Abstract

This paper examines the relationship between policy and performance appraisal as well as the extent to which performance appraisal tools influence performance appraisal in high schools in Bomet County. The paper is based on a study that looked into the challenges facing performance appraisal of Teachers Service Commission High school teachers in Bomet Constituency. One of the aims of the study was to look into the challenges facing the T.S.C policy on performance appraisal of High School teachers. It also investigated the reliability of P.A tools used for their appraisal. The target population was secondary school teachers in Bomet Constituency. The main focus was teachers in Central and Longisa Divisions. There were 44 Secondary schools in Bomet Constituency 26 in Central Division and 18 schools in Longisa Division. A sample of 20% of all the schools in each division was selected using stratified random sampling technique. Data was collected using questionnaire method. It was analyzed using descriptive statistics in form of tables and pie charts. On the issue of policies for performance appraisal, majority of the respondents (78%) agreed that it does have an effect on performance appraisal of teachers in the division. This implied that TSC should come out with clearer policies to regulate performance appraisal especially on merit of the exam results. On the issue of performance appraisal tools, majority of the respondents (80%) believed that it does affect performance appraisal of teachers in the constituency. This meant that the TSC should come up with clear guidelines regarding the tools they use for performance appraisal since it does have an impact on performance appraisal. The study could help the TSC measure and evaluate the efficiency of its teachers and acts as a point of reference for future researchers of PA globally. It helps the government, specifically the MOEST and TSC; formulate the right policies to be used for efficient management of high schools in Kenya.