s Kocholia</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: Survey
4.1.3 DEMOTION:
Most principals interviewed indicated that none of their members had been demoted after appraisal. They argued that they employed guidance and counseling of their teachers which assisted the teachers to improve on their performance and desist from engaging in activities which could lead to demotion.

4.1.4 RELATIONSHIP BETWEEN DEMOTION, PERFORMANCE AND APPRAISAL.
The researcher established that two teachers in one of the schools where research was done had been interdicted after appraisal for engaging in unlawful activity of inciting students against the school administration contrary to the Teachers' Service Commission code of regulations. The T. S. C. disciplinary Committee meted the punishment. This punishment had negative effect on the performance of other teachers in the school who felt that the action was excessive. The teachers felt that enough evidence was not gathered to convict the teachers. The principals used critical incident performance appraisal system to recommend for the punishment of the affected teachers.

4.1.5 TRAINING
Another vital impact of appraisal is training of the staff because it is through it that a teacher can be able to improve on his or her performance. The researcher found out that 60% of teachers had been recommended for further training inform of workshops and 40% had been recommended for further training but had not attended any due to financial constraints. The majority of those who had not attended are teachers in day schools, as their schools could not sponsor them for training due to poor enrolment of students' poor
payment of fees. The teachers of these schools should be sensitized on the importance of further training in career progression and should take initiative to attend the same.

4.1.6 PREFERRED APPRAISAL SYSTEMS

All principals agreed that they discuss with their teachers the results of their appraisal and when asked the type of appraisal system they use, their responses were as indicated below.

Table 1.2 showing appraisal systems used by various principals.

<table>
<thead>
<tr>
<th>NUMBER OF PRINCIPALS</th>
<th>TYPE OF APPRAISAL USED</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Forced distribution</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>Critical incident</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>Paired comparison</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Management by Objective</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Free narration</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>Peer appraisal</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Survey

4.1.7 GUIDANCE AND COUNSELING

As it appertains to guidance and counseling, all principals consented that they guided and counseled their teachers after appraisal and majority of teachers who had gone through the session improved on their performance.

4.1.8 APPRAISERS OF PRINCIPALS

Principals who were interviewed revealed that they are appraised by various appraisers such as the Board of Governors, Parents and Teachers Association and other educational stakeholders such as the Provincial Director of Education, District Education Officers,
subordinate staff and the community at large. 50% of the interviewees indicated that they are appraised by the B. O. G. of their respective schools, 25% are appraised by the P. T. A. members, 15% indicated that their main appraisers are students, 10% of the principals indicated that other education stakeholders appraise them as shown in the following chart.

Chart 1.2 Appraisers of principals.

4.1.9 APPRAISAL SYSTEMS USED BY PRINCIPALS' APPRAISERS

The appraisers of principals use different appraisal systems to evaluate them. 40% of the principals indicated that their appraisers used paired comparison. They revealed that their appraisers compared them with principals of other schools in the district, province or nationwide whose schools were doing better than theirs. This is done annually after the K. C. S. E. results are announced by the ministry of education. 25% of principals agreed that their appraisers employ Ranking System. This is done after release of the form four results and their appraisers look at the results of their respective schools and those of other schools in the same category for example district or provincial as per the
Ministry of Education ranking. 20% of the principals indicated that their appraisers used management by objectives. They said that they normally hold joint B. O. G., P. T. A. and teachers meetings in which they set new targets for each year and they all work towards the achievement of the targets. 10% of the appraisers employ free Narration System in which they request the principals to either write or tell them in B. O. G. or P. T. A. meetings about their performance and that of the other members of staff in the previous year. The appraisers also request the principals to tell them the mechanisms they have put in place to improve on their performance in particular and that of their teachers and the students in general. 5% of their appraisers use Grading System, under this method they rank the performance of the principals and teachers as being either outstanding, satisfactory or unsatisfactory depending on the performance of students in National Exams.

4.1.10 FEEDBACK AFTER APPRAISAL

Feedback is a vital aspect of appraisal as it enables the principals to realize their weakness or strengths. All principals revealed that their appraisers gave them feedback after appraisal in staff meetings, parents workshops and B. O. G. meetings where they guided and counseled them on how to improve on the performance of their schools.

4.2 EFFECT OF APPRAISAL ON TEACHERS

The researcher also interviewed teachers on their views about appraisal systems used by their Heads and their effect on their performance. The researcher interviewed 80 correspondents drawn from various parts of the district. Through semi - structured
correspondents drawn from various parts of the district. Through semi-structured interview and by filling up the questionnaire, the researcher was able to find out the various effects of performance appraisals on teachers.

4.2.1 JOB GROUPS

The teaching profession is grouped into job groups J, K, L, M, N, O up to Q. Fresh graduate teachers from colleges who are employed by Teachers Service Commission join the profession at job group J. They are then promoted to the next job groups K and L respectively after three years of successful teaching in each job groups. The subsequent promotions depend on available vacancies and the effect of performance appraisal by their immediate supervisors. 70% of the respondents who were interviewed by the researcher are in job group K, 20% are in job group L and 10% of the interviewees are in job group J as indicated by the graph below. This is a pointer to poor performance appraisal as majority of respondents have taught between 10-15 years.
4.2.2 PROMOTION

The teachers described promotional decisions as subjective and most promotions are based on friendships, religious and political patronage especially when it came to promotion to head schools. The situation was worse before the release of the scheme of service for both graduate and non-graduate teachers. With the scheme of service in place whereby a teacher is supposed to teach for three years before he or she get automatic
promotion to job groups K and L or attends interview to be promoted to higher job groups from M up to Q.

Chart 1.3 showing promotion of teachers.

Source: Survey

4.2.3 CONFIDENTIAL REPORTS

The researcher also found out that 40% of the teachers were aware of the annual confidential reports and 20% were not aware of it, 40% were aware of it but were not conversant. The researcher discovered that 40% of these teachers who were aware and not conversant of the confidential reports have been teaching in various schools and have teaching experience spanning between 10 – 15 years. This is an indication that the principals don’t freely discuss with the teachers about their performance. 20% of the teachers indicated that they have never seen a sample of the confidential report form as indicated below:
4.2.4 TEACHERS ASSESSMENT OF CONFIDENTIAL REPORTS

The researcher also investigated the teachers assessment of the confidential reports used by the principals. 65% of the teachers viewed the confidential reports to be unfair, 25% of the teachers interviewed felt that confidential reports were fair and 10% of the respondents were not sure whether the confidential report were fair or not as indicated by the chart below.
Graph 1.2 Teachers assessment of confidential reports.

**TEACHERS OPINION**

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>Unfair</th>
<th>Fair</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70</td>
<td>30</td>
<td>10</td>
</tr>
</tbody>
</table>

REMARKS

4.2.5 FREQUENCY OF APPRAISAL

The respondents agreed that there are appraised by principals, heads of departments, peers and students. Asked on the number of times they are appraised 5% indicated daily, 15% monthly, 25% termly, and 55% annually as shown in the chart below.
4.2.6 TRAINING

The outcome of performance appraisal can enable the principals to establish the strengths and weakness of the teachers. Such a discovery is vital to principals as it will enable them to recommend teachers to go for further training in order to acquire the necessary skills so as to be able to improve on their performance in particular and that of their students in general. The research revealed that 60% of the principals interviewed recommended their teachers to go for further training inform of seminars, workshops and
even encouraging them to enroll for postgraduate degrees and diploma courses in various universities. 40% of the principals interviewed did not recommend their teachers to go for further training as reflected in the chart below.

Graph 1.3 Heads recommendations.

Source: Survey
4.2.7 GUIDANCE AND COUNSELING

After performance appraisal of teachers, the Head is supposed to guide and counsel the affected teachers in order to improve on their performance. 63% of the teachers interviewed agreed that they were guided and counseled by their principals while 37% of teachers indicated that their principals had delegated this responsibility to the immediate Heads of Departments of the affected teachers. They assisted the Head of Departments in cases where the affected teachers did not show improvement after guidance and counseling.

4.2.8 EFFECT OF GUIDANCE AND COUNSELING ON TEACHERS PERFORMANCE

After guidance and counseling, the teachers' performance will be affected depending on the way the exercise is carried out. 75% of the teachers interviewed consented that their performance improved after guidance and counseling. 25% of the teachers indicated that their performance did not improve after being guided and counseled. Asked by the researcher to state the reasons that led to no marked improvement in their performance after guidance and counseling, the teachers indicated that instead of being counseled, the heads were pre-occupied with issuing threats to them and quoting the T. S. C. code of regulations and accompanying punishments. This discouraged instead of motivating them to work harder in order to improve on their performance as they lived and worked under fear.
4.2.9 EFFECT OF APPRAISAL ON SALARY

Another impact of appraisal is on salary. Most teachers revealed that their salary is fixed by the Teachers Service Commission Remuneration Committee. This committee doesn’t base the salaries of teachers on performance but on job groups. The salary of teachers improves after a strike organized by their trade union or after promotion to another job group. For example according to the Teachers Service Commission circular Ref No. TSC/ADM/192A/Vol VII/30 No. 6/2005 about the salary increment which was effected from 1st July 2005. Following the agreement between the Government of Kenya and the Kenya National Union of Teachers, the first and second phase of the renegotiated award were implemented in July 2003 and July 2004 respectively. The conversion tables for the Third Phase are indicated in the appendix attached.

Another effect on the salary is the annual increments. Serving teachers converting to the revised teachers’ salaries normally retain their incremental dates. Where the incremental date falls on 1st July the teachers are granted their annual increment on the existing salary before converting to the new salary scale as shown in the appendix attached.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 OVERVIEW OF THE CHAPTER

This chapter winds up the entire study by throwing some highlights on the important aspects, their implications and conclusions and prescribes panacea to malady.

5.1 SUMMARY

As already mentioned, the promotion of teachers especially to senior positions of heads are not based on performance. Most heads have been promoted as a result of their friendship with senior personalities in the Teachers Service Commission, Ministry of Education, Political affiliations, Religious or Ethical background. It is only recently that the Teachers service commission started advertising and interviewing teachers for senior positions in a transparent manner. This is a milestone in teaching profession. Before this, fresh graduates who were well connected got promoted at the expense of those teachers who had a wealth of experience. The recent advertisements for vacancies in schools and tertiary institutions and conducting of interviews at the Provincial Education Offices and Teachers Service Commission Headquarters is a pointer to the right direction to be emulated by other organizations and this will go along way in improving performance appraisal of our teachers and the subsequent improvement on performance of teachers.
5.2 CONCLUSIONS

The introduction of performance contracts for public officials is timely, it is unfortunate that the government is reluctant to introduce performance contracts for teachers, thanks to opposition from the Kenya National Union of Teachers. During this year's Kenya Secondary Schools Headteachers Association conference in Mombasa, participants made it clear that schools' administration and the teaching profession are mired in myriad limitation that will render the contracts void, their views are understandable, given that the contracts will make them work harder. In addition, some of the Headteachers do not owe their positions to merit but patronage. The contracts will expose their limitations. Teachers and other stakeholders should sign performance contracts to stem the tide of indiscipline and low standards. Our education system is reeling under administrative lethargy and complacency that call for radical surgery. The contracts may be the antidote for the ills afflicting the teaching profession. Because they will set out to achieve certain goals within specified periods, teachers will be assured of personal and professional growth. The government and students also stand to benefit.

By accepting performance contracts, teachers will be emancipating themselves from social, political and economic morass that dogs their profession. Instead of blindly opposing contracts, KNUT must negotiate for better terms for teachers and ensure they get legal backing. Indeed, the contracts will provide a bargaining chip for KNUT as once they are in force, it will be difficult for the government to introduce arbitrary changes to the profession and in education. Teachers will be partners in decision-making.
will also use the contracts to demand certain concessions if they meet their targets. For instance, they can demand improved remuneration at the end of a contract. Contract winding allowances will improve teachers' incomes.

KNUT can also demand that the government address other thorny issues like increased school fees, student discipline, understaffing, crowding in classrooms and political patronage before teachers sign the contracts. For teachers who want to make a difference, performance contract is the way to go.

The appraisal systems used do not provide effective motivation of staff by recognizing and rewarding best performers. All these factors have contributed to the low state of performance in the teaching profession. This require that appropriate appraisal system is developed and administered to teachers for improved performance of schools in Teso District in particular and the country in general. It is imperative that the appraisal system be addressed urgently. This study therefore examined the appraisal systems used in schools and has offered solutions to redress the anomaly.

Finally, we might note that technological advances now provide various computer programs to facilitate the rating process. These allow for easier and more comprehensive scale construction, faster feedback and the additional flexibility called for in today's new workplace.
5.3 RECOMMENDATIONS

After carrying out a successful research on the performance appraisal of secondary school teachers, the researcher recommends that the Teachers Service Commission should encourage the principals to be carrying out regular performance appraisals of teachers. Currently, the research established that 65% of the principals appraise their members of staff at the end of every year and this leads to biases. The majority of teachers end up feeling that the annual confidential reports are unfair.

The study further revealed that the principals appraise the Teachers according to the students' performance in their respective subjects. Therefore the researcher recommends that the appraisal systems employed by the principals should cover all aspects of teaching profession including the way the teachers carry out the weekly duties, training of students for extra – curricular activities, environmental conservation and even participation in community - based activities geared towards improvement of the education standards in the school. In short, the principals and Heads of Departments should observe teachers on an ongoing regular basis and they should not try to limit all their evaluations to the formerly designated evaluation period.

The researcher also recommends that if principals decide to use rating scales they should avoid abstract trait names (e.g. Loyalty) unless they can be defined in terms of observable behaviour. The teachers who were interviewed indicated that the teachers who were considered to be pro – establishment by the principals were given favourable assessment
while those perceived to be anti-establishment were given unfair assessment. Therefore, the researcher recommends that performance appraisal systems must be validated and psychometrically sound as must the ratings given by individual evaluators.

The principals should state clearly the performance standards they expect their teachers to meet. This study recommends that principals should ensure that these performance standards are clearly understood by teachers. In order for the teachers to be able to meet these standards, the researcher recommends that the principals should provide all the necessary facilities and favourable working conditions in their schools.

The researcher recommends that performance appraisal systems should not be used by the principals to discriminate against teachers on the basis of age, gender, ethnicity, religious, political affiliations and so on. The researcher discovered that some principals were giving favourable reports to teachers who belong to their religious or ethnic background. This is done in order to increase the chances of their kinsmen getting promotion. Therefore, to help provide a legally defensible system in terms of governing legislation, the researcher recommends that appraisal must be based on analysis of job requirements as reflected in performance standards.

The study established that most principals do not carry out guidance and counseling of their teachers. The researcher recommends that the principals should be taken for in-service courses on guidance and counseling. The study revealed that the principals wait for the teachers to make mistakes and then they call them to their offices and start quoting
the T. S. C. code of regulations and the accompanying punishments. Other principals use the annual confidential reports as their secret weapon to punish the teachers perceived to be anti-establishment and non-performing. This reduces the potential of the affected teachers as they live and work under perpetual fear. The researcher recommends that the principals should use guidance and counseling of members of their staff in order to improve on the performance of the teachers.

In order for the performance appraisal systems to be effective, the researcher recommends that principals should be trained so that they understand the evaluation process rationale and therefore can be able to recognize the various sources of measurement error.

The principals must involve the teachers in the appraisal process. This participative approach will leave both parties satisfied, as the appraised teachers will not have a feeling that the principals are biased. The T. S. C. should institute an elaborate training needs assessment by carrying out regular performance appraisal on the teachers so as to put in place acceptable training policies and promotion criteria for the teachers.

5.3.1 SUGGESTED AREAS FOR FURTHER RESEARCH

After carrying out this researcher, the researcher recommends that in future other researchers should carry out research to (i) Establish the relationship between performance appraisal systems in public primary schools and performance of teachers (ii)
Performance appraisal systems and their effect on performance of tutors in Teachers training colleges.
5th April, 2005

TO WHOM IT MAY CONCERN

RE: AGESA PATRICK
D53/OL/1591/02

The above named is a student undertaking MBA programme in Human Resource Management at our institution.

He is required to do research and has identified your institution for the purpose of the same.

Any assistance accorded him will be highly appreciated.

Yours faithfully

[Signature]

KENYATTA UNIVERSITY
Institute of Open Learning
KISUMU REGIONAL CENTRE
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057-2020695
E-mail:Open_learning@ku.ac.ke
Website: http://www.ku.ac
SCHEDULE XV

TEACHERS SERVICE COMMISSION

ANNUAL CONFIDENTIAL REPORT
(To be completed in Triplicate)

INSTITUTION 

Part I—To be completed by teacher

1. Full name (surname first, underlined) ..................................................
   (a) TSC. No. .....................................................................................
   (b) Grade, e.g., SI, Graduate Teacher, etc. ...........................................
   (c) Married or single ...........................................................................
   (d) Religion and denomination ............................................................
   (e) Date of first appointment as teacher .................................................
   (f) Present post held and date of appointment ....................................... 
   (g) Present basic salary: £............................................................... per annum.

2. Special courses, etc., taken during the year ......................................

3. Special contribution to education development, etc., during the year 

4. Subjects taught and to what level ....................................................

5. Extra curricular activities ................................................................

Date ......................, 19.................. Teacher's Signature

55
Appendix 5.1

Questionnaire for Principals.

(The researcher is undertaking an academic study to find out the effect of performance appraisal systems on the performance of secondary school teachers. By providing the correct answer he will be able to make recommendations to concerned authority to either retain the existing one or improve on it.

Kindly tick in the spaces provided ( ) the correct answer. For others please specify and elaborate.

SECTION A

1. What is your gender? (Tick appropriately)

   Male ( )   Female ( )

2. What is your educational background?

   Graduate ( ) Others (Specify).................................

3. How many years have you worked as a principal? (Tick appropriately)

   0-5 years ( )   5-10 years ( )

   others (specify).....................................................

4. Indicate the type of your school

   Public ( )   Private ( )

5. How many teachers do you have in your staff? (Please indicate)

   ........................................................................

   ........................................................................
SECTION B

6. Do you appraise your staff?
   Yes ( ) No ( )

7. How often do you appraise them? (tick appropriately)
   i). Monthly ( )
   ii). Termly ( )
   iii). Annually ( )

8. Is there any member of your staff who has been promoted after appraisal (tick appropriately) Yes .................... No ........................................

9. Please indicate the number of teachers promoted

10. How many teachers have you recommended for further training after appraising them (please indicate) ........................................

11. Do you discuss with your teachers the results of your appraisal?
    Yes ( ) No ( )

12. Which appraisal system do you use? (Tick appropriately)
    i. Forced distribution ( )
    ii. Critical incident ( )
    iii. Paired comparison ( )
    iv. Others specify ........................................
13. Have you ever guided and counseled a teacher after appraisal (tick appropriately)?
   Yes .................................. No ................................

14. Did the member improve on performance after counseling (tick appropriately)?
   Yes .............. No ..............

15. How many teachers of your staff have been demoted since you took over (Please indicate) ..............

16. What were the causes of their demotion (Please indicate)

   ......................................................................................
   ......................................................................................
   ......................................................................................
   ......................................................................................
   ......................................................................................

17. Do you see any relationship between these causes, teacher performance and appraisal?

   ......................................................................................
   ......................................................................................
   ......................................................................................
   ......................................................................................

18. Who appraises you as a principal? (Tick appropriately)

   i. B.O.G ( )
   ii. P.T.A ( )
   iii. Staff ( )
   iv. Others (Specify) ..............................................

19. What type of appraisal system do your appraisees use?

   i. Forced distribution ( )
   ii. Paired comparison ( )
   iii. MBO ( )
   iv. Others (specify) ..............................................
20. Do the appraisers give you feedback after their performance? (Tick appropriately)

Yes ( )   No ( )
QUESTIONNAIRE FOR TEACHERS

(Please answer all the questions below. By doing so, you will enable the researcher to make recommendations to your employer Teachers Service Commission to improve on performance appraisal systems used to appraise you).

1. What is your gender?
   (i) Male  (ii) Female

2. Which school are you teaching in? (Indicate below)

3. How many years have you taught? (Please indicate)

4. What is your current job group?

5. What was your job group at time of appointment? (Indicate below)

6. What is your current job group? (please indicate)

7. How did you get to your current job group? (please tick appropriately)
   i) Automatic appointment  ii) Attended interview. iii) (Others specify)

SECTION B

8. Are you aware of annual confidential report? (tick appropriately)
   (i) Yes  (ii) No

9. What is your opinion about confidential reports
   i) Fair  ii) unfair

10. Who appraises you? (Tick appropriately)
    (i) Principal  H.O.D

11. How often are you appraised? (Indicate)

12. How many times have you been promoted in your teaching career? (indicate)

13. Did performance affect your promotion? (tick appropriately)
    No........... Yes............

14. Which other factors affect promotion or demotion of teachers. (Please indicate)
15. Has your Principal recommended you for further training after appraisal?
   No ................ Yes .................

16. Has your Principal ever guided and counselled you after poor performance?
   Yes ................ No ........................

17. If yes, did you improve on performance? (indicate below)

18. Does performance affect your salary increment?
   Yes ............ No ..................
LIST OF NEW SALARY SCALES WITH EFFECT FROM 1ST JULY 2005

1. UT WITHOUT/KCSE
   KSHS. 75840 X 1200 - 80640 PA

2. UT WITH KCSE/KCE DIV. IV/KCSE D PLAIN & BELOW
   KSHS. 80640 X 1200 - 85680 X 1440 - 94320 PA

3. UT WITH KCE DIV. 1 - III/KCSE GRADE C- & D+ UT WITH KACE/KCSE C+ & ABOVE
   KSHS. 82440 X 1440 - 92520X1920 -98280 X2040 - 100320 PA

4. P3 TEACHER
   KSHS. 80680 X1200 - 84480 X 1440 - 94560 X 2400 - 101760 PA

5. P2 TEACHER
   KSHS. 85260 X1080 - 93540 X2400 - 100740 X 2520 - 110820 PA

6. P1 TEACHER
   KSHS. 96840 X 2400 - 101640 X 2520 -114240 X3000 -126240X3600-147840 PA

7. TRAINED CERTIFICATE TECHNICAL TEACHER III ATS IV/UNTRAINED TECHNICAL
   KSHS. 111360X2520-116880X3000-125880X3600-172680 PA

8. UNTRAINED GRADUATE TEACHER
   TRAINED CERTIFICATE TECHNICAL TEACHER II
   TRAINED DIPLOMA TECHNICAL TEACHER III
   DIPLOMA TEACHER (PREVIOUSLY ST) ATS III
   KSHS. 150480 X 3600 - 179280 X 5400 - 200840 PA

9. TRAINED CERTIFICATE TECHNICAL TEACHER I
   TRAINED DIPLOMA TECHNICAL TEACHER ATS II
   TRAINED GRADUATE TEACHER II
   ASSISTANT LECTURER
   KSHS. 169080 X 3600 - 179880 X5400 - 244680 PA

10. TRAINED DIPLOMA TECHNICAL TEACHER I
    TRAINED GRADUATE TEACHER I
    LECTURER
    ATS I
    KSHS. 192720 X 5400 - 246720 X 7800 - 277920 PA

11. SENIOR GRADUATE/APPROVED TEACHER
    SENIOR LECTURER
    PRINCIPAL III
    KSHS. 235440 X5400 - 257040 X7800 - 288240 X 7920 - 335760 PA

12. PRINCIPAL GRADUATE/APPROVED TEACHER II
    PRINCIPAL LECTURER
    PRINCIPAL II
    PRINCIPAL APPROVED TEACHER
    KSHS. 255720 X 7800 - 286920 X 7920 - 334440 X 8340 - 359460

13. PRINCIPAL GRADUATE/APPROVED TEACHER I
    SENIOR PRINCIPAL LECTURER
    PRINCIPAL I
    KSHS. 294360 X 7920 -333960 X 8520 - 368040 X 9960 - 387960

14. SENIOR PRINCIPAL GRADUATE TEACHER
    KSHS. 328680 X 7920 - 336600 X 8520 - 370680 X 9960 - 420480 PA

15. CHIEF PRINCIPAL GRADUATE TEACHER
    KSHS. 361920 X 8520 - 370440 X 9960 - 460080 PA
APPENDIX 5.3

LIST OF SECONDARY SCHOOLS IN TESO DISTRICT.

1. Bishop Sulumet Girls
2. Kolanya Girls
3. Kolanya Boys
4. Katakwa mixed
5. Aboloi mixed
6. moding mixed
7. chamasiri mixed
8. Albert Ekirapa mixed
9. St. Joseph’s Kocholya
10. Kamuriai mixed
11. Father Okodoi Secondary
12. St. Pauls Amukura Boys
13. St. Marys Amukura Girls
14. St. Joseph Chakol mixed
15. St. monica Chakol Girls
16. Kaliwa mixed
17. Otimong Secondary

Source- District Education Office Teso
ESTIMATED RESEARCH BUDGET:

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<tr>
<th>ITEM</th>
<th>QUALITY</th>
<th>COST (KSHS)</th>
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<tr>
<td>a) Materials</td>
<td></td>
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<tr>
<td>Field note book @ 80/=</td>
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<tr>
<td>Pens @ 10/=</td>
<td>1 Dozen</td>
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<td>Folders @ 50/=</td>
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<td>Foolscaps (Ruled) @ 250/=</td>
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<td>Typing papers @ 200/=</td>
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<td>b) Transport by Public means</td>
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<td>c) Services – Computer Services</td>
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<td>Typing and duplicating</td>
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<td>Binding services</td>
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<td>d) Accommodation</td>
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<td>e) Subsistence</td>
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<td>f) Miscellaneous</td>
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REFERENCES


