AN INVESTIGATION INTO THE CHALLENGES FACING PERFORMANCE APPRAISAL OF TEACHERS SERVICE COMMISSION HIGH SCHOOL TEACHERS' IN KENYA

(A case study of Bomet district)

By

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D53/OL/3418/04

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SCHOOL OF BUSINESS
BUSINESS ADMINISTRATION DEPARTMENT
KENYATTA UNIVERSITY
DECEMBER 2006
DECLARATION

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

Signature ........................................... Date 22/3/2007

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I confirm that the work reported in this research project was carried out by the candidate under my supervision as a university supervisor.

SHADRACK BETT

Signature ........................................... Date 22ND MARCH 2007

This project has been submitted with my approval as the Chairman, Department of Business Administration

MR. D. K. NGABA

Signature ........................................... Date 26.03.07

Chairman Department of Business Administration
DEDICATION

This work is dedicated to my husband and friend David for his mental, spiritual and financial support and love. To my lovely children Jonathan, Immanuel, Kevin Sheila and Sister Josephine for their patience and tolerance.

Thank you for standing by me.
ACKNOWLEDGEMENTS

Thanks to Kenyatta University for starting open learning mode that has enabled many of us to undertake further studies, which we would not have done due to the nature of our jobs that cannot allow us to take study leave.

Special thanks to my supervisor Mr. Shadrack Bett for his untiring effective guidance and encouragement.

I am equally indebted and owe special gratitude to my husband David and children and to my parents who instilled in me a sense of hardwork, my colleagues in the course, all research assistants and my friends Alice and Martha for their support.
This project proposal looked into the challenges facing performance appraisal of Teachers Service Commission High school teachers in Bomet constituency.

It is aimed to look into the challenges facing the T.S.C policy on performance appraisal of High School teachers. It also investigated the reliability of P.A tools used for their appraisal, the P.A feedback process, the involvement of appraisees in their P.A process, the training of appraisers, the Teachers Service Commission P.A. standards and their objectivity.

The literature review had been done and continued to be done on the performance appraisal policies, feedback and involvement of appraisees, performance appraisal tools, training of appraisers and P.A. standards and objectives

P. A has a lot of benefits e.g. it helps in the identification of an individual current level of job performance, promotion and salary increase, motivation, correcting and reinforcing strengths, career planning process, succession planning of employees etc.

The significance of the study included helping T.S.C measure and evaluate the efficiency of its teachers and acts as a point of reference for future researchers of P.A. globally. It helps the government specifically the M.O.E.S.T and T.S.C formulate the right policies to be used for efficient management of High schools in Kenya.

The target population was secondary school teachers in Bomet constituency. The main focus was teachers in Central and Longisa divisions. There were 44 Secondary schools in Bomet Constituency – 26 in Central division and 18 schools in Longisa division. A sample of 20% of all the schools in each division was selected using stratified random
sampling technique. Data was collected using questionnaire method. It was analyzed using descriptive statistics in form of tables and pie charts.
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Training – Methods used to give new or present employees the skills they need to perform their jobs.

Training of appraisers – Showing a new supervisor how to interview and evaluate employees
CHAPTER ONE

1.0 INTRODUCTION

This chapter contained several subtopics. It had the background to the study, the statement of the problem and the objectives of the study. It also highlighted the significance of the study together with the scope of the study.

1.1 BACKGROUND TO THE STUDY

According to Gary (2003) Performance Appraisal (P.A.) was the process through which an individual employee’s behaviour and accomplishments for a fixed time period were measured and evaluated. Its purpose was to measure the relative worth or ability of an employee in performing his task.

P.A. helped to identify those who were performing their assigned tasks well and those who were not and reasons for such performance. It was a process of reviewing an individual’s performance and progress in a job and assessing his potential for future improvement. It was evaluating an employee’s current or past performance relative to the person’s performance standards.

P.A. of teachers was very critical in that it helped in the identification of individual’s current level of job performance, motivated and helped them in identifying training and development needs. It provided information for succession planning, enables coaching and counseling of individuals. It also controlled the behavior of both the teachers and principals / Head teachers and later improved internal communication and thus helping in setting performance goals and assessing potential for promotion of employees among many others.
According to Bambooweb (2006), P.A. was the process of reviewing employee performance, documenting the review and delivering the review verbally in a face to face meeting. Its purpose was to give feedback on performance and justify personnel decisions such as salary actions.

According to Ontario (2006) report on Teachers Performance Appraisal Systems, it noted that the current teacher P.A. system required experienced teachers to be appraised every 3 years, with two appraisals in their evaluation year. It also noted that teachers received an overall rating of exemplary good, satisfactory or unsatisfactory. If unsatisfactory rating, the principal and teacher prepared an improvement plan outlining the steps that the teacher had take to improve his or her performance and the supports that were provided in order to carry them out.

Performance Appraisal of high school teachers in Kenya was currently faced by a lot of challenges thus denotes some weaknesses. It was on this basis that this research was conducted to try and offer solutions to the P.A. problems. Bomet District was currently facing a lot of challenges in the P.A. of Teachers Service Commission high school teachers. Bomet Constituency high schools were studied to confirm the claim.

According to Brown (2003), the appraisal system was the mechanism used to translate the schools corporate or strategic plan into action. The current appraisal system used by school lacked focus on organizational objectives. Such systems failed to emphasize goal setting assessment and skill development and ultimately contributed little to school success and learning. It was on this background that the study was carried out to find out solutions to P.A. of high school teachers in Bomet Constituency.
According to Shushila (2004) it is necessary for the school to have a structure of evaluation. This structure may be derived from a discussion at a large meeting. It could be modified with time and as the evaluation strategy was in use.

According to M.O.E.S.T (2005) sessional paper no. 1 report, teacher promotion has not been based on performance, but on qualifications, which contributed to internal inefficiencies.

According to School (2004) a well-defined performance framework was an imperative for effective work outcomes. Based on the above claims the study sought to authenticate the extent, to which P.A. tools, feedback and involvement of appraisees, policy, training of appraisers and standards affect P.A. of high school teachers in Bomet Constituency.

1.2 STATEMENT OF THE PROBLEM

It was important for educational institution especially High Schools to carry out P.A. of its teachers. However, P.A. of High School teachers was affected by some challenges.

According to Ontario (2006) report on Teachers Performance Appraisal Systems, it noted that, the current teacher P.A. system required experienced teachers to be appraised every 3 years, with two appraisals in their evaluation year. It also noted that teachers received an overall rating of exemplary good, satisfactory or unsatisfactory. If unsatisfactory rating, the principal and teacher prepared an improvement plan outlining the steps that the teacher should take to improve his or her performance and the supports that would be provided in order to carry them out.

According to Odhiambo (2005) there were indications that the teacher policies and practices in Kenya secondary schools exhibit weaknesses, which needed to be urgently
addressed if Teacher Appraisal were to be used to improve the quality of teaching and education in Kenya.

According to M.O.E.S.T (2005) Sessional paper No. 1 it was noted that, teacher promotion had not been based on performance but on qualifications which contributes to the internal inefficiencies. It is on this background that the research investigated the challenges affecting Performance Appraisal of T.S.C high school teachers in order to offer solutions.

The challenges affecting P.A. of T.S.C high school teachers in Kenya could be lack of clear Performance Appraisal policies, lack of feedback, lack of involvement of the appraisees, untrained appraisers, unclear standards and objectives and poor performance appraisal tools among many others.

In Bomet District, there was evidence of poor P.A. of high school teachers by the Principals and the management of the schools. It was against this background that the purpose of this study was to investigate the challenges affecting Performance Appraisal of T.S.C. high school teachers in Bomet Constituency.
1.3: OBJECTIVE OF THE STUDY

GENERAL OBJECTIVE
To investigate challenges affecting performance appraisal of T.S.C. high school teachers, in Bomet Constituency.

SPECIFIC OBJECTIVES
1. To establish the relationship between policy and Performance Appraisal of High School Teachers in Bomet Constituency.
2. To determine the extent to which P.A. tools influence Performance Appraisal of high school teachers in Bomet Constituency.
3. To determine the relationship between feedback and involvement of appraisees and P.A. of high school teachers in Bomet Constituency.
4. To find out the extent to which training of appraisers affect P.A. of high school teachers in Bomet Constituency.
5. To examine the relationship between T.S.C’ Performance Appraisal standards and the actual practice of P.A. of High school teachers in Bomet Constituency.
1.4 RESEARCH QUESTIONS

The following research questions were formulated to guide this research:

1. What was the relationship between policy and Performance Appraisal of high school teachers in Bomet Constituency?
2. Did P.A. tools affect Performance Appraisal of High school teachers in Bomet Constituency?
3. Did feedback and involvement of appraisees affect P.A. of High school teachers in Bomet Constituency?
4. Was training of appraisers a factor that affects P.A. of High school teachers in Bomet Constituency?
5. Did P.A. standards and objectives affect the practice of P.A. of High School teachers in Bomet constituency?

1.5 SIGNIFICANCE OF THE STUDY

The study benefits many groups: It helps the T.S.C measure and evaluate the efficiency of its high school teachers in Kenya. It also helps the high school teachers together with their students improve their performance and therefore plan for their careers objectively. The findings benefit the teachers since they can evaluate their own performance and develop their capacities.

The government of Kenya and especially the Ministry of Education Science and Technology and the T.S.C will be able to formulate the right policies to be used for the efficient management of High schools in Kenya. The T.S.C will also be able to develop reliable tools of appraising High school teachers in Kenya. The Board of Governors and
Principals / Headteachers of High School will be able to appraise their teachers objectively in order to improve their performance.

The study acts as reference material for other researchers who wish to carry out their researches on P.A. of High School teachers globally. The High school education management worldwide will be able to carry out the practice of teacher performance management effectively.

1.6 SCOPE OF THE STUDY

The scope of the study was High school teachers in Kenya. The main focus however, was T.S.C High School teachers in Bomet Constituency of Bomet District. There were 350 such teachers distributed in 44 schools throughout the constituency. A sample of them was considered for the study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION TO LITERATURE REVIEW

The literature review sought to authenticate the objectives of the study proposed. This section gave a brief summary on the topics to be studied. It also had the conceptual framework, which showed the independent variables namely: policy, appraisal tools, feedback and involvement of appraisees, training of appraisers and P.A. standards and objectives. The dependent variable was performance of T.S.C high school teachers in Bomet constituency. It contained the main review/past studies done. These were the studies done on Performance Appraisal and topically on each independent variables indicated for the study.

According to Gary (2003) P.A. helped you better manage and improve your firm’s performance. It involved setting work standards, assessing the employee’s actual performance relative to these standards and providing feedback to the employee with the aim of motivating that person to eliminate deficiencies or to continue to perform above par.

T.S.C was the employer of the targeted High school teachers and so should appraise its teachers to measure their job performance in order to manage their performance effectively and so make their teachers productive in provision of their services to the learners.

According to Brown (2003) new industrial type of techniques such as appraisal, performance-based evaluations and the introduction of market type consumerism in...
education with emphasis on customer choice should be embraced in the teaching profession. The Head teacher was therefore still responsible for the management of schools and so the obvious answer to this is the self – managing schools. This showed that P.A. of the high school teachers was to be properly done with the aim of achieving the employer’s (T.S.C) set performance standards.

2.2.1 PERFORMANCE APPRAISAL

According to Garry (2003) Performance Appraisal means evaluating an employee’s current or past performance relative to the person’s performance standard. Appraisals involves: Setting work standards, assessing the employee’s actual performance relative to these standards and providing feedback to the employee with the aim of motivating that person to eliminate deficiencies or to continue to perform above par.

P.A. was a method of evaluating employee behaviour at work place. It included both quantitative and qualitative analysis. These were: An organization’s evaluation of individual’s level of performance and a review of how well an employee were carrying out the tasks associated with his job. It was therefore a systematic and objective way of judging the relative worth or ability of an employee in performing his task.

According to M.O.E.S.T (2005) teacher promotion had not been based on performance, but on qualifications, which contributes to internal inefficiencies. One purpose of P.A. was to determine the person’s level of job performance in order to be promoted. The study sought to establish whether P.A. policy from T.S.C influence P.A. of high school teachers in Bomet Constituency. The P.A form should clearly spell out the measurable job performance in classes which help in the discussions of whether a teacher should be
promoted or not and not on the basis of their qualifications, which contributed to internal inefficiencies.

According to School (2004) a well-defined performance framework was an imperative for effective work outcomes. A well-defined performance framework springs from a proper P.A. policy from the T.S.C. It also stated that effective management involved a clear vision, collaboratively arrived at by the staff, an open school culture in which professional collaboration was at a premium, conditions of work which encouraged active reflection, professional scrutiny of teaching and the possibility of learning on the job. It also entailed an acceptance of professional accountability and strong purposeful leadership, which encouraged commitment to student learning and continuing school improvement.

Brown (2003) stated that modern appraisal system increasingly seek to incorporate objective-setting measurements of results and potential for performance improvement. Appraisals were therefore designed around targets set for each employee. However, a balance must be struck so as not to loose the personality traits altogether. Ways of striking a balance included: -behavior based generic tasks, performance indicators, standards in the annual appraisal, developing value statements for the school, assessment of whether the code of conduct had been adhered and developing and including a set of desired core competencies in the appraisal.

Gary (2003) said that employers depended on graphic type rating scales to appraise performance. These performances were susceptible to several problems, unclear standards, halo effect, central tendency, leniency or strictness and bias. The graphic rating scale seemed objective, but probably resulted in unfair appraisals because the traits and
degrees of merit are ambiguous. For example different supervisors would probably define “good” performance, “unfair” performance and so on differently. The same is true on traits such as quality of work or “creativity”.

P.A helps to identify those who are performing their assigned tasks well and those who are not and the reasons for such performance. P.A. was thus the process of reviewing an individual’s performance and progress in a job and assessing his potential for future improvement. It was a systematic method of obtaining, analyzing and recording information about a person that was needed for the efficient management of business. It was also needed by the manager to help him improve the job holders’ performance and plan his career and by the jobholder to assist him to evaluate his own performance and develop himself.

Other reasons (purposes) for Appraisal included: - Identification of individual’s current level of job performance, identification of individual’s strength and weaknesses and a basis for rewarding employees in relation to their contribution to organization’s goals. It motivated individuals, helped them identify training and development needs. It also provided information for succession planning, enabled coaching and counseling of individuals and helped control the behaviour of both the individual and the supervisor. Finally, it improved internal communication, sets performance goals and assesses potential for promotion.
Categories of appraisals

There were two categories of appraisal:

Informal appraisal

This involved the continuing assessment of employee's performance. Employees, the supervisor, and manager during normal course of work do the assessment. This appraisal was of an ad hoc nature. It was a product of day to day employee supervisor relationship.

Formal appraisal – This was a more rational and orderly assessment of individual’s performance.

Systematic performance Appraisal – a systematic performance flows as follows: - Step 1 – Completion of P.A. forms (preparatory stage) Step 2 Appraisal interview conducted and Step 3 - Action agreement –job improvement plan, promotion or transfer and salary review
Critical aspects of Performance Appraisal

A typical performance appraisal should have captured the following aspects regardless of the appraisal method, format of appraisal tool, or procedure in administration. These were: Job definition, Performance evaluation and Feedback.

Job definition

The job to be done must clearly be defined and agreed between the supervisor and the staff. The duties to be performed had to be understood in the context of the performance standards. The expected performance had to be measurable, not just a statement of what was to be done.

Performance evaluation

This aspect calls for appraising the employee's actual performance against the standards that had earlier been set. It involved the use of some kind of rating form.
Feedback

It involved periodic discussions between the supervisor and the subordinate to monitor the latter’s progress in achieving the standards and making plans for any required development.

2.2.2 POLICY

According to Longman (1991), policy was a course of action for dealing with a particular matter or situation especially as chosen by political party, government, Business Company etc.

A policy statement was a course or principle of action, especially one that was to one’s own advantage. Every organization had established strategy or plan of action. This had to be implemented. The standing plan derived from the strategy therefore helped to derived the policy. The policy spelt out the process, which helped in the achievement of the strategy. These processes were governed by rules, which were universally accepted in an organization as the best to boost its productivity.

T.S.C. (2005) said that the use of confidential reports in assessing a teacher’s performance and potential had been replaced with a more modern and open assessment system where the teacher participated in his / her performance. The study therefore sought to establish whether P.A. policy from Teachers Service Commission influence P.A. of high school teachers in Bomet Constituency.

According to Odhiambo (2005) in his study that focused on the state of teacher appraisal in Kenyan secondary schools he argued for an improved (facilitating) model of teacher appraisal. His findings indicated that teacher appraisal policies and practices in Kenyan
secondary schools exhibit weaknesses, which needed to be urgently addressed if teacher
appraisal had to be used to improve the quality of teaching and education in Kenya.
Brown (2003) stated that guidelines were developed to enable staff to go through a step
by step process of establishing the performance management system. Brief but
comprehensive and easy to understand guidelines assisted in improving the quality of the
system, lessen misunderstanding and promote joint ownership.

According to Gary (2003), P.A. failed because of problems with the forms or procedures
used to actually appraise the performance. He also said that H.R. department was also
responsible for monitoring the appraisal system and particularly for ensuring that the
format and criteria being used comply with E.E.O. laws and aren’t outdated. In one
survey, half the employers were in the process of revising their appraisal programs while
others were conducting reviews to see how well their programs were working. The study
sought to establish whether policy from T.S.C. influenced P.A. of high school teachers in
Bomet constituency.

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2.2.3 APPRAISAL TOOLS

According to Longman (1991) a tool was something necessary or useful for doing one’s job. According to Henderson R. (1984) there were several techniques of P.A. These were: Global essays and ratings, graphic rating scale, critical incident, behaviorally based scales and bars, forced distribution, paired comparison, alternation ranking and Management by Objective (M.B.O.) methods.

1. Global Essays and Ratings / Narrative forms

In a typical global rating approach, the rater was asked to provide an overall estimate of performance without making distinctions among performance dimensions. In an essay format the rater was asked to respond narratively to a question such as “What is your overall evaluation of this individual’s performance for the past year?” Without specific performance criteria derived from a job analysis procedure, neither the global rating nor the general narrative can be considered job-related. Therefore, both these techniques had serious limitations.

2. Trait - rating scales / Graphic rating scales

According to Gary (2003) Graphic rating scales method usually comprised a list of personality traits. You as a rater will be required to indicate on a numerical scale the degree to which the individual being appraised possesses these traits. This was the simplest and most commonly used method of performance appraisal. It lists personality traits and a range of performance values (on a scale of unsatisfactory to outstanding) for each trait. The supervisor rated each employee by checking or circling each score, which
best described the employees' trait. It was to be done numerically on the scale of 1, 2, 3, 4, 5 – where 1 was the strongest and 5 the weakest. Alphabetical A, B, C, D, E where A is the strongest and E is the weakest.

However since they lacked specific job-related definitions, trait – rating scales were extremely vulnerable to errors such as halo, strictness, leniency and central tendency that severely affected the validity and reliability of the ratings.

3. **Critical incident**:

Critical incident method required the supervisor to regularly write down desirable or undesirable incidents of each employees work – related behaviour. The supervisor and the employee then met at regular intervals to discuss the incidents.

This method had the following advantages – It provided the supervisor with hard examples of good or poor performance, which support in explaining how the employee was appraised and ensured the supervisor thinks and monitored the employee’s performance throughout the year; not just the most recent ones. It also provided a list of specific incidents or areas, which the employee should have addressed to improve his performance and could be adapted to specific job expectations laid out for the subordinate at the beginning of the year.

4. **Management By Objective (M.B.O.)**

MBO is a philosophy, which emphasizes on goal setting and planning for individual managers and their work groups. MBO recognized and encouraged participatory approach to goal setting, in which both the manager and staff were involved.
The purpose of MBO was to give subordinates a voice in the goal setting and planning process and to clarify for them exactly what they were expected to accomplish within a given time span.

In performance management system through MBO, the manager was required to set measurable goals with each employee. He was to discuss periodically with the employee his (employee’s) progress toward the goals and provide feedback in the (regular) review of the progress. MBO consisted of six steps: Set the organizational goals, set departmental goals, discussed departmental goals, define expected results, performance reviews and provided feedback.

5. Paired comparison method

Paired comparison was a modified version of ranking method. It involved, comparing two employees at a time on each trait. For each trait, an employee had a plus (+) or a minus (-) depending on whether he ranked better than the other does on the trait. The number of time an employee was ranked better was counted and added up.

Paired comparison method helped to make the ranking method more precise. For every trait (quantity of work etc) you pair and compare each subordinate with every other subordinate.

6. Forced Distribution Method

It was similar to grading on a curve. With this method, you placed predetermined percentages of rates in categories. For example, you decided to distribute employees as
follows: -15% high performers, 20% high – average performers, 30% average
performers, 20% low – average performers and 15% low performers.

The employee was rated relative to his peers. It involved writing each employee’s name
on a separate card for each category of trait being appraised (leadership, judgement,
initiative, etc). The employee’s card was then placed in one of the appropriate
performance categories.

7. Behaviourally Anchored Rating Scales/Behaviourally based scales and bars

According to Gary (2003) a Behaviorally Anchored Rating Scale (BARS) combined the
benefits of narratives, critical incidents, and quantified (graphic rating type) scales, by
anchoring a rating scale with specific behavioral examples of good or poor performance.
Its proponents said it provided better, more equitable appraisals than do the other tool as
discussed above.

According to Henderson (1984) Behaviorally Anchored rating Scales (BARS) were
descriptions of various degrees of behaviour with regard to a specific performance
dimension. The behaviours, specifically defined, provided you the anchors for rating
scales.

Although these scales represented job-relevant dimensions of performance, they still
posed problems for you in determining which actually absent behaviours match with
specifically anchored performance scales. Despite this difficulty, BARS were a
significant improvement, since they require less inference on your part as a rater than
traditional trait-rating approaches.
8. Alternation Ranking Method

Gary (2003) said this was the method of ranking employees from best to worst on a trait. Since it was easier to distinguish between the worst and best employees, an alternation ranking method is most popular. First list all subordinates to be rated then cross out the names of any not known well enough to rank. Then on a specifically designed form, indicate the employee who was the highest on the characteristic being measured, at the same time show the lowest employee, then choose the next highest and the next lowest, alternating between highest and lowest until all employees had been ranked.

Sushila (2004) stated that it was necessary for the school to have a structure for evaluation. This structure was derived from a discussion at a large meeting. It can be modified with time and as the evaluation strategy is in use. P.A. policy had to be reviewed from time to time.

T.S.C. (2005) gave the sample of the appraisal form. It had the ratings under the subheadings: Overall assessment of your performance within the year, overall job satisfaction during the period of assessment. The choices of the ratings given were excellent, good, satisfactory, and unsatisfactory. It stated that the use of confidential reports in assessing a teacher’s performance and potential had been replaced with a more modern and open assessment system where the teacher participates in his/her performance assessment.

According to Medley (1975) the P.A. instrument specified the number and duration of the observations to be made and defined the aspects of the performance that were to be observed and judged. It also provided a numerical or graphic scale on which the evaluator’s judgement or rating, of each factor or item is recorded. The validity of teacher
ratings was further enhanced if the items to be rated reflected aspects of performance known or believed to be related to teacher effectiveness. Just as the content validity of a test depended on the items it contained, so did the content validity of a rating scale.

Garry (2003) said that employers still depended on graphic type rating scales to appraise performance. These performances were susceptible to several problems, unclear standards, halo effect, central tendency, leniency or strictness and bias. The graphic rating scale seemed objective, but would probably result in unfair appraisals because the traits and degrees of merit were ambiguous. For example different supervisors would probably define “good” performance, “unfair” performance, and so on differently. The same was true of traits such as quality of work or “creativity”.

It was on these backgrounds that the researcher sought to determine the extent to which P.A. tools influenced the performance appraisal of high school teachers in Bomet constituency.

2.2.4 FEEDBACK AND INVOLVEMENT OF APPRAISEES

According to Gary (2003) feedback involved periodic discussions between the supervisor and the subordinates to monitor latter’s progress in achieving the standards and making plans for any required development. It would be achieved through performance reviews. Its purpose was to analyze what a person had done and was doing in his job in order to help him to do better by developing his strengths or by overcoming his weaknesses.

Counseling was a very vital part in P.A. if the appraisal had to achieve their prime purpose of helping people to improve and develop. Unless carefully and sensitively
handled, your subordinates became more dissatisfied after your counseling than they were before.

In a well conducted feedback and involvement of appraisees one had to ensure that the employee discussed problems. He had to be encouraged to bring out his own solutions to them and this provided the intrinsic motivation that could be derived from work itself and the process of tackling work problems.

**Upward feedback**

According to Gary (2003) more firms today let subordinates anonymously rate their supervisor’s performance, a process some call upward feedback or Survey Feedback Action (S.F.A). The process helped top managers diagnose management styles, identify potential “people” problems, and take corrective action with individual managers as required. Subordinates ratings were especially valuable when used for developmental rather than evaluative purposes.

**360 – Degree feedback**

Many firms had expanded the idea of upward feedback into "360 degree feedback." Ratings were collected all around an employee, from supervisors, subordinates, peers and internal or external customers. Most 360-degree feedback systems contained several common features.

Appropriate parties like peers, supervisors, subordinates, and customers, for instance completed surveys on an individual. The surveys took many forms but often included
supervisory skill items such as "returns phone calls promptly." "Listens well" or "[my manager] keeps me informed"

Computerized systems then compiled all this feedback into individualized reports that HR presents to the raters. The raters were often the only ones who got these completed reports. They then met with their own supervisors and sometimes with their subordinates and share the information they feel was pertinent for the purpose of developing a self-improvement plan. With multiple employees to appraise and multiple rates for each employee, 360-degree assessment became paperwork nightmares.

Sushila (2004) stated that Evaluation must be considered both as a learning process and as an improvement process. It could not be associated with fear, e.g. 'what will happen to my job if I prove inadequate?' Every institution had its weaknesses and strengths. It was healthy to discuss these openly in order to create learning opportunities. Failure or weakness had to be associated with an opportunity to improve and learn not with inadequacy.

According to T.S.C. (2005) the modern system is a more open assessment system where the teacher participates in his / her assessment. The appraisal form gives the teacher an opportunity to first assess himself / herself before discussing the same with the supervisor.

In all cases, the headteachers / agents have to make and discuss the contents of the report with the appraisee. The staff appraisal system also sought to establish training needs for teachers, besides openly discussing ways through which performance can be improved.
According to M.O.E.S.T (2005) monitoring was a continuous or periodic process of collection and analysis of data, in order to measure the performance of an activity and interventions as well as their direct and indirect effects on resources and people. As such monitoring and evaluation had critical relevance to the implementation of any development programme in study thus proposed in K.E.S.S.P. It was on this background that the study sought to determine the relationship between feedback and involvement of appraisees in P.A. of high school teachers in Bomet constituency.

According to M.O.E.S.T (2001), monitoring learning attainment and evaluation was a continuous assessment and evaluation of learning outcomes was a pre-requisite to quality. Teachers, school inspectors, had to do this with the summative evaluation being done at the end of the detriment of monitoring learning outcomes on a regular basis. It was on this basis that the research sought to find out the relationship between feedback and involvement of appraisees and P.A. of high school teachers in Bomet constituency.

2.2.5 TRAINING OF APPRAISERS

According to Medley (1975) almost anyone who watched a teacher for a few minutes formed a definite impression of how ‘good’ the teacher is and for most of the history of education, teachers were evaluated in just this way. In many schools supervisors still observe and evaluate teachers on the basis of global impressions formed in much the same way. Growing competence of some supervisors to make valid evaluations in this fashion had led to the adoption of the multi-factor teacher rating scale.

He also said that practical way to increase the validity of teacher ratings was to take steps to decrease the influence of halo on the ratings. Halo was most likely to distort ratings
when no behaviour relevant to an item to be rated was observed. In such cases the rating must be based either on behaviour irrelevant to the item or on the rater’s overall impression of the teacher, neither of which yielded a valid rating. He also stated that the raters had undergone enough training, practice and retraining so that they recognized relevant behaviors when they occur.

According to Gary (2003) training referred to the methods used to give new or present employees the skills they needed to perform their jobs. Armstrong (1992) believed that training and development was beneficial to an organization for it emerges and develops the skill base of organization. Training of appraisers meant showing a new supervisor how to interview and evaluate employees. Training was a hallmark of good management, and a task manager’s overlooked at their peril. Having high potential employees weren’t guaranteed that they’ll succeed. Instead, they had to know what you wanted them to do and how you want them to do it, if they didn’t, they had to do the jobs their way, not yours or they improvised, or, worse, do nothing productive at all. Good training was vital. Without basic appraisal techniques, the supervisors rated the employee “too high”, or “too low”, “average”. The supervisor therefore, needed to be familiar with basic appraisal techniques, understand and avoid appraisal problems and know how to conduct appraisal fairly. The HR department was responsible for the training of both the supervisors (the appraisers) and staff (appraisees) to improve appraisal skills.

According to Garry (2003) the Human Resource Department was also responsible for training supervisors to improve their appraisal skills. He also said that appraising performance was both a difficult and an essential supervisory skill.
Through the supervisory function, the H.O.D. linked the operations of the department to those of the larger school. By his or her efforts towards effective performance and efficiency, the H.O.D made the school successful by interpreting performance policies, giving instructions and information through normal everyday contact with the teaching staff. The supervisory function of the H.O.D. was directly concerned with the teaching outputs (teachers’ work-related behaviour) and subsequent outcomes (results i.e. the level of learning that accrues). Both determined the extent to which the school’s goals and objectives were realized. His or her supervisory role had to be done consistently and proper feedback given about his findings on teacher job performances.

Gary (2003) stated that discussion with the employee concerning his performance was very essential. The performance rating and analysis of each factor or skill had to be discussed with the employee. The principal focus of this meeting had to be on problem solving. This stimulated the employee to think about the probable cause of the skill or knowledge deficiency in order to generate ideas on how to bring about performance improvement in these areas. The supervisor and employee should examine the cause of each deficiency and then jointly develop and agree upon a logical course of action for improvement. The improvement plan should be realistic, written down, and followed up in future sessions.

He also states that P.A. usually requires one or more feedback sessions. Here the two of you discuss the subordinates’ performance and progress and make plans for any development required. He also said that some P.A. failed because subordinates didn’t know ahead of time exactly what you expected in terms of good performance.
According to Shushila (2004), Effective supervision was a major determinant of a school's efficiency and effectiveness. The school manager (Principal) alone could not carry out the supervisory function hence the idea of having departments in the school to improve supervision structures by creating smaller workable units under various 'sub managers'. H.O.D. enhanced efficiency. The major factors that impeded effective systematic and clinical supervision in many schools were lacking of cooperation, loyalty, lack of effective supervision skills, conflict of interest with regard to social relations in the school, undefined supervisory roles and functions, inconsistency in supervision practices and lack of formal training. It was on the basis of the above information that the study sought to determine how lack of feedback and involvement of appraisees influence P.A. of high school teachers in Bomet Constituency.

2.2.6 PERFORMANCE APPRAISAL STANDARDS AND OBJECTIVES

According to Tobias (2002) performance evaluation called for appraising the employee’s actual performance against the set standards that had earlier been set. It also said that management By Objective (MBO) was a philosophy, which emphasizes on goal setting and planning for individual managers and their work groups. MBO recognized and encouraged participatory approach to goal setting, in which both the manager and staff are involved. The purpose of MBO was to give subordinates a voice in the goal – setting and planning process and to clarify for them exactly what they were expected to accomplish within a given time span.

The manager was required to set measurable goals with each employee and periodically discusses with the employee his progress towards the goals. It was on this basis that the
MBO involved a comprehensive (organizational) goal-setting and appraisal programme that consists of six steps: setting of the organization’s goals, setting departmental goals, discussing departmental goals, defining expected results, performance reviews and provision of feedback.

Based on the above information the study sought to examine whether T.S.C. P.A. standards and objectives affect P.A. of high school teachers in Bomet District.

According to T.S.C. (2005) the modern and open assessment system where the teacher participated in his / her performance assessment replaces the former. The staff appraisal system was more comprehensive and objective, as it involved the teacher during the appraisal process. The study therefore sought to examine whether T.S.C performance appraisal standards and objectives affected P.A. of high school teachers in Bomet Constituency.

According to Brown (2003) the appraisal systems was the mechanism used to translate the schools corporate or strategic plan into action. The current appraisal system used by school lacked focus on organizational objectives. Such systems failed to emphasize goal setting assessment and skill development and ultimately contributed little to school success and learning. The study therefore sought to examine whether T.S.C performance appraisal standards and objectives affect P.A. of high school teachers in Bomet District.

They also said that modern appraisal systems increasingly sought to incorporate objective setting measurement of results and potential for performance improvement. Appraisals were therefore designed around targets set for each employee. However, a balance had to
be struck so as not to lose the personality traits altogether. Ways of striking a balance includes: - behaviour based generic tasks, performance indicators and standards in the annual appraisal.

They also said that the appraisal form should contain a work plan that is output focused, with allowance for details of the appraisee’s work objectives and the standards expected. Based on the above information, the study seeks to examine whether T.S.C performance appraisal standards and objectives affect P.A. of High school teachers in Bomet Constituency.

According to Garry (2003) performance appraisal involved setting work standards, assessing the employee’s actual performance relative to those standards, and providing feedback to the employee with the aim of motivating that person to eliminate deficiencies. He also said that appraising performance means comparing your subordinates’ actual performance to the standards that have been set, i.e. the set job standards. Unfortunately, some supervisors tended to be lax when it came to setting goals for their employees. One had to quantify your expectations i.e. to set measurable standards for each expectation. Based on these claims, the study sought to examine whether T.S.C performance appraisal standards and objectives affect P.A. of high school teachers in Bomet Constituency.

According to Medley (1975), the rating scale used should include behaviours that may be expected to occur frequently enough to make it likely that the rater saw them in the classroom of each teacher who was to be rated. The duration and frequency of periods of observation should be sufficient to provide ample opportunity for behaviours relevant to
every item on the scale to occur. It was on these claims that the study sought to establish the relationship between T.S.C appraisal standards and the actual practice of P.A. of high school teachers in Bomet constituency.

2.3 CRITICAL REVIEW ON MAJOR ISSUES

The literature review had revealed that past studies indicated that P.A. of employees were influenced by several factors. The review has shown that the P.A. of high school in Kenya was faced by a lot of challenges and weaknesses.

Armstrong (1992) believed that training and development was beneficial to an organization for it enlarged and developed the skill base of the organization. Although training of appraisers was important it should not have been done for the sake of it. But had to be adequate and relevant

Although studies had been done on P.A. appraisal of teachers in Kenya there was no study on P.A. of secondary schools teachers in Bomet District, Bomet constituency in particular. This supported my intention to carry out the study in Bomet Constituency.

2.4 SUMMARY AND GAPS TO BE FILLED BY THE STUDY

The study established whether the independent variables outlined in the conceptual framework affected the dependent variable. The past studies done in other parts of Kenya on P.A. of secondary school teachers revealed that teacher appraisal policies and practices in Kenyan secondary schools exhibited weaknesses which needed to be addressed if teacher appraisal was to be used to improve the quality of teaching and education in Kenya as observed by Odhiambo (2005).
2.5 CONCEPTUAL FRAMEWORK

The study conceptual framework includes the independent and dependent variable. The independent variables affect the dependent variables outcomes. The independent variables are performance appraisal policy, Appraisal Tools, Feedback and Involvement of appraisees, Training of appraisers and P.A. standards and objectives. The dependent variable is Performance Appraisal of T.S.C. High school teachers in Bomet Constituency.

**Fig 2.2. Conceptual Framework**

![Conceptual Framework Diagram]

Independent variables

- Policy
- Appraisal tools
- Feedback and Involvement of appraisees
- Standards and objectives
- Training of appraisers

Source: Field data (2006)

The study will be based on the above conceptual framework. Each of the factors outlined may affect performance appraisal of High school teachers in Bomet Constituency.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter had the study design, the target population, sample design and the data collection procedures / instruments. It also had information on the reliability of research instruments, data analysis and the expected output.

3.2 STUDY DESIGN

This study adopted a descriptive research design. It involved a field visit to talk to teachers in Bomet Constituency about factors that affected P.A. of T.S.C high school teachers in their Constituency.

According to Mugenda (1999) a descriptive research design had to be used when subjects were to be observed in their natural set ups without manipulation of the environment. The respondents were expected to respond to questions related to the problem of study: performance appraisal of T.S.C high school teachers in Bomet Constituency. Frequencies of responses to each question were analyzed to come up with results and conclusions.

3.3 TARGET POPULATION

The target population was secondary school teachers in Bomet constituency. There were 44 schools distributed throughout the constituency within 2 main divisions: Longisa and Central. There were 18 schools in Longisa division and 26 in central division. For purposes of this study, I divided the central division into southern central and Northern central division, their boundary being Chepkulo river which cut through the central division. There were 12 schools in southern central and 14 in northern central and there
were a total of 350 T.S.C teachers in Bomet constituency. The research however chose a sample of 20% of the schools in each division.

According to Mugenda (1999) a representative sample was one which was 10% of the population. This was as summarized in table 3.1

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>SCHOOL</th>
<th>POPULATION FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern central</td>
<td>Kabungut</td>
<td>18</td>
<td>12%</td>
</tr>
<tr>
<td>“</td>
<td>Tenwek</td>
<td>26</td>
<td>17%</td>
</tr>
<tr>
<td>“</td>
<td>Ndarawetta</td>
<td>15</td>
<td>10%</td>
</tr>
<tr>
<td>Southern Central</td>
<td>Mugango</td>
<td>11</td>
<td>7%</td>
</tr>
<tr>
<td>“</td>
<td>Merigi</td>
<td>11</td>
<td>7%</td>
</tr>
<tr>
<td>“</td>
<td>Kyogong</td>
<td>11</td>
<td>7%</td>
</tr>
<tr>
<td>Longisa</td>
<td>Longisa</td>
<td>24</td>
<td>16%</td>
</tr>
<tr>
<td>“</td>
<td>Kongotik</td>
<td>15</td>
<td>10%</td>
</tr>
<tr>
<td>“</td>
<td>Mulot</td>
<td>14</td>
<td>9%</td>
</tr>
<tr>
<td>“</td>
<td>Siwot</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>152</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field data (2006)

3.4 SAMPLE DESIGN
The researcher used stratified random sampling technique to pick a sample from each school in the relevant population of interest.
Each school of focus was considered as a sub group or a stratum. The researcher picked a sample of 60 from 152 using a ratio of 0.4. According to Mugenda (1999) a representative sample was one which had 10% of the population.

This was as indicated in table 3.2

**Table 3.2 Sample Design**

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>SCHOOL</th>
<th>POPULATION FREQUENCY</th>
<th>RATIO x 0.4</th>
<th>SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern central</td>
<td>Kabungut</td>
<td>18</td>
<td>0.4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Tenwek</td>
<td>26</td>
<td>0.4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Ndarawetta</td>
<td>15</td>
<td>0.4</td>
<td>6</td>
</tr>
<tr>
<td>Southern Central</td>
<td>Mugango</td>
<td>11</td>
<td>0.4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Merigi</td>
<td>11</td>
<td>0.4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Kyogong</td>
<td>11</td>
<td>0.4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Longisa</td>
<td>24</td>
<td>0.4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Kongotik</td>
<td>15</td>
<td>0.4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Mulot</td>
<td>14</td>
<td>0.4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Siwot</td>
<td>7</td>
<td>0.4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>152</td>
<td></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Source: Field data (2006)

**Sampling procedure**

After deciding on the sample size, the researcher formulated a procedure of selecting the subjects or cases to be interviewed. Each school of focus became a sampling frame. This was a list of all the T.S.C teachers in the selected schools.
The researcher used random selection to get the subjects to be interviewed. The lottery method of random selection was used. According to Paul (1997) in lottery method, all the teachers in focused schools were arranged sequentially and assigned numerical identifications. Corresponding numbers were marked on separate tabs and put into a revolving drum or closed container. The numbers were tossed so that they are thoroughly mixed. Then one tab bearing a number was selected from the container, without the selector seeing the pool. The number selected was recorded, and then the tab was tossed back into the pool again. This was an important feature of the lottery method; it ensures that every individual had the same chance of being chosen as every other individual. If we are selecting 50 people out of a population of 100 and if we did not cast each tab back after it has been selected, we will had an ever diminishing population from which to make choices, where the first choice would have 1 in 100 chances of being selected, the last would have 1 out of 50 chances being selected. In other words, the chances of being selected would be twice as great for the last individual as for the fist. – If the same number is drawn twice, the second drawing was ignored. The number is returned to the pool and a new drawing was made. Drawing and mixing goes on until 50 tabs had been selected purely by chance.

3.5 DATA COLLECTION PROCEDURES / INSTRUMENTS

Data was collected using questionnaire method. The questionnaire had both open ended and closed questions. A bit of interview was also considered especially as regards the head teachers of the schools.
Secondary data was also used to clarify variables and obtain specific information on issues of the problem.

3.6 RELIABILITY OF INSTRUMENTS

Prior to main research, a pilot study to verify the instruments for data collection of this study was undertaken by teachers of secondary schools not under study to refine questionnaire items. A total of 10 teachers were randomly selected and given a week to fill the questionnaires. This was done through assistance of Head teachers of the schools under pilot who were talked to prior to delivery of the research.

3.7 DATA ANALYSIS

Data was analyzed using descriptive statistics, which included frequency distribution tables, percentages, pie charts and related diagrams. The researcher made use of computer packages especially Statistical Packages for Social Sciences (S.P.S.S) and Excel to help communicate the research findings.

3.8 LIMITATIONS

The limitations of this study included time and money which affected the issue of data collection and reaching complete targeted sample. In addition to these, some respondents did not retire questionnaires or filled them improperly. However, the findings of this study are still valid subject to these limitations.
CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

This chapter presents analysis and data collected from the field. Data was analyzed and sequentially presented in tables and pie charts. A content analysis of the open ended and closed questions have been quantitatively and qualitatively analyzed.

This was a study which looked into the challenges facing performance appraisal of Teachers Service Commission (TSC) high school teachers in Kenya. The study also aimed at looking into the challenges facing the T.S.C policy on performance appraisal of High School teachers. It also investigated the reliability of P.A tools used for their appraisal, the P.A feedback process, the involvement of appraisees in their P.A process, the training of appraisers, the Teachers Service Commission P.A. standards and their objectivity.

The population of interest was secondary schools in Bomet constituency. The main focus were teachers in Bomet Central and Longisa divisions.

The quantitative analysis is as shown in the following tables and figures.
4.2.0 QUANTITATIVE ANALYSIS

On the question of the respondents’ gender distribution, the table 4.1 and figure 4.1 below summarizes it.

Table 4.1

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>36</td>
<td>67</td>
</tr>
<tr>
<td>FEMALE</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


Figure 4.1 shows a chart representation of table 4.1

From the above analysis, majority of the respondents (67%) were male by gender.

On the question of the respondents’ years of service as a trained teacher, the table 4.2 below summarizes it.

Table 4.2

<table>
<thead>
<tr>
<th>YEARS OF SERVICE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 TO 5 YEARS</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>6 TO 10 YEARS</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>11 TO 15 YEARS</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>OVER 16 YEARS</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (32%) had between 6 to 10 years of service followed by 28% of them who had between 0 to 5 years.
On the question of the respondents' highest level of education, the table 4.3 below summarizes it.

### Table 4.3

<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>UNIVERSITY</td>
<td>41</td>
<td>76</td>
</tr>
<tr>
<td>UNIVERSITY/CPA</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (76%) had university level of education. However 22% of them had attained a diploma course from college.

On the question of whether there were TSC appraised teachers in the division, the table 4.4 below summarizes it.

### Table 4.4

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>24</td>
<td>44</td>
</tr>
<tr>
<td>NO</td>
<td>29</td>
<td>54</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>


Figure 4.2 shows a chart representation of table 4.4


From the above analysis, majority of the respondents (54%) gave a NO response. This was narrowly followed by those (44%) who gave a YES response.
On the question of whether appraisal helps in improving respondents’ task performance, the table 4.5 below summarizes it.

**Table 4.5**

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>43</td>
<td>80</td>
</tr>
<tr>
<td>NO</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (80%) gave a YES response. This clearly indicated that appraisal of the respondents should be carried out regularly.

On the question of whether there was performance appraisal policy for teachers in the division, the table 4.6 and figure 4.3 below summarizes it.

**Table 4.6**

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>21</td>
<td>39</td>
</tr>
<tr>
<td>NO</td>
<td>32</td>
<td>59</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


Figure 4.3 shows a chart representation of table 4.6

![Pie chart showing percentages](image)


From the above analysis, majority of the respondents (59%) gave a NO response. This clearly indicated that TSC had not set up the policy in the division.
On the question of whether the policy does affect performance appraisal of teachers, the table 4.7 below summarizes it.

### Table 4.7

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>42</td>
<td>78</td>
</tr>
<tr>
<td>NO</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (78%) gave a YES response. This clearly indicated that the policy has an effect on the performance appraisal of teachers.

On the question of to what extent did the policy affect performance appraisal, the table 4.8 below summarizes it.

### Table 4.8

<table>
<thead>
<tr>
<th>EXTENT</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY LOW</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>LOW</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>MODERATE</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>GREAT</td>
<td>27</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (50%) gave a GREAT rating. This clearly indicated that the policy has an effect on the performance appraisal of teachers hence it should be implemented in full to improve the teaching standards in the division.
On the question of whether there were tools for performance appraisal of teachers in the division, the table 4.9 and figure 4.4 below summarizes it.

**Table 4.9**

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>30</td>
<td>55</td>
</tr>
<tr>
<td>NO</td>
<td>23</td>
<td>43</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


**Figure 4.4 shows a chart representation of table 4.9**

![Pie chart showing Yes (55%), No (43%), and No Response (2%)](chart.png)


From the above analysis, majority of the respondents (55%) gave a YES response. From this we can conclude that there were performance appraisal tools in the division.

On the question of whether did performance appraisal tools affected performance appraisal of teachers; the table 4.10 below summarizes it.

**Table 4.10**

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>43</td>
<td>80</td>
</tr>
<tr>
<td>NO</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (80%) gave a YES response.
On the question of to what extent did the appraisal tools have an effect on performance appraisal; the table 4.11 below summarizes it.

Table 4.11

<table>
<thead>
<tr>
<th>EXTENT</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY LOW</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>LOW</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>MODERATE</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>GREAT</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (50%) gave a GREAT rating. From this we can conclude that the appraisal tools that did have an effect.

On the question of whether there was feedback and involvement of teachers in performance appraisal exercises, the table 4.12 and figure 4.5 below summarizes it.

Table 4.12

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>NO</td>
<td>37</td>
<td>69</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


Figure 4.5 shows a chart representation of table 4.12


From the above analysis, majority of the respondents (69%) gave a NO response. From this finding we can conclude that the teachers were not involved the exercise.
On the question of whether feedback and involvement of appraisees' did have an effect on the performance appraisal of teachers, the table 4.13 below summarizes it.

**Table 4.13**

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>45</td>
<td>83</td>
</tr>
<tr>
<td>NO</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (83%) gave a YES response. From this finding we can conclude that the appraisees had to be given feedback.

On the question of respondents' ratings on whether feedback and involvement of appraisees affected performance appraisal of teachers, table 4.14 below summarizes it.

**Table 4.14**

<table>
<thead>
<tr>
<th>EXTENT</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY LOW</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>LOW</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MODERATE</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>GREAT</td>
<td>29</td>
<td>54</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (54%) gave a GREAT rating. From this finding we can conclude that the appraisees had to be given feedback and be involved in performance appraisal exercise in order to make it successful.
On the question of whether there was training of appraisers of teachers in the division, the table 4.15 and figure 4.6 below summarizes it.

### Table 4.15

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>NO</td>
<td>46</td>
<td>85</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


Figure 4.6 shows a chart representation of table 4.15

![Chart showing 15% YES and 85% NO responses.]


From the above analysis, majority of the respondents (85%) gave a NO response. From this finding we can conclude that there were few training programs for appraisers.

On the question of whether training of appraisers in the division affected performance appraisal of teachers, the table 4.16 below summarizes it.

### Table 4.16

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>44</td>
<td>82</td>
</tr>
<tr>
<td>NO</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (82%) gave a YES response. From this finding we can conclude that training of appraisers affected appraisers.
On the question of, to what extent training of appraisers affected performance appraisal, the table 4.17 below summarizes it.

### Table 4.17

<table>
<thead>
<tr>
<th>EXTENT</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY LOW</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>LOW</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>MODERATE</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>GREAT</td>
<td>33</td>
<td>61</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (61%) gave a GREAT rating. From this finding we can conclude that training of appraisers affected performance appraisal of teachers.

On the question of whether there were standards and objectives of performance appraisal of teachers in the division, the table 4.18 and figure 4.7 below summarizes it.

### Table 4.18

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>NO</td>
<td>31</td>
<td>57</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


Figure 4.7 shows a chart representation of table 4.18


From the above analysis, majority of the respondents (57%) gave a NO response meaning that there were no standards and objectives of performance appraisal of teachers in the
division, hence teachers were poorly appraised and not on their merits and quality of work...

On the question of whether the standards and objectives affected performance appraisal, table 4.19 below summarizes it.

**Table 4.19**

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>46</td>
<td>85</td>
</tr>
<tr>
<td>NO</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (85%) gave YES response meaning that standards and objectives of performance appraisal had an effect.

On the question of the respondents’ ratings on the extent to which the standards and objectives affected performance appraisal of teachers, table 4.20 below summarizes it.

**Table 4.20**

<table>
<thead>
<tr>
<th>EXTENT</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY LOW</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>LOW</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>MODERATE</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>GREAT</td>
<td>33</td>
<td>61</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (61%) gave GREAT rating meaning that the standards and objectives of performance appraisal affected the performance appraisal of teachers hence the need to review them.
4.3 QUALITATIVE ANALYSIS

4.3.1 PERFORMANCE APPRAISAL

According to most respondents, they were not aware of performance appraisal exercises being done, but quite a number admitted that they were frequently appraised. In addition to this majority of the respondents felt that examination results affected performance appraisal of the teachers.

4.3.2 EFFECT OF POLICY

Suggestions from most respondents on effect of policy were that exam results be improved and there should be a regular feedback to those who were appraised in the division.

4.3.3 TOOLS TO IMPROVE PERFORMANCE APPRAISAL

Most respondents suggested that the teachers should know the available tools and their contents. There were also suggestions that the tools should be clear and precise thus becoming relevant and easy for the teachers to use. There were further suggestions for allowing of frequent feedbacks and follow-ups.

4.3.4 TRAINING OF APPRAISERS

Suggestions from most respondents regarding training were that there was an urgent need to train appraisers which should be done in a regular interval. There were further suggestions that training be done on a regular interval by competent personnel.
4.3.5 STANDARDS AND OBJECTIVES

Suggestions from most respondents indicated that the standards set and objectives be measurable and achievable. There were further suggestions that the appraisees be involved in setting these standards and objectives and that they should be clearly defined.
5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

In this chapter the major findings, conclusion and recommendations of the study are discussed. This targets answers to reserved questions as indicated in section 1.4. It mainly covers the challenges facing performance appraisal of Teachers Service Commission (TSC) high school teachers in Bomet constituency.

On the issue of policies for performance appraisal, majority of the respondents (78%) agreed that it does have an effect on performance appraisal of teachers in the division. This implied that TSC should come out with clearer policies to regulate performance appraisal especially on merit of the exam results. Hence it can be concluded that there is a relationship between policy and performance appraisal.

On the issue of performance appraisal tools, majority of the respondents (80%) believed that it does affect performance appraisal of teachers in the constituency. This meant that the TSC should come up with clear guidelines regarding the tools they use for performance appraisal since it does have an impact on performance appraisal.

On the issue of feedback and involvement of appraisees, majority of the respondents (83%) believed that it does have an influence on it. This implied that TSC should regularly update the teachers on the progress of their appraisal and give them feedback in time to avoid any conflict of interests and it will increase their morale in teaching.
On the issue of training of appraisers, majority of the respondents (82%) believed that they do consider this a factor that does have an effect on performance appraisal. This implied that there was an urgent need to train further appraisers in the district to improve the performance of teachers. This would result in improved performance in terms of examination results.

On the issue of standards and objectives of performance appraisal, majority of the respondents (85%) agreed that it does have an effect on performance appraisal. This implied that TSC should set standards and objectives that are measurable and achievable, for this effects performance appraisal of its teachers.

5.2 CONCLUSION

It can be concluded that performance appraisal was critical to the improvement of teaching standards in the constituency. This had trickling effect on the performance of the various schools in the district especially in terms of examination results. The findings on policy indicated that there were inadequate policies that governed the performance appraisal of teachers.

It can be concluded that Performance appraisal tools were not fully applied during the process of appraising teachers in the constituency. This was indicated by the response given by the teachers with a majority of them suggesting the need for more performance appraisal tools.
It can also be concluded that Feedback and involvement of appraisees was not being done in the best way. This was indicated by the complaints from the respondents that they were not receiving them in time.

It can be concluded that training of appraisers was not adequate. There were many suggestions that this training should be done urgently implying that most appraisers in the constituency were not trained on a regularly basis especially on the latest techniques such as information technology.

It can be concluded that the standards and objectives of performance appraisal were not adequate. Most appraisers were not involved in setting of these standards and objectives of performance appraisal.

5.3 RECOMMENDATIONS

Based on the research findings the researcher recommends that performance appraisal exercises be carried out throughout the entire constituency so that there would be no imbalance in terms of performance of all the schools there. In the case of Bomet constituency, there are some regions that are under hardship due to unfavorable weather. The TSC should concentrate on such areas to make them competitive to other areas in the constituency.

From the study findings, the researcher recommends that there is a need to put up a better policy on performance appraisal of teachers in the constituency. The TSC in
collaboration with the schools in the constituency should come together and draft these policies. This will result in improvement of the performance of these schools.

On the issue of tools for performance appraisal, the researcher recommends that the teachers be informed of the kind of tools that are being used and also know of the contents in the tools. These tools should be clear, precise and relevant to the teachers. The TSC should be involved in drafting out these tools and train the appraisers on how to use them.

On feedback and involvement of appraisees, the researcher recommends that they should be done promptly to avoid delays. The appraisers should make use of information technology and be sending feedback through email and short message service (SMS). All the mobile service providers in the country should adequately cover the region. The ministry of education should ensure all schools in the constituency have access to a computer and Internet.

Finally the researcher recommends that the TSC come up with standards and objectives of performance appraisal in the division. This should match the conditions these schools are exposed to such as drought. Schools in the Longisa region are normally under drought conditions and should have standards and objectives matching to those conditions.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

Further research should be done on how to improve performance appraisal so that the teachers are properly appraised in the constituency. The TSC should be more involved in this research and should collaborate with institutions such as the Kenya Institute of Public
Policy Research (KIPPRA) and the World Bank in drafting out the way forward to improve research in this area.
REFERENCE


New York


Medley D. (1975) **The study of Education**. University of Virginia, Charlottesville, Virginia, U.S.A.


APPENDIX 1
RESEARCH QUESTIONNAIRE

I humbly request you to facilitate the collection of the necessary data by answering the questions therein. The information given will be purely for academic purposes and in that connection I assure you of utmost confidentiality.

Kindly tick in the space provided [ ] the correct answer or supply the required information. For others please specify and elaborate.

SECTION A
INTRODUCTION

1. Name (Optional)


3. School


4. Designation


6. What is your highest academic / professional qualification?
   [A] Secondary
   [B] University
   [C] College
   [D] Others. Specify .................................................................

57
SECTION B

PERFORMANCE APPRAISAL


2. How often are you appraised?

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

3. Does it help to improve in performing your task? [A] Yes [B] No

4. What affect Performance Appraisal of teachers in this division?

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

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

SECTION C

5. Is there a Performance Appraisal policy for teachers in this division? [A] Yes [B] No


7. To what extend does policy affect Performance Appraisal?

   [A] Great
   [B] Moderate
   [C] Low
   [D] Very Low

8. What are your suggestions on policy in order to improve Performance Appraisal of teachers?

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

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

........................................................................................................................................................
SECTION D

9. Are there, tools for Performance Appraisal of teachers in this division?
   [A] Yes  [B] No

10. Does Performance Appraisal Tools affect Performance Appraisal of teachers?
    [A] Yes  [B] No

11. To what extend does it affect Performance Appraisal?
    [A] Great
    [B] Moderate
    [C] Low
    [D] Very low

12. What are your suggestions on tools to improve Performance Appraisal of teachers.

SECTION E


15. To what extend does it affect Performance Appraisal?
    [A] Great
    [B] Moderate
    [C] Low
    [D] Very low
16. What are your suggestions on feedback and involvement of appraisees to improve Performance Appraisal of teachers?

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

SECTION F

17. Is there training of appraisers of teachers in this division? [A] Yes [B] No

18. Does training of appraisers affect Performance Appraisal of teachers?
   [A] Yes [B] No

19. To what extent does it affect Performance Appraisal?
   [A] Great
   [B] Moderate
   [C] Low
   [D] Very low

20. What are your suggestions on training of appraisers to improve performance appraisal of teachers?

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

SECTION G


22. Do standards and objectives affect Performance Appraisal of teachers?
23. To what extend does it affect Performance Appraisal?

[A] Great
[B] Moderate
[C] Low
[D] Very low

24. What are your suggestions on standards and objectives to improve Performance Appraisal of teachers?

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

SECTION H

25. Rate the extent to which each of the following influence Performance Appraisal of high school teachers. [1 – Very low extend, 2 – low extend, 3 – Moderate extend, 4 – High extend, 5 – Very high extend]

i. Performance appraisal policy

ii. Performance Appraisal tools

iii. Feedback and involvement of appraisees

iv. Standards and objectives

v. Training of appraisers.

26. Are there other factors, not listed in question 25 that influence Performance Appraisal of High school teachers? Explain. .................................