

**THE IMPACT OF PERFORMANCE APPRAISAL ON SECONDARY SCHOOL
TEACHER PROFESSIONAL DEVELOPMENT IN KITUI WEST DISTRICT**

**BY
KONGO ROSE MULI**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION, KENYATTA UNIVERSITY**

KENYATTA UNIVERSITY

NOVEMBER, 2011

DECLARATION

This project is my original work and has not been presented for a degree in any other university.

_____ Date _____

Kongo Rose Muli
E55/CE/10493/06

This project has been submitted for examination with my approval as the university supervisor

_____ Date _____

Dr. John Aluko Orodho
Senior Research Fellow
Department of Educational
Management Policy and Curriculum Studies
Kenyatta University

_____ Date _____

Dr G.Adino Onyango
Senior Lecturer
Department of Educational
Management Policy and Curriculum Studies
Kenyatta University

DEDICATION

This research project is dedicated to my husband Peter for his support throughout my studies; and to our children Kevin and Winfred who had to bear with me for long hours of absence as I was attending to my studies.

ACKNOWLEDGEMENTS

Sincere appreciation goes to my supervisors Dr. John Aluko Orodho and Dr G.Adino Onyango for their commitment in guiding me through the research project. I would also like to thank all my lecturers who taught me course work in the School of Education.

I owe many thanks to my husband for his continued support. He is a great boost to the successful completion of my studies. I also thank my family members for their Unwavering support throughout the entire study period.

Last but not the least I extend special thanks to all those who have assisted me in editing and typesetting this work.

God bless you all.

TABLE OF CONTENTS

Declaration -----	ii
Dedication -----	iii
Acknowledgements -----	iv
List of Tables-----	viii
List of Figures-----	ix
Abbreviations and Acronyms-----	x
Abstract -----	xi

CHAPTER ONE: INTRODUCTION

1.1 Introduction -----	1
1.2 Background to the study -----	1
1.3 Statement of the problem -----	5
1.4 Purpose of the study -----	7
1.5 Objectives of the study-----	7
1.6 Research Questions -----	7
1.7 Significance of the Study -----	7
1.8 Assumptions of the study -----	8
1.9 Limitations of the study -----	9
1.10 Delimitations of the study -----	9
1.11 Theoretical Framework -----	10
1.12 Conceptual Framework -----	11
1.13 Definition of terms -----	13

CHAPTER TWO: REVIEW OF LITERATURE

2.1 Introduction -----	14
2.2 Types of Staff Appraisal -----	14
2.2.1 Peer Review and Development -----	16
2.2.2 Competence Assessment and Development-----	16
2.2.3 Peer Accountability -----	17
2.3 Approaches to Teacher Appraisal -----	17

2.4 Factors influencing Effectiveness of Teacher Appraisal -----	19
2.5 Review of past studies on Effectiveness of Staff Performance Appraisal -----	23
2.6 Summary -----	25

CHAPTER THREE: DESIGN AND METHODOLOGY

3.1 Introduction -----	26
3.2 Research Design -----	26
3.3 Locale of the study-----	26
3.4. Target population-----	27
3.4.1 Schools-----	27
3.4.2 Respondents -----	27
3.5 Sampling design-----	28
3.5.1 Schools -----	28
3.5.2 Respondents-----	29
3.6 Research instrument -----	30
3.6.1 Performance appraisal questionnaire for teachers -----	30
3.6.2 Performance appraisal questionnaire for principals -----	31
3.6.3 Performance appraisal interview schedule for the DEO -----	31
3.7 Piloting of the instruments-----	31
3.7.1 Reliability -----	31
3.7.2 Validity -----	32
3.8 Data collection procedure-----	33
3.9 Data analysis -----	34

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1 Introduction -----	35
4.2 Background Profile of the Respondents -----	35
4.3: Strategies and Nature of Performance Appraisal -----	38
4.4 Ways in which Performance Appraisal information is used in Teacher Professional Development-----	42
4.5: To find out the Emerging issues and Challenges in Teacher Performance	

Appraisal in relation to Professional Development -----	46
4.6 Measures employed to improve performance appraisal of secondary school teachers as reported by: DEO, DQASOS and Headteachers -----	46
4.7: Discussions-----	47

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction -----	52
5.2 Summary of the findings-----	52
5.3 Conclusions -----	55
5.4 Recommendations -----	55
5.5 Areas for Further Studies -----	56
References -----	57

APPENDICES

Appendix A: Teachers Questionnaire -----	60
Appendix B: Principals' Questionnaire -----	68
Appendix C : Interview Schedule for the DEO -----	75
Appendix D: Interview Schedule for DQASOs-----	76
Appendix E: Research Authorization Letter-----	77

LIST OF TABLES

Table 1.1: Verbal grade scale-----	11
Table 3.1: Distribution of schools targeted by the study-----	28
Table 3.2: Distribution of respondents -----	29
Table 3.3: Sampling matrix -----	29
Table 4.1: Teachers' Posts -----	36
Table 4.2: Principals' ratings of frequency of performance appraisal -----	39
Table 4.3: Teacher's Evaluation -----	40
Table 4.4: Measures Taken After Evaluation -----	41
Table 4.5:Principals'Reasons for appraising teachers -----	42
Table 4.6: Teachers' Ratings of the Effectiveness of the Performance Appraisal -----	43
Table 4.7: Effect of Feedback on Performance Appraisal-----	43
Table 4.8: Teachers' Attitudes towards Performance Appraisal -----	45
Table 4.9: Training -----	46

LIST OF FIGURES

Figure 1.1: Performance Appraisal Model -----	10
Figure 1.2: Conceptual framework-----	12
Figure 2.1: Types of Staff Appraisal-----	15
Figure 4.1: Category of Schools-----	36
Figure 4.2: Frequency of Teachers' Appraisal -----	37
Figure 4.3: Participation of TSC in providing guidelines for appraisal exercise-----	38

LIST OF ABBREVIATIONS

DEO	-	District Education Officer
HRM	-	Human Resource Management
MBO	-	Management by Objectives
MOE	-	Ministry of Education
QASO	-	Quality Assurance and Standards Officer
SSP	-	Statistical Package for Social Sciences
TSC	-	Teachers Service Commission
USA	-	United States of America

ABSTRACT

Teacher appraisal is already well established in countries such as Britain, the USA, Australia and New Zealand, it has only recently become a significant issue in Kenya. Over the years, teacher appraisal in Kenyan secondary schools has been mainly inspectorial, achieved through occasional inspection of schools and teachers by school inspectors. Teacher appraisal process in Kenya is wanting, especially due to the superiority-inferiority relationship between inspectors and teachers. Now that the appraisal system has been made more comprehensive and objective, with the Publication of the Revised Code of Regulation for Teachers as opposed to previously when it was confidential. The study therefore sought to assess the impact of performance appraisal in facilitating secondary school teacher professional development Kitui West district. The objectives of the study were to: investigate the nature and strategies of performance appraisal in public secondary schools; find out ways in which performance appraisal information is used in teacher professional development and investigate the emerging issues and challenges in teacher performance appraisal in relation to professional development. The study was based on performance appraisal model. The study employed descriptive survey design, targeting all the 30 principals and 237 teachers in 30 secondary schools in Kitui West district, the District Education Officer and the District Quality Assurance and Standards Officer. Stratified random sampling was used to select 20 principals from all the participating schools while purposive sampling technique was used to select 60 teachers, 3 per school from each strata; representing boys boarding, girls boarding, mixed boarding, mixed day and boarding and mixed day schools. The area DEO and DQASO also participated. Data was collected using questionnaires for the principals and for teachers while an interview schedule were used on the DEO and the DQASO. Piloting was done in two public secondary schools to test the reliability and validity of the instruments. Descriptive statistics were used to analyze the quantitative data obtained. The statistics used included frequency counts, means, and percentages. On the other hand, qualitative analysis considered the inferences that were made from the opinions of the respondents. This analysis was thematically presented in narrative form and where possible tabular form. The results of data analysis were presented in frequency tables, bar graphs and pie charts. The study established that the TSC did not give teachers feedback on their performance, therefore making them not improve their performance. It was also established that the headteachers appraised teachers to identify areas where performance was below standard and also to discover their strengths and weaknesses. The study further established that the most common hindrances to effective performance appraisal were: lack of finances, poor TSC services, time factor, lack of sponsors and family commitments. The study recommended that adopting a collaborative approach in developing the appraisal system, where all the stakeholders are included in the decision-making process, this will make them feel like part of the system and make them work hard; school heads should ensure that the appraisal process is fair and transparent to avoid any forms of bias and after being appraised among others.

CHAPTER ONE

INTRODUCTION

1.2 Introduction

This chapter covers background to the study; statement of the problem; purpose of the study; objectives of the study; research questions; Significance of the study; assumptions of the study; limitations of the study; delimitations of the study; theoretical framework; conceptual framework and definition of terms.

1.3 Background to the study

Performance appraisal provides a systematic means of establishing the proper grade classification of jobs within an organization with the aim of providing equitable compensation to employees. An organization needs constantly to take stock of its workforce and to assess its performance in existing jobs for three reasons: to improve organizational performance via improving the performance of individual contributors; to identify potential, that is, to recognize existing talent and to use that to fill vacancies higher in the organization or to transfer individuals into jobs where better use can be made of their abilities or developing skills; and to provide an equitable method of linking payment to performance where there are no numerical criteria.

According to Darling-Hammond (2001), staff appraisal is a long-standing practice in most professional organizations and a critical component to the overdue establishment of teaching as a legitimate profession. Danielson and McGreal (2000) is of the view that any attempt to develop a teacher appraisal system must answer two fundamental questions (a) what do we believe good teaching looks like, and (b) what are the processes and procedures

that will best fit what the country wants the educational system to accomplish? Based on this, they stated that the two primary purposes of teacher appraisal are quality assurance and professional development. These two purposes could also be categorized as summative and formative, respectively. Summative purposes are aligned more with accountability and competence, whereas formative purposes are aligned with enhancement and improvement. Haefele (1993) argues that an appraisal system should: (a) screen out unqualified persons from certification and selection processes, (b) provide constructive feedback to individual educators, (c) recognize and help reinforce outstanding service, (d) provide direction for staff development practices, (e) provide evidence that will withstand professional and judicial scrutiny, (f) aid institutions in terminating incompetent or unproductive personnel, and (g) unify teachers and administrators in their collective efforts to educate students.

Performance appraisal of teachers is increasingly viewed as a critical process in schools for raising the competency of teachers and thereby the quality of education (Stiggins and Bridgeford, 1985). The performance appraisal system can have a significant impact on the attitudes and behaviours of teachers, which in turn affect the performance of teachers and the learning outcomes of students. However, as Danielson and McGreal (2000) point out, the teacher appraisal process is problematic and has been criticized as ineffective for improving the instructional quality of teachers. Problems associated with teacher appraisal include the tension between formative purposes and summative purposes of appraisal, the lack of agreement on appropriate appraisal criteria, concerns over the validity and reliability of evaluation methods, and the negative perceptions of teachers towards the appraisal system (Peterson, 2000).

International research (Timperley, 1998; Stiggins and Bridgeford, 1985; Wright, Horn, and Sanders, 1997) reveals that appropriate appraisal schemes have the potential to improve the professionalization of teaching, the effective management of schools, the quality of education provided for the students, the professional development of teachers as well as satisfying legitimate demands for accountability. For example, Ingvarson and Chadbourne (1994) observe that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning; the most important resource a school has for achieving that purpose is the knowledge and skills of its teachers; and the most important strategy for maintaining and improving that resource is a career development process of teacher evaluation and professional development. This shows that an effective appraisal system should enhance professional development of teachers.

In Kenya, previously (before 2005) appraisal of teachers was confidential and based on personality and the level loyalty to the school head and significant others. Teachers had no access to the head teacher evaluation of their behaviour. Teachers Service Commission Code of Regulation for Teachers (1969) gave the head teacher the mandate to supervise and assess the performance of teacher in his/her respective school. The TSC Code of Regulation for teacher revised in 1986 and 2005 (Cap 29.44) stipulates that the principal should appraise and send copies of appraisal report of his/her teachers to the TSC and DEO within the month of March every year.

In 2005, this policy changed, with the publication of the revised *Code of Regulation for Teachers* (Teachers Service Commission, 2005). With this publication, teacher evaluation policy changed from confidential to an open appraisal system, whereby the teacher is involved in the appraisal exercise. According to the Teachers Service Commission (2005,

15), the basic purpose of the teacher appraisal system is to assess the: teacher's performance in the job as comprehensively and objectively as possible. The information in the appraisal report will be used in assessing the training needs and in determining the teacher's potential for development

Researchers have shown that performance appraisal in Kenya has a number of shortcomings. For instance, Odhiambo (2005) notes that traditionally in Kenya, unsystematic appraisal has long flourished (covertly and unfairly) based on impulse, prejudice and incorrect or inadequate data. Wanzare (2002, 213) also observes that: Teacher evaluation as practiced in many third world countries, Kenya included has numerous shortcomings and dubious effectiveness.

According to Katumanga (2000) the role of teacher is very crucial in provision of quality education. As such, teachers must be given an opportunity for career development and upward mobility. A comprehensive appraisal system can provide the basis for key managerial decisions like training and development needs (Laurie, 2005). However, most schools do not have appraisal systems for the teachers. Even where they are in place they do not provide effective motivation for the teachers Agesa (2005). The end result has been poor performance in the teaching profession. Lack of an effective appraisal system for teachers has led to some of the poor performers get promoted leaving good performers.

According to Murima (2005) there has been interference by politicians, churches and parents on teachers' affairs including their promotion. Some schools have been mismanaged by school heads who assumed office through patronage Chesos (2005). In areas where appraisal systems are in place they are found to do well on personality traits of the teacher. The ability to achieve goals is not emphasized while the system is confidential

and does not give a chance for the teacher to know the concepts of the evaluations report (Mzenge1985).

Locher and Teel (1977) found that the 3 most common appraisal methods in general are rating scale (56%) essay (25%) methods and results oriented or Management by Objectives (MBO) methods (13%) the rating scale method offers a high degree of structure for appraisal. Each employee trait or characteristics is ratio on a scale that usually has several points ranging from poor to excellent or some similar arrangement. The traits assessed on these scales include employee attributes such as co-operation, communication ability, initiative, punctuality and technical competence.

Performance appraisal can therefore be achieved in organization through power of measurement which is based on principles that, what gets measured gets done, if one does not measure results, it is impossible to tell success from failure. It also emphasizes that if one cannot reward success, and cannot reward results, one is probably rewarding failure (Government of Kenya Task Force Report May 2004). In view of this, the researcher was therefore interested in assessing the impact of performance appraisal on facilitating professional development of public secondary school teachers.

1.3 Statement of the problem

As noted in the background of the study, appropriate staff appraisal has the potential to improve the professionalization of teaching and the professional development of teachers. However, studies carried out in Kenya (Njoka, 2009; Marangu, 2008) show that professional development of teachers in the country is inadequate. Yet, as Wanzare and Ward (2000) point out, the quality of teaching depends on the quality of teachers which, in

turn, depends to some extent on the quality of their professional development. In this regard, it is important for emphasis to be put on appraisal of teachers; because it is through this that professional development needs of teachers can be identified.

Odhiambo (2005) notes that, although teacher appraisal is already well established in countries such as Britain, the USA, Australia and New Zealand, it has only recently become a significant issue in Kenya. Over the years, teacher appraisal in Kenyan secondary schools has been mainly inspectorial, achieved through occasional inspection of schools and teachers by school inspectors. A number of authors (Wanzare; 2002; Odhiambo, 2005) have indicated that the teacher appraisal process in Kenya is wanting, especially due to the superiority-inferiority relationship between inspectors and teachers. The research by Odhiambo (2005) established that teacher appraisal policies and practices in Kenyan secondary schools exhibit weaknesses, which need to be urgently addressed if teacher appraisal is to be used to improve the quality of teaching and education in Kenya. TSC has made some policy changes to address weaknesses in teacher management. For instance, in the period before 2005, the teacher evaluation policy by TSC involved use of a confidential method of appraisal, whereby the s wrote annual confidential report on each teacher and the reports forwarded them to the TSC. Since 2005, the TSC teacher evaluation policy changed from confidential to an open appraisal system, whereby the teacher is also involved in the appraisal exercise (TSC, 2008). However, no studies have been conducted on the impact of the new approach to teacher appraisal, and its impact on teachers' professional development. This study therefore sought to determine the impact of staff appraisal on secondary school teachers' professional development in Kenya.

1.4 Purpose of the study

The purpose of the study was to determine the impact of performance appraisal on secondary school teacher professional development in Kitui West District.

1.5 Objectives of the study

- (i) To investigate the nature and strategies of performance appraisal in public secondary schools in Kitui West district.
- (ii) To assess ways in which performance appraisal information is used in teacher professional development.
- (iii) To find out the emerging issues and challenges in teacher performance appraisal in relation to professional development.

1.6 Research Questions

- (i) What is the nature of staff performance appraisal in public secondary schools in Kitui West District?
- (ii) How is the performance appraisal information used in mentoring and development of teachers?
- (iii) What challenges do performance appraisals among teachers face in relation to the teacher professional development?

1.7 Significance of the Study

This study may be significant in that the findings could benefit the Ministry of Education (MoE), the Teachers Service Commission (TSC), teachers, and teacher educators in various ways. The MoE is hard pressed to improve the quality of teaching and learning in our schools. This can only happen through effective continuing professional development of teachers, which relies on effective teacher appraisal. The study findings may help the Ministry by pointing to the weaknesses of the current approach to teacher appraisal in the country, and suggesting possible remedies.

The TSC, as the employer of teachers, is charged with the responsibility of appraisal for the purpose of promotion and staff improvement. If the appraisal process employed is not appreciated by teachers, they may fail to co-operate and this could lead to the TSC failing to achieve the objectives of evaluation. The study may advise the TSC on areas that need improvement in teacher evaluation process.

Teachers, like all other employees, need to appreciate the role of appraisal as positive tool towards job improvement and career advancement. The study findings may point this to teachers thereby changing any negative attitudes towards the exercise.

For teacher trainers such as teacher-training colleges and Universities, the findings could point to the areas of weakness in the teacher appraisal system and thereby suggest ways through which future educational leaders ought to be trained in relation to job evaluation. The study may also add to the existing body of research on teachers' performance appraisal and professional development.

1.8 Assumptions of the study

1. Performance appraisals are carried out in secondary schools.
2. Performance appraisal results are important in teacher development and TSC use the information from such appraisals to make decision affecting teachers.
3. All respondents were cooperative and provided reliable responses.

1.9 Limitations of the study

The study sought to determine the impact of performance appraisal on secondary school teacher professional development. This is a case study of in Kitui West District, Kenya.

The study had the following limitations:

1. Due to financial constraints and time limitation, a larger population was not targeted for the study. This means in effect, that the findings of this study were limited in the extent to which generalizations can be made.
2. The study used the questionnaire as the basic tool for data collection. This had a limitation for the study in that the respondent was left to decide the nature of the responses to give, which may be subject to individual attitude differences and personal judgements.

1.10 Delimitations of the study

The following were the delimitations of the study:

1. The study covered one aspect of employer and employee relationship to appraisal and assumed other factors that affect teachers' development.
2. The teachers and principals included in the sample were those in session in the respective institutions by the time of the study and the results were not easily generalized.

1.11 Theoretical Framework

The study was based on the Performance Appraisal Model by Yee and Chen (2009). According to Yee and Chen (2009), performance appraisal is used by an organization to reward and develop the human resource of the organization to ensure that the organization runs smoothly and grow. The Performance Appraisal Model proposes an annual appraisal system, whereby every year staffs are required to fill up Yearly Work Plan to report on the progress of the tasks assigned as agreed early of the year. This is done at the beginning and at the middle of the year. At year end, the Yearly Work Plan is used to evaluate the

performance of the staff throughout the whole year. The process of performance appraisal as proposed by Yee and Chen (2009) is shown in Fig. 1.1.

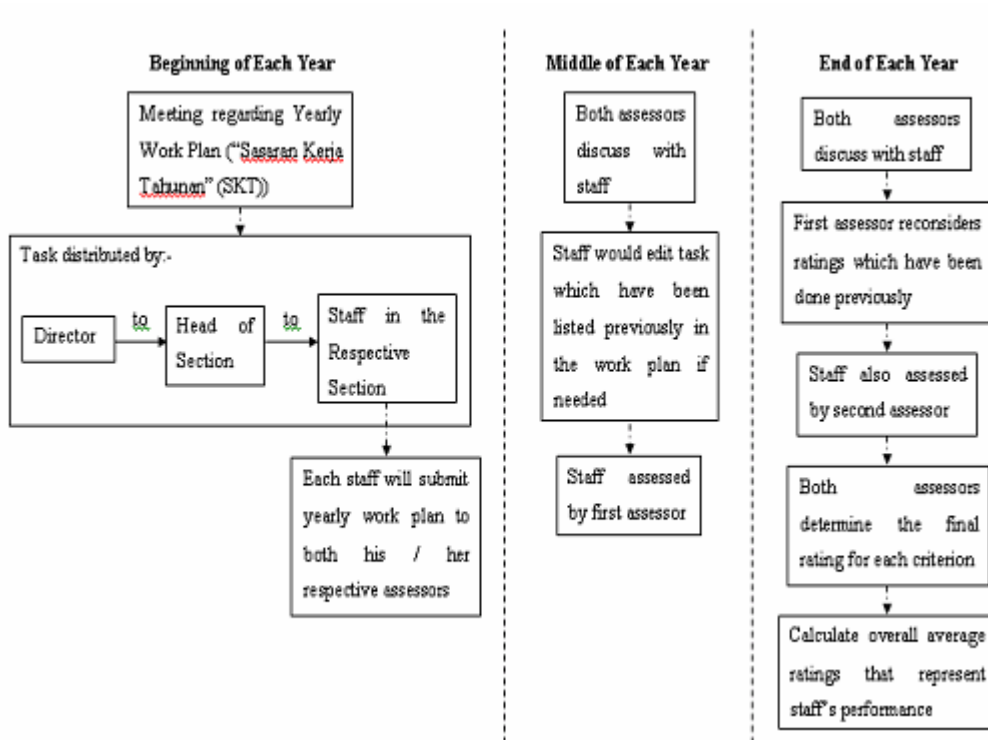


Figure 1.1: Performance Appraisal Model

Source: Yee and Chen (2009), 232

Staff Evaluation

Four aspects are taken into consideration when evaluating staff performance and each aspect will index into its sub criteria, as follows:

- (a) **Working output (Aspect 1):** This aspect evaluates the quantity, quality and effectiveness of the staff's working output as well as staff's punctuality.
- (b) **Knowledge and skills (Aspect 2):** This aspect evaluates the staff's knowledge and skills in the working field as well as their effectiveness in communication and realization of rules.

(c) Personal quality (Aspect 3): This aspect evaluates the personal quality appreciated by the organization such as discipline, proactive, innovative, cooperativeness and independence.

(d) Informal Event(s) and Contribution(s) (Aspect 4): Staff's contribution to the organization, community, state, country and international. When evaluating staff's performance, appraiser will use a scale of 1 to 10 to rate each sub criteria for each aspect mentioned above. 1 indicates that the staff was rated poorly in that particular sub criteria and 10 indicates that the staff was rated highly in a particular sub criteria. The verbal grade for the scale is shown in Table 1.1:

Table 1.1: Verbal grade scale

Verbal grades	Scale
Very high	9 – 10
High	7 – 8
Moderate	5 – 6
Low	3 – 4
Very low	1 -2

Source: Yee and Chen (2009), 232

1.12 Conceptual Framework

The goal of the study was to determine the impact of staff appraisal on secondary school teachers' professional development. Figure 1.2 presents the conceptual framework.

Link between teacher appraisal and teacher professional development

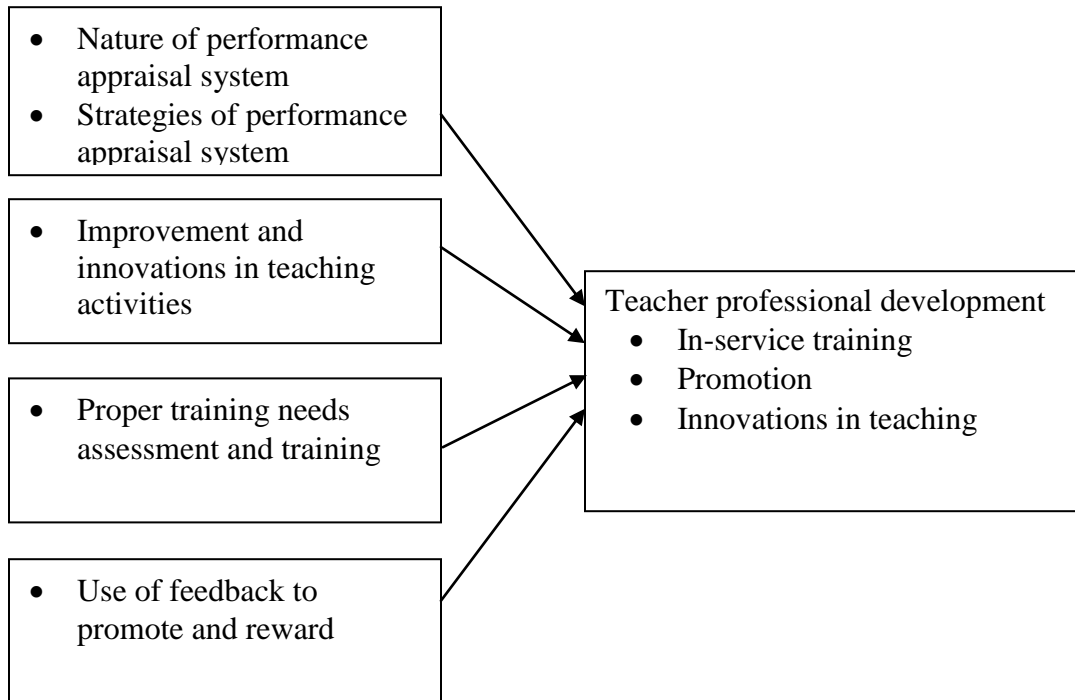


Figure 1.2: Conceptual framework

Source: Researcher

The independent variable of the study was performance appraisal of teachers. An effective performance appraisal programme is expected to result to improvement in personal organizational decisions, proper training needs assessment and training, use of feedback to promote and reward, and improvement and innovations in their teaching activities. The outcome of such appraisal would be improvement in professional development of teachers. If the performance appraisal is ineffective, the outcome would be lack of teachers' professional development.

1.13 Definition of terms

Performance appraisal: The systematic process of determining the merit, value, and worth of a teacher's current performance and estimating his/her potential level of performance with further development.

Policy: A set of mandates, rules, and guidelines issued by a governmental or administrative agency regarding the purpose of teacher evaluation and the manner in which it should be conducted.

Professional development: Activities to enhance professional career growth and teaching competency.

Summative evaluation: An evaluation conducted primarily for the purpose of making personnel decisions about the teacher (such as merit pay, reassignment, promotion, dismissal, tenure).

Teacher evaluation: The process of determining how well a teacher has fulfilled his/her teaching responsibilities by using a variety of methods of data collection.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the proposed study. This chapter reviews the scholarly work related to the problem, looks at the work that has been done by other researchers related to area of study. The chapter focuses on the available literature relevant to the study.

Performance appraisal can be defined as the process of analyzing the duties and responsibilities of each employee and evaluating the value of the job in relation to others in the organization, according to established standards. Randell (1994) defines staff appraisal as the process whereby current performance in a job is observed and discussed for the purpose of adding to that level of performance. Okumbe (2001) defines performance appraisal as the process of arriving at judgements about an individual's past or present performance against the background of his/her work environment and his/her future potential for an organization. Moon (1993) denotes that an effective appraiser needs to understand the system and the people and what makes them tick. Performance appraisal therefore entails engaging a person who is conversant with the school system to assess the day to day performance of an individual teacher and make judgments about his/her performance against prevailing work environment.

2.2 Types of Staff Appraisal

Fisher (1994) identified four types of appraisal schemes, noting that a structure is needed to analyze the diversity of appraisal schemes in the client organizations. The classification in Figure 1 identifies the four types of appraisal and, as Fisher (1994)

argues, each is logically separate. The four types of appraisal can be grouped into two dimensions. The first one is concerned with whether the appraisal is to be focused on accountability or development. The development orientation is concerned with behaviour while accountability deals with results achieved and resources expended. The second dimension concerns whether the appraisal is to be carried out by someone hierarchically superior to the appraisee or by a peer. In some cases the definition of peer might need to be extended to include the possibility of appraisal by subordinate or external consultant (Fisher, 1994). The combination of these two dimensions gives rise to the four types of appraisal, which are described next.

	Accountability	Development
Peer	Peer accountability	Peer review and development
Hierarchy	Performance targeting and review	Competence assessment and development

Source: Fisher, C. M. (1994)

Figure 2.1: Types of Staff Appraisal

2.2.1 Peer Review and Development

The purpose of this type of appraisal is to provide feedback to the appraised and to help her or him to plan their future self-development. The focus is primarily on the needs of the individual with only a broad and generalized regard being given to the needs of the organization. This type of appraisal can be described as using a phenomenological framework. That is to say it concentrates on helping the individual to make sense of his or her own practice and experience. From this perspective the test of whether appraisal is useful is its relevance to the individual's attempts to interpret, and make sense of, future development. It does not matter if different people create different meanings from those of others in the same role. Peer review focuses on the creation of a positive future plan rather than on a critical review of past performance.

2.2.2 Competence Assessment and Development

The purpose of this type of appraisal is also focused on the appraisee's competence and development needs. Within the hierarchical context common to this type of appraisal, however, there is a greater emphasis on making ratings and judgments (whether made by appraisee, appraiser or jointly by them both) about the appraisee's performance. There is also more concern with sending these assessments up the hierarchy so that there is, within the organization, some knowledge of the skills and competences available. This sometimes takes the form of sophisticated databases on which details of staff competence are maintained. Another common feature of this type of appraisal is that it is seen, by both staff and management, as a mechanism for identifying people with promotion potential. There is a clear emphasis in the competence assessment type of appraisal on

integrating individuals' aspirations and abilities with organizational goals. This contrasts it with peer appraisal.

2.2.3 Peer Accountability

In this form of appraisal individuals are brought to account for their actions and professional practice by their peers. This form of review is frequently done in the context of an external framework of professional standards, and not in terms of the strategic or tactical needs of the organization. However, in this type of appraisal, there is always a default concern with protecting the professional autonomy of the person being appraised. One aspect of this concern is the emphasis given to the improvement of practice and the avoidance of any denigration or condemnation of professionals.

2.3 Approaches to Teacher Appraisal

Appraisal of teachers, or evaluation, is generally viewed as falling into two categories – summative evaluation and formative evaluation. Most often, summative evaluation consists of a pre-conference, observation by means of a checklist type instrument with minimal room for narrative, and a post-conference. The instrument used for summative evaluation documents those observable traits and methods that the evaluator considers crucial for continued employment and/or placement on an improvement plan (Searfoss & Enz, 1996). Teachers are observed several times per year while conducting a direct instruction lesson and the results of the observations are compiled on a “summary” form that is the focal point of the year-end teacher/principal conference.

Formative evaluation points more toward professional development and is not as concerned with employment status as are the summative evaluation tools. Teachers and

administrators meet to map out a plan and direction for the teachers' continuing development within the profession. This form of evaluation is usually reserved for experienced teachers who have been afforded tenure (Bradshaw, 1996).

Scriven (1981) drew attention to the distinction between formative and summative evaluation. If a school system instituted a system of assessment to encourage the professional growth and development of its teachers, it is engaged in formative evaluation. Formative assessment data may be used as feedback to shape performances, build new practices or alter existing practices (Peterson, 2000). If a school system established an accountability system of evaluation to license, hire, give tenure to, promote, demote, or dismiss teachers, it is engaged in summative evaluation.

According to Darling-Hammond, Wise, and Klein (1999), the traditional programs and practices of teacher evaluation are based on limited or competing conceptions of teaching, and are often characterized by inaccuracy, lack of support and insufficient training. Traditional teacher evaluation practices tend to preserve the loose coupling between administration and instructional practices, consequently limiting the ability of principals to foster improvements in teaching and learning (Rowan, 1990). Rather than being used as tools for instructional leadership, traditional evaluation programs are often seen as perfunctory and treated by both teachers and principals as an administrative burden. Teacher assessment has frequently been used to weed out the poorest performing teachers rather than to hold all teachers accountable or to improve the performance of all teachers (Darling-Hammond et al., 1999). Peterson (1995) adds that because of these traditional limits on scope and efficacy, teacher evaluation has had a limited impact on teacher performance and learning.

A number of teacher evaluation systems have been developed based on teaching standards to address these concerns. These new systems focus evaluation on a common vision of teaching elaborated across broad domains of practice, comprehensive standards and rubrics, and multiple-sources of evidence (Kimball, 2003). One such model by Danielson (1996) develops standards to assess and promote teacher development across career stages, school levels, subject matter fields, and performance levels. The framework is organized into four domains of planning and preparation, the classroom environment, instruction, and professional responsibilities. These domains include 22 components spelled out by 66 elements to specify a range of appropriate behaviours. Each element includes rubrics to assess unsatisfactory, basic, proficient, and distinguished performance. The framework is also intended to foster teachers' development by specifying techniques for assessing each aspect of practice, a program of evaluator training, and emphasis on using the framework to include formative as well as summative evaluation (Danielson & McGreal, 2000).

Prior research on the implementation of this type of standards-based teacher evaluation system has examined the initial perceptions of teacher and administrator acceptance (Milanowski & Heneman, 2001), the nature of feedback, enabling conditions and fairness perceptions (Kimball, 2003) and the relationship of these evaluation systems to student achievement (Gallagher, 2002).

2.4 Factors influencing Effectiveness of Teacher Appraisal

As has been discussed above, assessment of teacher performance is generally divided into two major goals: formative and summative. Formative evaluations are improvement-oriented. They can be conducted by the principal, a supervisor, or another teacher who

focuses on supporting teachers, improving teacher effectiveness, and promoting excellence in teaching through skill enhancement and professional development. Summative evaluations are usually less descriptive and more judgmental than formative evaluations. They are conducted by the principal primarily for the purpose of making personnel decisions regarding about a teacher's tenure, dismissal, reassignment, or probation and therefore are more threatening to the evaluatee (Stanley & Popham, 1988).

An effective formative and summative teacher evaluation process uses both quantitative data from formal and informal observations and qualitative data from professional development options for reliable performance assessment information. Duke and Stiggins (1986) warn that it is a critical mistake to assume that all teachers must be evaluated the same way on the same schedule. According to Sawa (1995), "it is no longer acceptable to judge teaching ability according to a set of pre-determined criteria" (10). Comparing teachers with one common evaluation tool is not realistic for two reasons: (a) Using just one method for evaluation does not represent the complexities of teaching and (b) there is no differentiation between expert, competent, and novice teachers (Duke, 1993). The result is only a partial picture of a teacher's capabilities that may be inaccurate. A multifaceted approach to evaluation results in individualization based on differentiated teacher needs and experience which is more effective than using only one approach (Conley, 1987).

Having more than one person evaluate a teacher also increases the usefulness of the formative evaluation and the reliability of the summative evaluation. Ellermeyer (1992) is of the opinion that principals should not be the sole evaluators for many reasons. First, all administrators are neither skilled evaluators nor consider evaluation a priority. Second,

most principals do not have enough time to conduct evaluations for an adequate amount of time or number of times. Third, the judgmental relationships of an evaluation inhibit the trust and rapport that the principal needs to motivate a teacher to improve his/her performance. And fourth, some principals do not intend to use evaluations to improve instruction. For them, a teacher observation simply satisfies an administrative duty. Ellermeyer (1992) suggests that using more than one evaluator also eliminates "personal biases that frequently interfere with accurate perceptions" during an evaluation observation (163).

An evaluation system that encompasses a variety of evaluators, gives teachers a "sense of safety" that one person's evaluation is not going to result in unreasonable consequences (McLaughlin & Pfeifer, 1988). Employing expert teachers or using a committee approach to assist the principal in the evaluation process is more likely to result in teacher improvement, especially at the secondary level where a principal's lack of content knowledge is a weakness in the evaluation process (Weiss & Weiss, 1998). Mitchell et al. (1990) noted that no matter which strategies are chosen for implementing teacher evaluation, teachers and evaluators must have a shared understanding of criteria and a shared sense that the evaluation process will capture the criteria of teaching. Stakeholders must comprehend the evaluation system's methods of data collection, expectations, and importance. They must also agree that the results accurately reflect performance (Conley, 2001).

Feedback is another important component of an effective teacher evaluation system. Feedback is defined as the information and recommendations provided to a teacher about his/her performance based on the results of that teacher's evaluation in order to help the

teacher improve his/her performance and make decisions concerning professional development and improvement. It is conducted in a timely manner while events are fresh at a post-observation conference to identify for the teacher his/her strengths and weaknesses (Boyd, 1989).

Competent evaluators must know how to improve teaching through valid recommendations (Mitchell et al., 1992). Successful feedback after an evaluation requires two way communication and an interpersonal link between the teacher and the observer if growth is to occur (Duke & Stiggins, 1986). The principal's comments should not be of a superficial nature; instead, each piece of feedback should be directly related to research findings in the area of effective teaching. Ideas and suggestions should be delivered in a positive tone that maintains a balance of praise and criticism. The information given should be useful and not overwhelming (Boyd, 1989). Feedback gives meaning to the evaluation only if it results in change. When the teacher in the post-observation conference is not open to constructive feedback and will not listen to what the principal has to say, even if the principal is knowledgeable about teaching and his/her evaluation records are valid and reliable, it will not serve a meaningful purpose and does not promote improvement (McLaughlin & Pfeifer, 1988).

A variety of reasons for resistance are cited by Duke (1993) including: (a) disillusionment, when veteran teachers are cynical of new attempts at professional development after they have witnessed other attempts come and go; (b) preoccupation with other concerns, when teachers are overwhelmed and have no available personal resources for professional development; (c) fear of failure, when teachers feel threatened that an unsuccessful attempt at professional development will cause disappointment and

loss of respect; and (d) lack of awareness, when teachers deny the need for their own growth and are unwilling to explore new methods. Duke continued to suggest that this type of rationalization causes most teachers to choose safe rather than meaningful goals.

Nevertheless, having the opportunity for quality professional growth to occur is key for further action to be taken by the teacher after he/she receives feedback. School systems should encourage and support teachers to take risks. Experienced, effective teachers should be challenged to continue professional growth. Consequently, resources for professional development must be available to demonstrate the country's commitment to growth-oriented evaluation if significant change is to take place. Teachers also need time to read, discuss, and visit other settings to become aware of ideas that will enhance their professional goals. If individual improvement and learning are not a high priority, teachers will not take evaluation seriously and it will be of little or no value.

2.5 Review of past studies on Effectiveness of Staff Performance Appraisal

A number of studies have been conducted on staff appraisal in schools. For example, Odhiambo (2005) did a study on the teacher performance appraisal, the experience of the Kenya Secondary school teachers. His findings indicate that the teachers appraisal policies and practices in Kenya secondary schools exhibit weakness which needed to be urgently addressed if the appraisal is to be used to improve the quality of teacher and hence education in Kenya.

Datche (2007) did a study on factors affecting the teacher performance appraisal system; his findings indicated most public secondary schools in Kenya carried out performance appraisal. His study revealed that the setting of performance standards was mainly a

preserve of the Principals and heads of department while the teachers formed a majority of the school members their participation in the setting of performance standard was low. The performance standards were set mostly at the beginning of the year and were rated as normal and achievable by the teachers. The teachers' lack of involvement in setting of the performance standard could therefore be seen as a weakness which affects the entire performance appraisal system.

David (2008) studied the effects of performance appraisal on teacher development. His findings were that performance appraisal influences teacher development, brought about motivation among the teachers, mode teachers' procedure, brought about innovative methods of teaching and curriculum implementation. His study however showed that performance appraisal has not been done at regular intervals.

Wanzare (2002) conducted a study titled "Rethinking teacher evaluation in the third world: the case of Kenya." His study concluded that, like in many third world countries, teacher evaluation as practiced in Kenya has numerous shortcomings and dubious effectiveness. Similarly, Odhiambo (2005) is of the view that within the framework of imposed and intentional changes that have taken place in Kenya's educational system, formalised procedures for the appraisal of teachers' performance are viewed by educators as logical and essential for accountability, quality improvement and best practice.

In another Kenyan study, Wanzare and Ward (2000) investigated on the factors influencing staff development in schools. Among the recommendations of their research were that Principals can do much to improve teaching and learning by using professional formative evaluation of their teachers. A recent study by Mobegi, Ondigi, and Oburu (2010) looked at secondary school s' quality assurance strategies and challenges in Gucha

district, Kenya. The findings of the study showed that s' curriculum supervisory methods were limited to checking of teachers' professional records and gave less emphasize to departmental supervision, self appraisal and class-visits.

2.6 Summary

From the above literature review performance appraisal should be taken as a compass that points towards consultancy in a shared value system for the school and provides a clear direction in planning and evaluative process for the continuous development of exemplary professional conduct (Williams, 1995). Goddard and Emerson (1995) denotes that regular and formal appraisal of performance of all teachers is necessary to provide comprehensive and up to date information necessary for the systematic and effective provision of professional support and development of staff with most promising and effective being identified for promotion, with those encountering professional difficulties being promptly identified appropriate counselling, guidance and sometimes training and re-training and where such assistance does not restore performance to a satisfactory level the teacher can be considered for early retirement or dismissal. In this study the researcher examined how the appraisal process in secondary schools can be improved in terms of frequency, objectively and appropriate criteria to be used in order for it to help in determining the training needs of the teachers, so that their skills and competence could be enhanced and cope with the current technological challenges, knowledge and skills needed for globalizations.

CHAPTER THREE

DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers the methodology that was used in study. It discusses the research design, target population, sampling procedure, data collection instruments, validity and reliability of the instruments, and data collection and analysis procedures.

3.2 Research Design

This study used the descriptive survey design to determine the impact of staff appraisal on secondary school teachers' professional development in Kitui West district. The design is considered appropriate so as to achieve desired representation of secondary schools from Kitui West district. For this study, the descriptive survey design enabled the researcher to analyze and describe the impact of performance appraisal in facilitating professional development of public secondary school teachers, and no variables were manipulated.

3.3 Locale of the study

The study was conducted in Kitui West District of Eastern Province. The choice of this district was based on the fact that it is easily accessible to the researcher. Reports from the District Education Office show that schools in Kitui West District have been performing poorly in KCSE as compared to other districts in Eastern Province, hence the need to conduct the research on performance appraisal of teachers and their professional development. The district has 30 secondary schools which are distributed in seven zones: Kauwi, Kathivo, Matinyani, Kyaani, Tulia, Musengo, and Katutu.

3.4. Target population

For this study, the target population was teachers and principals of the public secondary schools in Kitui West District, Eastern province.

3.4.1 Schools

The study targeted all the 30 secondary schools in Kitui West District. The schools are distributed in seven zones as shown in Table 3.1.

Table 3.1: Distribution of schools targeted by the study

Status	No. of schools
Girls Boarding	8
Boys Boarding	5
Mixed Boarding	6
Mixed Day and Boarding	4
Mixed Day	7
Total	30

Source: Kitui West district DEOs Office

All the 30 schools in the seven zones were targeted

3.4.2 Respondents

The targeted respondents were principals and teachers in the 30 secondary schools in Kitui West district.

- **Principals:**

The study targeted 30 principals in the 30 secondary schools in Kitui West district. The choice of the principals was based on the fact that, as TSC representatives at the school level, they are in charge of teachers' performance appraisal, and are charged with the responsibility of promoting staff professional development.

- **Teachers**

The study targeted 237 teachers from the 30 secondary schools in Kitui West district. Teachers gave information on the rate of performance appraisal, and how performance appraisal has impacted on their professional development. Table 3.2 shows the distribution of principals and teachers in the district.

Table 3.2: Distribution of respondents

Zone	No. of principals	No. of teachers
Kauwi	5	51
Kathivo	3	27
Matinyani	4	33
Kyaani	4	29
Tulia	6	68
Musengo	5	20
Katutu	3	9
Total	30	237

Source: Kitui West district DEOs Office

As shown in Table 3.2, the target population comprised of 30 principals and 237 teachers in 30 secondary schools in Kitui West district.

3.5 Sampling design

A number of scholars have suggested various ways of arriving at a representative sample size. It is, however, generally agreed that the larger the sample, the smaller the error.

3.5.1 Schools

Consequently, out of the 30 schools in the target population, 20 were selected using stratified sampling technique; this allowed all sets of school types to be represented in the study. This gave a sample of 64.5% of the target population. Gay (1992) recommends

that a minimum sample of 20% of the targeted population is adequate for academic research, and therefore the researcher will aim at obtaining a sample above 20%.

3.5.2 Respondents

- **Principals**

All Principals from 20 sampled schools automatically qualified in participating in the study; giving a sample of 64.5% of the target population, which is within Gay’s (1992) recommendation.

- **Teachers**

Purposive sampling technique was used to select 3 teachers per school, giving a total of 60 teachers. This was 25.3% of the targeted 237 teachers, which was in line with Gay’s (1992) recommendation.

Proportionate number of principals and teachers selected in each zone. Table 3.3 shows the sampling matrix.

Table 3.3: Sampling matrix

Zone	Principals		Teachers	
	Population	Sample size	Population	Sample size
Kauwi	5	3	51	13
Kathivo	3	2	27	7
Matinyani	4	3	33	9
Kyaani	4	3	29	7
Tulia	6	4	68	17
Musengo	5	3	20	5
Katutu	3	2	9	2
Total	30	20	237	60

Source: Kitui West district DEOs Office

Therefore, the sample size comprised of 18 principals and 56 teachers from secondary schools in Kitui West district. In addition, the District Education Officer was purposively selected to take part in the study.

3.6 Research instruments

The study employed the following instruments

- Performance appraisal questionnaire for teachers
- Performance appraisal questionnaire for principals
- Performance appraisal interview schedule for the DEO

The research instruments employed in this study were questionnaires and an interview schedule. The questionnaire was used for data collection because as Kiess and Bloomquist (1985) observe, it offers considerable advantages in the administration it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with as easy accumulation of data. Gay (1976) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. The research instrument used to collect data for this study addressed the research questions, research objectives and research hypothesis, they include.

3.6.1 Performance appraisal questionnaire for teachers

This is appropriate because the number of teachers in the sample required a lot of time to interview them. Questionnaires cover a wide range of areas which influence the impact of performance appraisal in facilitating professional development of public secondary schools.

3.6.2 Performance appraisal questionnaire for principals

This was to obtain data on the educational and professional qualification of the teacher, the attitude of the teacher towards staff appraisal in schools how the appraisal process is carried out in their institutions and its impact on teachers' performance and development. It is also intended to get information on the challenges encountered during the appraisal process and the possible solutions.

3.6.3 Performance appraisal interview schedule for the DEO

An interview guide was used to conduct face-to-face interview with the District Education officer on the nature of teacher appraisal public secondary schools in Kitui West district, and the impact this has had on teachers' professional development. The interview schedule had probing questions covering all the objectives of the study.

3.7 Piloting of the instruments

Before the actual data collection, piloting of the instruments described was done on two public secondary schools, which did not participate in the final study. Piloting enabled the researcher to test the reliability and validity of the instrument. The researcher used the pilot study to identify any items in the instrument that were ambiguous or unclear to the respondents and changed them effectively. The pilot study also enabled the researcher to familiarize herself with administration of the instrument.

3.7.1 Reliability

The study used the split-half method of reliability testing. The research instruments were piloted in order to assess their reliability. Two secondary schools in the District were selected for piloting the instruments. Split-Half technique of reliability testing was

employed, whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the formula below.

$$(i) \quad r = 1 - \frac{6\sum (D)^2}{N(N^2 - 1)}$$

Where:

r = Correlation coefficient

N = Sample,

\sum = Summation of scores,

D = Deviation

$$(ii) \quad SH = \frac{2r}{1 + r} \quad \begin{array}{l} \text{(Where Items are doubled)} \\ \text{(Spearman Brown Prophecy)} \end{array}$$

A reliability coefficient of 0.7 or above was accepted as recommended by Mugenda and Mugenda (1999).

3.7.2 Validity

In this study, face validity and content validity of the questionnaires was tested. Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study.

To determine the validity of the instrument, a pilot study was conducted in 2 public secondary schools in Kitui West district, which were not included in the final study. The

piloted questionnaires were scrutinized to identify items that seem unclear or ambiguous to students. Such items were reviewed and reworded, thereby improving the face validity of the instrument.

According to Borg and Gall (1989), content validity of an instrument is determined through expert judgment. As such, the researcher sought assistance from her supervisors and lecturers, who, as experts in research, helped improve content validity of the instrument.

3.8 Data collection procedure

The researcher got an introduction letter from Kenyatta University and a research permit from the Ministry of Higher education. After this, the researcher booked an appointment with the sample schools through the Peincipals to visit and administer the questionnaires. The researcher then visited each of the sample schools and administered the questionnaire herself. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill the questionnaires, after which the researcher collected the filled in questionnaires. The researcher also booked an appointment with the DEO and DQASOs after which she conducted face-to-face interviews on the impact of performance appraisal on secondary school teacher professional development.

The data obtained was analyzed to establish, the impact of performance appraisal in facilitating professional development of public secondary schools. The data collection process took a period of three weeks.

3.9 Data analysis

After data collection, the questionnaires were checked for completeness and the data collected from the field was coded and entered into the computer for analysis using the

statistical package for social sciences (SPSS). As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. This research yielded data that required both qualitative and quantitative analysis. Descriptive statistics was used to analyze the quantitative data obtained. The statistics used included frequency counts, means, and percentages. On the other hand, qualitative analysis considered the inferences that were made from the opinions of the respondents. This analysis was then thematically presented in narrative form and where possible tabular form. The results of data analysis were presented in frequency tables, bar graphs and pie charts.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents results and discussion of the study findings. The general objective of the study was to determine the impact of performance appraisal on secondary school teacher professional development in Kitui West District. The specific objectives of the study were to: investigate the nature and strategies of performance appraisal in public secondary schools in Kitui West district, assess ways in which performance appraisal information is used in teacher professional development and to find out the emerging issues and challenges in teacher performance appraisal in relation to professional development

4.2 Background Profile of the Respondents

The study was conducted from 18 Principals and 56 teachers from secondary schools in Kitui West district. In addition, the District Education Officer was purposively selected to take part in the study. Out of the 18 Principals who participated in the study, 7(38.9%) were male while 11(61.1%) were female. Among the 56 teachers, there were 40(71.4%) male and 16(28.6%) females.

Data on the levels of education attained by the Principals and the teachers showed that majority of the principals 13(72.2%) and teachers 41(73.2%) were bachelor of education degree holders.

Table 4.1: Teachers' Posts.

Posts	n	%
D/H	11	19.6
HOD	25	44.6
Subject Head	20	35.7
Total	56	100.0

Table 4.1 indicates that 11(19.6%) were Deputy Principals, 25(44.6%) were Head of Departments while 20(35.7%) were subject heads. This indicates that all teachers held different responsibilities in their schools. When asked who promoted them, 53.6% were promoted by BOG, 8.9% by the PDE while 37.5% were appointed by the TSC. School Principals were asked about the category of their schools. Figure 4.1 illustrates their responses.

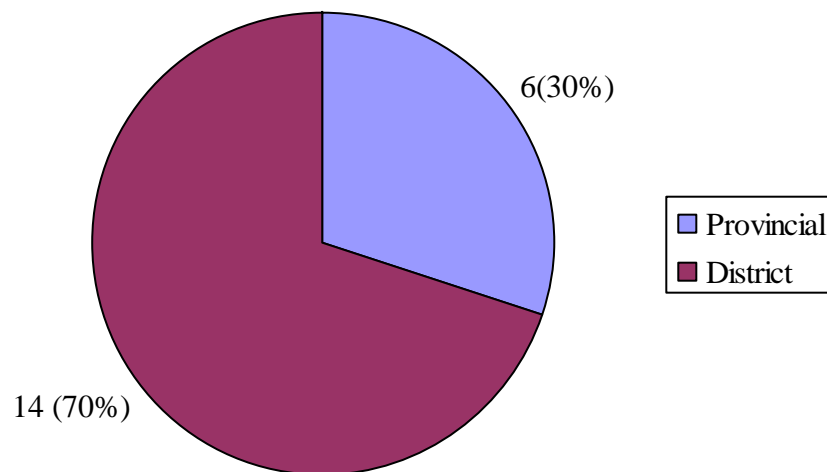


Figure 4.1: Category of Schools

Figure 4.1 illustrates the category of schools where the respondents in study taught where 6(30.0%) in Provincial schools while 14(70.0%) taught in District schools. The school heads were asked the frequency in which they appraise their teachers. Figure 4.2 shows their response.

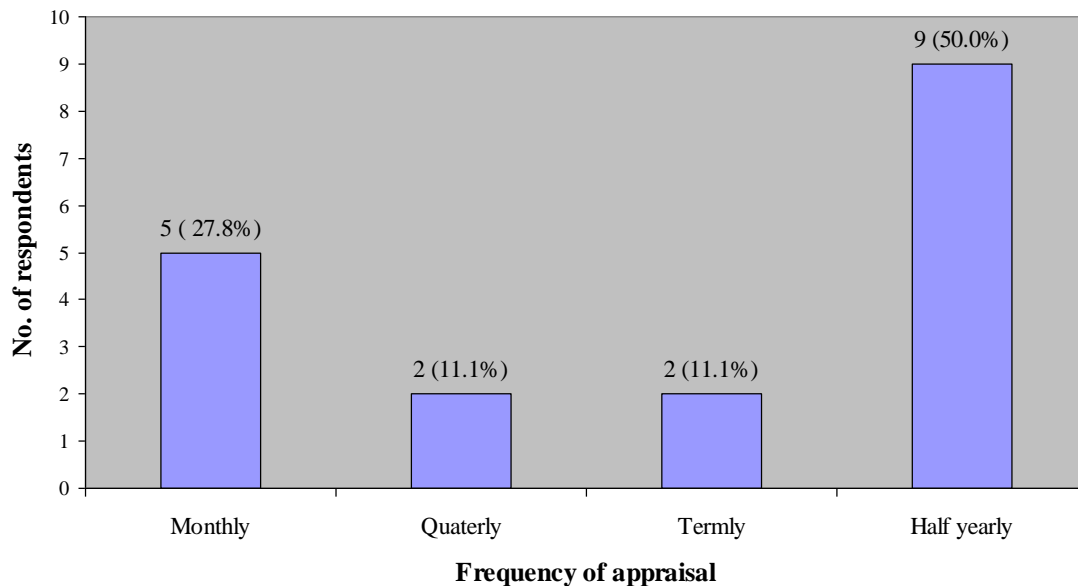


Figure 4.2: Frequency of Teachers' Appraisal

Figure 4.2 illustrates response of Principals on how often they appraise teachers. Out of the 18 respondents, 5(27.8%) indicated monthly, 2(11.1%) indicated quarterly and termly respectively while 9(50.0%) indicated half yearly.

Figure 4.3 illustrates the response given by Principals concerning the participation of the TSC in providing guidelines for appraisal exercise.

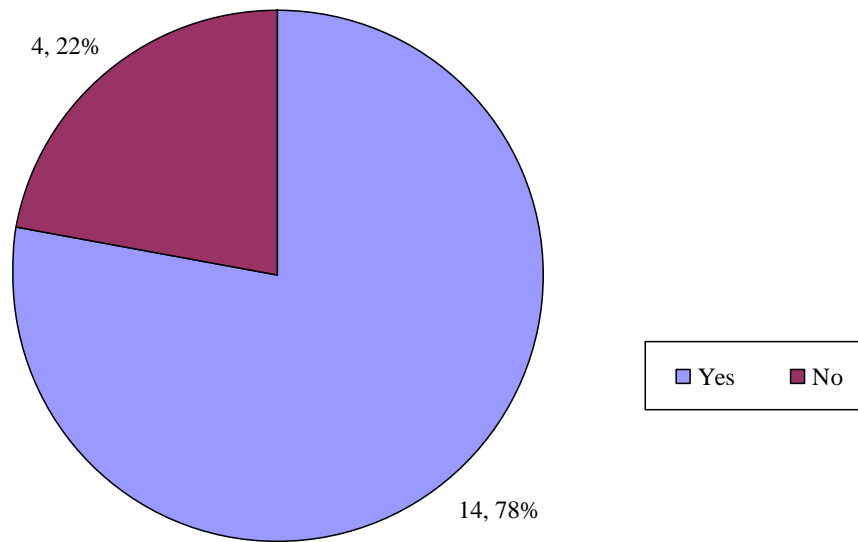


Figure 4.3: Participation of TSC in providing guidelines for appraisal exercise

Figure 4.3 indicates Principals' response on the participation of TSC in providing guidelines for appraising teachers. Out of the 18 respondents, 14(77.8%) agreed that it provides the guidelines while 4(22.2%) disagreed.

4.3: Strategies and Nature of Performance Appraisal

The first objective of the study was to investigate the nature and strategies of performance appraisal in public secondary schools in Kitui West district. To address this research objective, the Principals were first asked whether they appraise teachers, to which 16(88.9%) indicated they did while 2(11.1%) did not. Table 4.2 shows the ratings of the principals on the frequency of performing various performance appraisal functions.

Table4.2: Principals’ ratings of frequency of performance appraisal

Statement	Frequently		A few times		Never	
	n	%	n	%	n	%
I visit classes to observe teachers as they teach	11	61.1	7	38.9	7	38.9
I walk around classes to ensure teachers attend their lessons	11	61.1	3	16.7	4	22.2
I evaluate teachers in other out of class activities (like games, drama)	8	44.4	9	50.0	1	5.6
I evaluate teachers performance in their subject by assessing students’ results	8	44.4	10	55.6	0	0.0
I evaluate teachers lesson notes	7	38.9	9	50.0	2	11.1
I evaluate teacher's performance on career guidance on students	7	38.9	8	44.4	3	16.7
I evaluate students notes	6	33.3	0	0.0	12	66.7
I instruct students to mark teachers lesson attendance	3	16.7	4	22.2	11	61.1
I hold after class supervision discussion with the teachers	2	11.1	13	72.2	3	16.7

Table 4.2 shows that 61.1% of the Principals frequently visited classes to observe teachers as they teach; 61.1% frequently walk around classes to ensure teachers attend their lessons. The table also shows that 55.6% of the Principals a few times evaluate teachers’ performance in their subject by assessing students results; 50.0% a few times evaluate teachers lesson notes. On the other hand, 66.7% of the Principals never evaluate students’ notes.

To confirm the finding presented above the DEO reported that teachers’ performance appraisal is done by the DEO’s office and the Principals on annually basis. The DEO

further indicated that the role played by his office on teachers' appraisal was appending signatures on what the Principals reported about the teachers. However the DEO added that the Principals returns on teachers' appraisal were not submitted as required.

The teachers were also asked whether they had been appraised since joining the teaching profession. Majority (66.1%), of the teachers indicated that they were appraised which reflected positively on their performance.

Challenges faced in schools by Principals as they appraise teachers included: The B.O.G teachers do not stay for long since most of them are University students, some teachers may have a negative attitude towards the appraised teacher, it is time consuming and work overload is high. Teacher assessment has frequently been used to weed out the poorest performing teachers rather than to hold all teachers accountable or to improve the performance of all teachers (Darling-Hammond et al., 1999).

Table 4.3 indicates the teachers' evaluation by the Principal based on students' performance.

Table 4.3: Teacher's Evaluation

Statement	Yes		No	
	n	%	n	%
My strengths	45	80.4	11	19.6
My weakness	41	73.2	15	26.8
My personality traits	23	41.1	33	58.9

Table 4.3 illustrates that 80.4% of teachers were evaluated according to their strengths, 73.2% by their weakness while 58.9% were not evaluated according to their personal traits. This illustrates that Principals evaluated their teachers positively. Teacher

evaluation is conducted in a timely manner while events are fresh at a post-observation conference to identify for the teacher his/her strengths and weaknesses (Boyd, 1989).

Table 4.4 shows the measures taken by the after the evaluation.

Table 4.4: Measures Taken After Evaluation

Measures	Yes		No	
	n	%	n	%
Guide and counsel me	39	69.6	17	30.4
Provide necessary resources for improvement	36	64.3	20	35.7
Recommend further training	4	7.1	52	92.9
Reprimand me	3	5.4	53	94.6

Table 4.4 indicates that 69.6% of the teachers reported that the guided and counseled them after evaluating them while 64.3% reported that the provided necessary resources for improvement of the learning process after evaluating them. On the other hand, majority (94.6%) of the teachers reported that they did not reprimand them after their evaluation while 92.9% of the teachers reported that they were not recommended for further training after the evaluation. The Principals were asked their main reasons for appraising teachers. Table 4.5 illustrates their responses.

Table 4.5: Principals' Reasons for appraising teachers

Reasons	Yes		No	
	n	%	n	%
To identify any shortages in terms of resources	16	88.9	2	11.1
To identify fast areas where performance is below standard	14	77.8	4	22.2
To discover his/her strength	12	66.7	6	33.3
To identify hidden potential in him/her	11	61.1	7	38.9
As a requirement by the TSC	9	50.0	9	50.0
To identify hazards surrounding the job of a teacher	8	44.4	10	55.6

As shown in Table 4.5, 88.9% of the Principals appraised teachers in order to identify any shortages in terms of resources; 77.8% of the Principals appraised teachers in order to identify fast areas where performance is below standard while 66.7% appraised teachers to discover their strength. The table also shows that 55.6% of the Principals did not appraise teachers in order to identify the hazards surrounding their job while 50.0% did not appraise teachers as a requirement by the TSC.

4.4 Ways in which Performance Appraisal information is used in Teacher Professional Development

The second research objective sought to find out ways in which performance appraisal information is used in teacher professional development. To address this objective, Principals and teachers were given some aspects on performance appraisal to agree or disagree with the statements. Their responses are discussed below. Table 4.6 shows the response of teachers on the effectiveness of performance appraisal.

Table 4.6: Teachers' Ratings of the Effectiveness of the Performance Appraisal

Statement	Yes		No	
	n	%	n	%
Do you hold free discussions with regarding your performance in teaching?	49	87.5	7	12.5
Do you like the appraisal system in your school?	39	69.6	17	30.4
Has any of the appraisal report lead to your promotion	10	17.9	46	82.1
Has any of the appraisal report led to your recommendation for further training	9	16.1	47	83.9
Does the TSC send you feedback on your annual appraisal report?	3	5.4	53	94.6

Table 4.6 shows that majority (87.5%) of the teachers hold free discussions with the regarding their performance in teaching while 69.6% of the teachers like the appraisal system in their school. On the other hand, 83.9% of the teachers reported that the appraisal report has not led to their recommendation for further training while 94.6% reported that the TSC did not send them feedback on their annual appraisal reports. Table 4.7 shows Principals' responses on different statements of the effect of feedback on performance appraisal.

Table 4.7: Effect of Feedback on Performance Appraisal.

Statement	Yes		No	
	n	%	n	%
Do you evaluate/appraise your teachers after attending any training?	14	77.8	4	22.2
Do you discuss the appraisal report with the individual teacher	13	72.2	5	27.8
Do teachers in your school undertake self appraisal?	10	55.6	8	44.4
Does the TSC provide feedback after you send appraisal report?	5	27.8	13	72.2

Table 4.7 indicates that 77.8% of the Principals evaluate/appraise their teachers after attending any training while 72.2% discuss the appraisal report with the individual teacher. The table also indicates that 72.2% of the Principals reported that the TSC did not provide feedback after they send performance appraisal reports while 44.4% of the Principals reported that teachers did not undertake self appraisal.

The DEO reported that the effectiveness of the performance appraisal approach employed by the TSC was fair hence minimal impact on teachers' professional development. This implies that the TSC approach to performance appraisal was ineffective.

The school heads were asked the frequency with which their appraisal reports led TSC to promote teachers in their schools. In response, majority (55.6%) of the Principals indicated that their appraisal reports rarely led to promotion of teachers.

Teachers were asked to describe their attitude towards performance appraisal. Table 4.8 shows their response.

Table 4.8: Teachers' Attitudes towards Performance Appraisal

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
	Evaluation of my performance helps me identify my strengths and weaknesses	30	53.6	22	39.3	2	3.6	2	3.6	0
Appraisal of my performance helps me improve my teaching	21	37.5	32	57.1	0	0.0	3	5.4	0	0.0
Appraisal helps me in identifying my training needs	17	30.4	21	37.5	10	17.9	8	14.3	0	0.0
Appraisal should be done frequently	15	26.8	27	48.2	7	12.5	5	8.9	2	3.6
Appraisal has helped to increase my satisfaction in the teaching job	12	21.4	22	39.3	8	14.3	14	25.0	0	0.0
Appraisal helps to improve my communication and relationship with the and other colleagues	11	19.6	26	46.4	6	10.7	13	23.2	0	0.0
I am usually appraised in other areas of my teaching profession apart from teaching	10	17.9	23	41.1	5	8.9	12	21.4	6	10.7
Appraisal has facilitated my promotion	4	7.1	11	19.6	11	19.6	20	35.7	10	17.9

Table 4.8 indicates that majority (53.6%) of the teachers agreed with the statements that: evaluation of their performance has helped them to identify their strengths and weaknesses (53.6%) and appraisal of their performance helps them improve their teaching (57.1%). Majority (19.6%) of the teachers were not sure whether the appraisal has facilitated their promotion. On the other hand, majority (25.0%) of the teachers disagreed that the appraisal has helped them increase their satisfaction in the teaching job (25.0%)

4.5: To find out the Emerging issues and Challenges in Teacher Performance Appraisal in relation to Professional Development

The third objective of the study was to find out the emerging issues and challenges in teacher performance appraisal in relation to professional development. To address this objective, the respondents were asked to indicate challenges they encounter in teachers performance appraisal. Table 4.9 shows teachers’ responses on training.

Table 4.9: Training

Statement	Yes		No	
	n	%	n	%
Do you aspire to attain further training?	55	98.2	1	1.8
Are there factors that have hindered you from further training?	52	92.9	4	7.1
Do you think the initial training you received in college equipped you with sufficient skills to enable you handle your correct assignment?	38	67.9	18	32.1

Table 4.9 indicates that 98.2% of the teachers desired to attend further training while 92.9% of the teachers reported that there were factors which had hindered them from attending further training. The table also shows teachers agreed that the initial training they received in college equipped them with sufficient skills to enable them handle their correct assignment.

4.6 Measures employed to improve performance appraisal of secondary school teachers as reported by: DEO, DQASOS and Principals

Sensitization of supervisors on appraisal as a positive staff development procedure rather than a permissive and negative procedure

- i. Ensuring returns are submitted regularly and on time.

- ii. Sensitization of appraisees to realize that set targets must be met.
- iii. Appraisees should not expect favoritism but accurate appraisal on their performance.

The following were teachers' suggestions on ways through which the Ministry of Education can facilitate professional development.

- i. Attending in-service training to help teachers acquire knowledge on current affairs
- ii. Motivating teachers through promotions and rewards
- iii. Improving the teachers' payment
- iv. Transparency in the Ministry
- v. Avoiding employing teachers on contract basis
- vi. Conducting INSET
- vii. Sponsoring teachers for further training and involving teachers in curriculum development

4.7: Discussion

From the background profile of the respondents, majority (61.1%) of the Principals were aged over 40 years with 38.9% aged between 35 – 40 years. On the other hand, 42.9% of the teachers were aged between 36 – 40 years while 10.7% were aged below 25 years. The data indicated that majority (94.4%) of the Principals and teachers (62.5%) had served for over five years in their respective positions. This means that most of the respondents had worked in the schools long enough to understand the process of performance appraisal in those schools and how it affects teachers' professional development. The study established that the BOG and TSC played a big role in appraising teachers. Employing expert teachers or using a committee approach to assist

the school administrators in the evaluation process is more likely to result in teacher improvement, especially at the secondary level where a principal's lack of content knowledge is a weakness in the evaluation process (Weiss & Weiss, 1998).

From the findings it is clear that the principals appraise their teachers. This coincides with a previous study by David (2008) who studied the effects of performance appraisal on teacher development. His findings were that performance appraisal influences teacher development, brought about motivation among the teachers, mode teachers' procedure, brought about innovative methods of teaching and curriculum implementation. His study however showed that performance appraisal has not been done at regular intervals. As reported by the principals it is clear that the TSC is committed to providing guidelines for teachers' appraisal.

Nature and strategies of performance appraisal

Majority (61.6%) of the principals reported that they frequently visited classes to observe teachers as they teach or walked around classes to ensure teachers attend their lessons. On the other hand, majority (66.7%) of the principals reported they never evaluate students' notes. These findings coincide with a previous study by Mobegi, Ondigi, and Oburu (2010) where they discovered that s' curriculum supervisory methods were limited to checking of teachers' professional records and gave less emphasize to departmental supervision, self appraisal and class-visits.

According to the teachers, the principals evaluated the teachers according to their strengths as opposed to their weaknesses. This illustrates that Principals evaluated their teachers positively. Teacher evaluation is conducted in a timely manner while events are fresh at a post-observation conference to identify for the teacher his/her strengths and

weaknesses (Boyd, 1989). Majority (83.9%) of the teachers reported that they were not recommended for further training after the evaluation. The principals gave alternative ways of improving the appraisal system in secondary school teachers as: providing information and materials on time through concerned offices and enhancing follow-up and feedback reports.

To assess ways in which performance appraisal information is used in teacher professional development

On teachers ratings on the effectiveness of the performance appraisal, majority (87.5%) of the teachers indicated that they held free discussions with the Principals regarding their performance in teaching and that they liked the appraisal system in their schools. However, more than 80% of the teachers reported that the appraisal report has not led to their recommendation for further training and that the TSC did not send them feedback on their annual appraisal reports. This shows that most teachers hold appraisal discussions with the Principals. This differs with a previous study where appraisal of teachers was confidential and based on personality and the level loyalty to the school head and significant others. Teachers had no access to the Principal's evaluation of their behavior. Teachers Service Commission Code of Regulation for Teachers (1969) gave the Principal the mandate to supervise and assess the performance of teacher in his/her respective school.

On effect of feedback on performance appraisal, more than 70% of the Principals indicated that they evaluate/appraise their teachers after attending training and that they discuss the appraisal report with the individual teachers. This shows that on the most part, performance appraisal had no effect on professional development of teachers.

Feedback provided by Principals about teacher's performance is based on the results of his/her evaluation in order to help the teacher improve his/her performance and make decisions concerning professional development and improvement. It is conducted in a timely manner while events are fresh at a post-observation conference to identify for the teacher his/her strengths and weaknesses.

Measures taken by Principals when they find some teachers performing below standard or being weak in some areas include: Guiding and counseling teachers on the areas and give them a chance to change, making a follow up to find out if there is any improvement, allowing teachers to attend workshops and seminars, referring them to the relevant literature, reshuffling teachers on subject allocation and encouraging teachers to share with other subject teachers on appropriate methodology. On the other hand, the TSC advises Principals to discuss with the teachers concerned and also transfers the teacher to another school.

To find out the emerging issues and challenges in teacher performance appraisal in relation to professional development

Majority (98.2%) of the teachers reported that they desired to attain further training but said there are factors that hindered them from attending training. This implies that teachers rarely attended further training. These factors as reported by the teachers include: lack of finances, poor TSC services, time factor, lack of sponsors and family commitments. Teachers who were lucky to have attended further training either sponsored themselves or were sponsored by the school, well wishers, Ministry of Education or the church.

Other challenges as reported by DEO and DQASOS included: non submission of annual returns by the Principals; Appraisees' failure to perform due to lack of financial driven motivation and friction between appraisee and supervisor.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes findings of the study. It also provides discussions and the conclusions drawn together with the proposed recommendations of the study based on the following objectives.

- (i) To investigate the nature and strategies of performance appraisal in public secondary schools in Kitui West district.
- (ii) To assess ways in which performance appraisal information is used in teacher professional development.
- (iii) To find out the emerging issues and challenges in teacher performance appraisal in relation to professional development.

5.2 Summary of the findings

The purpose of the study was to determine the impact of performance appraisal on secondary school teacher professional development in Kitui West District. The study was conducted from 18 Principals and 56 teachers from secondary schools in Kitui West district. The study established that majority of the Principals (50%) appraised teachers' performance half yearly, and majority of the teachers (66.1%) had been promoted since entering the teaching profession. This shows that on the most part, the teachers were appraised, which should reflect positively on their performance.

- (i) To investigate the nature and strategies of performance appraisal in public secondary schools in Kitui West district.**

More than 60% of the principals reported that they frequently visited classes to observe teachers as they teach (61.1%) and that they walked around classes to ensure teachers attend their lessons ((61.1%)) On the other hand, 66.7% of the principals reported they never evaluate students' notes.

According to 80.4% of the teachers, the principals evaluated the teachers according to their strengths while 73.2% indicated that it was according to weaknesses. This illustrates that Principals evaluated their teachers positively. Teacher evaluation is conducted in a timely manner while events are fresh at a post-observation conference to identify for the teacher his/her strengths and weaknesses

Majority (92.9%) of the teachers reported that they were not recommended for further training after the evaluation. The principals gave alternative ways of improving the appraisal system in secondary school teachers as: providing information and materials on time through concerned offices and enhancing follow-up and feedback reports.

(ii) To assess ways in which performance appraisal information is used in teacher professional development.

On teachers ratings on the effectiveness of the performance appraisal, majority (87.5%) of the teachers indicated that they held free discussions with the Principals regarding their performance in teaching and that they liked the appraisal system in their schools. However, majority (83.9%) of the teachers reported that the appraisal report has not led to their recommendation for further training and that the TSC did not send them feedback on their annual appraisal reports. This shows that most teachers hold appraisal discussions with the Principals.

On effect of feedback on performance appraisal, majority (77.8%) of the Principals indicated that they evaluate/appraise their teachers after attending training and that they discuss the appraisal report with the individual teachers. This shows that on the most part, performance appraisal had no effect on professional development of teachers.

Feedback provided is about a teacher's performance based on the results of his/her evaluation in order to help the teacher improve his/her performance and make decisions concerning professional development and improvement. It is conducted in a timely manner while events are fresh at a post-observation conference to identify for the teacher his/her strengths and weaknesses.

Measures taken by Principals when they find some teachers performing below standard or being weak in some areas include: Guiding and counseling teachers on the areas and give them a chance to change, making a follow up to find out if there is any improvement, allowing teachers to attend workshops and seminars, referring them to the relevant literature, reshuffling teachers on subject allocation and encouraging teachers to share with other subject teachers on appropriate methodology. On the other hand, the TSC advises Principals to discuss with the teachers concerned and also transfers the teacher to another school.

(iii) To find out the emerging issues and challenges in teacher performance appraisal in relation to professional development.

Majority (98.2%) of the teachers reported that they desired to attain further training but said there are factors that hindered them from attending training. This implies that teachers rarely attended further training. The factors that hindered teachers from attending further training as reported by the teachers include: lack of finances, poor TSC

services, time factor, lack of sponsors and family commitments. Teachers who were lucky to have attended further training either sponsored themselves or were sponsored by the school, well wishers, Ministry of Education or the church.

Other challenges as reported by DEO and DQASOS included: non submission of annual returns by the Principals; Appraisees' failure to perform due to lack of financial driven motivation and friction between appraisee and supervisor.

5.3 Conclusions

Based on the findings of the study, it can be concluded that:

- (i) Principals rarely appraised teachers in their schools. The study established that the TSC did not give teachers feedback on their performance, therefore making them not improve their performance.
- (ii) It emerged that the Principals appraised teachers to identify areas where performance was below standard and also to discover their strengths and weaknesses. Despite the fact that appraisals were meant to improve performance and enhance career growth and development, it did not.
- (iii) The most common hindrances to effective performance appraisal were: lack of finances, poor TSC services, time factor, lack of sponsors and family commitments.

5.4 Recommendations

- (i) Adopting a collaborative approach in developing the appraisal system, where all the stakeholders are included in the decision-making process, this will make them feel like part of the system and make them work hard.

- (ii) School heads should ensure that the appraisal process is fair and transparent to avoid any forms of bias and after being appraised, teachers should be given feedback on their performance in good time, to help them know the weaknesses and strengths of their performance and make the necessary changes appropriately.
- (iii) Teachers should be warned in advance about any appraisals and given time to adequately prepare themselves so as they do not perceive appraisals as threatening but as a way to improve their performance, thus schools should have a good appraisal system in place where all the teachers know about it.

Finally school leaders should choose leadership styles that make their subjects free and feel a sense of belonging to the school rather than making them hate the system and leaders themselves.

5.5 Areas for Further Studies

1. A study should be conducted on the factors affecting performance appraisal in schools.
2. A study should be conducted on the effects of teachers' performance appraisal on the performance of students.

REFERENCES

- Borg, R., W., and Gall, J., P. (1996). *Educational Research. An Introduction* (6th Ed), New York: Longman Publishers.
- Danielson, C. and McGreal, T. L. (2000). *Teacher Evaluation to Enhance Professional Practice*, Association for Supervision and Curriculum Development, Alexandria, VA.
- Darling-Hammond, L., Wise, A. E., & Klein, S. P. (1999). *A license to teach: Raising standards for teaching*. San Francisco, CA: Jossey-Bass.
- Datche, E. A. (2007). *Factors affecting the teacher performance appraisal system: A case study of public secondary schools in Mombasa district*. Nairobi Kenya University.
- Duke, D. L. and Stiggins, R.J. (1986). *Teacher Evaluation: Five Keys to Growth*, National Educational Association, Washington, DC.
- Fisher, C. M. (1994). The Differences between Appraisal Schemes: Variation and Acceptability – Part I; *Personnel Review*, Vol. 23 No. 8, pp. 33-48.
- Fisher, M. (1995). *Performance Appraisal*, Kogan Page Ltd. London.
- Gallagher, H. A. (2002). Vaughn Elementary's innovative teacher evaluation system: Are teacher evaluation scores related to growth in student achievement? Madison: University of Wisconsin, Wisconsin Centre for Education Research, Consortium for Policy Research in Education.
- Gay, L. R (1992). *Educational Research: Competence for Analysis and Applications*. (4th Ed) New York: Macmillan Publishers.
- Goddard, I and Emerson, C. (1995). *Appraisal and your school*. Heinemann Educational publishers; Halley court, Jordan Hill.
- Kiess, H. O. and Bloomquist, D. W. (1985). *Psychological Research Methods: A Conceptual Approach*. Boston: Allyn and Bacon.
- Kiess, H. O. and Bloomquist, D. W. (1985). *Psychological research methods: A conceptual approach*. Boston: Allyn and Bacon.
- Kimball, S. M. (2003). Analysis of feedback, enabling conditions and fairness perceptions of teachers in three school districts with new standards-based evaluation systems. *Journal of Personnel Evaluation in Education*, 16(4), 241-269.

- Martin, K. & Acuna, C. (2002). *SPSS for Institutional Researchers*. Pennsylvania: Bucknell University Press: Lewisburg.
- Milanowski, A. T., & Heneman, H. G., III. (2001). Assessment of teacher reactions to a standards-based teacher evaluation system: A pilot study. *Journal of Personnel Evaluation in Education*, 15(3), 193-212.
- Mitchell, J. V. Jr. 1992. Interrelationships and predictive efficacy for indices of intrinsic, extrinsic, and self-assessed motivation for learning. *Journal of Research and Development in Education*, 25 (3), 149-155.
- Moon, P (1993). *Appraising your staff*; Kogan Page Ltd, London.
- Mugenda, O and Mugenda A (1999). *Research Methods: Quantitative and Qualitative Approaches*, Acts press, Nairobi.
- Odhiambo, G. O. (2005). Teacher appraisal: the experiences of Kenyan secondary school teachers. *Journal of Educational Administration*, Vol. 43 No. 4, pp. 402-16.
- Okumbe, J. A. (2001): *Human Resource Management: An Educational Perspective*. Nairobi: Educational Development and Research Bureau.
- Orodho J.A, (2002). *Techniques of writing Research Proposal and Reports in Education and social sciences* Masola Publishers, Nairobi.
- Orodho, J.A. (2004). *Elements of Educational and Social Science Research Methods*, Masola publishers, Nairobi.
- Peterson, K. D. (1995). *Teacher evaluation: A Comprehensive Guide to New Directions and Practices*. Thousand Oaks, CA: Corwin.
- Peterson, K. D. (2000). *Teacher Evaluation: A Comprehensive Guide to New Directions and Practice*, 2nd Ed., Corwin Press, Thousand Oaks, CA.
- Randell, G. (1994). Employee appraisal, in Sisson, K. (Ed.), *Personnel Management: A Comprehensive Guide to Theory and Practice in Britain*, Blackwell Publishers Ltd, Oxford.
- Riches, C and Morgan C (1992). *Human Resource Management in Education*, Open university Press, Milton Keynes, Philadelphia
- Rowan, B. (1990). Commitment and control: Alternative strategies for the organizational design of schools. Review of research in education. *American Educational Research Journal*. 16, 353-389.

- Scriven, M. (1981). Summative teacher evaluation. In J. Millman (Ed.), *Handbook of teacher evaluation*. (p. 244-271). Beverly Hills, CA: Sage.
- Searfoss, L. & Enz, B. (1996). Can teacher evaluation reflect holistic instruction? *Educational Leadership*, 56(6), 38-41.
- Stiggins, R. J. and Bridgeford, N. J. (1985). *Performance assessment for teacher development*”, *Educational Evaluation and Policy Analysis*, Vol. 7 No. 1, pp. 85-97.
- Stiggins, R.J. (1986). Teacher evaluation: accountability and growth systems – different purposes, *NASSP Bulletin*, Vol. 70 No. 490, pp. 51-8.
- Strong, J.H and Virginia H.M. (1991). *Evaluating professional support personnel in Education*, Sage publications, New Delhi, London.
- Teachers service Commission, (2005). *TSC code of Regulations for Teachers* (3rd Edition), Government printers, Nairobi.
- Teachers Service Commission, (2008). Functions of TSC, Assessed on 24th September 2008 www.tsc.go.ke/insidepagesfunctions.html
- Teachers Service Commission. (2005). *TSC image* vol.10. Oakland Media services Nairobi.
- Timperley, H. S. (1998). Performance appraisal: Principals’ perspectives and some implications, *Journal of Educational Administration*, Vol. 36 No. 1, pp. 44-58.
- Turner, G. (1988). *Studies in Teacher Appraisal*, the Falmer press, Philadelphia.
- Wanzare, Z. and Ward, K. L. (2000). Rethinking staff development in Kenya: agenda for the first century; *International Journal of Educational Development*, Vol. 14 No. 6; pp 265 – 275.
- Wanzare, Z. O. (2002). Rethinking teacher evaluation in the third world: the case of Kenya. *Educational Administration and Management*, Vol. 30 No. 2, pp. 213-29.
- Wideen, M.F. (1987). *Staff Development for school improvement; A focus on the teacher*, the Falmer press, Philadelphia.
- Williams, V. (1995): *Towards Self-Managing Schools: A Secondary Schools Perspective*. London: Cassell.

APPENDIX A

TEACHERS QUESTIONNAIRE

You are kindly requested to respond to the items in the questionnaire as honestly as possible and not to write your name anywhere in the questionnaire.

Please feel free and respond, for the information you provide will be confidential. It is meant only for this study.

Part I: Background Information

1. Indicate

(a) Your age in years

Below 25 years []

26 -30 []

31- 35 []

36-40 []

41 and above []

(b) Your gender

Male []

Female []

2. For how many years have you been employed?

Below 5 [] 5-10 [] 11-15 [] 16- 20 [] Over 20 []

3. What is your present professional grade?

Dip Ed [] Bed [] PGDE [] MEd []

Others specify

4. What is your

(a) Major teaching subject

(b) Minor teaching subject

5. Which post (s) do you currently hold?

D/H [] HOD [] Subject head [] others specify

6. Who appointed you to the post?

BOG [] PDE [] TSC []

Others specify

7. What is the category of your school?

National [] Provincial [] District []

Part II

Section A: Strategies of Performance Appraisal

State and Nature of staff Appraisal in schools

8. Put a tick under whichever is most applicable in the following statements

Statement	Yes	No
• Principal evaluates my lesson notes		
• Principal visits my class to observe my teaching		
• The Principal holds after class supervision discussion with me		
• The Principal walks around the classes to ensure lessons are attended		
• The Principal compares my schemes of work with my records of work		
• Principal evaluates my performance in other out of class activities (like games, drama)		
• Principal evaluates my schemes of work		
• I usually participate in writing appraisal report to be sent to TSC regarding my performance		
• TSC sends me feedback on my annual appraisal report		
• I hold free discussion regarding my performance in the job with the principal.		
• Principals appraises my performance on career guidance on students		

9. In your opinion what does the head concentrate on when he evaluates your performance in class and in your records? You can have more than one tick.

My personality traits []

My strengths []

My weaknesses []

Others specify

10. What measures does he/she take after evaluations?

- Reprimand me []
- Guide and counsel me []
- Recommend further training []
- Provide necessary resources for improvement []
- Others specify

Section B: Effect of feedback on Performance appraisals

11. Do you hold free discussions with the Principal regarding your performance in teaching? Yes [] No []

12. Where do you hold such discussions?

Staffroom [] Open filed [] office []

13. Does the TSC send you a feed back on your annual appraisal report?

Yes [] No []

14. Has any of the appraisal report lead to your

(a) Promotion Yes [] No []

(b) Recommendation for further training Yes [] No []

15. What measures do you think can be taken to improve the appraisal system in

Secondary schools by

(a) Principal

.....

.....

.....

.....

.....

.....

(b) TSC

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

16. (a) Do you like the appraisal system in your school?

Yes []

No []

(b) If no in 16 (a), what factors make you dislike the system?

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

Section C: Teachers' attitudes towards performance appraisal

17. Select a response that best describes your position in the following statements using

SA- Strongly Agree, A- Agree, UD- undecided D- Disagree, SD – Strongly Disagree

		SA	A	UD	D	SD
a.	Evaluation of my performance helps me identify my strengths and weaknesses					
b.	Appraisal of my performance helps me improve my teaching					
c.	Appraisal helps to improve my communication and relationship with the Principal and other colleagues					
d.	Appraisal has helped to increase my					

	satisfaction in the teaching job					
e.	Appraisal helps me in identifying my training needs.					
f.	Appraisal has facilitated my promotion					
g.	Appraisal should be done frequently					
h.	I am usually appraised in other areas of my teaching profession apart from teaching					

18. For how many years have you been in your present school?

Below 3 yrs [] 4-7 yrs [] 8-10 yrs [] over 10 yrs []

19. (a) Are you satisfied with the present situation whereby newly employed teachers have to stay in the station for five years before being transferred?

Yes [] No []

(b) If not satisfied in 19 (a) above, give reasons for your dissatisfaction

.....

.....

.....

.....

.....

20. For how long do you think a teacher should remain in the same teaching station?

3 yrs [] 4-5 yrs [] 6-8 yrs []

Others specify

21. In your opinion indicate how teacher transfers should be handled?

.....

.....

.....

.....

.....

.....

.....

.....

- 22 (a) Have you had any promotion (s) since you were employed?
 Yes [] No []
 (b) If yes in 22 (a) above describe the promotion (s)
23. (a) Are you satisfied with the system adopted by TSC in according promotions to teachers? Yes [] No []
 (b) If dissatisfied, suggest appropriate promotion criteria that you think should be Adopted by TSC
24. (a) do you wish to remain in your teaching profession in future?
 Yes [] No []
 (b) If no in 24 (a) above, give reasons,

Section D: Effect of performance appraisal on teachers’ professional development

- 25 (a) Do you think the initial training you received in college equipped you with sufficient skills to enable you handle your correct assignment?
 Yes [] No []
 (b) If no above, in which areas do you find yourself inadequate i.e in your subject area and other responsibilities.....
26. Which training programmes have you ever attended since you were employed? Please mention all of them
-
-
-

.....
.....
27. Who sponsored you for the training?
.....
.....

28 Have you ever been recommended by the principal for

Promotion []

Further training []

29. Does discuss promotion and training opportunities with you?

Rarely []

Frequently []

Never []

30 (a) Do you aspire to attain further training ? Yes [] No []

(b) If yes in 30 (a) above, in which areas:-

31 (a) Are there factors that have ever hindered you from attaining further training?

Yes []

No []

(b) Please mention the hindering factors in 31 (a) above
.....
.....
.....
.....
.....
.....
.....

32. Suggest ways through which the ministry of education can facilitate professional development of teachers in general

(i)

(ii)

(ii)

.....

.....

APPENDIX B

PRINCIPALS' QUESTIONNAIRE

You are kindly requested to respond to the items in the questionnaire as honestly as possible and not to write your name anywhere in the questionnaire. Please feel free and respond, for the information you provide will be confidential. It is meant only for this study.

PART I: PERSONAL INFORMATION

By means of a tick (✓) please indicate as appropriate

1. Age in years:

Below 25 [] 25-30 [] 30-35 []
35-40 [] Above 40 []

2. Gender: Male [] Female []

3. Your present professional qualification

Diploma in Education [] B.Ed [] M.Ed []

Others specify

4. How long had you served as a teacher before promotions to headship?

Below 5 yrs [] Between 5-8 yrs []
Between 8-10 yrs [] Above 10 yrs []

5. How long have you served as a principal ?

Below 3 yrs [] 3-5 yrs [] 5-8 yrs [] 9-12 yrs [] Above 12 yrs.

6. How long have you been in this school as a head?

1- 3 yrs [] 4-8 yrs [] 9-12 yrs [] Above 12 yrs. []

7. What is the category of your school?

National [] Provincial [] District []

8. What is your present status?

Chief Principal [] Senior Principal [] Principal [] others specify []

PART II

Section A: Strategies of Performance Appraisal

9 (a) Do you appraise teachers? Yes [] No []

(b) How often do you send the appraisal report to your employer (TSC)

Monthly [] Quarterly []

Termly [] Half yearly []

Others (specify)

10. How often do you appraise your teachers?

Monthly [] Quarterly [] Termly [] Half yearly []

Others (specify).....

11. Does the TSC provide you with guidelines for appraisal exercise

Yes [] No []

(b) If No, give reasons why you think the guidelines, are not adequate.

13. Put a tick (✓) under whichever is most applicable in the following statements

Statement	Frequently	A few times	Never
• I evaluate teachers lesson notes			
• I visit classes to observe teachers as they teach			
• I hold after class supervision discussion with the teachers			
• I walk around classes to ensure teachers attend their lessons			
• I instruct students to mark teachers lesson attendance			
• I evaluate students notes			
• I evaluate teachers in other out of class activities (like games, drama)			
• I evaluate teachers performance in their subject by assessing students results			
• I evaluate teachers' performance on career guidance on students			

14. My main reasons for appraising/evaluating teachers are:- (Tick as many as applicable)

- (a) To discover his/her strengths and weaknesses []
- (b) Identify hidden potentials in him/her []
- (c) To identify any shortages in terms of resources []
- (d) To identify hazards surrounding the job of a teacher []
- (e) As a requirement by the TSC []
- (f) To identify fast areas where performance is below standard []

15. What measures do you take when you find some teachers performing below standard or being weak in some areas? Please outline all the measures

.....

.....

.....

.....

.....

.....

.....

.....

Section B: Effect of feedback on Performance appraisals

16. Do you evaluate/ appraise your teachers after attending any form of training?

Yes [] No []

17. Do you discuss the appraisal report with the individual teacher?

Yes [] No []

18. Where do you discuss appraisal report with the teacher concerned?

.....

.....

19 (a) Do teachers in your school undertake self appraisal?

Yes [] No []

20. Does the TSC provide feedback after you send appraisal report?

Yes [] No []

21. Do you discuss the appraisal report with the individual teacher?

Yes [] No []

22. Which measures does the TSC take on a teacher found to be performing below?

Standard after appraisal?

23. What challenges do you face in your school as you appraise your teachers?

(i)
.....
.....

(ii)
.....
.....

(iii)
.....
.....

24. What alternate ways would you suggest for improving the appraisal exercise in secondary schools? Current status and future prospects for Teacher professional development

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

Section C: Perceptions of Teachers towards performance appraisal

25. (a) Are you satisfied with the present system where newly employed teacher have to work in the same station for five years before transfer can be granted

Yes [] No []

(b) Give reasons for your response

26. For how long do you think a teacher should remain in the same station? 1-3 yrs ()

4-6 yrs [] 7-10 yrs [] above 10 yrs []

27. How best do you think teacher transfers can be handled?

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

28 (a) Are you satisfied with the present promotion criteria by the TSC

Yes [] No []

(b) If No in 28 (a) above give reasons

29 How often does your appraisal report lead TSC to promote teachers in your school

Never [] Rarely [] Frequently []

30. Do you have HOD's in your school appointed by the TSC?

Yes [] No []

31. Suggest ways by which the promotion criteria of teachers can be improved

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

Section D: Effect of performance appraisal on teachers' professional development

32. In your own opinion, do you think the initial training of teachers in colleges, equipped them with adequate skills to teach their subjects under the frequently changing curriculum?

Yes []

No []

33. If No in 32, what measures do you think should be put in place to alleviate these problems?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

34 (a) Do your teachers readily accept other responsibilities, apart from teaching their subjects of specialization Yes [] No []

(b) If no in (a) which reasons do they give ?

35. How often do teachers in your school attend further training through short term courses, seminars workshops etc?

Frequently []

Rarely []

Never []

36. Who sponsors them when they attend the training?

.....

.....

.....

37. Which training programmes are designed by the Ministry of education for enhancing professional skills of teachers please mention all that you are aware of?

38. (a) Do the teaches readily and willing attend these training programmes?

Yes []

No []

(b) If No in 38 (a) above, what makes teachers reluctant in attending these training

Programme

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

39. In which areas would you recommend further training to enhance professional skills for teachers?

40 (a) do you allocate financial resources in your budget for further training of your teachers ?

Yes []

No []

(b) If No in (a) above, what factors hinder you from allocating financial resources for professional staff development?

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

APPENDIX C

INTERVIEW SCHEDULE FOR THE DEO

1. What is the state of performance appraisal among public secondary school teachers in Kitui West District?
2. Briefly explain the role played by your office on teacher appraisal.
3. How often are teachers supposed to be appraised?
4. Who normally conducts the appraisal exercise
5. How would you rate the effectiveness of the performance appraisal approach employed by the TSC?
6. To what extent has performance appraisal impacted on teachers' professional development?
7. Which are the issues and challenges facing staff appraisal in Kitui West district?
8. What measures should be taken for improving performance appraisal of secondary school teachers?

APPENDIX D

INTERVIEW SCHEDULE FOR DQASOS

1. What are your comments about the strategies used in performance appraisal in public secondary schools in Kitui West district?
2. What is the role played by your office to determine the type of appraisal done among teachers in public secondary schools in Kitui West district?
3. What are your comments on the feedback mechanisms used during performance appraisal in Kitui West district?
4. What opinions do teachers in your district present to your office towards performance appraisal?
5. Which are the issues and challenges facing staff appraisal in Kitui West district?
6. What intervening measures can be put in place to improve performance appraisal of secondary school teachers?

APPENDIX E
RESEARCH AUTHORIZATION LETTER