FACTORS INFLUENCING EFFECTIVE PERFORMANCE APPRAISAL OF TEACHERS IN SECONDARY SCHOOLS IN NYERI NORTH DISTRICT

BY:

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A RESEARCH REPORT SUBMITTED TO SCHOOL OF BUSINESS STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT) OF KENYATTA UNIVERSITY.

SEPTEMBER 2011

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Factors influencing effective performance
DECLARATION

I declare that this is my original work and it has not been submitted for examination in any other university.

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D53/OL/0017/03

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ACKNOWLEDGEMENT

I am very grateful to Kenyatta University for giving me the opportunity to study this course.

I also wish to express my sincere thanks to my supervisors Ms Gladys Kimutai and Mr. Robert Nzulwa for tirelessly guiding me at every stage in the course of writing this proposal.
DEDICATION

To my wife Wambui, daughter Wanjiru and son Kagotho. I appreciate the moral support you gave when carrying out this project. You are the wind beneath my wings.
ABSTRACT

In Kenya, the last decade has been marked by an aggressive campaign for a shift in focus from process-oriented to result-oriented approach to service delivery in the public sector. Players in the sector have as a result embraced performance management as a necessary practice to mark the shift. The TSC has not been spared by this wind of change. Among the reforms taking place is the proposed performance contracting for teachers as well as introduction of performance appraisal of teachers in 2005. This has brought about the need for research within the context of the modern school environment following such reforms. This study focused on investigating the factors influencing effective performance appraisal of teachers in secondary schools in Nyeri North District. The general objective of the study was to analyze factors that influence effective performance appraisal of teachers in secondary schools in Kenya. The specific objectives of the study were to find out how this effectiveness is influenced by the purpose of the appraisal, appraisal methods, level of management commitment as well as internal and external influences on performance appraisal. These factors formed the subject of analysis in the literature review section (Chapter Two) where the researcher endeavoured to present the theory advanced by the various writers and researchers on the topic under focus. The researcher used a stratified random sampling method to come up with 18 public schools for the study. From the sampled schools, 5 teachers- the Principal and 4 other teachers- were selected giving a total of 110 respondents. Data was collected using questionnaires. It was then analyzed and presented using descriptive statistics. The analyzed data is expected to be of value to education sector stakeholders by presenting an improved performance appraisal system in secondary schools. The study revealed that appraisal systems in secondary schools were not serving the intended purposes fully. This was because of low management commitment, appraisal methods that hardly addressed situation factors in the teaching and learning environment as well as external and internal influences on performance appraisal. In the light of this findings, the researcher recommended the need to move away from a situation where the performance appraisal process is the sole preserve of the Principals to one that incorporates a broad variety of stakeholders in the school to ensure an all-round assessment of the overall performance of the teacher. Feedback should be provided to appraisee if appraisal is to be expected to improve performance and necessary interventions to correct performance deficiencies introduced. The nature of appraisal schemes in the schools need to be reviewed to make appraisal interviews less formalized, less standardized, more participative and should be developed locally with appraisees' participation.
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OPERATIONAL DEFINITION OF TERMS

Performance Appraisal - a process of identifying, observing, measuring and developing human performance in an organization.

Performance management – a process that goes beyond annual appraisal ratings and interviews and incorporates employee goal-setting, coaching, reward and individual development.

Training – A short-term process utilizing a systematic and organized procedure by which non-managerial personnel acquire technical knowledge and skills for a definite purpose.

Development – A long-term educational process utilizing a systematic and organized procedure by which managerial personnel get conceptual and theoretical knowledge.

Performance Measure/Criteria – A standard of performance which management would like an employee to achieve with some degree of deliberate effort.

Motivation – A set of process which energizes a person’s behaviour and directs him or her towards attaining a certain goal.

Total Quality Management – Organization-wide programmes that integrate all functions and processes of the business such that all aspects of the business are aimed at maximizing customer satisfaction through continuous improvement.

Teacher – An individual who serves as an agent who facilitates learning directly and indirectly within the school settings.
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>E.F.A.</td>
<td>Education for All</td>
</tr>
<tr>
<td>H.I.V/AIDS</td>
<td>Human Immuno Virus / Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>H.R.M</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>K.E.S.S.P.</td>
<td>Kenya Education Sector Support Programme</td>
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<tr>
<td>M.D.G.S</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>M.O.E.</td>
<td>Ministry of Education</td>
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<tr>
<td>T.Q.M</td>
<td>Total Quality Management</td>
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<tr>
<td>T.S.C.</td>
<td>Teachers Service Commission</td>
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An organization that takes its employees as they are makes them worse. One that takes them as they ought to be helps them become what they can be (Udom, 1998). With the rapidly changing business environment imposing new exigencies on organization operations by the day, revolutionary trends are taking place in human resource management. Focus is being directed more than ever before on employees knowledge and skills in responding to this situation. Performance management and improvement thereof has as a result come to dominate all critical human resource management practices ranging from core concepts and policies to strategic options. This state of affairs has brought performance appraisal into sharp focus as it forms a springboard upon which a number of major HRM decisions are made.

1.1.1 Background of the study

Effective hiring and firing, attracting the best candidate, reducing staff turnover and improving performance are fundamental management functions (Taylor, 1991). Forsyth (2002) adds that between hiring and termination of employment, there should come regular appraisal. This process presumes that there are guidelines as to what should be occurring and runs a rule over what is being done and how it is being done in order to improve performance of the future. It is a force for the good in two ways; first by identifying gaps in people’s skills and competences, and secondly, by helping them keep pace on a fast changing work and organizational environment (Forsyth, 2002).

The goals and purposes of performance appraisal may be summarized into two categories: Evaluative and Development. Evaluative purpose includes decisions on pay, promotion, demotion, retrenchment and termination. The development purpose includes research, feedback, and management of career development, human resource planning, performance improvement and communication. Increased productivity is of concern in all organization and what employees do or do not influences their contribution in the organization. Performance appraisal in industry is therefore viewed as being important because an effectively designed (appraisal) form serves as a contract between the organization and the employee and helps act as a control and evaluation system enabling appraisal to better serve a multitude of purposes.

Practices applied to industrial and business settings have a limited application when transposed to educational environments as realities in the two are quite different. How can teachers’
Practices applied to industrial and business settings have a limited application when transposed to educational environments as realities in the two are quite different. How can teachers’ “productivity” be measured for example? The appraisal and evaluation of teachers’ performance must be viewed in terms of its unique context not merely in terms of process and product. This would appear to preclude the transposition of performance evaluation process from industrial settings to educational institutions and to necessitate the consideration of teacher appraisal/evaluation as a unique issue. Literature pertaining to teacher performance appraisal/evaluation is agreed on its insistence of the necessity of such processes since teacher appraisal can be very complex as it involves a number of factors that can either impede or support educator effectiveness. Williams (2000) argues that borrowing slavishly from the economic models of appraisal can be disastrous as education organizations are never simple closed systems.

It follows therefore that certain aspects of the kind of work that teachers do need to be taken into account before a teacher appraisal system is designed. A fundamental consideration arises from educationalists’ position that teaching should not begin and end with imparting syllabus content for high academic grades. Learning should be wholesome with emphasis being on balancing three important domains; cognitive, psychomotor and affective. The Kenya Educational Master Plan for Education and Training (1997-2010), obviously guided by this, states that besides passing of examinations for certification, education should be concerned with the development of independent and analytical creative potential of the individual, including critical imagination, spiritual and ethical values (Republic of Kenya, 1996). In their effort to strike this balance, teachers more often than not find themselves working at cross-purposes with societal demands whose main concern is achievement of high grades in examinations.

Inspite of its unique characteristics, the school is no exception to myriad political, economic, social and technological dynamics influencing organization environments. Obanya (1995) noted that such emerging issues will have a big impact on teacher training and development, and rewarding. Obanya proposed that the 21st century should see a change where teacher training does not end with graduation from a teacher training institution but should continue at every stage of development of the teacher’s career.

If steps were to be taken in this direction, they would fit in perfectly with the broader picture of the role of education in Kenya. In formulating developmental policies the government of Kenya has viewed education as an important tool in national progress. A look at various development plans formulated by successive regimes show that education has enjoyed the pride of place as the means through which such strategies can be actualized.
Odhiambo (2005) notes that education and training have continued to be given a high priority in Kenya's National Development Plan in order to educate and prepare enough people to fill middle and high level positions in the private and public sector of the economy. Appleton et al (1999) note that since independence in 1963, there has been rapid expansion of education. The rate of student enrolment in secondary schools has increased rapidly owing to various policies that the government has formulated from time to time. Most recent of such policies is the introduction of free day secondary education. With this expansion has come the need for education reforms. Government and education policy-makers have emphasized that developing countries need to invest more in education and ensure that systems of education are managed efficiently and that limited funds allocated to the sector have maximum impact.

The government of Kenya however has not been pursuing such a reform agenda in isolation. There are certain important international conventions on education and development that bind Kenya in formulating educational policies. For instance, in 1990 Kenya took part in the World Conference on E.F.A at Jomtein (Thailand). Among its many proclamations was one committing governments not only to improve access to basic education, but also envision a focus on learning which means going beyond the normal education indicators of enrollment and repetition rates to the quality of learning that really takes place in schools.

MOE has designed KESSP (2005) as its strategic plan to meet these emerging issues. This initiative has its broad objectives as giving every Kenyan the right to quality education and training no matter his or her socio-economic status. The government therefore has an obligation to ensure that Kenya has a globally competitive education system. It recognizes that quality education will be the key to increased economic growth and expansion of employment opportunities.

The quest to realize such an ambition requires that more attention be focused on the teachers' skills in curriculum delivery. Perraton (2000) reminds us that good education demands good teachers. In recognition of this, the MOE notes that continuous improvement in quality of education services also entails continuous skills upgrading for serving teachers. This, it is noted, should go beyond enhancing the skills acquired during the pre-service training to include inserviceing on emerging issues such as HIV/AIDS, life skills, drug and substance abuse, gender issues, guidance and counseling among others (MOE – Strategic Plan; 2006 – 2011).

International research reveals that appropriate appraisal schemes are necessary if quality of classroom delivery is to be improved. Such schemes have the potential to improve effective
management of schools, the quality of education provided to learners, professional development of teachers as well as satisfying legitimate demands for accountability. This view is in accord with Hattie and Clinton’s (2001) argument that the major advantage of assessing teachers is the demonstration that the profession can identify, value and reward the very best. One of the forces providing the drive for this study is the growing demand from both the government and public for accountability.

1.1.2: Nyeri North District

Nyeri North District is located in Nyeri County of Central Province in Kenya. The district has 63 secondary schools, which are categorized as public and private schools. Public schools constitute the larger proportion with 59 schools as opposed to 4 private schools. Public schools are government aided in terms of tuition fees and staffing of teachers. Teachers in these schools are engaged on either permanent or contract terms. However, not all teachers are on the government payroll following a suspension of employment of teachers in 1998. Schools have therefore resorted to hiring additional teachers on temporary terms to fill the gap.

Secondary school education in the district has grown tremendously since 2008 following the introduction of free day secondary education. Of the 59 secondary schools, 35 are day schools which admit both boys and girls. The remaining 24 are boarding schools with 14 being girls, 9 boys and 1 mixed gender. They are further categorized as either provincial schools or district schools. Only 8 of them are in the provincial category and out of these, 5 are girls schools.

1.2 Statement of the problem

The apparent importance of performance appraisal as a management tool must have informed the designing of an appraisal scheme by the TSC through the TSC Code of Regulations for Teachers (Revised 2005). Schools are required to conduct the appraisals at least once in a year. This was supposed to bring to an end the hitherto unsystematic appraisal that flourished based on impulse, prejudice, and incorrect or inadequate data and pave the way to a more formalized system of appraisal.
The stated purpose of the scheme is assessing the training needs and determining the potential of a teacher for development and deployment. The scheme goes further to stress the importance of accuracy of the information provided. It should therefore be expect that various interventions and decisions concerning management of teachers will have a rational basis on sound performance appraisal practices. However, many appraisal-based decisions in teacher management have not lived up to such expectations.

Training programs for which appraisals should serve as a needs assessment tool are not achieving the desired outcomes. A research conducted by Gichuhi (2008) gives a pointer to the reason why. It revealed that 82% of teachers felt training of secondary school teachers that was taking place was not based on results of performance appraisals. The example of Strengthening of Mathematics and Science in Secondary Education (SMASSE) program attests to this. This was initiated in order to address students' continued poor performance in Mathematics and Sciences in national exams. After years of cycle after cycle of in-servicing teachers in these disciplines, performance in the subjects continues to be relatively poor. In the 2010 KCSE results analysis for Central Province for instance, Mathematics, which is a compulsory subject recorded a mean score of 2.820, Chemistry, which was done by 97% of the candidates scored 3.246, Biology, (done by 81%) scored 3.785 while Physics, with 35% of the candidates doing it had a mean of 4.018. In all, these subjects were the most poorly done.

Promotion of teachers is another area of concern. A research done by Nyongesa et al (2010) found out that education stakeholders' interests were the main forces that determined promotion of teachers to headship positions in secondary schools. The researchers observed that Provincial Education Officers held the greatest sway in determining having influenced 65% of promotions while the least influential stakeholders were the District Education Boards at 5%. A more damning indictment was presented in a Kenya Anti-Corruption Commission examination report on TSC in 2007. It noted that determination of teacher performance for promotion purposes was based on reports of head teachers and Quality Assurance and Standards Officers, some of whom were junior in grade and qualification in comparison with the teachers. Some teachers, the report stated, complained that the appraisal system was being used to settle scores.

The need for an effective system of teacher performance appraisal has been a matter of interest to researchers in Kenya. Odhiambo, (2005) provided important findings on the subject. However, his study provides the experience of only six schools in what he described as one of the largest province in Kenya. This sample size is quite small and does not allow for a broad generalization of his findings. In addition, Odhiambo recommended the introduction of statutory
performance appraisal of teachers that was done in 2005. This brings the need for a study based on probability sampling as opposed to the purposive sampling adopted by Odhiambo. The purpose of this study is therefore to analyze factors influencing effective teacher performance appraisal in Kenya's secondary schools. This will help the researcher establish the extent to which schools appraise teachers in adherence to TSC requirement. It will also provide a better basis for generalization of the findings.

1.3 Objectives of the Study

General Objective
To analyze the factors that influence effective performance appraisal in secondary schools in Kenya.

Specific Objectives

I. To find out how teachers' perceptions of purpose of performance appraisal in schools influences its effectiveness.
II. To find out how various performance appraisal methods used in different schools influence the effectiveness of the appraisal.
III. To find out how school managements' level of commitment to appraising teachers affects the effectiveness of the appraisal.
IV. To find out how internal and external influences on performance appraisal impact on effective performance of teachers.

1.4 Research Questions

The study was guided by the following research questions:

I. How does the purpose of performance appraisal in schools affect its effectiveness?
II. How do the methods of performance appraisal used in various schools affect its effectiveness?
III. How does the level of commitment of school administrators to conducting performance appraisal of teachers affect its effectiveness?
IV. How do internal and external influences on performance appraisal impact on effectiveness of performance appraisal of teachers?
1.5 **Significance of the study**

The proposed study was expected to be of value to the following groups:

I. Education and school administrators; this study will help these groups in their responsibility of implementing performance appraisal in secondary schools.

II. The government especially M.O.E will use the findings of this study to design appropriate intervention programmes to make performance appraisal meaningful to the target group.

III. Future researchers and scholars will get a source of reference from this research as they undertake studies in similar or related topics.

IV. Teachers will also benefit by getting a broader understanding of this exercise and their role in its implementation.

1.6 **Scope of the study**

This study was conducted in Nyeri North District where the researcher serves as a teacher. This district is bordered by Laikipia to the North, Kirinyaga to the East, Nyeri South to the South, Murang’a North in North West and Nyandarua to the West. The district has a total of 59 secondary schools.

Nyeri North District was considered ideal for the study because activities and operations of secondary schools are related to a large extent in the country. The results obtained from the district can therefore be generalized across the board to represent other schools in the country.

1.7 **Limitations of the study**

Due to time and financial constraints, the researcher had to limit the scope of the study and design cost effective data collection tools.

1.8 **Assumptions of the study**

The researcher assumed that respondents faithfully gave honest opinions on the questions posed to them.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter constitutes the theoretical literature for the framework on which this research is focused. It deals with defining the concept of performance appraisal, its purpose as well as assessing performance appraisal methods that have been in use. Further it explains how management commitment as well as external and internal influences on performance affect appraisal. Finally the conceptual framework and review of past studies are provided in this chapter.

2.1 Concept of Performance Appraisal
According to Dessler (2008), performance appraisal is any procedure that involves setting work standards, assessing the employee’s actual performance relative to those standards and providing feedback to the employee with the aim of motivating him/her to eliminate performance deficiencies or to continue to perform above par.

2.2 The Contemporary Purpose of Performance Appraisal.
In contemporary context, performance appraisal can be a complex subject especially in times of rapid changes in the business environment. This increases the dilemma between the greater need for undertaking it and greater difficulties of implementing it. It seems relevant to investigate what the organizational purposes underlying the performance appraisal process as well as what the expected outcomes are from such a process. This section will present the contemporary purposes of performance appraisal as argued by theory.

Dessler (2008) has given four reasons why we appraise staff’s performance. First among them is that from a practical point of view, most employers still base pay and promotional decisions on the employees’ appraisal. Another reason is that appraisals play an integral role in the employer’s performance management process. It does little good to translate the employer’s strategic goals into specific employees’ goals if you do not periodically review performance. Performance appraisal also lets the employers and employees develop a plan for correcting any deficiencies and reinforce the things the subordinate does right. Finally, appraisals should serve a useful career planning purpose in the light of the employee’s exhibited strengths and weaknesses.
Taylor (1999) adds that in theory, performance appraisal can be seen as a process that brings together and permits managers to exercise all the different approaches to managing performance. These approaches to management cover such areas as improving performance through negotiation, persuasion, discipline, reward, work-design or counselling.

Goddard and Emerson (1997) have put this broad conceptualization of performance appraisal into teacher appraisal perspective more accurately. They have analyzed it into 2 models; staff development model and accountability model.

Staff development model on its part focuses on activities that support teachers in doing their job as well as possible. Its salient features include celebrating what the teachers are doing well, identifying areas where teachers may be able to improve as well as assisting the career development of the teachers. It also intends to integrate the school and the individual teachers and identifying areas of mutual interest. Finally it includes identifying the support and in-service training which the teacher requires in order to progress and providing the basis for school audit and review.

Accountability model goes further to look at factors that tell whether teachers are doing their job properly by identifying incompetent teachers, identifying weaknesses in teachers’ performance, assessing performance for purposes of pay and promotion and providing evidence for any disciplinary procedure.

However, it is important that parties involved in its implementation embrace such intentions. The purpose must be made clear to subordinates to avoid conflict between the spelt goals and the perceived ones. As noted by Gratton (2004), if perceptions of purpose of the appraisal system implemented in the school are very unclear, the consequences may be found in how teachers go about implementing it. Further, Odhiambo (2005) relates that well over two thirds of teachers lacked an understanding of the precise purpose of the appraisal scheme.

This research dwelt on attempting to measure the degree to which perceptions of appraisal systems in schools agreed with the actual purposes for which they are designed. This was to serve as an indicator of its effectiveness as practiced in our schools.
2.3 Different Methods of Performance Appraisal

In the light of different aspects concerning the purpose of, as well as different factors influencing performance appraisal, this section will analyze some of the methods used in carrying out performance appraisal. The aim of this section, combined with relevant findings is to provide a sound foundation on which the researcher can determine how choice of performance appraisal method can be influenced by the teaching-learning environment. It will also help the researcher explore appraisee’s perceptions on fairness of performance appraisal exercise based on the methods used.

2.3.1 Self-assessment

Self-assessment is mainly concerned with the identification of self-development needs by the actual individual (Pointon and Ryan in Beardwell et al 2004). According to Atwater (in Smither, 1998) a number of organizations currently use self-assessment as part of the appraisal process, and given the changing nature of work, this practice will probably increase in the next decade. Included among the uses of self-appraisal are input in the performance appraisal process, a means of identifying developmental needs, and an input in employment selection decisions. Pointon and Ryan suggest that self-assessment is the only way to give a complete picture of the performance of the employee and to avoid a ‘criticize-demand’ scenario. It does, however, require the employee to have detailed and informed understanding of both the current and future needs of the job and the organizational needs against which they can accurately assess their current performance and so their future development needs.

2.3.2 Forced Comparison Method

This, according to Fisher and Sempik, (2009) is a comparative method of performance assessment in which appraiser’s ratings of their staff have to fit a defined distribution so that, for example, no more than 15 per cent of the staff receive the top ranking. The appraiser places predetermined percentages of ratees into several performance categories such as top 15%, middle 70%, and bottom 15%, then placing each employee on a category for each trait.
2.3.3 Alternation Ranking Method

This involves ranking employees from best to worst on a trait or traits, then choosing by alternating between the highest and lowest until all are ranked (Dessler, 2008).

2.3.4 Graphic Rating Scale

According to Dessler, (2008), this method comprises of lists of traits to be measured (such as quality and reliability) and a range of performance values (from unsatisfactory to outstanding) for each trait. The supervisor then rates subordinates by circling or checking the score that best describes his/her performance for each trait, and then getting the total.

2.3.5 Critical Incident Method

Here the supervisor keeps a log of positive and negative examples (critical incidents) of a subordinate’s work-related behaviour. The two then meet periodically to discuss the latter’s performance using the incidents as examples (Dessler, 2008). The advantages of using it are that it provides examples of good and poor performance the supervisors can use to explain the person’s rating. The supervisor is also compelled to think about the subordinate’s appraisal all through the year and not to just reflect on his/her most recent performance at appraisal time.

2.3.6 Narrative Forms

According to Dessler (2008), the supervisor is responsible for providing an assessment of the employee’s past performance and required areas of improvement in narrative form. This helps the employee understand where his or her performance was good or bad and how to improve.

2.3.7 Behavioural Anchored Rating Scales (BARS)

This appraisal tool anchors a numerical rating scale to specific examples of good or poor performance. It therefore combines the benefits of narratives, critical incidents, and quantified scales. (Dessler, 2008)

It is important to note that no single method is perfect for all situations. Although similarities in purpose of appraisal across organizations may exist, the nature of the organization dictates the nature of the system of appraisal to apply. The success of an appraisal scheme will therefore largely depend on the contingent fit between the scheme itself and organizational realities.
(Fisher and Semtik, 2009). This will guide schools in opting for the methods that resonate with parties concerned moreover, serve intended objectives.

Different methods have inherent characteristics that either aid or hinder implementation of performance appraisal in different organizations. Such methods as graphic rating scales, forced distribution, alternation ranking, paired comparison as well as BARS are easy to implement. This is because they consist of rating scales on which supervisors have to give absolute ratings on the appraisees’ performance. Such methods can however be a source of appraisal problems.

Desimone et al (2002) observed that supervisors and employees alike express intense dissatisfaction with a top down appraisal system. In addition, Dessler (2008) tells us that rating scales are especially prone to problems of unclear standards, halo effect, central tendency, leniency, or strictness and bias. Lastly, Armstrong (2006) insists that even if objectivity was achieved, to sum up the total performance of a person with a single rating is a gross oversimplification of what may be a complex set of factors influencing the performance therefore giving a superficial and arbitrary judgment. Also to label people as ‘average’, ‘below average’ or whatever equivalent terms are used is both demeaning and demotivating.

In order to overcome these shortcomings, writers propose the 360% approach to performance appraisal. This entails using multiple sources to gather performance information of an employee (Desimone et al, 2002). The employer therefore benefits from feedback gathered from ‘all directions’, above and below and to the side of the employee concerned. It is intended to give a more complete and comprehensive picture of the individual’s performance and contribution.

The benefit of using this technique is that it encourages feedback from key constituencies representing the full circle of relevant viewpoints. They further observe that should discrepancies occur in ratings from various sources, this should not be viewed as necessarily bad. This is because unless such disagreement is due to rater error and biases unique to each source, lack of agreement represents true differences observed by those sources. For instance, subordinates can observe and rate behaviours that the supervisor did not see.
The teaching-learning environment has characteristics that make it mandatory for the use of multiple raters. As Onyango (2008) noted, schools are subjected to many different types of accountabilities and each places on them distinct and unrelenting demands. This multidimensional approach to teacher assessment means that only some aspects of their work are measurable by certain methods. As a result, linking teacher accountability solely to supervisor assessment could cause teachers to sacrifice promoting curiosity and creative thinking in order to teach skills tested on standardized exams. The extent to which multi-rater approach is applied guided this study in determining whether performance appraisal is being effectively implemented.

2.4 Management Commitment to Performance Appraisal

According to Williams (2003), lack of commitment to appraisal is one source of the problems that plague performance appraisal. In order for performance appraisal to be effective, managers must be declared it an important managerial activity and develop appraisal policies that focus on roles as well as frequency of appraisals. The level of commitment can be judged based on the nature of the appraisal scheme in place in an organization. Fisher and Semtik (2009) illustrate this through a comparison low and high commitment strategic options to appraisal from which organizations can choose.

2.4.1 Low commitment strategy

A low commitment strategy is characterized by an emphasis on job-specific competences hence targets and performance indicators are used as a means of control. The appraisal exercise is less likely to use elements of peer review or multi-rater appraisal. The appraisal interview is highly structured, is dominated by appraiser and heavily uses tickboxes and rating scales. The scheme is highly formalized with so many rules and procedures governing its implementation and appeals systems. Such schemes are more often than not bought off-the-shelf from consultants.

2.4.2 High commitment strategy

In sharp contrast to the low commitment approach, concern here is on long-term generic competences hence targets and performance indicators are used as a means of development. The method of appraisal is highly likely to use elements of peer review or multi-rater appraisal. The interview is low in structure, is dominated by appraisee, and is conducted without appraisal forms and where present they ask mainly open questions and leaves lot of white spaces. The scheme is of medium to low formalization with brief procedures, which allow much discretion to both parties. The employee’s superior, in a partnership referred to as ‘grandparenting’,
resolves any conflict between appraiser and appraisee. Appraisal schemes in this approach are developed locally with the involvement of the staff.

It is evident from this conceptualization of management commitment that the choice of the scheme to be adopted will depend on how well it aids performance management in a given organization. Research indicates that a high commitment approach to performance appraisal would be ideal for schools. According to Wanzare and Ward (2000), headteachers need to demonstrate a commitment to continuing in-service professional growth of teachers, to promote a healthy professional growth climate in their schools and to evaluate and monitor the progress in professional development of teachers. The profundity of such an undertaking can hardly be attained by employing a low commitment approach as illustrated above.

2.5 Internal and External Influences on Performance Appraisal

As argued in the theory presented earlier, the increasingly turbulent and more fast-changing business environment is affecting the way in which today's organizations conduct performance appraisal. It is therefore of interest to investigate more specifically both external and internal factors influencing Performance Appraisal.

Ligen and Pulakos, (1999) note that key changes have occurred over the years in the nature of work and how it is organized. They further note that although organizations vary in the extent to which they are characterized by these changes, many if not most of today's organizations are experiencing one or more of the following trends to some degree.

2.5.1 Integration of contingent employees into the workforce:
The use of contingent workers (that is temporary, contract, part-time and seasonal employees) offer today's organization many benefits, ranging from flexibility in staffing that may be required to meet varying business cycles and needs, to economic advantages that result from lower costs of training and benefits. This situation is evident in schools in Kenya today. With the teacher shortage estimated at 79,295 teachers as at August 2011, (ICT Scoop, 2011) coupled with insufficient budgetary allocation for recruiting teachers, the government resulted to hiring 18,000 teachers on contract in the 2010-2011 financial year. Schools were left to fill in the gap by sourcing from the pool of about 40,000 trained but unemployed teachers on temporary terms.

However, there are certain potential costs of such hiring practices. These include lowering performance levels, less organizational commitment, and a reduced pool of full-time workers.
from which to draw future organizational leaders. Defining, motivating and managing the performance of contingent workers in organizations characterized by the types of changes herein raises a number of issues that were not as salient in organizations of the past.

2.5.2 Increased emphasis on continuous learning:
In the past, performance was based entirely on previous behaviour. Now, as part of the definition of performance, organizations are asking how the job can be done in a way that allows for continuous learning. Some of the changes that necessitate continuous learning are technological advancement, downsizing, higher demands for quality, corporate restructuring and streamlining. This developments have led to emergence of the concept of ‘learning organizations’ which entails organizations in which everyone is engaged in identifying and solving problems, enabling the organisation to continuously experiment, improve, and increase its capability (Desimone et al, 2002). All this require employees to continually upgrade their skills to be competitive in the market.

Obanya (1995) put this in the school context precisely when he observed that the highly dynamic education situation requires that the 21st century should see a change where teacher training does not end with graduation from a teacher training institution but should continue at every stage of development of the teacher’s career.

2.5.3 The interweaving of technology and jobs: More and more jobs are integrated with technology which has a great influence on performance and teaching is no exception. According to Kahando (2010), information and communication technology has a profound impact on teaching as it proffers the benefits of interactive portals to learners and teachers, access to latest books and learning materials as well as enhancing teaching methodology. Disentangling the contributions of the jobholder from the contribution of technology when assessing relatively constant jobs with similar job descriptions; isolating the variance due to technology would be relatively easy. But this is not the case. This is one of the complexities that teacher performance appraisers in Kenya have started to grapple with as the integration of information and communication technology in education gathers pace.
2.6 Review of Previous Studies

In this section, the researcher presents some of the issues raised by other researchers concerning teacher performance appraisal. These studies will be relevant in guiding the researcher in attaining the research objectives.

Datche (2008) examined some of the factors that influence performance appraisal of teachers in secondary schools. The factors that she investigated were the parties involved in setting of performance standards, how and when performance monitoring was done, how it was administered and feedback given. The study revealed that 86% of schools carried out performance appraisal. In doing so however, teachers were hardly involved in setting performance standards, a role that was the preserve of head teachers and heads of departments. Performance appraisal also involved completing of structured forms by teachers and at times by head teachers. Copies of the forms were then sent to TSC and the relevant agents without any feedback being provided to the teacher. As a result, no action was taken to neither improve non-performance nor reward those who performed well. This meant that dialogue between the appraisee and the appraiser was not there.

In another study, Ngware et al (2006) observed that a large proportion of teachers perceived that though schools promote human resource development initiatives, they were not based on thorough analyses of employees’ staff development needs but on the whims of the school management. These teachers were of the opinion that training needs assessment is of necessity in identifying skill gaps among employees. Gichuhi (2007) supported this position. His findings were that though majority (55%) of teachers associated teacher development that was taking place with information obtained through performance appraisal, only 26% felt that it did so largely.

These findings are important to the study since TSC has stated the purpose of teacher appraisal as assessing training needs and determining teachers’ potential for development. This then presupposes that any training and development must be based on a comprehensive performance appraisal exercise. It is therefore important to establish the extent to which the exercise is serving this purposes in our school.

Another study conducted by Odhiambo (2005) provides more findings upon which are relevant to this study. Among these was the discovery that most teachers felt that performance appraisal had a number of negative outcomes. These included the feeling that it created poor relationships
between appraisee and appraiser, and that the former found the prospect of appraisal threatening and subjective. In addition, teachers perceived lack of appropriate structures within their schools for effective implementation of appraisal.

The model below represents a conceptual framework upon which this study is based.

**Independent Variables**

- Employees' Perception of the Purpose of Appraisal
- Methods of Appraisal
- Management Commitment
- Internal and External Influences on Performance Appraisal

**Dependent Variables**

- Effective Performance Appraisal

*Source: Researcher, 2011*
2.7 Conceptual Framework

Performance appraisal of teachers plays a pivotal role in management. It is the process through which performance deficiencies can be established and appropriate interventions undertaken to remedy the situation. This is mainly by designing training programmes the equip teachers with required skills to enable them cope with the dynamics of the ever changing socio-political and economic environment. It is also a process through which teachers who are performing above par can be identified and awarded through such programmes as teacher of the year award, deployment as well as salary increments. This will subsequently improve the quality of teaching in our schools.

In order to achieve these legitimate goals, a clear understanding of the factors that influence its effective implementation is needed. The management should see to it that the purpose has been made clear and there is no conflict between the stated purpose and what is perceived as the purpose especially by the appraisees. Managers should then seek to obtain appraisal information from the appraisee, his/her peers, students and any other relevant sources to ensure that the appraisal is as accurate as possible. The appraisal scheme in place should allow for a lot of appraiser-appraisee communication right from the point of setting the targets that the employee should attain through to the appraisal interview itself. Finally, managers should be aware of those internal and external factors that affect employee’s performance and its appraisal for that matter.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design
The type of research design adopted in conducting this study was descriptive survey design. It was appropriate because it involves collecting data in order to answer questions on the status of the subjects of the study. Kothari (2003) recommends descriptive survey design as it allows the researcher to describe, record, analyze and report conditions that exist or existed.

The researcher used both quantitative and qualitative research approach in the data collection and analysis processes. The research aimed at collecting opinions from teachers and principals on the research topic. Both primary and secondary data was obtained, with the primary data being collected using questionnaires, while secondary data was sourced from the internet as well as official records from the DEO’s office.

3.2 Target Population
The target population (parent population) of the study consisted of all the teachers from all the secondary schools in Nyeri North District. There were 1,264 teachers in 59 public schools in the district (DEO’s office- Nyeri North). The research was carried out in the schools that were identified with care being taken to incorporate schools with as diverse characteristics as possible in their organizational structures. This took into consideration public schools of different sizes. This was useful in forming a basis on which the researcher attempted to draw comparisons and contrasts between schools with varying characteristics in their teaching-learning environments.

3.3 Sampling Strategy
To ensure that all the teachers were represented, a stratified sampling design was used since teachers fell under different category of schools. According to Neuman (2003), small populations require bigger sampling ratios (about 30%) than large ones. Since the sampling frame for this study was a list of schools in the district, the researcher considered this a small population. Stratified random sampling approach was then used whereby public schools (and by extension teachers), were stratified along level of staffing, assigned single numbers and then selected randomly. This gave eighteen schools (i.e. 30% of 59 which is 17.7). Out of the schools
sampled, five (5) teachers i.e. the Principal and four other teachers were selected. Simple random sampling was used to choose the four teachers. This gave ninety (90) teachers as shown in table 1 below.

Table 1: Sampling Frame

<table>
<thead>
<tr>
<th>Strata</th>
<th>Number(N)</th>
<th>Percentage</th>
<th>Sample(n)</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Teachers Per school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above 30</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>21-30</td>
<td>9</td>
<td>16</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>11-20</td>
<td>21</td>
<td>36</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>1-10</td>
<td>24</td>
<td>40</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>TOTAL</td>
<td>59</td>
<td>100</td>
<td>18</td>
<td>90</td>
</tr>
</tbody>
</table>

Source: Researcher, 2011

3.4 Data Collection Instruments

In collecting data for this study, the researcher relied on primary as well as secondary sources. For primary data, questionnaires were used which were mailed to the respondents then collected after 2 days. The questionnaire had both open-ended questions and closed questions. Open-ended questions sought in-depth information while the closed ones could be easily analyzed and understood. In order to take into account all the variables, two sets of questionnaires were issued: One targeted school administers - Principals, who had been charged with the responsibility of appraising. The second one targeted the teachers.

Prior to administering them, the questionnaires were to be pilot-tested on a selected sample of three (3) schools which were similar to the actual sample to be used in the study. The procedure used in pre-testing was identical to the one used in the actual study or data collection. Comments made by the pre-testing respondents were used to adjust and improve the instrument. Secondary data involved an observation of copies of appraisal records, which schools forwarded to the DEO's office periodically.
3.5 Validity and Reliability

The rationale for the pilot testing mentioned earlier was to ensure validity and reliability of the measurement instrument that is the questionnaire.

3.5.1 Validity

According to Neuman (2003), Validity suggests the truthfulness and refers to the match between a construct, or the way a researcher conceptualizes the idea in a conceptual definition, and a measure. In order to improve validity, the researcher validated the value content of the instrument then modifications were made where necessary. Information gathered was crosschecked with other secondary sources to ensure authenticity and accuracy. The researcher also used triangulation, which is the use of different data collection methods to gather the same information. In this case the researcher hoped to use both the questionnaire and observation to fill the information gaps.

3.5.2 Reliability

Reliability enhances dependability, accuracy and adequacy of the instrument through piloting. Mugenda and Mugenda (1999) argue that reliability is a measure of the degree to which a researchers’ instrument yields consistent results or data after repeated trials. To ensure reliability, Test-re-Test method was used. This involved administering the questionnaire at an interval of one week to the same group and then comparing the two scores. The reliability index for the instrument was then calculated.

3.5 Data Analysis and Presentation

Data was analyzed using descriptive statistics. It was then presented in tables and graphs. In order to accomplish this, the process of data analysis followed the steps presented by Merrian (1998). The first step was to organize the data in topical order so that it could be presented in a descriptive manner. Next step involved classifying the data into categories, themes and types. The final step involved making conclusions, developing models or generating a theory.

Qualitative and quantitative methods were used for data analysis. Qualitatively generated questions were organized into themes, categories and types pertinent to the study. This also helped in identifying information that was relevant to the research questions and objectives. The quantitative approach on the other hand was used on aspects that could be quantified like age, mean and numbers.
4.0 Introduction

In this chapter, the researcher presented findings of the study with respect to the factors influencing performance appraisal of teachers in secondary schools. The factors analyzed were teachers’ perception of purpose of performance appraisal, methods of appraisal, management commitment to appraisal as well as internal and external influences on performance appraisal.

4.1 Background information

In this sub-section background information on the respondents was analysed and tabulated in respect to age, gender, marital status, teaching experience, designation and professional qualifications. The information is presented in parts 4.1.1 and 4.1.2.

4.1.1 Response Rate

Questionnaires were given to ninety teachers. Table 4.1 below indicates survey completion rate based on age and gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number Of Teachers Issued With Surveys</th>
<th>Number Of Teachers Who Responded</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>51</td>
<td>49</td>
<td>96.1%</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>36</td>
<td>92.3%</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>85</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

Completed questionnaires were received from eighty-five respondents of whom forty-nine were male and thirty-six were female. This represented a response rate of 94.4%. From each school, the principal and four other teachers were issued with questionnaires. This was intended to capture the views of both the appraisers and appraisees.
4.1.2: Age of Respondents in Years

Respondents were asked to indicate their age. Their response along gender are present in table 4.2 below.

Table 4.2: Age and Gender of the Respondents Who Returned the Surveys

<table>
<thead>
<tr>
<th>Age (In years)</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>20-30</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>31-40</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>41-50</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Above 50</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>36</td>
</tr>
</tbody>
</table>

Source: research data, 2011

Data presented above shows that over half of those who participated in the survey were aged below forty years as opposed to those who were above that age. This constituted 50.6% and 49.4% respectively.

4.1.3 Marital Status and Designation

This subsection analysed the respondents’ marital status and designation as shown in figure 4.3

Figure 4.3 Marital Status and Designation Of The Respondents

<table>
<thead>
<tr>
<th>Designation</th>
<th>Marital Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single</td>
<td>Married</td>
</tr>
<tr>
<td>Principals</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Deputies</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Heads of Departments</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Teachers</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>54</td>
</tr>
</tbody>
</table>

Source: research data, 2011

As seen from the above table, the researcher was able to capture the principals (in some cases represented by their deputies) in all the schools that responded. Teachers of different designations were also well represented.
4.1.4 Teaching Experience and Professional Qualifications

Table 4.4 below present information on the respondents teaching experience and professional qualifications

Table 4.4: Teaching Experience based on professional qualifications

<table>
<thead>
<tr>
<th>Years of service</th>
<th>Diploma</th>
<th>Degree</th>
<th>Post graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1</td>
<td>4</td>
<td>3</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>1-5</td>
<td>6</td>
<td>8</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>6-10</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>11-15</td>
<td>6</td>
<td>14</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Above 15</td>
<td>3</td>
<td>15</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>47</td>
<td>11</td>
<td>85</td>
</tr>
</tbody>
</table>

Source: research data, 2011

Among the eighty-five, sixty-four teachers who represent 75.3% had been in the teaching service for more than six years. They had therefore the experience of performance appraisal since its introduction as a statutory management practice in schools. These were considered as being well placed to provide useful data for the survey.

4.2: Factors Influencing Performance Appraisal of Teachers.

The questions asked in the survey as well as the secondary data obtained were aimed at addressing factors that influence performance appraisal of teachers. The results are organised into the following sub-sections: the purpose of performance appraisal, methods used in performance appraisal, management commitment to it and internal and external influences on performance appraisal.

4.2.1: The purpose of performance appraisal

Teachers responses were rated on percentages as follows; 80=strongly agree (SA), 60=agree (A), 50=uncertain (U), 40=disagree (D) and 20=strongly disagree (SD) to measure their level of agreement about the purpose of performance appraisal. The results were as follows:
Figure 4.3: Purpose of performance appraisal

![Graph showing percentages for different purposes of performance appraisal]

Source: research data, 2011

a. To provide feedback to teachers
b. To identify in-service training needs into specific teachers' goals
c. To translate schools' strategic goals
d. To determine teachers' suitability for promotion
e. To facilitate teacher career planning
f. To provide evidence for disciplinary action

From the above graph, 72.9% of respondents felt that the exercise provided useful feedback for improvement of classroom delivery by teachers. 64.7% and 68.2% were of the opinion that it was useful in serving its explicitly stated purposes of identifying training needs and determining suitability for promotion respectively. Further 55.6% agreed that it is useful for translating schools' strategic goals into specific teachers' goals while 42.7% held the view that the exercise provides evidence for disciplinary action on teachers. Another 48.2% of stated that it can be used for teacher career planning. The average percentage was 58.65 with a standard deviation of 11.9. This showed that teachers agreed that purpose of performance appraisal influences its effectiveness.

Teachers were further asked to indicate the extent to which they agreed that performance appraisal in their schools was serving the above stated objectives. Their responses were rated on a percentage scale as follows: 80=strongly agree (SA), 60=agree (A), 50=uncertain (U), 40=disagree (D) and 20=strongly disagree (SD). These were then presented as shown in figure 4.4 below:
a. To provide feedback to teachers  

b. To identify training and development needs  

c. To identify suitability for promotion  

d. To translate schools strategic goals with teachers' specific goals  

e. For teacher career planning  

f. To provide evidence for disciplinary action  

The above data showed scepticism among teachers as to whether the exercise was serving the intended as well as the expected purposes. With an average percentage of 40.7 and a standard deviation of 11.4, it is clear teachers disagreed that it served the purposes.

### 4.2.2 Performance Appraisal Methods

Teachers' responses were rated on percentages ie 80=strongly agree(SA), 60=agree(A), 50=uncertain(U), 40=disagree(D) and 20=strongly(SD) to specify those who they agreed should be involved in performance appraisal of teachers. Figure 4.4 below show their various percentage responses.
The survey revealed that teachers' preference of persons who should take part in their appraisal varied from self at the top with 75.3% to external education officers at the bottom with 37.7%. This represented a percentage mean of 61.2 and a standard deviation of 16.2. This showed that teachers agreed that method of performance appraisal affects its effectiveness.

Teachers were further asked to indicate the form of instruments used by the above sources of information in their performance appraisal. It emerged that only questionnaires were filled. This was corroborated by and observation of appraisal forms forwarded to district education office.

4.2.3: Management Commitment

The indicators of high and low commitment options in implementation of performance appraisal were presented. These were to be for the assessment of the nature of performance appraisal scheme in place. Responses were again rated on a percentage ie 80=strongly agree(SA),...
60=agree(A), 50=uncertain(U), 40=disagree(D) and 20=strongly(SD). Figure 4.5 below shows the responses obtained.

**Figure 4.6: Management commitment**

![Management commitment graph]

*Source: research data, 2011*

- a. Interview is guided by appraiser
- b. Scheme Is Formalized
- c. Interview is structured
- d. Has Procedures Of Appeal
- e. Are developed outside

From the data presented, 70.5% of respondents reported that the appraisal interview was dominated by the appraiser, 67.7% viewed it as being formalized while 60.5% agreed it was structured. 28.3% stated that appeal procedures were available while 92.9% indicated that appraisal schemes were obtained from outside. The percentage average was 64 and standard deviation of 23.3. Teachers agreed therefore that the level of management commitment influences the effectiveness of performance appraisal of teachers.

### 4.2.5: Internal and external influences on performance appraisal

The responses to questions in this case were as presented in figure 4.6 below.
There is a considerable influence of internal and external factors on performance appraisal of teachers. Integration of temporary teachers into the workforce has the greatest influence of the three with 76.5% teachers agreeing. 68.2% felt that emphasis on continuous learning has an influence on performance appraisal while interweaving of technology with teaching work got 75.3%. Percentage mean for this was 73.3% with a standard deviation of 4.5%.

4.2.6 Teachers Recommendations on Improving Performance Appraisal
Teachers gave a number of views on how they thought the performance appraisal schemes and implementation can be improved. The following are some of the ones that stood out more.
Table 4.5 Teachers' Recommendations

<table>
<thead>
<tr>
<th>Views</th>
<th>Response</th>
<th>Percentage</th>
<th>Percentage Of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers should be involved in setting their own performance targets</td>
<td>18</td>
<td>14.6</td>
<td>21.2</td>
</tr>
<tr>
<td>2. The Boards of Governors should be come with award schemes for those who attain or surpass their sets targets</td>
<td>17</td>
<td>13.8</td>
<td>20</td>
</tr>
<tr>
<td>3. Performance measurement should cover all areas of teachers' work not just academic grades attained by students in their subjects</td>
<td>29</td>
<td>23.6</td>
<td>34.1</td>
</tr>
<tr>
<td>4. Departmental targets should be emphasised more to encourage team teaching</td>
<td>33</td>
<td>26.8</td>
<td>38.8</td>
</tr>
<tr>
<td>5. Feedback should be provided to the teachers after appraisal</td>
<td>14</td>
<td>11.4</td>
<td>16.5</td>
</tr>
<tr>
<td>6. Open interviews should be held to enable teachers identify areas where they need to improve on</td>
<td>12</td>
<td>9.8</td>
<td>14.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>123</strong></td>
<td><strong>100</strong></td>
<td><strong>147.1</strong></td>
</tr>
</tbody>
</table>

Source: research data, 2011

The table above shows that teachers were more concerned with the purpose the appraisal served as well as management commitment to appraisal as key factors in determining the effectiveness of performance appraisal of teachers.
5.1 Introduction
This chapter presents discussions, conclusions, and recommendations. The researcher will present an interpretation of the data collected and analysed in the previous chapter relative to the theoretical framework projected for this study. Further, conclusions will be drawn and recommendations made on how effective performance appraisal can be achieved based on the findings of this study.

5.2 Summary of the findings
Results from the study carried out indicate that there are variations on the influence of various factors on teacher performance appraisal. Teachers agreed that management commitment to appraisal, its purpose, methods used as well as impact of internal and external influences affect its effectiveness. The rating of each of these factors is summarised in the following sub-sections.

5.2.1 Purpose of performance appraisal
Data collected indicated that there was a disconnect between what was expected and what was taking place on the ground. While teachers indicated that the exercise had the potential to serve a number of purposes, its application as a tool for providing feedback to teachers only received a rating of 48.2%. Identification of training needs scored 51.8% while 53% of the respondents felt that it was being used to identify suitable teachers for promotion and deployments. Schools have not viewed performance appraisal as a tool for translating their strategic goals into specific teachers’ goals as depicted by the rating of 31.2%. Its use as a tool for teacher career planning and evidence for disciplinary action scored 30.6% and 29.4% respectively. This gave a percentage mean of 40.7 and a standard deviation of 11.4.

5.2.2 Method of performance appraisal
The researcher set out to investigate the extent to which performance appraisal method influences its effectiveness. From the survey, it emerged that teachers preferred appraisals that depended on information from themselves, their colleagues and student. All these obtain above 70% while preference for heads of departments was not very far behind with 68.2%. Appraisal by principals and external education officers was however not highly preferred as it got favour with 43.5% and 37.7%.
5.2.3 Management Commitment

The researcher set out to determine how management commitment affects effectiveness of performance appraisal. Findings pointed towards a low management commitment option to teacher performance appraisal in schools. Indicators of this were that 92.9% of respondents reported that the schemes available in their schools were not developed from within. This meant that they were obtained from external sources. In addition, the appraiser in 60.5% dominated the interview and its procedures were strictly formalized in 67.7%. 70.5% of the respondents also reported that schemes were highly structured and avenues for appeal were limited to only 28.3% of the cases.

5.2.4 Internal and external influences on performance appraisal

The findings of the survey confirmed the view advanced in the theory for this study that performance appraisal is influenced by external and internal factors. 76.5% and 68.2% of respondents concurred that integration of temporary teachers into the workforce and increased emphasis on continuous learning respectively influenced performance appraisal. Interweaving of technology and teaching received a relatively significant rating of 75.3%.

Conclusions

The foregoing provides the researcher with a basis to draw certain conclusions about the factors affecting performance appraisal of teachers.

Firstly, from the findings it is evident that teachers appreciate the positive outcomes that can be expected from a well-designed and well-implemented performance appraisal scheme. They noted the potential of such a scheme to aid in determining the suitability of teachers for promotion, its capacity to identify training and development needs as well as providing feedback for teacher improvement in classroom performance. However they observed that it was not meeting it's intend as well as expected purposes in the manner it was being implemented. This depicts a critical scenario since as Grattin (2004) noted, if perceptions of the purpose of the appraisal system in the school are very unclear, the consequences may be found in how schools go about implementing it. The findings of this study were also in accord with an observation made by Gichuhi (2007) on the extent to which performance appraisal of teachers aided in determining training and development needs. He concluded that the number of teachers who associated the training and development initiatives taking place then with performance appraisal was low.
The study further revealed teachers were not at all inclined towards a top-down approach to performance appraisal. Instead, they seemed to favour a method that incorporates observations on their performance from a variety of viewpoints, including students. These calls for a re-examination of Onyango's (2005) assertion that teachers were reluctant to have their peers appraise them while only a quarter of his respondents preferred to be appraised by students. Some of the views given by teachers in this study were however in tandem with those presented by Rees (2004) that self-appraisal can be an effective way of reducing potential conflict in the handling of constructive criticism. He added that peer audit on its part has been found to be appropriate in some organisations, particularly in the appraisal of professionals who might resist managerial appraisal.

The level of management commitment to performance appraisal in any organisation has the capacity to determine the nature of the system available in the organisations. In this study, it emerged that this level was quite low in the schools covered. This draws a parallel to Datche, (2008), who established that teachers are hardly involved in meaningfully in the whole process of performance appraisal. This is attested to by the fact that the appraisees are not involved in developing the scheme while they play a very passive role in the appraisal interviews. The high formalisation of the scheme and its being heavy in structure are further pointers to this.

Finally, assessment of the three external and internal influences on performance appraisal revealed that they had a great impact. Of particular interest is interweaving of technology with teaching where Kahando, (2010) established that penetration of information and communication was rapidly gathering pace in schools.

5.4 Recommendations

Many appraisal systems currently in school are of limited value in as far as aiding the teaching-learning processes is concerned. Deliberate efforts need to be taken to correct this.

Teacher appraisal should no longer be the sole preserve of the school principal with a token contribution of one or two other parties. It should rather draw from a broad variety of stakeholders in the school to ensure an all-round assessment of the overall performance of the teacher. Self-appraisal should also form part of this circle. The principal should focus more on the positive purposes of the teachers rather than appearing to conduct it for its own sake.
A more forward-looking way of appraisal needs to be considered. This is by ensuring that the process improves performance by establishing clear objectives for the future and advising on what is expected of the teachers. To achieve this, appraisal methods that provide comprehensive feedback such as BARS need to be adopted.

A participative approach to appraisal is important. Perhaps lack of this is the main reason why teachers seem averse to a top-down appraisal system. This will avoid a tendency towards what Onyango (2005) terms as a feeling that appraisal is being used as a control system in schools. This cooperation between appraiser and appraisee should not be limited to the process only. They should rather jointly develop the appraisal scheme locally rather than obtaining an off-the-shelf one, which might not address the unique contingent realities of the situation. This is what Rees (2004) terms as one of the dangers of copying schemes used by other organisations.

Ways should of providing a more dynamic appraisal system that addresses and responds to emerging issues that have the potential to influence the effectiveness of appraisal of teachers. This arises from the findings obtained in which teachers responded that a number of such factors have a big impact on the effectiveness of performance appraisal.

There is also a need for teacher performance appraisal to have an in-built support system aimed at improving the teachers work. A facilitating model would help teachers diagnose and solve instructional problems for the purpose of performance improvement and professional development. A facilitating model of teacher appraisal would therefore have the potential to redress some of the problems the exercise faces.

The TSC should work with teachers’ organisations like Kenya Secondary Schools Heads Associations and trade unions to see how performance appraisal reports can play a part in such schemes as The Teachers of The Year Awards. This will give a systematic way of identifying suitable awardees unlike presently where appraisal data plays no role. On the contrary, such exercises have been based on impulse and whims of the respective schools administrators.

In addition to this, the teachers’ use its agents to ensure that the appraisal serves its stated purpose. This arises from the views of the teachers that though they strongly appreciated the difference appraisal would make in their work, its outcomes were far below their expectations. Even the proposal to introduce performance pay 2005, (Teachers’ Image, 2005) has never seen the light of day due to weakness in the appraisal system. Incompetent teachers have therefore
continued to flourish and being rewarded year after year through salary increments. In addition, the employer should broaden the stated purposes of the appraisal to include such areas as providing feedback to teachers, career planning, and deployment based on teacher’s interests.

Schools’ Boards of Governors should play a more active role in performance appraisal in their respective schools. Being the bodies responsible for formulating strategic plans for their schools, they need to constantly review how short-term goals fit into the broader scheme of things by coming up with methods through which the same can be translated into teachers’ specific goals.

5.5 Recommendations for Further Studies
The researcher recommends that further investigation of external and internal influences on teacher performance appraisal be done. Of particular interest should be to establish how control of performance standards by customers, in this cases the students, influences performance appraisal of teachers. There is also a need to establish how well school managers are versed in the area of performance management in order to understand better the problems facing the exercise in schools.

5.6 Limitations while in the field
Some of the principals declined to complete the questionnaires and delegated the role to their deputies. This could have affected the findings, as it emerged that principals were the ones who appraised the teachers.
REFERENCE


Smitten, J. (Ed) *ibid* (Pp 1 –36)


APPENDICES
TO WHOM IT MAY CONCERN:

RE: KAGOTHO V. MIGWI – D53/OL/0017/03

This is to confirm that the above named is a master of Business Administration MBA (Human Resource Management) Student in the School of Business, Kenyatta University.

He is through with course work and has successfully defended his Masters Degree proposal (Factors Influencing Effective Performance Appraisal of Teachers in Secondary Schools in Nyeri North District) and has done all the corrections that were pointed out by the examiners during the defense. He is now embarking on data collection.

Any assistance accorded to him will be much appreciated by this office.

Thank-you.

ISAAC P. LOKERIS
FOR: DOCTORAL AND MBA PROGRAMME COORDINATOR

IPL/nt
The researcher is carrying out a research on factors influencing effective performance appraisal of teachers in secondary schools in Nyeri North District.

**Instructions:** Please answer the questions objectively and truthfully as possible. Do not write your name anywhere on your questionnaire. Provide information as accurately as possible for it to be useful in this study. Use a tick (√) to indicate your response where appropriate.

Use a tick (√) to indicate your response appropriately.

1. **Gender**
   - Male [ ]
   - Female [ ]

2. **Marital Status**
   - Single [ ]
   - Married [ ]

3. **Age bracket**
   - 20-30 [ ]
   - 31-40 [ ]
   - 41-50 [ ]
   - Above 50 [ ]

4. **Professional qualification**
   - Diploma [ ]
   - Degree [ ]
   - Masters Degree [ ]
   - Others [ ]

5. **Length of service in as a teacher**
   - Less than 1 year [ ]
   - 1 - 5 years [ ]
   - 6 -10 years [ ]
   - 11 - 15 year [ ]
   - 16 -20 years [ ]
   - Above 20 years. [ ]

6. **Designation**

..........................................................
7. (a) Indicate the extent to which you agree with following statements concerning the purpose of performance appraisal. (score: strongly agree=5, agree=4, uncertain=3, disagree=2 and strongly disagree=1)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It provides useful feedback for improvement of classroom delivery</td>
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<td>It is useful for identifying in-service training needs</td>
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<td>It enables schools to translate their strategic goals into specific teachers’ goals</td>
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<tr>
<td>It is useful in determining teachers’ suitability for promotion</td>
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<td>It has been used for teacher career planning</td>
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<tr>
<td>It has provided evidence for disciplinary action on teachers</td>
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</table>

(b) In your opinion, does performance appraisal of teachers as practised in schools today serve the above purposes?

i. Providing feedback to teachers YES
ii. Identifying training needs YES
iii. Translating goals YES
iv. Identifying suitability for promotion YES
v. Teacher career planning YES
vi. For disciplinary action YES
8. (a) Indicate the extent to which you agree that the following persons should be involved in teacher performance appraisal. (score: strongly agree=5, agree=4, uncertain=3, disagree=2 and strongly disagree=1)

<table>
<thead>
<tr>
<th>Person(s)</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Principals</td>
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<td>(ii) Head of Departments</td>
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<td>(iii) Colleagues / Peers</td>
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<td>(vi) Self</td>
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<tr>
<td>(vii) Students</td>
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<tr>
<td>(iv) External Education Officers</td>
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<tr>
<td>(v) Others (specify)</td>
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</table>

(b) Do you agree that the above persons are involved in performance appraisal of teachers in schools? ........................................................................................................................................
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9. Indicate the extent to which you agree that the following instruments are used in teachers' performance appraisal in schools. (score: strongly agree=5, agree=4, uncertain=3, disagree=2 and strongly disagree=1)

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Questionnaires filled by the appraisees</td>
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<tr>
<td>2 Narratives written by the appraisees</td>
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<tr>
<td>3 Questionnaires filled by a teacher’s peers</td>
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<tr>
<td>4 Narratives written by a teacher’s peers</td>
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<tr>
<td>5 Narratives written by students</td>
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</table>
10. Indicate the extent to which you agree with the following statements concerning the nature of appraisal schemes available in schools. (score: strongly agree=5, agree=4, uncertain=3, disagree=2 and strongly disagree=1)

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Strongly agree</th>
<th>agree</th>
<th>uncertain</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appraisal interview is structured and guided by the principal</td>
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<td>2. Implementation of the appraisal scheme is formalized with laid down procedures and rules</td>
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<td>3. The appraisal system has a laid down procedure of appeal</td>
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<td>4. The appraisal scheme is developed locally by the schools with the involvement of teachers</td>
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</tbody>
</table>

11. (a) Indicate the extent to which you agree that the following influences have an impact on the effectiveness of performance appraisal of teachers. (score: strongly agree=5, agree=4, uncertain=3, disagree=2 and strongly disagree=1)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Integration of contract and temporary employed teachers into the workforce</td>
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<tr>
<td>2 Increased emphasis on continuous learning</td>
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<tr>
<td>3 The interweaving of technology with teaching work</td>
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</tbody>
</table>
(b) Identify other internal and external which in your opinion influence the effectiveness of performance Appraisal (give a maximum of two)

i. .................................................................................................................................

ii. .................................................................................................................................

12. Please give recommendations on how the TSC performance appraisal can be improved?

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