

**EFFICACY OF TEACHERS' PERFORMANCE APPRAISAL AS A TOOL
OF MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN NAIROBI
CITY COUNTY, KENYA**

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E55/CTY/PT/31264/2015

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES
IN THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT FOR THE
DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL
ADMINISTRATION, KENYATTA UNIVERSITY**

NOVEMBER, 2019

DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This research is dedicated to my late Dad, my Mother and Family for their care, love, encouragement and tremendous support, which I truly cherish and appreciate.

ACKNOWLEDGEMENT

I would like to acknowledge the efforts of the following without which this would not have been possible. Special thanks go to my dear Mum Petronilla, my siblings Anastacia, Lucy, Immaculate, Hellen; Cousin Victor, Brother In-laws Dennis and Antony; all my classmates, special mention to Roselyn Morema for her tireless effort, Dennis and Alice for their ideas and tremendous contribution; colleagues, Lucy Rono and Joan Osok for their encouragement, great support and prayers. I am indebted to my nephew Joseph Otin, my mum and sister Lucy for the extraordinary assistance they accorded me during the most difficult moments of my study.

I would also in a special way want to recognize the Nairobi TSC County Director, and the Teachers in the County who made the data collection possible; my supervisor Dr. Francis Kirimi for his effort to make me accomplish this great task.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CDE	County Director of Education
CSO	Curriculum Support Officers
IBM SPSS	International Business Machines Statistical Package for Social Sciences software
OECD	Organization for Economic Co-operation and Development
PA	Performance Appraisal
PAS	Performance Appraisal System
SCD	Sub County Director
TSC	Teachers Service Commission
TPAD	Teacher Performance Appraisal and Development
UNESCO	United Nations Educational, Scientific & Cultural Organization

ABSTRACT

Performance Appraisal serves as a management tool whose aim is to encourage communication, improve quality of work and promote accountability. Managers strive to achieve results through management of human, financial and material resources all motivated by setting standards, measuring performance and taking appropriate action for improvement. The purpose of this study was to determine the efficacy of teachers' performance appraisal as a tool of management in selected public secondary schools in Nairobi City County. The study sought to determine the effect of teachers performance appraisal in management of public secondary schools, establish how performance appraisal supervision affects management of public secondary schools, find out the effect of performance appraisal feedback in management of public secondary schools, identify the challenges facing teachers performance appraisal in management of public secondary schools in Nairobi City County. The study was guided by Locke's Goal Setting Theory of motivation, which is essentially linked to task performance and work settings. The study targeted 90 Principals, 1,965 teachers, and the Nairobi TSC County Director. The study adopted stratified sampling method to select 27 public secondary schools; stratified random sampling ensured that the national, extra county, county and sub county schools were included in the sample from which 27 principals were purposefully selected, while teachers were selected from each of the sampled schools using simple random sampling giving a total of 196 respondents. The total sample size was 224. The study adopted descriptive survey. Interview and self-administered questionnaires were the main data collection instruments. Quantitative data were analysed using frequencies and percentages and presented using tables and graphs. Qualitative data was analysed thematically and described using words. International Business Machines Statistical Package for Social Sciences software was used for data analysis. The main findings of the study established that schools do not use performance appraisal guidelines as stipulated by Teachers Service Commission, there is minimal supervision of the appraisal process due to shortage of personnel drawn from the Teachers Service Commission and Directorate of Quality Assurance & Standards and principals base their evaluation on students' performance. The study also established that teachers do not receive performance appraisal feedback from Teachers Service Commission; teachers view the appraisal process as bureaucratic hence its efficacy in management is dismal. The study recommends that in order to improve the performance appraisal process in management of schools, teachers and principals should undergo training on the process; learner results should not be a measure of teacher competency, ensure there is timely and enhanced feedback to teachers. Teachers Service Commission should come up with clear policies on promotion based on performance merit. The study findings would be significant as they would be expected to enable schools to diagnose organizational problems through identifying individual training and development needs, abilities and skills to consider when hiring and to adopt more realistic policies regarding the management of appraisal at the same time form a base for other studies. Further, the findings would be of use to school administrators in coming up with effective ways of managing schools.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter entails the 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, limitation and delimitation of the study, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background to the Study

Performance Appraisal (PA) is a management tool whose aim is that of encouraging communication, improving work performance and promoting individual's accountability (Aggarwal & Thakur, 2013). Armstrong, (2012) defines it as the formal assessment and rating of individuals by their supervisors. PA controls the behaviour of both the teacher and principals, improves communication, which aids in goal setting hence enhancing the process through setting individual objectives. Teachers are the most important resource in schools and are critical in raising the standards of education. In order to improve the efficiency in learning institutions managers should ensure that the teachers are highly skilled, well resourced, and motivated to achieve at their best (OECD, 2009). According to OECD report (2009b) teacher appraisal process is critical in identifying an individual's level of performance, training and development needs and provision of adequate feedback that will give teachers' control over their career progression.

Akampurira (2010) study on the effectiveness of teachers' performance appraisal in secondary schools in Kabale municipality describes appraisal as an individual

employee's contribution in relation to the objectives and targets for a given period. On the other hand, he posits that managers should strive for better results and this can only be possible through proper management of human, material and financial resources which can be attained through setting achievable goals, initiating staff training and development programmes. Organization for Economic Co-operation and Development (OECD) propounds that the objectives of teacher appraisal are twofold; first to improve the teachers practice through identification of their strengths and weaknesses and secondly to ensure a teacher performs at their best in order to enhance learning (OECD, 2009). For PA to be an effective management tool, schools should set achievable goals, train and engage teachers in development programmes which may lead to effective financial and personnel management.

Teacher Performance appraisal as a management tool, requires that schools be accountable for the quality of education in every classroom. It allows school leaders and education authorities to monitor individual teacher performance (OECD, 2013). Effective teacher evaluation depends on the school's leadership establishment which often varies from one country to another. According Hargreaves, Halász & Pont (2007) case study report, school directors in Finland have the sole responsibility of enhancing pedagogy and its implementation, which has been made possible through holding annual discussions with an aim of evaluating how set goals for the year have been met. PA may be effectively used as a management tool if schools hold annual meetings to set goals and find out if previously set goals have been met.

A study carried out in Australia on teachers performance appraisal revealed that effective Teachers Performance Appraisal (TPA) system requires four key elements:

teachers should be involved in the process; teachers, principals, curriculum support officers and education officials should understand the process; teachers should be given an opportunity to express their views and concerns throughout the appraisal process and should have confidence in the evaluation system (Elliott, 2015). Performance appraisal system can be a management tool for motivation and development when staff perceives their performance appraisals as correct and unbiased (Boachie-Mensah & Awini Seidu, 2012). Teachers should be involved in the development of the performance appraisal system; this will encourage their confidence in the process as well as enable them to develop ownership. In addition it may increase the time and effort they put in the appraisal process hence leading to a fair appraisal system (Tuytens & Devos, 2012). Performance appraisal process requires teachers to have practical knowledge and skills on how it is conducted. This would lead to effective management of institutions therefore, it's a prerequisite for teachers to undergo training on PA and be given an opportunity to own the process.

Chen (2011) who carried out a comparative study in PA assessment in the public sector of local governments of Cape Town, South Africa and Hangzhou city, China found that the PA system contributes tremendously to planning and implementation. In the findings, he concluded that PA process can be improved by redefining the approaches used by management in appraisals and that management of performance is crucial for quality service delivery. The process of performance appraisal requires that critical steps be well followed for its success; this may lead to effective management of schools.

Effective supervision and appraisal of teaching is central to the continuous improvement of schooling (Santiago & Benavides, 2009). Adofo (2011) in a case study on evaluation of Performance Appraisal System (PAS) and its effects on performance in senior high schools in Kwahu-South district, of south Ghana asserts that; PA is a formal interaction between an appraiser and appraisee, where performance is examined and discussed with a view of analysing one's performance. In addition, teachers' appraisal process should be carefully done, since the success of the process depends on the appraiser's ability to be objective and how s/he works and handles the appraisees to accomplish the institutional goals. PA supervision is twofold therefore the appraiser and appraisee should engage one another through pre and post discussions for purposes of putting corrective measures in place rather than wait until the end of the appraisal period.

A study on the effectiveness of teachers' performance appraisal feedback in secondary schools in Bukoba municipality, Tanzania revealed that although PA is practiced, teachers are not satisfied with how feedback is handled. In most cases feedback is not timely thus affecting managerial decision making (Karugaba & Adelina, 2015). Appraisal feedback is important as it enables school managers and teachers to come up with corrective measures that will lead to proper decision making thus enhancing effective management of schools.

The Government of Kenya introduced performance management in 2003 as part of the public-sector reform, which compelled public institutions to remit performance reports quarterly to the secretariat. Schools through the Principals submitted their reports to the Teachers Service Commission (TSC) for forwarding to the Ministry of

Education (Too, Makokha, Mutai & Chepkwony, 2011). TSC embraced performance contracting in mid-2004 as a Government directive but it was done in secret hence it took a while for teachers to embrace it due to misconceptions of the process. TSC Act 2012 Section 11 (f) and 35(i) mandated the commission to continuously monitor performance and the conduct of teachers in the teaching service. This paved way for the open Performance Appraisal System (PAS) that enabled teachers to monitor their performance, get feedback, improve staff communication and clearly spell out the roles and responsibilities of each staff member (TSC, 2015).

The revised TSC Code of Regulation for Teachers, 2015, 52(1); on teacher appraisal policy improved from being confidential to an open system. In 2016 teacher performance appraisal development took effect, this allowed the teacher to be involved in the appraisal setting process and to constantly monitor their performance in curriculum implementation on a termly basis, which cumulatively constitute the annual appraisal report (TPAD, 2017). The report was used for assessing the training needs and teacher's promotion. However, with the introduction of the reviewed guidelines on performance appraisal, it is not clear whether the teacher appraisal structure has an impact on management of public secondary schools hence the rationale for this study.

Odhiambo (2005) in a study on teacher appraisal: an experience of Kenyan secondary school teachers asserts that teacher appraisal in secondary schools have flaws which required urgent redress if the appraisal process aimed at improving

service delivery in the education sector in Kenya. Additionally, it is not clearly established how performance appraisal is used in management of public secondary schools. Measures should be put in place to ensure that PA is carried out as outlined in the guidelines and that feedback ought to be provided regularly to enhance decision making thus leading to effective management of schools.

It is against this background that this study sought to determine the effect of teacher performance appraisal process, how PA supervision affects management, appraisal feedback and challenges facing teachers' performance appraisal on administration of public secondary schools in Nairobi City County.

1.3 Statement of the Problem

Teacher open Performance Appraisal System (PAS) in public secondary schools took effect in 2016 with a view to supervise their performance and promote professional development so as to enhance learning outcomes and proper management of schools.

It also enabled teachers to receive timely feedback and assess training needs and development with an aim of improving service delivery in schools. However, it is not clearly established how performance appraisal is used as a tool of management in public secondary schools. This may be due to lack of knowledge on how PA should be conducted, poor supervision strategies and lack of feedback to the appraisees. This study therefore sought to determine how teacher performance appraisal process, teacher supervision and PA feedback affect management of public secondary schools in Nairobi City County.

1.4 Purpose of the Study

The purpose of this study was to find out the effectiveness of teachers' performance appraisal as a tool in management of public secondary schools in Nairobi City County.

1.5 Objectives of the Study

This study sought to;

- 1) Determine the effect of teachers' performance appraisal process in management of public secondary schools in Nairobi City County.
- 2) Establish how performance appraisal supervision affects management of public secondary schools in Nairobi City County.
- 3) Find out the effect of performance appraisal feedback in management of public secondary schools in Nairobi City County.
- 4) Identify the challenges facing teachers' performance appraisal in management of public secondary schools in Nairobi City County.

1.6 Research Questions

The study attempted to answer the following questions;

1. What is the effect of teachers' performance appraisal process in management of public secondary schools in Nairobi City County?
2. How does performance appraisal supervision affect management of public secondary schools in Nairobi City County?
3. What is the effect of performance appraisal feedback in management of public secondary schools in Nairobi City County?

4. What are the challenges facing teacher performance appraisal in management of public secondary schools in Nairobi City County?

1.7 Significance of the Study

The study findings may have an impact on institutions since the Board of management (BOM) will be able to diagnose organizational problems through identifying individual training and development needs, abilities and skills to consider when hiring and to adopt more realistic policies regarding the management of appraisal. The findings would be useful to school administrators to come up with effective ways of managing institutions.

The study findings may be of benefit to teachers in changing their perceptions on performance appraisal and ultimately develop a sense of ownership of the appraisal system.

It is hoped that the findings may be used by parents and school sponsors to improve on service delivery.

This study will add to the knowledge on performance appraisal system thus providing knowledge for further research.

1.8 Limitation of the Study

Directorate of Quality Assurance and Standards (DQAS) personnel who play a critical role in monitoring performance appraisal were not engaged in the study. Instead, the study engaged principals who play a critical role in ensuring that PA is carried out effectively. The questionnaire was used as the main data collection tool. This may have had a limitation since there were open ended questions and the

respondents' responses may have been subjective. The researcher therefore developed more closed ended questions based on the themes of the study that could lead to accuracy and objectivity of the responses given.

The study locale consisted of 7 National schools, 9 Extra County schools, 61 County schools and 13 Sub-County public secondary schools, a total of 90 from which 27 public secondary schools were sampled. The study was limited in terms of the school conditions since the different categories of schools have varied work environments which may not be comparable thus affecting the responses given.

1.9 Delimitation of the Study

The study focused on teachers in public secondary schools employed by TSC in Nairobi City County and excluded private secondary schools and those employed by the Board of Management (BOM).

This study sampled public secondary schools within Nairobi City County only due to financial constraints, though conclusive results would have been achieved if all public secondary schools were involved in the study therefore this may limit inferences that can be drawn from the study as they might not apply to all secondary schools in the country.

Principals and teachers who were the main informants in this study were not easily available due to their tight work schedules hence affecting the number of responses received.

The researcher wished to carry out this study in additional counties but due to the tight schedule at work the researcher focused on Nairobi City County.

1.10 Assumptions of the Study

The revised Teachers' Performance Appraisal (TPA) system by the TSC has been implemented in public secondary schools in Nairobi City County, principals and teachers being stakeholders in the education sector would like to improve the education standards.

Respondents selected from the sampled institutions have sufficient knowledge on the performance appraisal system and would honestly without bias provide information on the effect of TPA on administration of public secondary schools.

That schools are carrying out TPA as stipulated in the TSC guidelines.

Teacher Performance Appraisal is used as a tool of management in public secondary schools

1.11 Theoretical Framework

Goal Setting Theory, (Locke & Latham, 2002) was used to inform this study. The Goal Setting Theory of motivation which is linked to task performance and work settings plays a key role in performance management and is in line with the concept of management by objectives. It states that goals are effective when they are achievable, specific and challenging (Locke & Latham, 2002). Lock et al, (2002) recognized four principles of establishing targets to include; setting clear and specific and challenging goals, feedback and task complexity.

To ensure TPA is effective, Principals and Teachers need to come up with clear and specific goals that will help in carrying out the PA process. The goal setting theory will help realize the process of setting appraisal targets because if the set tasks are clear then they will be easily measurable and appreciated when met thus leading to effective management of schools.

Locke et al, (2002) further stated that clear goals have a positive outcome and an individual's motivation is drawn primarily by the goals or objectives they have set. If schools set clear goals then monitoring of performance appraisal may be achievable. Locke (2002) established that "Goal setting is effective when feedback is given" (p.177); and if they are challenging and backed up with immediate feedback then better performance is realised. He further opined that if teachers do not know how they are doing, it is difficult or impossible for them to adjust the level of their effort or performance strategies, therefore feedback gives one a chance to make corrections and seek clarifications. Therefore, for teachers to remain committed to goals they require tracking of their progress through timely feedback from their respective heads of departments, deputy principals, principals and TSC County Director on expectations, this will be of great significance on management in public secondary schools.

Further to this Locke & Latham (2002) observed that people are motivated by goals which are challenging and therefore inspiring them leading to an increase in work performance. In relation to this study, teachers can adopt new methods of teaching in order to achieve better results by the time the next lesson observation is due since they draw their inspiration from the difficult yet achievable goals. According to

Latham et al, (2002) goal setting theory has been found to be an inspiration to individuals and is effective to self-management, it also creates an alternative purpose for work providing challenges that individuals are able to overcome even in the most daunting tasks. This theory is appropriate for this study because it states that whether one meets or exceeds performance targets leadership is key; and goals set by the employers and employees should be discussed and agreed upon regularly thus enhancing management of schools (Latham, 2002).

1.12 Conceptual framework

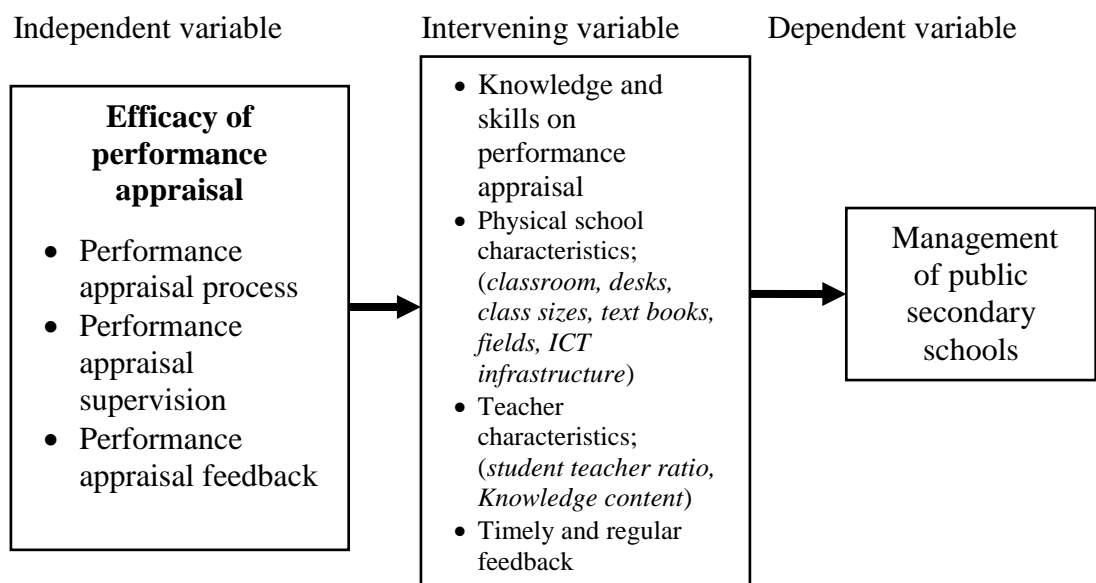


Figure 1.1: Conceptual framework on efficacy of performance appraisal as a tool of management in public secondary schools

The independent variables of this study were the; performance appraisal process, performance appraisal supervision and performance appraisal feedback. The intervening variables of this study were knowledge and skills on performance appraisal, teacher student ratio; availability of physical school characteristics such as; classrooms, class sizes, desks, text books, fields, ICT infrastructure; teacher

characteristics such as teacher student ratio, knowledge content, timely and regular performance appraisal feedback. The dependent variable was management of public secondary schools. These variables if not handled well, issues may arise affecting administration of the institution, whereas if well conducted they may have a positive impact on the teachers and institutions. The framework illustrates that the process of performance appraisal should translate to efficiency in public secondary school management. The Conceptual framework shows how the various aspects of the independent variable affect management of public secondary schools. This therefore means that PA process and supervision should be carried out in accordance with the TSC guidelines, and feedback provided may aid managers in effective management of public secondary schools. PA process, monitoring and feedback maybe effective if teachers and principals have the knowledge and skills required on performance appraisal, availability of resources which may include; classrooms, desks, class sizes, textbooks, school fields, ICT infrastructure and student teacher ratio and knowledge content. Performance appraisal feedback if timely and given termly may enhance decision making thus leading to effective management of public secondary schools.

1.13 Operational Definition of Terms

Appraisal: In the context of this study this refers to a process of assessing the performance of an employee in relation to assigned duties, roles and responsibilities.

Appraisee: In this context, it refers to the teacher whose performance is to be determined by his/ her immediate supervisor.

Appraiser: In this study, the term refers to judgment in deciding quality of performance varied out by either the Principal or Head of department.

Efficacy: Refers to the ability to produce a desired outcome under ideal circumstances

Management: May refer to use of teacher performance appraisal tool in supervision, administration, coordination, and controlling school activities to accomplish the set objectives in public secondary schools.

Performance Appraisal: This refers to the process of monitoring how a teacher is performing in relation to set goals and in order to recommend what need to be improved upon in management of public secondary schools.

Performance Appraisal Feedback: It refers to informing the teachers on how they have done in their work and ways to improve on the same in order to correct any deficiencies for management of secondary schools.

Performance Appraisal Process: It refers to the procedure followed by appraisers and appraisees to ensure set objectives are achieved for effective management of public secondary schools.

Performance Appraisal Supervision: This refers to overseeing the teachers work to ensure it's in tandem with the set goals and objectives in management of public secondary schools

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a thematic review of related studies related to the variables of the study which include; the effect of teacher performance appraisal process, performance appraisal supervision, performance appraisal feedback, challenges facing teacher performance appraisal, in management of public secondary schools and summary of literature reviewed.

2.2 Teacher Performance Appraisal process

Performance appraisal can be conceptualized as a process of negotiating, monitoring and renegotiating an individual's as well as group targets that focus on organization results which lead to reward of performance and effective managerial decisions. The assessment and rewarding process is the objective of performance appraisal (Lopes, 2009). Grossi (2012) on the other hand opines that performance appraisal consists of setting goals for personnel for a period of time, holding dialogue with members of staff sets the platform for ongoing coaching, following their progress and assessing their performance at the end of the fiscal year. This process has been used in organizations to improve performance, and to provide employees with a chance to be acknowledged and rewarded. Appraisal is a strategy used by management to elicit measures of compliance from teachers' and to encourage them to control their behaviour; "A greater understanding of the organizational context in which appraisal takes place and, consequently, of appraisal itself, requires an acknowledgement of the differences of interests between appraisers and appraisees" (Armstrong, 2009, p.29). Setting of personal goals and holding annual meetings at the beginning of

each term is key in improving performance in schools hence may lead to proper management.

Appraisal process is expected to follow certain procedure or convention. A good procedure is assumed to produce credible results. This depends on how well the evaluation process is designed and implemented. If appropriately designed and implemented with sufficient attention, staff appraisal can provide data for personal decision on the appraisal process. According to Othman (2014), fairness in the appraisal process contributes to its efficiency therefore it is important to understand employee attitudes towards it since they can determine its effectiveness in management of schools. Kondrasuk (2012) further opined that an ideal performance appraisal process involves setting expectations requiring the subordinate to perform so as to achieve the expectations, receive feedback and apply the outcomes for the benefit of the organisation. Setting clearly stated goals at the beginning of an appraisal process is important for school managers as it will enable them to perform managerial duties effectively.

Performance management lays emphasis on the performance of an organization, planning and managing of human, material and financial resources, it's also a process aimed at setting and tracking the achievement of targets, observing behaviours and providing coaching and feedback. Pontes (2010) states that without proper human performance management and structural planning the appraisal process is ineffective. According to Poon (2004), the performance appraisal can be an effective management tool if outcomes provide accurate information about the teachers' performance. Where management and supervision of performance is

lacking, targets to be achieved are not clear, failures or achievements occur, it may not be possible to know why and who is to be held accountable. This study therefore sought to find out if performance appraisal process plays a role in management of public secondary schools.

A study on administrators view on teacher evaluation carried out in Ontario, Canada revealed that school administrators did not receive extensive training on teachers' performance appraisal process. Administrators who were trained on PA did not find it useful. Majority strongly felt that PA did not adequately assess teacher practises; therefore there was minimal improvement in teacher performance as a result of poor appraisal process (Maharaj, 2014). Performance appraisal setting process is crucial in ensuring that the exercise is carried out effectively as agreed upon by the appraisees and appraisers, thus coming up with strategies on how to improve institution performance. This may lead to effective management of schools.

A study in South Africa on managing teacher performance and its appraisal found that teachers have a negative attitude towards the appraisal process. Training given to teachers on PA was not adequate and that principals were not well experienced in carrying out PA in their schools. This led most teachers to view PA as a judgemental process rather than developmental (Mpungose & Ngwenya, 2014). Training on PA process is crucial as it determines its success. Lack of training of teachers and principals may hinder proper administration of the PA process thus affecting management of schools.

According to Okeyo (2013), PA has remained a challenge in the teaching profession, resulting from lack of adequate information on appraisal modalities and expertise and relevant training on how to conduct it. Most teachers have had a negative attitude towards PA, since the decisions made with regards to their promotion or further training, have no direct link to the performance appraisal process results, this has undermined the credibility of the appraisal system which ought to be carried out annually to assess levels of performance, identify strengths and weaknesses, training and development needs and to foster continuous improvement. In order to address the PA challenges TSC has come up with reforms for the appraisal process.

Teacher performance appraisal process begins at the end of term three. PA process entails; the principal and teachers holding a meeting at the beginning of each new term in order for the appraisee and appraiser to collectively define objectives, goals, understand the competency areas, targets provided and come to an agreement on the expectations and set deadlines as stipulated in the calendar of activities of the Teacher Performance Appraisal Development (TPAD) process (TSC, 2015). The TPAD requires that the appraiser and appraisee scrutinize the aims and objectives based on the teacher assignment against those stated in the school written structures; draw up a timetable; set targets for the term; discuss number of class room observations and work with their colleagues and parents.

Teachers are also required to appraise themselves for self-evaluation; Barber (2009) notes that self-assessment strategies provide essential psychological frame for self-improvement, to perceive events accurately and design opportunities for change. Tools for self-assessment range from peer review and self-study materials to

videotape feedback, guided observations of other teachers, and observations or ratings by others.

Teachers and principals are required to review professional documents, engage in appraisal interviews so as to prepare an appraisal statement, record the conclusions of the interview and the set targets for future action and professional development. Lastly appraisers and appraisees are required to review work performance and evaluate it against set goals, this helps determine how well the teachers have met laid down standards, determine reason for deficiencies and develop a plan to correct the challenges that the teacher may be experiencing (TSC, 2015). However, with the set guidelines on the PA process, it is not clearly established whether schools follow the guidelines as stipulated for effective management.

2.3 Performance Appraisal Supervision

Armstrong (2009) points out that monitoring measures and provides feedback to workers on progress made towards attaining laid down goals. The process of monitoring is carried out in reference to discussed objectives. Effective performance appraisal should entail continuous supervision and ensuring that feedback is given and action taken throughout the year. Individuals should monitor and manage their own performance while managers should provide immediate feedback, support and guidance to employees during the appraisal period rather than wait until the end of the cycle.

Alubbe (2015) study on the factors influencing the implementation of the teachers' performance appraisal systems affirms that, continuous monitoring offers the supervisor with an opportunity to oversee how employees are meeting set standards

and to review unrealistic standards rather than wait until the end of the appraisal period. In the study findings majority (80%) of the respondents strongly agreed that continuous performance monitoring did affect the performance appraisals. This corroborates with Glen (2016) who posits that both appraiser and appraisee need to review work progress on laid down goals in the first phase of the appraisal period. Thus, the study sought to find out the impact of continuous supervision and its effect on teacher performance appraisal management.

Teacher monitoring requires the setting up of reference standards and appraisal criteria for proper assessments to be made (OECD, 2009). Danielson and McGreal (2010) on the other hand observe that the two primary purposes for teacher monitoring are for quality assurance and professional development. The former is achieved through summative evaluation while the latter is achieved through formative evaluation. Although both types measure teacher performance, formative evaluation identifies ways of improving performance while summative evaluation determines if performance has satisfactorily improved warranting a teacher to be rewarded.

Teacher appraisal supervision has not been highly regarded in management of schools. Supervision has had no influence on decisions on staff development or teaching structure. Monitoring is not only influenced by organizational considerations, it shapes the organizational context and conditions of teaching, communicates conceptions of teaching and expectations regarding performance, behaviour norms, guides professional and personal development (Darling-Hammond, 2012). Performance appraisal supervision is crucial in management of

schools since it has an influence on staff development. However, it is not clear if effective monitoring is carried out in public secondary schools.

Teacher performance monitoring helps to improve teacher's preparation by identifying strengths and weaknesses for further training; *the improvement function*, focuses on giving feedback suitable for enrichment of teaching practices, through professional development. Monitoring helps teachers to learn, reflect, and improve on their instruction. It also ensures that teachers do their best to improve student learning; *the accountability function*, focuses on holding teachers answerable for their performance hence a consequence to their career (OECD, 2013). It is however not clear how performance appraisal monitoring is used as a management tool in public secondary schools hence the focus for this study.

According to OECD (2009) there is an array of instruments and information sources used to monitor teachers. These multiple sources meet the need for accuracy and fairness of the monitoring process. Monitoring often involves a prescribed observation of the teacher in the classroom; teaching practices and evidence of student learning are key sources of information. Important tenets of teaching are displayed when teachers work with their students in the classroom; this shows whether the teacher embraces agreeable practices in the workplace. According to (UNESCO, 2007), teacher monitoring requires that the individual teacher sets performance objectives for a period of time, then assess the extent to which the objectives have been met. Teacher self-assessment, also allows the teachers to express their views on performance.

This is complimented by teacher portfolio, which provides key evidence on facets of the teacher's performance. The portfolio is composed of different elements such as lesson plans, teaching aids, lesson notes, samples of learners work and comments on learner's assessment. Portfolios play an important role in supporting a reflective approach in teaching that is a tool of effective teachers (Isore, 2009). Teacher self-assessment allows individual teachers to gauge their level of performance in order to make right decisions that may enhance proper management of schools.

TPAD (2017) requires the heads of institutions to monitor appraisal process continuously and remit reports to the TSC County Director through the TSC Sub-County Director termly. Performance appraisal is a process between an appraisee and appraiser, where they are expected to continuously offer support where needed; ensure adherence to timelines as stipulated in the activities calendar; maintenance of all professional records, plan for lesson observations termly and involve curriculum support officers for guidance. The guidelines clearly stipulate how monitoring should be carried out in schools; however, it is not well established how performance appraisal can affect management of public secondary schools.

2.4 Teachers' Performance Appraisal Feedback

According to Thompson & Thompson (2015) after the appraisal has been completed, the appraiser generates a set of observations complete with feedback and suggestions which is formally presented in writing to the teacher being observed. Lock & Lotham (2013), argue that an individual's motivation is improved when feedback on one's performance is availed.

Performance feedback gives the appraisee (teacher) an opportunity to point out challenges linked to his or her level of achievement and raise the support that is needed in order to meet expectations. Feedback changes working behaviour, influence goals and an individual sense of achievement as well as self-motivation (Thiry, 2009). Michael (2006) opines that feedback encourages good performance, reinforces skills at work, competencies, and help employees cope with changes in the workplace such as introduction of new skills or methods and management of institutions. Jensen & Reichl (2011) observed that, giving significant feedback to the teachers uplifts teaching and learning standards. He further posits that several studies have demonstrated that the greatest impact on student learning comes when teachers have received meaningful feedback on how to better their classroom work. Armstrong (2006) opines that the purpose of feedback should be developmental rather than judgmental. Feedback should be regularly provided since it helps teachers and principals to adopt new ways of teaching and administration of schools.

In Tanzania, a study on effectiveness of Teachers Performance appraisal feedback revealed that feedback was not effectively handled, it was not timely and no post appraisal dialogue sessions were held therefore teachers felt that PA should not be conducted at all. If feedback was given, teachers would use it to improve performance, make decisions and perform other administrative functions in the school. Teachers were not rewarded following the appraisal feedback thus demotivating them (Karugaba & Adelina, 2015). Provision of feedback would be essential if given timely thus may help in improving management of schools.

Appraisal feedback is effective in changing employee work behaviour and improves employee performance. Feedback should be given with a positive attitude since it can have an effect on the employees' performance. The outcomes are discussed with an objective of solving problems and reaching a consensus (Caruth & John, 2008).

Feedback is the last appraisal activity of the term where; the appraisee and the appraiser discuss observations, assessment and complete the termly appraisal. The teacher's performance for the term is evaluated against the performance appraisal targets and rating for the term is agreed upon. Areas that require support and development during the following term are identified and a development plan is generated. A report on learners' achievements is discussed with a view to further improvement, in case of a disagreement between appraisee and appraiser rating an arbitrator is involved to make a final decision (TSC, 2017). A study by Gichuhi, Abaja, & Ochieng (2012) in Kenya, discovered that employees realize little benefit after a performance appraisal. It claimed that there was little reward as far as performance appraisal feedback is concerned. Therefore, the study asserted that there is no significant difference in feedback to institution management which is the focus for this study.

2.5 Challenges Affecting Implementation of Performance Appraisal

Appraisals are considered as an annual occurrence, whose results are outdated since they are archived and not put into use. Some may view the entire process as bureaucratic; a paperwork exercise developed to satisfy the organisation. Consequently, the main purpose of appraisals of identifying individual and organisation performance and improvement is forgotten (Boachie-Mensah & Awini

Seidu, 2012). The appraisal system requires that a formal appraisal interview is carried out. The interview needs to be properly and carefully organised, prior to the interview, the appraiser must prepare the correct and relevant documents. This includes the job description, appraisal form and a record underlining the employee's performance, peer assessments, if suitable, observations from HOD, deputy principal, principal, county director and any self-assessment forms issued to the employee prior to the interview. Finally, the individual's employment file should be referred to (TSC, 2016). Appraisees sometimes perceive their annual appraisal as a threat, since there is often a misunderstanding as to how an appraisal should be conducted. However, this can be overcome if the appraisal system is well constructed, and seen to be fair to the individual and consistent across the organisation. Appraisals can lead to confrontations if poorly conducted especially when goals set are not discussed and agreed upon by both the appraisee and appraiser or poor justification of results by management, sometimes seen as an unfair process based entirely on the appraiser's opinion (ACCA, 2015).

Crew, Everitt and Nunez (2015) study on factors that impede effectiveness of performance appraisal highlighted two issues school administrators practice in the appraisal process. First, focus on past poor teacher performance and use the supervision process to gather documentation on a teacher's weaknesses. Administrators must continuously remind themselves that performance appraisal should not aim at getting rid of teachers performing below expectations, but rather to assist those teachers to improve. Secondly appraisers are not willing to honestly address weaknesses observed in teachers. Appraisers fail to face up to the

responsibility of an honest assessment of a teacher's skills, abilities and performance. Appraisers can be susceptible to looking to the positive side of teachers' actions and write rosy reports instead of reporting on the weaknesses observed. If appraisers use appraisal tools to gather evidence on teachers' weaknesses rather than strengths, then it may be difficult for the appraisal report to be used for purposes of supervision and administration in public secondary schools.

Armstrong, (2009) in a survey of three companies revealed that "there is a considerable degree of managerial apathy and even scepticism about carrying out appraisal. The reasons were: the bureaucracy of the appraisal system that diverted managers from their '*actual job*'; lack of positive outcomes in terms of development and pay; differences between individual and managers in judging performance; grouping everyone together in average" (P.48).

A study on an assessment of teachers' performance appraisal in the secondary schools of Wolaita zone, South Ethiopia, indicated that absence of reward, lack of the necessary knowledge on the side of appraisers, poor administration of the overall appraisal process, subjective criteria (problem related to the tool used), teachers' misperception towards appraisal, lack of timely communication of performance appraisal result and poor relationship between performance appraisal tools and the teaching activity were found to highly affect teachers performance appraisal (Demissie, 2015). In this regard, appraisers require training on PA, to effectively carry out the process without subjectivity.

According to Odhiambo (2005) in a study on TPA; the experience of the Kenyan secondary school teachers, posits that teacher appraisal programmes are increasingly being used for accountability purposes. However, there is need to revise and improve the teacher evaluation programme which is viewed by teachers as punitive rather than developmental. He further states that there is need to develop a more facilitating, professional and formative model of teacher appraisal.

Teacher evaluation as practiced in many third world countries, Kenya included has weaknesses and unclear effectiveness. Similarly, the unprofessional behaviour of some appraisers have had: poor relationship between supervisors and teachers; supervision is seen as a stressful experience due to fear of the unknown; education standards have been compromised because teachers are not given a chance to disapprove inappropriate policies forced on them by supervisors (Wanzare, 2012). Thus, this study focused on finding out the extent to which these challenges affect TPA in management of public secondary schools in Nairobi City County.

2.6 Summary of the gaps of knowledge from the Reviewed Literature

From the literature reviewed, teacher performance appraisal requires an appraiser and appraisee to follow clearly set guidelines. It can be noted that there are weaknesses regarding the appraisal process. A study on administrators' view on teacher evaluation in Canada revealed that administrators did not receive training on the appraisal process therefore there was minimal improvement in teacher performance hence affecting overall management of schools.

Teacher appraisal supervision has not been highly regarded in management of schools. Supervision has had no influence on decisions on staff development or teaching structure.

Teacher performance supervision should provide regular and timely feedback to the appraisee. However, there is lack of regular feedback, support and guidance to the appraisees. In addition, appraisers and appraisees do not hold dialogue after the appraisal process thus may affect appraisal feedback.

From the literature, teachers regard appraisals as bureaucratic, a fault-finding process lacking rewards, lack of prerequisite skills on appraisal and poor administration of the overall appraisal process by the appraisers. As already pointed out in the background, it is clear that there could be gaps in performance appraisal as a management tool in public secondary school despite the fact that Teachers Service Commission has put in place performance appraisal policy. It is not well established if TPA is used as a tool in administration of public secondary schools hence the rationale for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter the researcher highlights methodological framework of the study which is organized under the following subheadings; research design, research variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, validity and reliability, data collection procedures, data analysis and logistical and ethical considerations.

3.2 Research Design

The study adopted descriptive survey design to investigate the efficacy of performance appraisal as a tool of management in public secondary schools in Nairobi City County. This design was considered suitable as it enabled the researcher to establish respondent's views on efficacy of teacher performance appraisal process, monitoring and feedback, challenges affecting teacher performance appraisal and measures that should be put in place to ensure effectiveness of PA in management of public secondary schools. According to Aggarwal (2008), descriptive research is suitable in gathering information on prevailing conditions that exist or situations for the purpose of description and interpretation. The researcher deemed descriptive survey design appropriate for this study to establish respondents' views on performance appraisal in management of schools.

3.2.1 Variables

The independent variables of the study include the effect of teacher performance appraisal process, performance appraisal monitoring and performance appraisal feedback and the dependent variable was a tool of management in public secondary schools.

3.3 Location of the Study

The study was conducted in public secondary schools in Nairobi City County. According to the information given to the researcher by officers at the MOE headquarters, Nairobi City County was the first to receive ICT equipment from computer for schools, Kenya hence the researcher deemed it as a suitable locale to carry out the study since performance appraisal is an online tool and all the schools are equipped with the appropriate ICT infrastructure.

Data from the Ministry of Education (2016) report indicated that the county has all the four categories of institutions classified as National, extra county, county and sub county public secondary schools.

3.4 Target Population

The target population for this study consisted of 90 public secondary schools in Nairobi City County, 90 principals, and 1,965 teachers employed by the Teachers Service Commission serving in public secondary schools in Nairobi City County and the TSC County Director (TSC, 2018). Therefore, the total target population included 2,056 respondents.

3.5 Sampling Procedures and Sample Size

This section focuses on Sampling Techniques and Sample Size for the public primary schools and the study respondents.

3.5.1 Sampling of Public Secondary Schools

The study targeted 90 public secondary schools in Nairobi City County. Out of the 90 public secondary schools, 7 were national schools, 9 extra county schools, 61 county schools and 13 sub county schools. These schools were stratified into; boys only, girls only and mixed schools this was to ensure that each category participated in the study. According to Mugenda and Mugenda (2003), a sample is a smaller group obtained from the accessible population. Kombo and Tromp (2006) recommended a sample size of 10-30% of the target population as appropriate for social science studies. For the purpose of this study, the researcher used 30% to sample schools. Therefore 27 public secondary schools were sampled. Stratified sampling was used to select the schools. Stratified sampling was preferred to ensure that the four categories of schools were fairly represented in the study and to improve the precision of the sample by reducing sampling error. Stratification was done according to the category of schools namely; National, Extra County, County and Sub-county schools these were further sub-divided into sub-strata consisting of boy's, girl's and mixed schools to ensure all the categories participated in the study. Schools were then randomly sampled to give each school an equal chance to participate in the study. Thus, the study comprised of 1 boy's and 1 girl's public National schools, 1 boy's and 2 girl's Extra-county schools because the extra county girls' schools are more than boys. 4 boys, 4 girl's county schools and 10 mixed public County schools were chosen to participate in the study. This is because the

mixed county schools are more in number. Finally, 4 sub-county secondary schools were also included in the study. This made a total of 27 schools.

3.5.2 Principals

Principals were chosen for the study because they are the TSC representatives and are therefore in charge of teachers' performance appraisal as well as promoting staff professional development. A total of 90 principals were targeted. 30% was used to get the number of schools sampled therefore 27 principals from the sampled schools became automatic respondents of the study.

3.5.3 Teachers

The study targeted 1,965 teachers from the 90 secondary schools in Nairobi City County. Teachers were included in the study because they use PA therefore would give information on its effectiveness on management of schools. From the sampled schools, simple random sampling was used to sample teachers. This technique was suitable because it allowed the researcher to avoid bias by giving all the informants an equal chance of being selected (Kerlinger, 2002). The sampled teachers included; 20 from national boys and 15 from national girl's public secondary schools, this was because there were more teachers in boy's national school than in girl's national school. 12 teachers from extra county boy's public secondary schools, 24 from extra county girl's public secondary schools, 27 from boy's county public secondary schools and 27 from girl's county public secondary schools, 62 from county mixed public secondary schools and 10 from sub county public secondary schools;

bringing the total number of sampled teachers to 196. This represented 10% of the targeted teachers.

3.5.4 County Director

The study targeted one TSC County Director for Nairobi region. The TSC county Director was selected to participate in this study because the PA annual reports are submitted to the director through the TSC Sub County Directors for the purposes of evaluation and assessment of teacher performance and appraisal development. The study used purposive sampling to select the TSC County Director. This was done to ensure inclusion of the TSC County Director in the study.

Table 3.1: Target Population (TP) and Sample Size (SS)

Categories of schools	Boys schools				Girls' schools				Mixed schools			
	Schools/ Principals		Teachers		Schools/ Principals		Teachers		Schools/ Principals		Teachers	
	<i>TP</i>	<i>SS</i>	<i>TP</i>	<i>SS</i>	<i>TP</i>	<i>SS</i>	<i>TP</i>	<i>SS</i>	<i>TP</i>	<i>SS</i>	<i>TP</i>	<i>SS</i>
National schools	4	2	200	20	3	1	150	15	-	-	-	-
Extra-county schools	3	1	120	12	6	2	240	24	-	-	-	-
County schools	14	4	266	27	14	4	258	27	33	10	627	62
Sub-county schools	-	-	-	-	-	-	-	-	13	4	104	10
TOTALS	21	6	586	59	23	7	648	66	46	14	731	71

Source: Statistics CDE, 2018 and Researchers Own

Table 3.2: Sample size summary

Category	Target population	Sample size	%
Schools	90	27	30
Principals	90	27	30
Teachers	1965	196	10
TSC county director	1	1	100
Totals	2056	224	

3.6 Research Instrument

The study employed two research instruments for data collection. These included questionnaires for teachers and principals and an interview schedule for the TSC County director.

3.6.1 Questionnaires for Teachers and Principals

This study used a questionnaire to collect data from teachers and principals. A questionnaire was considered appropriate as it ensures anonymity of the respondents. It is also suitable in collecting large samples of data in a short time (Orodho, 2009). Questionnaires also enhance confidentiality, which maximizes comfort for the respondents. This study adopted advanced technology for data collection.

The questionnaire was scripted on Google forms platform, which allowed bulk emailing to specified respondents. The utilization of structured questionnaires enhanced the objectivity and support statistical analysis. This approach also leverages on the fact that mobile phone penetration in the City is very high with the target population, many citizens are attached to their phones, the cost of responding (through internet bundles) was minimal, and it was additionally cost effective for the

researcher in terms of transport costs and wages that would have been spent conducting face-to-face interviews. It is in this perspective that the researcher considered it an appropriate data collection instrument for this study.

The teacher's and principal's questionnaire was divided into five parts. Part A comprised of demographic data Part B the effect of staff performance appraisal process, Part C performance appraisal supervision; Part D performance appraisal feedback; Part E Challenges affecting teachers performance appraisal and measures that should be put in place to enhance efficacy of teachers' performance appraisal in management of public secondary schools. Open and closed ended questions were developed. Questions were expressed on five-point Likert scale and were weighed from, Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). The Google form platform enabled the respondents to receive an email with a link to the survey; they then responded to the questions asked. After completion of the questionnaire the respondents were to click on the submit button upon completion to a secure server hosted by Google platform service provider. The script and data were only accessible to the researcher using a unique username and password. This ensured data security and respondents' privacy was maintained throughout as required in public affairs research ethics.

3.6.2 Interview Schedule

Interview is the verbal conversation with the objective of collecting relevant information from an informant. According to Orodho (2009), an interview allows for an intensive investigation of a particular topic and it also allows the researcher to further probe the respondents with an aim of receiving in-depth information. An

interview schedule was preferred because it provides in-depth data which may be difficult to obtain when using a questionnaire. The interview was structured therefore necessitating the need for an interview guide.

The researcher interviewed the TSC County Director on themes organised around the research objectives, which included; the effect of performance appraisal process, monitoring, feedback, challenges that affect teacher performance appraisal and measures to be put in place to ensure teachers performance appraisal is used in management of public secondary schools.

3.7 Piloting Study

Piloting refers to a trial run of a questionnaire; it's an important process because it determines the feasibility and validity of the questionnaire and will help the researcher order sections and questions, fine tune different response options and components, have an understanding of time taken, respondent fatigue and other constraints before it is administered (Orodho, 2009). Piloting was done in four public secondary schools which were randomly sampled, one from each of the four categories. This was to enable each category of schools to participate in the pilot study. Therefore, four principals and four teachers, one from each public school within Nairobi City County participated in the study and were not included in the actual study.

3.7.1 Validity

According to Polit and Deck (2004), validity refers to the degree to which an instrument measures what it is supposed to be measuring. Content and face validity

were used to determine validity of the instruments. Content validity was achieved through piloting of the research instruments so as to check for inaccuracies and identify unclear questions which were rephrased so as to convey the same meaning to all the respondents. Face validity was determined by giving the instrument to my supervisor who ascertained that the instruments appeared to have relevant content on the effect of teacher performance appraisal process, performance appraisal supervision, performance appraisal feedback and challenges that affect teacher performance appraisal in management of public secondary schools.

3.7.2 Reliability

Reliability means the likelihood of obtaining the same results when the researcher measures the same variable more than once, or when more than one person measures the same variable (Orodho, 2009). Reliability therefore relates to the consistency, stability and reproducibility of measurement results of the data collection instrument. In order to enhance the reliability of the instrument, a pre-test was conducted in four public secondary schools, one from each of the four categories in Nairobi City County, which were not included in the main study. Modifications were then made based on feedback from this pilot group. After the pilot study reliability of the instruments were calculated using Cronbach's coefficient alpha since it is recommended for measuring internal consistency in multiple Likert scale questions. Orodho (2009) opines that a coefficient α which is greater than 0.7 is highly satisfactory for most research purposes. Cronbach's Alpha was found to be 0.851 indicating a strong reliability of the data obtained from the set of questions to measure the effects of performance appraisal as a management tool in public secondary schools.

Table 3.3: Case processing summary

	n	%
Valid	137	92.6
Excluded	11	7.4
Total	148	100

Table 3.4: Reliability statistics

Cronbach's Alpha	Number of items
.851	65

3.8 Data Collection Techniques

Prior to the commencement of data collection, the researcher sought authorisation to conduct the research from Kenyatta University Graduate School. A research permit was obtained from the Ministry of Education, Science and Technology through the National Council for Science, Technology and Innovation (NACOSTI). Further authorisation was obtained from the Nairobi County Commissioner. Upon getting clearance, the researcher visited the principals of the sampled schools to make prior arrangements, and also to create a good rapport with the informants, raise awareness as to the nature and purpose of the study, identify the respondents and collect their email addresses for purposes of creating an opt-in email list. The researcher used the google survey app to create the questionnaires and uploaded the email list then composed an introductory email and sent out the tool. For the interview, the researcher booked an appointment with the TSC County Director. The interview was conducted face to face since this classification has the advantage of allowing for comprehensiveness in answering questions. (Chandran, 2004).

3.9 Data Analysis

Quantitative and qualitative approaches were used for data analysis. Raw data collected from the teachers and the Principals was downloaded on spreadsheets, coded and exported to IBM Statistical Package for Social Sciences (IBM-SPSS version 20) data analysis software. Closed ended questions based on scoring of a Likert scale and open ended questions from the questionnaire were analysed using percentages and frequencies. Data were presented in form of tables and graphs. All the objectives were analysed using frequencies and percentages. Qualitative data generated from the interview was analysed according to the research objectives and described using narratives. Data was analysed using IBM SPSS program.

3.10 Logistical and Ethical Considerations

3.10.1 Logistical Considerations

The researcher submitted the proposal to Kenyatta University Graduate School for approval and thereafter obtained an introductory letter from the Department of Education Management Policy and Curriculum Studies. This letter assisted the researcher to obtain a research permit from National Council for Science, Technology and Innovation (NACOSTI). The permit enabled the researcher to seek permission from the County Education Commission to conduct research within Nairobi City County public secondary schools.

3.10.2 Ethical Considerations

Research ethics refers to as a system of moral values that is concerned with the degree to which research procedures adhere to professional, legal and sociological obligations (Polit & Beck 2004:717). According to Christians (2000), the minimum

considerations are informed consent, privacy, confidentiality and accuracy. In this regard, the informants were informed about the study so that they could make a choice on whether to participate in the study or not to; questionnaires were administered to those who voluntarily agreed to participate. All participants were assured of anonymity and confidentiality of their responses by not asking them to write their names on the questionnaires.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter contains data analysis, presentation and interpretation. In addition, it discusses the findings that are an investigation of the efficacy of teachers' performance appraisal as a tool of management in public secondary schools in Nairobi City County under the following objectives:

- 1) Determine the effect of teachers' performance appraisal process in management of public secondary schools in Nairobi City County.
- 2) Establish how performance appraisal supervision affects management of public secondary schools in Nairobi City County.
- 3) Find out the effect of performance appraisal feedback in management of public secondary schools in Nairobi City County.
- 4) Identify the challenges facing teachers' performance appraisal in management of public secondary schools in Nairobi City County.

4.2 General and Demographic Information

4.2.1 General Information on Return Rate

In this study, 196 teachers, 27 principals' and 1 TSC county director were sampled. A total of 148 out of 196 teacher's questionnaires representing 75.5% were returned. Out of the 27 sampled principals, 20 questionnaires representing 74% were returned and 1 interview representing 100% was conducted. This response rate was excellent and representative and conforms to Mugenda and Mugenda (1999) stipulation that a

response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

4.2.2 Demographic Information of Respondents

This section presents information about respondent's category of their institution, gender, age professional qualifications and teaching experience.

4.2.3 Category of schools

The population under study was stratified according to the category of schools and the findings are presented in Table 4.1.

Table 4.1: Category of schools

Category	Teachers		Principals	
	f	%	f	%
National	34	23	2	10
Extra-county	34	23	3	15
County	69	46.6	11	55
Sub-county	11	7.4	4	20
Total	148	100	20	100

Source: Field data 2019

From the data obtained as shown in Table 4.1, 69 (46.6%) of the teachers teach in county schools; 34 (23%) teach in national and extra-county schools respectively and 11 (7.4%) teach in sub-county schools. Majority of the respondents teach in county secondary schools. This is because the county secondary schools are more than the other three categories of schools.

On the other hand, 11, (55%) of the principals head county schools, 4 (20%) indicated that they head sub-county schools, while 3, (15 %) and 2, (10%) indicated that they head extra-county schools and national schools respectively. This is an indication that the majority of the principals head county schools.

4.2.4 Gender the Teachers and Principals

The percentage of respondents according to their gender is presented in Table 4.2.

Table 4.2: Proportion of teachers and principals by gender

Gender	Teachers		Principals	
	f	%	f	%
Male	57	38.5	12	60
Female	91	61.5	8	40
Total	148	100	20	100

Source: Field data 2019

Findings presented in Table 4.2, showed that 91, (61.5%) of the teachers were female and 57, (38.5%) were male. Gender distribution in Nairobi City County public secondary schools is predominantly made up of more female than male teachers. On the contrary 12, (60%) of the principals were male and 8 (40%) were female. This implies that Nairobi City County has more male principals than female.

4.2.5 The Age bracket of Respondents

The researcher sought to find out the age bracket of teachers and principals' and the findings are presented in Table 4.3.

Table 4.3: Proportion of teachers and principals according to their age bracket

Age in Years	Teachers		Principals	
	f	%	f	%
Under 25	1	0.7	0	0
26-30	32	21.6	0	0
31-35	27	18.2	0	0
36-45	27	18.2	2	10
46+	61	41.2	18	90
Total	148	100	20	100

Source: Field data 2019

Results presented in Table 4.3, showed that 61, (41.2%) of the teachers are aged 45 years and above; 32, (21.6%) are aged between 26-30 years; 27, (18.2%) are between 31-35 years and 36-45 years respectively. 18 principals representing 90% are over 45 years old and above; 2 principals representing 10% are between 36-45 years. The age distribution of the teachers and principals sampled in the study revealed that the highest numbers fell within the age bracket of 45 years and above. This is because management positions (principals) need experience which beckons with time, an attribute which validates why most of the principals fell within the age category of 46+ years. This is also an indication that majority of the teachers and principals have taught for a long period hence able to provide the researcher with the required information on performance appraisal as a tool of management.

4.2.6 Highest Academic Qualification

The researcher sought information on the teachers and principals' highest level of education. Their responses are presented in Table 4.4.

Table 4.4: Highest academic qualification of teachers and principals

Highest academic qualification	Teachers		Principals	
	f	%	f	%
Diploma	8	5.4	0	0
Bachelors level	93	62.8	10	50
Masters level	43	29.1	10	50
PhD level	4	2.7	0	0
Total	148	100	20	100

Source: Field data 2019

The findings in Table 4.4 indicate that, out of 148 teachers, 93 (62.8%) of the teachers were Bachelor of Education degree holders; 43 of them representing 29.1% had masters as their highest academic qualification; 8 respondents representing 5.4% had a diploma as their highest qualification and 4 respondents representing 2.7% had a PhD as their highest academic qualification. On the other hand, 10, (50%) of the principals indicated having a bachelor's as the highest academic qualification while 10, (50%) had master's as their highest academic qualification. Majority of the teachers were bachelor degree holders. Qualification is of interest because teachers are expected to possess high academic and professional qualifications. Principals who are professionally and academically qualified are likely to contribute to effective administration and management of public secondary schools. This means that majority of the teachers and principals had requisite qualifications to teach in public secondary schools in Kenya. Therefore, are in a position to use the performance appraisal system in management of public secondary schools.

4.2.7 Teaching Experience

The researcher sought information on the teaching experience of teachers and principals. Their responses are shown in Table 4.5.

Table 4.5: Teaching experience of teachers and principals

Teaching experience	Teachers		Principals	
	f	%	f	%
Less than 5 years	34	23	1	5
6-10yrs	33	22.3	0	0
11-15yrs	13	8.8	6	30
16-20yrs	11	7.4	11	55
More than 20yrs	57	38.5	2	10
Total	148	100	20	100

Source: Field data 2019

As presented in Table 4.5, 57 (38.5%) of teachers indicated a teaching experience of more than 20 years; 34 (23%) teachers indicated a teaching experience of less than 5 years, 33 (22.3%) indicated a teaching experience of between 6-10 years. This implies that majority of the teachers had taught for more than 20 years and therefore are conversant with the performance appraisal system tool in management of public secondary school.

From the findings in Table 4.5, it was revealed that 11 (55%) Principals, indicated they had teaching experience of between 16-20 years; 6, (30%) indicated a teaching experience of between 11-15 years; 2, (10%) indicated a teaching experience of more than 20 years and 1,(5%) principal indicated a teaching experience of less than 5 years before being promoted. Majority of the principals have a teaching experience of between 16-20 years. This means that most principals had adequate teaching

experience therefore they may have used the appraisal system in administrative functions in their schools.

4.2.8 Administrative position held by teachers

The researcher collected information on the administrative position teachers held in their respective schools. The findings are presented in Table 4.6.

Table 4.6: Administrative position held

Administrative position	f	%
Senior master	5	3.4
Deputy principal	8	5.4
Head of Department	43	29.1
Subject Head	66	44.6
No position	26	17.6
Total	148	100.0

Source: Field data 2019

The findings on Table 4.6 on administrative positions held by teachers showed that 66, (44.6%) are subject heads; 43, (29.1%) are head of departments; 26, (17.6%) do not hold any administrative positions. From the findings it's possible to generalise that most of the teachers held various administrative positions and therefore have an understanding of the performance appraisal system, and are therefore able to carry out the process effectively and give feedback as required.

4.2.9 Appointing authority

The researcher also gathered information on the appointing authority for the positions they held in their schools. Their responses are presented in Table 4.7.

Table 4.7: Appointing Authority

	f	%
BOM	53	35.8
CDE	1	0.7
TSC	64	43.2
Principal	2	1.4
No position	28	18.9
Total	148	100

Source: Field data 2019

Findings presented in Table 4.7 revealed that 64, (43.2%) of teachers indicated that they were appointed by TSC; 53, (35.8%) of the teachers indicated that they were appointed by the Board of Management. It was revealed from the findings that most teachers were appointed by the TSC to their current positions followed closely with BOM appointments at 35.8%. Since most teachers were appointed by TSC may reveal that only 43.2 % of the teachers could authoritatively appraise, supervise and give feedback on performance appraisal and effectively use it as a management tool in public secondary schools.

4.2.10 Teachers awareness on TSC guidelines on PA

Information on whether teachers are aware of the TSC guidelines on PA was collected by the researcher. Their responses are presented in Figure 4.1.

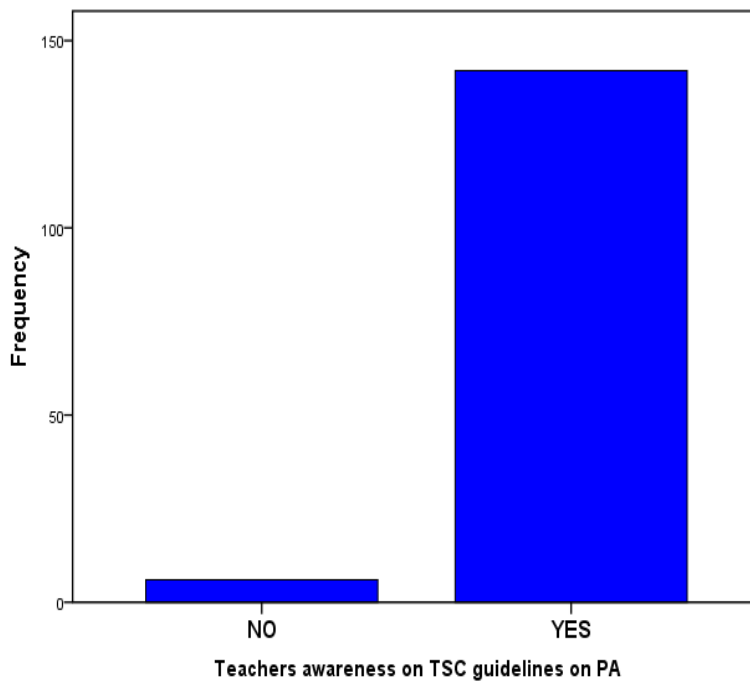


Figure 4.1: Teachers awareness on TSC guidelines on PA

Results shown in Figure 4.1 indicate that, 142 (95.9%) teachers were aware of the TSC guidelines on PA; 6 (4.1%) of the teachers revealed that they were not aware of the TSC guidelines on PA. This shows that, most teachers were aware of the TSC guidelines and therefore would be able to carry out performance appraisal as stipulated and use it in management of public secondary schools.

4.2.11 Duration principals have served in their schools

The researcher gathered information from the principals on the duration they had served as principals. Their responses were presented in Table 4.8.

Table 4.8: Number of years served as a principal

	f	%
Less than 5 yrs.	10	50
6-10 yrs.	8	40
11-15 yrs.	1	5
16-20 yrs.	1	5
Total	20	100

Source: Field data 2019

As shown in Table 4.8, 10 (50%) principals indicated they had served for less than 5 years in their respective schools; 8 (40%) revealed that they had served for between 6-10 years and 1 each (5%) declared that they have served for between 11-15 years and 16-20 years respectively. The number of years a principal had served in their schools did not affect their ability to conduct performance appraisal but were more conversant with the appraisal system.

4.2.12 Training on performance appraisal

Information on whether principals have been trained on performance appraisal was gathered by the researcher. Their responses are presented in Table 4.9.

Table 4.9: Training on performance appraisal

	f	%
Yes	16	80
No	4	20
Total	20	100

Source: Field data 2019

Table 4.9 indicates that 16, (80%) of the principals indicated that they have been trained on performance appraisal and 4 (20%) revealed that they had not been trained. Most principals in this case have been trained on performance appraisal.

Interview with the TSC County Director indicated that there was training conducted when need arose and was done in hierarchical order by the Commission, TSC Director, Sub-County Directors and Curriculum Support Officers (CSOs). From the results, the researcher established that majority of principals had received training on performance appraisal by TSC and therefore they should be able to carry out performance appraisal and use it in management of their institutions.

4.3 Determine the effect of teachers' performance appraisal process

Objective one was to determine the effect of teachers' performance appraisal process in management of public secondary schools. Teachers, principals and TSC county director of education were the respondents of the study. Information was collected from teachers and principals on whether performance appraisal process is followed as stipulated. The results are presented in Table 4.10 and 4.11 as follows.

Table 4.10: Responses on Teachers performance appraisal process

Statements	SA	A	UD	D	SD
PA is implemented as per TSC guidelines	39.2%	47.3%	6.8%	2.7%	4.1%
Clear PA goals and objectives are set	22.2%	51.4%	10.8%	12.8%	2.7%
PA targets are imposed on us	9.5%	22.3%	8.8%	38.5%	20.9%
Teachers are satisfied with PA	2.0%	16.9%	17.6%	34.5%	29.0%
The performance appraisal helps meet set targets.	4.7%	35.8%	18.2%	26.4%	14.9%

Source: Field data 2019

Results presented in Table 4.10 indicated that 39.2% and 47.3% of the teachers strongly agreed and agreed respectively that the school management implements PA as recommended. Out of the teacher respondents, 6.8% were undecided; 2.7% disagreed and 4.1% strongly disagreed on the fact that the school management implements PA as per the TSC guidelines. This is an indication that schools set goals as stipulated in the TSC guidelines thus, enhancing effective administration of schools.

The findings on whether clear PA goals and objectives are set at the beginning of the term reveal that 51.4% agreed and 22.2% strongly agreed that PA objectives are set at the beginning of the term; 10.8% of the teachers were undecided, 12.8% and 2.7% respectively disagreed and strongly disagreed on the fact that PA goals and objectives are set at the beginning of the term.. From the findings majority of the teachers answered in affirmative that clear PA goals are set at the beginning of the term, this is in line with the of goal setting theory of management by objectives; Locke et al, (2002) asserted that clear goals have a positive outcome and an individual's motivation is drawn primarily by the goals or objectives they have set. Further, the principal and teachers hold meetings at the beginning of each new term in order for them to collectively define objectives, goals, understand the competency areas, provide targets and come to an agreement on the expectations and set deadlines (TSC 2015). Setting clear and specific goals is the first step in effective management resulting to increased performance.

Results from Table 4.10 on whether PA targets are imposed on teachers by the BOM show that, 38.5% and 20.9% disagreed; 22.3% and 9.5% of the teachers agree, 8.8%

were undecided. Findings on whether most teachers are satisfied with the PA process indicate that, 34.5% and 29.1% disagree and strongly disagree respectively; 17.6% were undecided; 16.5% and 2% agreed. This shows that most of the teachers are not satisfied with the PA process. This may be because they feel some of the appraisees are biased therefore not objective when conducting the process thus its effectiveness in administration of schools is imperfect.

Results on whether PA exercise helps to meet set targets reveal that 4.7% and 35.8% of the teachers agreed that PA exercise helps to meet the set targets, 18.2% were undecided, 26.4% and 14.9% disagreed that the exercise helps to meet the set targets. Contrary with the literature review, majority of teachers strongly feel that PA does not adequately help in achieving school targets; therefore there is minimal use of PA in management and improvement in teacher performance, this is as a result of poor appraisal process (Maharaj, 2014).

Table 4.11: Principals’ responses on teacher performance appraisal process

Statements	SA	A	UD	D	SD
The school management implements PA as recommended by TSC guidelines	30.0%	60%	5.0%	0%	5.0%
Clear PA goals and objectives are set at the beginning of the term	15%	85%	0%	0%	0%
PA targets are imposed on us by BOM	0%	10%	20%	50%	20%
Most teachers are satisfied with the PA process	10%	30%	15%	40%	5%
A development plan is generated in areas that require support as a result of PA exercise	10%	50%	25%	10%	5%

Source: Field data 2019

From Table 4.11, the principal's responses on whether the school management implements PA as per the recommended TSC guidelines indicate that 60% agreed and 30% strongly agreed, that the school implements PA as per the TSC guidelines, 5% were undecided and 5% strongly disagreed with the statement that the school implements performance appraisal as recommended by the TSC guidelines which stipulates that the principals and teachers hold meetings at the beginning of each new term in order for the appraisee and appraiser to collectively define objectives, goals, share understanding of the performance competency areas, create an understanding on performance targets as provided and agree on what is expected to meet the targets and set deadlines as per calendar of activities (TPAD, 2017). Contrary to the findings from the teachers and principals, interview with the TSC county director revealed that "schools do not follow the PA procedure and it has not been grasped to the intended level hence limiting its efficiency in school management".

Findings as indicated in Table 4.11 revealed that, 85% agreed and 15% strongly agreed that clear PA goals and objectives are set at the beginning of the term. This result corroborates with a study by Too, Makokha, Mutai & Chepkwony (2011) that stated schools, through the head teachers were to submit their reports to TSC for forwarding to the Ministry of Education. Interview with the TSC county director was in line with the findings of the teachers and principals whereby it was revealed that "schools set their targets in line with the TPAD agenda". The principals' findings agree with that of the teacher's in Table 4.10 where 51.4% agreed and 22.2% strongly agreed that clear PA goals and objectives are set at the beginning of

the term. It could be inferred from the responses that most schools have embraced the performance appraisal process as an important management tool thus should be able to direct administration of their schools.

Findings presented in Table 4.11 also presents that 50% and 20% disagreed and strongly disagreed that PA targets are imposed on them by BOM; 20% were undecided; 10% of the principals agree. More than half of the teachers and principals disagreed that PA targets are imposed on them by BOM. Further, 40% and 5% disagreed and strongly disagreed that most teachers are satisfied with the PA process. 10% and 30% strongly agreed and agreed respectively and 15% were undecided; Majority of the principals noted that most teachers are not satisfied with how PA process is carried out in their schools this is because they attribute the process to biasness by the appraisers which then affects the outcome of the PA results, thus, its effectiveness in school management will be dismal. According to Othman (2014), fairness in the appraisal process contributes to its efficiency therefore determining its effectiveness in management of schools.

Findings on whether a development plan is generated in areas that require support as a result of PA exercise from Table 4.11 reveal that 10% and 50% of the principals strongly agreed and agreed respectively that they generate a development plan from the PA exercise. 25% of the principals were undecided, 10% and 5% disagreed and strongly disagreed respectively on generating a development plan from the PA exercise. Majority of the principals indicated that a development plan is generated from the PA exercise. This is because PA feedback is aimed at correcting poor performance, sustaining good performance and improving performance, a

development plan will therefore help teachers and the school management in coming up with better and new ways of improving performance for institution development. In line with the literature review, an ideal performance appraisal process involves setting expectations requiring the subordinate to perform so as to achieve the institutional expectations (Kondrasuk, 2012).

4.4 Performance Appraisal Supervision

Objective two was to establish how performance appraisal supervision affects management of public secondary schools in Nairobi City County. Information was sought from the teachers on whether they plan and agree on the number of classroom observations, if teachers hold dialogue with the principal to assess their work, if continuous monitoring of PA helps in reviewing unrealistic standards set, if monitoring performance is carried out in reference to set targets.

Information was sought from the principals on whether they plan and agree on the number of classroom observations, whether continuous monitoring of PA helps in reviewing set unrealistic standards, whether the principal holds dialogues with teachers to assess their work, whether the principal submits reports to the TSC County Director.

The researcher sought information from the TSC county director on whether continuous monitoring of PA takes place as stipulated by the TSC guidelines, if they receive termly reports from the principals, if schools review set targets before end of appraisal cycle, the criteria used to select schools to visit for purposes of teacher

appraisal and proportion of schools visited by TSC for teachers appraisal monitoring per year. The findings are presented in Tables 4.12 and 4.13.

Table 4.12: Teachers responses on performance appraisal supervision

Statements	SA	A	UD	D	SD
We agree on the number of classroom observations per term	20.9%	56.8%	5.4%	13.5%	3.4%
Appraiser makes impromptu classroom observations	6.8%	34.5%	7.4%	41.2%	10.1%
We observe other teachers' classes (peer review)	13.5%	47.3%	9.5%	20.9%	8.8%
Teachers hold dialogue with principal to assess their work performance	9.5%	36.5%	13.5%	23.6%	16.9%
Continuous monitoring of PA helps in reviewing unrealistic targets	6.8%	41.9%	16.2%	21.6%	13.5%
Monitoring performance is carried out in reference to agreed targets	8.1%	54.7%	12.2%	20.9%	4.1%

Source: Field data 2019

Findings presented in Table 4.12 show that, 56.8% and 20.9% of teachers agree and strongly agree respectively that they decide on the number of classroom observations per term; 13.5% and 3.4% indicated that they do not agree on the number of classroom observations per term. A high percentage of teachers revealed that they agree on the number of classroom observations per term. This would enhance success in the whole PA exercise hence leading to effective management of schools.

Results on appraiser making impromptu classroom observations as shown in Table 4.12 indicate that 6.8% of the teachers and 34.5% strongly agree and agree

respectively; 7.4% were undecided, 41.2% and 10.1% of the teachers disagree and strongly disagree. Majority of teachers reiterated that appraisers do not make impromptu class observations. This means that teachers and principals in most cases do not agree on classroom observations.

In addition, results on teachers observing other teachers' classes reveal that 13.5% and 47.3% of the teachers agree that they observe other teachers' classes, 9.5% were undecided, 20.9% and 8.8% disagreed and strongly disagreed respectively with the fact that they observe other teachers' classes. Majority of the teachers indicated that they observe each other classes. This is line with the TPAD (2017) process which requires that teachers should practice peer review to enhance their performance in teaching and learning. On the contrary, Kelcey & Carlisle, (2013) points out that classroom observations are good for looking at teachers' behaviours or actions, but are a limited tool for gaining an understanding of teachers thinking of assessing how teachers plan, evaluate and create instructional materials, choose their methods, work with colleagues and parents, evaluate student's needs, or offer feedback to students. Teachers observing other teachers' classes may help them improve their performance, adopt innovative teaching practices, help in teacher's self-development and enhance better planning and coordination of the school activities.

Findings on whether teachers hold dialogue with the principal to assess their work performance reveal that more than half of the teachers indicated that they do not hold dialogue with the principals to assess their work performance. This is as shown in Table 4.12 where 23.6% and 16.9% disagreed and strongly disagreed that they hold dialogue with the principals to assess their work performance. Contrary to the

finding, the appraiser and appraisee are required to hold dialogue after the appraisal process to review the immediate past, look at the current situation, agree on the goals for the future and provide an opportunity to discuss frankly about areas of work which need improvement (TSC 2016). Holding post appraisal dialogues between the principal and the teacher is effective as it enables teachers to know the areas that need improvement, and giving a principal a chance to come up with effective decisions on how to improve performance. This will therefore lead to effective management of schools.

Findings on continuous supervision of PA helps in reviewing unrealistic set standards from Table 4.12, show that, majority of the teachers representing 6.8% and 41.9% strongly agreed and agreed respectively that continuous monitoring helps in reviewing unrealistic set standards. This is in line with the reviewed literature, continuous monitoring offers the supervisor with an opportunity to oversee how teachers are meeting the set standards and to review unrealistic standards rather than wait until the end of the period (Alubbe 2015). This improves administration of schools since schools are able to come up with effective ways that would enhance achievement of set targets in schools.

Monitoring performance is carried out in reference to agreed targets, from Table 4.12; findings reveal that 54.7% and 8.1% of the teachers revealed that monitoring of PA is carried out in reference to agreed targets. 12.2% were undecided, 20.9% and 4.1% disagreed and strongly disagreed that monitoring performance is carried out in reference to agreed targets. In the interview with the TSC county director revealed that “some schools may review their targets after a term in instances where

the school feel that the targets, they set were below par”. In addition, the TSC county director added that they use the category of schools to schedule visits for the purposes of ensuring that PA is taking place accordingly. In line with the literature review, Alubbe (2015) posited that both appraiser and appraisee need to review work progress according to the laid down goals in the first phase of the appraisal period. In addition, PA supervision is carried out in reference to discussed objectives (Armstrong, 2007). Effective performance appraisal should entail continuous supervision and ensure that feedback is given and action taken throughout the year. Therefore, effective PA monitoring enhances proper supervision which then leads to realization of set targets in schools.

Information was sought from the principals on how performance appraisal monitoring affects management of public secondary schools. Their responses are presented in Table 4.13.

Table 4.13: Principals’ responses on performance appraisal supervision

Statements	SA	A	UD	D	SD
We plan and agree on the number of classroom observations	20%	65%	10%	5%	0%
I make impromptu classroom observations	25%	15%	15%	45%	0%
Continuous monitoring of PA helps in reviewing set unrealistic standards before end of appraisal period	15%	55%	15%	15%	0%
I hold dialogues with teachers to assess their work performance	20%	65%	10%	5%	0%
I submit termly reports to the TSC County Director	75%	25%	0%	0%	0%

Source: Field data 2019

From Table 4.13, it can be noted that 65% and 20% off the principals agree on the number of classroom observations per term. This agrees with the findings of teachers where majority revealed that they reach a decision with the principals on the number of classroom observations per term. This therefore reveals that the frequency of classroom observations in schools is done in a consensus. 55% of the principals strongly agree and 15% agree that continuous monitoring of PA helps in reviewing unrealistic standards set before end of appraisal period; more than half of the principals that is 20% and 65% respectively strongly agreed and agreed that they hold dialogue with the teachers to assess their work performance. This finding is in agreement with the Teacher performance development plan that took effect in 2016, which recommended that there should be continuous monitoring and supervision of curriculum implementation in schools on a termly basis, which cumulatively constitute the annual appraisal report (TSC, 2017).

Contrary to the findings of the teachers and principals, TSC county director revealed that there is “minimal monitoring of performance appraisal in schools due to shortage of TSC personnel”. Continuous PA monitoring enhances effective planning, decision making and budgeting which then leads to effective management of schools. As presented in Table 4.13, 75% and 25% of the principals strongly agreed and agreed respectively that they submit termly report to the TSC County Director. This means that all principals submit termly PA reports to the TSC County Director. This corroborates with the findings of the TSC County director that principals submit termly reports on performance appraisal through the Sub-County director’s office. The findings on principals submitting termly reports to the TSC

County Director supports that of the literature review that the heads of institutions are required to continuously monitor and evaluate the appraisal process and submit termly reports to the TSC County Director through the TSC Sub-County Director (TPAD 2017). Submitting appraisal reports helps in identifying gaps which may result in decision making leading to better administration of schools.

Teachers and principals’ results on how often classroom observations take place are presented in Table 4.14 as follows.

Table 4.14: Number of times classroom observation takes place

How often class observation takes place	Teachers		Principals	
	f	%	f	%
Once a term	59	39.9	0	0
Twice a term	63	42.6	13	65
Three time a term	21	14.2	7	35
More than three times	5	3.4	0	0
Total	148	100	20	100

Source: Field data, 2019

As shown in Table 4.14 on the number of times classroom observation takes place, 63 (42.6%) of the teachers indicated that it takes place twice a term, 59 (39.9%) of the teachers indicate that classroom observation takes place once a term; 21 (14.2%) indicated that it takes place three times a term and 5 (3.4%) revealed that it takes place more than three times a term. On the part of the principals; 13 (65%) indicated that classroom observation takes place twice a term and 7 (35%) indicated that it takes place three times a term. Majority of teachers and principals noted that classroom observations were conducted twice a term. Interview with the TSC county director revealed that “approximately 80% of schools are visited annually for appraisal monitoring”.

Information was sought from teachers and principals on who conducts classroom observation. Their responses are presented in Table 4.15.

Table 4.15: Who conducts classroom observation?

Who conducts classroom observation	Teachers		Principals	
	f	%	f	%
The HOD	121	81.8	8	40
Deputy principal	18	5.4	3	15
Principal	6	4.1	1	5
BoM	0	0	0	0
Others	13	8.8	8	40
Total	148	100	20	100

Source: Field data, 2019

From Table 4.15, 121 (81.8%) of the teachers indicated that the HOD conducts classroom observation, 18 representing 5.4% indicated that the deputy principal conducts classroom observation, 6 (4.1%) indicated that the principal conducts classroom observation and 13 (8.8%) indicated others. On the principals' side, 8 (40%) indicated that the HOD conducts classroom observation and 8 (40%) indicated others; 3 (15%) indicated the deputy principal and 1 (5%) indicated the principal. This is in line with Kelcey & Carlisle (2013) findings that classroom observation is good in looking at teachers' behaviours or actions. Majority of teachers and principals revealed that the HOD conducts classroom observation.

Information was sought from the teachers on whether PA supervision influences staff development, whether self-assessment is carried out by teachers at the end of a

fiscal year, whether PA ensures accountability of results, whether appraiser checks professional documents termly, whether teachers check students portfolios weekly, if the school management effectively monitors teachers performance and whether their schools have adequate allocation of resources. On the other hand, the researcher sought information from principals on whether teacher monitoring is carried out by the DQAS, evaluation influences teachers career development, PA ensures accountability of results, teachers check student portfolios weekly, whether the principal evaluates self at the end of a fiscal year and whether teacher performance appraisal monitoring only ensure adherence to TSC rules and regulations whether the school conducts management and evaluation of performance and the factors that affect teacher evaluation in their respective schools. Information was sought from the TSC county director on whether teachers are monitored by external assessors. The findings are presented in Table 4.16

Table 4.16: Teachers’ responses on teacher self-assessment

Statements	SA	A	UD	D	SD
Self-assessment influences staff development positively	7.4%	52%	17.6%	18.2%	4.7%
I evaluate my performance at the end of a fiscal year	15.5%	54.7%	9.5%	15.5%	4.7%
Appraiser checks professional documents termly	8.8%	42.6%	12.8%	25.7%	10.1%
I check the student portfolio weekly	28.4%	60.1%	4.1%	2.7%	4.7%
Self-assessment does not give a clear picture of a teacher’s performance	10.8%	37.2%	11.5%	18.9%	5.4%
The school management effectively assesses teacher’s performance	7.4%	45.3%	23%	18.9%	5.4%
My school has adequate allocation of resources	19.6%	32.4%	5.4%	20.9%	21.6%

Source: Field data , 2019

The findings shown in Table 4.16 revealed that, 7.4% and 52.0% of the teachers agree that self-evaluation influences staff development positively. 17.6% were undecided, 18.2% and 4.7% respectively did not agree that evaluation influences staff development positively. Thus, most teachers revealed that performance appraisal influences staff development positively. Further, 15.5% and 54.7% of teachers agree that they assess themselves at the end of a fiscal year. 15.5% and 4.7% indicated that they do not assess themselves at the end of a fiscal year. Most teachers revealed that they assess themselves at the end of a fiscal year.

The findings on whether appraiser checks professional documents termly show that 28.4% of the teachers strongly agree and 60.1% agree, that appraiser checks professional documents termly, 4.1% were undecided, 2.7% and 4.7% disagreed that appraiser does not check professional documents termly. Majority of the teachers indicated that the appraiser checks professional documents termly. Out of the total teacher respondents, 8.8% strongly agree that PA ensures accountability of results, 42.6% agree, 12.8% undecided, 25.7% disagree and 10.1% strongly disagreed that PA ensures accountability of results. Most teachers noted that PA ensures accountability of results. Similarly, the TSC county director noted that “PA plays a vital role in value addition to school performance”.

Findings on whether appraisers check students’ portfolio weekly revealed that 16.2% and 54.7% of the teachers affirmed that appraisers check students’ portfolios weekly. 18.2% and 4.7% indicated that they do not check student portfolios weekly. Therefore, more than half of the teachers noted that appraisers check student’s portfolio weekly. This finding is in tandem with the literature review which stated

that the portfolio is composed of different elements such as lesson plans, samples of students work and commentaries on student's assessment examples. Portfolios are not only a tool for evaluation but play a role in supporting a reflective approach to teaching practice that is a hallmark of effective teachers (Isore, 2009). Checking students' portfolios helps a teacher to organize and prepare the required teaching resources that will boost classroom management. Further, results presented in Table 4.16 indicated that 10.8% and 37.2% of the teachers strongly agreed and agreed respectively that self-evaluation does not give a clear picture of a teacher's performance. 31.8% and 8.8% disagreed that self-evaluation does not give a clear picture of a teacher's performance. In line with the reviewed literature, another common instrument used in teacher evaluation is teacher self-evaluation. The perspective of the teacher being evaluated is essential, because it allows teachers to express their own views about their performance, and reflect on the personal, organisational and institutional factors that had an impact on their teaching (OECD, 2012).

Results on whether school management effectively evaluates teacher's performance highlight that 7.4% and 45.3% strongly agreed and agreed respectively that the school management effectively monitors teacher's performance. With 60% of the principals indicating that DQAS does not monitor teacher's performance, this means that the school management is involved in monitoring of teachers' performance appraisal.

Findings on if schools have adequate resources indicate that, 19.6% and 32.4% strongly agree and agree respectively that their schools have adequate resources,

20.9% and 21.6% disagree and strongly disagree respectively that their schools have adequate allocation of resources. Therefore, availability and adequacy of resources may lead to effective teacher self-assessment hence improving teacher management. Data was sought from the principals on whether teacher evaluation is carried out by DQAS, evaluation influences teacher development, PA ensures accountability of results, appraisee checks students' portfolio, and principals assess themselves at the end of a fiscal year and teacher evaluation only adherence to TSC rules. Principals' responses were presented in Table 4.17.

Table 4.17: Principals' responses on teacher performance appraisal supervision

Statements	SA	A	UD	D	SD
Teacher evaluation is carried out by DQAS	10%	30%	0%	15%	45%
Evaluation influences teacher development	15%	25%	20%	35%	5%
PA ensures accountability for results	15%	35%	40%	10%	0%
Appraisee checks student's portfolio weekly	5%	55%	30%	5%	5%
I assess myself at the end of a fiscal year	5%	85%	5%	5%	0%
Teacher evaluation only ensures adherence to TSC rules and regulations	5%	20%	10%	35%	30%

Source: Field data, 2019

As presented in Table 4.17, 15% and 25% of the principals agree that appraisal monitoring influences staff development. 20% of the principals were undecided, 35% and 5% disagreed that appraisal monitoring influences staff development. Contrary to the findings, Rodriguez (2019) notes that self-assessment strategies can provide the necessary psychological frame for ongoing self-improvement as well as information needed to perceive events accurately and design avenues for change.

Principals results on teacher performance appraisal monitoring is carried out by the Directorate of Quality Assurance and Standards reveal that 10% and 30% strongly agreed and agreed respectively that DQAS carries out teacher performance appraisal monitoring in schools, 15% disagreed and 45% strongly disagreed. Interview with the TSC county director indicated that teacher performance appraisal monitoring is carried out by external assessors but not to a large extent due to shortage of personnel. More than half of the principals indicated that they evaluate themselves at the end of a fiscal year. Therefore, majority of teachers and principals revealed that they evaluate themselves at the end of a fiscal year. This was revealed from evidence of the open-ended questions where they indicated that the performance appraisal monitoring takes place termly where the end of term performance of all classes is analysed and discussed with the teachers as well as after release of the KCSE examination results.

Results on the school management effectively evaluates teacher's performance show that more than half of the teachers agree that the school management effectively evaluates teacher's performance. The findings in Table 4.17 indicate that, majority of the principals disagree that teacher performance appraisal monitoring only ensures adherence to TSC rules and regulations and 5% and 20% strongly agree and agree respectively that teacher performance appraisal monitoring only ensures adherence to TSC rules and regulations.

Principals were requested to indicate when they conduct performance appraisal monitoring of performance in their schools. Their responses are presented in Table 4.18.

Table 4.18: Principals’ responses on whether and when PA monitoring is carried out

	f	%
Yes, we hold termly appraisal meetings at the end of term and KCSE examination release	13	65
During staff briefs and meetings	2	10
Yes, we hold meetings with parents, teachers to analyse performance and where needs improvement	2	10
Yes, every department sets performance targets at the beginning of the term	1	5
Yes, at the end of the year exam results are analysed and discussed	1	5
Yes, through weekly assessment meetings	1	5
Total	20	100

Source: Field data, 2019

As shown in Table 4.18, 13 (65%) of the principals indicated that they conduct appraisal monitoring of performance at the end of term examinations and KCSE performance. Two representing 10% of the principals indicated that they conduct it during staff briefs and meetings, 2 (10%) also noted that they hold meetings with parents, teachers to analyse performance and where needs improvement. 1 (5%) of the principals indicated that, they conduct supervision of performance and every department sets performance targets at the beginning of the term. Another 1 (5%) noted that evaluation is conducted at the end of the year, exam results are analysed and discussed and 1 (5%) indicated that evaluation of performance is conducted weekly during assessment meetings. It could be inferred from the responses given by majority of the principals that performance appraisal is an important management tool since it plays a critical role in supervising staff performance.

Information was also sought from the principals on some of the factors that affect performance appraisal monitoring in their schools. Their responses are presented in Table 4.19.

Table 4.19: Principals’ responses on factors that affect performance appraisal supervision in their respective schools

Responses	f	%
Heavy teacher workload	6	30
Lack of appropriate tools, infrastructure, adequate capacity	3	15
The enrolment is overwhelming affecting effective delivery since classes are too overcrowded	3	15
Lack of interest since there is no motivation	2	10
Student’s entry behaviour	2	10
Inadequate personnel	2	10
Official duties outside the school	1	5
Poor time management, lack of proper planning unpreparedness	1	5
Total	20	100

Source: Field data, 2019

As presented in Table 4.19, 6 (30%) of the principals indicated that heavy teacher workload affects performance appraisal monitoring in their schools, 3 (15%) noted that lack of appropriate tools, infrastructure affects PA monitoring. 3 (15%) of the principals also revealed that the enrolment is overwhelming affecting effective delivery since classes are overcrowded. 2 (10%) indicated that they lack interest since there is no motivation; another 2 (10%) revealed that student entry behaviour and inadequate personnel affect PA monitoring. 1 (5%) of the principals indicated that official duties outside the school affects monitoring and 1 (5%) indicated that there is poor time management and lack of proper planning and unpreparedness towards performance appraisal. Majority of the principals indicated that heavy teacher workload impacts negatively on teachers’ instructional tasks performance

and students' academic performance as there is hardly adequate time for the teachers to prepare for the lessons due to burnout. This thus affects effective performance appraisal in management of schools.

4.5 Effect of Teachers' performance appraisal feedback

Objective three of the study sought to find out the effect of teacher performance appraisal feedback in management of public secondary schools in Nairobi City County. Data was collected from the teachers and principals on various aspects that may affect performance appraisal feedback. Information was sought from the TSC county director on whether PA has an impact on teaching and learning, if it affects teacher career development, ensures accountability of results and transparency in the management of public resources. The findings are presented in Table 4.20 and 4.21.

Table 4.20: Teachers' responses on performance appraisal feedback

Statement	SA	A	UD	D	SD
a) I receive feedback about my work as a teacher immediately.	13.5%	41.2%	8.8%	23.6%	12.8%
b) Appraiser and appraisee discuss PA termly	23%	59.5%	6.8%	8.1%	2.7%
c) PA corrects poor performance	6.8%	31.0%	22.3%	27.0%	12.8%
d) PA improves performance	6.1%	26.4%	25.0%	28.4%	14.2%
e) Teachers' discuss information gathered from PA with the appraiser	9.5%	51.4%	16.2%	17.6%	5.4%
f) Performance appraisal feedback is from TSC is timely	0%	16.9%	18.9%	25.0%	39.2%
g) Feedback motivates me to teach	5.4%	35.8%	18.9%	19.6%	20.0%
h) Appraisal feedback leads to promotion.	0.7%	15.5%	22.3%	24.3%	37.2%
i) Appraisal feedback has an impact on teachers' career advancement.	3.4%	27.7%	15.5%	20.3%	33.1%

Source: Field data, 2019

Results presented in Table 4.20 indicated that, 13.5% of the teachers strongly agree and 41.2% agree that they receive feedback about their work immediately, 8.8% were undecided, 23.6% disagree and 12.8% strongly disagree that they receive feedback immediately. Most teachers in this case revealed that they receive feedback from appraisers immediately. Findings on if appraiser and appraisee hold discussions termly revealed that 23% of the teachers strongly agree and 59.5% agree that appraiser and appraisee hold discussions on PA termly. This will enhance effective planning of the school activities leading to efficient allocation of resources.

Results on whether PA improves performance revealed that 6.1% of the teachers strongly agreed, 26.4% agreed, that PA improves performance. 25% were undecided, 28.4% and 14.2% disagreed and strongly disagreed that PA improves performance. Therefore, majority of the teachers revealed that performance appraisal does not improve performance. Contrary to the reviewed literature, Michael (2006) asserts that providing employees with feedback encourage good performance, strengthens job related skills and competences and help employees keep up with changes in the workplace such as introduction of new technology or methods. Jensen & Reichl, (2011) observed that, giving meaningful feedback to the teachers is the sure way to uplift teaching and learning standards hence effective management of schools.

Findings on whether PA feedback from TSC is timely from Table 4.20 shows that 25% disagree while 39.2% strongly disagreed meaning that feedback from TSC is not timely. According to Lock & Lotham (2004), an individual's motivation is enhanced when feedback on performance is available. Thus, with more than half of

the teachers indicating that feedback from TSC is not timely; teachers in this case may lack the motivation to augment their results.

Results on PA feedback motivates teachers to teach indicated that 5.4% and 35.8% respectively strongly agreed and agreed that PA to a large extent motivates them to teach. However, 18.9% of the teachers were undecided, 19.6 and 20.0% respectively did not agree with the statement that PA motivates them to teach. Hence, lack of feedback may lead to minimal teacher performance.

Results on PA feedback leads to promotion revealed that 0.7% and 15.5% agree that feedback leads to promotion whereas 24.3% and 37.2 respectively disagreed. Majority of the teachers indicated that appraisal feedback does not lead to promotion. Aligned to the literature, teachers do not frequently get PA feedback. If feedback was given, teachers would use it to improve performance, make decisions and perform other administrative functions in the school. Teachers were not rewarded following the appraisal feedback thus demotivating them (Karugaba & Adelina, 2015).

Results shown in Table 4.20 established that, 3.4% and 27.7% strongly agreed and agreed that feedback received has an impact on one's career advancement. To a large extent, 20.3% and 33.1% disagreed that appraisal feedback has an effect on teachers' career development. The finding agrees with the literature review that teachers felt that PA should not be conducted at all since it had no impact on teacher's development (Karugaba & Adelina, 2015). This implies that most of the

teachers did not agree with the fact that appraisal feedback has an impact on career advancement.

The findings on whether a development plan for each term is generated from the appraisal report revealed that 29.1% agreed, 27.7% were undecided while 26.4% and 16.9% respectively disagreed. More than half of the teachers revealed that the development plan for each term is not generated from the appraisal report. This conflicts with the reviewed literature where areas that require support and development during the following term are identified and a development plan is generated from the PA feedback (TSC 2015).

Further, the researcher sought information from principals on the effect of PA feedback in management of schools. Their responses were presented in Table 4.21.

Table 4.21: Principals' responses on PA feedback

Statement	SA	A	UD	D	SD
a) PA feedback is provided.	15%	60%	15%	10%	0%
b) Feedback helps to track the set goals	35%	60%	5%	0%	0%
c) Appraiser and appraisee discuss PA termly	25%	60%	15%	0%	0%
d) Teachers are rewarded at the end of every academic year based on PA	0%	20%	20%	60%	0%
e) PA helps in planning for teaching materials	5%	75%	20%	0%	0%
f) PA helps in planning for human resources	5%	65%	20%	10%	0%
g) PA improves performance	25%	55%	15%	5%	0%
h) PA is an effective teacher management tool	35%	65%	0%	0%	0%
i) PA ensures transparency in the management of public resources	25%	60%	15%	0%	0%

Source: Field report, 2019

Results from Table 4.21 revealed that 15% of the principals strongly agree and 60% agree that feedback is provided to teachers about their work. This finding concurs with that of the teachers where 13.5% and 41.2% of the teachers agreed that feedback is provided to teachers about their work. Further, 25% of the principals strongly agreed and 60% agreed that they hold discussions on a termly basis. On the contrary, interview with the TSC county director indicated that the results provided by principals on employee performance are at inaccurate levels due to too much paperwork which then leads to lack of objectivity in the appraisal process and bias ratings by the appraiser. Therefore, feedback provided is not effective in administrative purposes of the school.

Results on whether PA feedback corrects poor performance indicated that 40% of the principals agreed and 40% were undecided. Principals' findings on PA improves performance reiterated that 25% strongly agreed and 55% agreed that PA feedback improves performance. Contrary to the teachers' findings, 28.4% and 14.2% of the teachers established that PA feedback does not improve performance. The finding on PA helps in planning for teaching materials and human resource revealed that 75% and 65% of the principals respectively agreed that PA helps in planning for teaching materials and human resource.

It's clear in Table 4.21, that PA is an effective management tool and ensures transparency in the management of public resources. This is supported by the percentages of 35% and 65%, 25% and 60% respectively. Interview with the TSC county director revealed that PA ensures transparency in the management of public resources but the structures in place are still weak. Contrary with the findings of the

study PA feedback gives an opportunity to an appraisee to point out the challenges related to his or her level of achievement and raise the support that is needed in order to meet the expected results, Robert (2003). Majority of the teachers were not provided with feedback that would help them point out the challenges in order to meet expected results. Thus, its use in administration of school is minimal.

Information was sought from the teachers on how they could describe the appraisal feedback received. Their responses are presented in Table 4.22.

Table 4.22: Description of appraisal feedback from the teachers

	f	%
Positive because my student performance index improved	23	15.5
Was great	21	14.2
Inadequate	11	7.4
Fairly useful	11	7.4
Helps in accountability	10	6.8
Help to evaluate performance (highlights the areas that need to be improved)	10	6.8
No positive impact	10	6.8
TSC does not give feedback	10	6.8
Not timely	9	6.1
It's still in the realm of inspectors	7	4.7
Satisfactory	7	4.7
Quite draining	6	4.1
Should be more learner centred	4	2.7
Feedback received does not bear much fruit	3	2.0
Its timely	3	2.0
Performance should not be based on academic achievement	1	0.7
Total	148	100

Source: Field report, 2019

Results presented in Table 4.22 shows that 23 representing 15.5% of the teachers noted that PA feedback has a positive impact since their student's performance

index improved, 21, 14.2% indicated that it was great. Of the total teachers, 11, 7.4% revealed that appraisal feedback is inadequate, while another 11, 7.4% confirmed that feedback is fairly useful, 10, 6.8% indicated that it helps in accountability another 10, 6.8% opined that feedback helps to evaluate performance since it highlights the areas of improvement. In addition, 10 (6.8%) of the respondents stressed that feedback has no positive impact, as another 10, 6.8% highlighted that they do not receive appraisal feedback. 9 (6.1%) opined that feedback is not timely, 7 (4.7%) indicated appraisal feedback is still in the realm of inspectors which caused fear to teachers. 7 (4.7%) noted that they were satisfied with the appraisal feedback received, additionally, 6 (4.1%) indicated that feedback is quite draining, 4 (2.7%) revealed that feedback should be more learner centred and not based on the teacher. 3 (2.0%) revealed that appraisal feedback is timely, 3 (2.0%) highlighted that feedback received does not bear much fruit. And finally, 1 (0.7%) revealed that performance appraisal should not be based on academic achievement of the students. Aligned to the reviewed literature, Gichuhi, Abaja & Ochieng (2014) discovered that employees realize little benefit after a performance appraisal. It claimed that there was little reward as far as performance appraisal is concerned. The study asserted that there is no significant difference in rewards to employees on the basis of their performance.

Information was sought from the teachers on how often they receive appraisal feedback of their work. The findings are presented in Table 4.23

Table 4.23: Frequency of receiving appraisal feedback

	f	%
Once a term	83	56.1
Monthly	20	13.5
Several times a term	18	12.2
Never	18	12.2
Every two weeks	4	2.7
Once a year	3	2.0
Weekly	2	1.4
Total	148	100

Source: Field report, 2019

Teachers' findings on frequency of receiving appraisal feedback in Table 4.23 revealed that: 83 (56.1%) of the teachers receive appraisal feedback once a term, 20 (13.5%) confirmed that they receive it monthly, 18 (12.2%) indicated several times a term and another 18 (12.2%) never receive any appraisal feedback. Whereas 4 (2.7%) indicated they receive feedback every two weeks, 3 (2.0%) confirmed they receive feedback once a year and 2 (1.4%) indicated that they receive appraisal feedback weekly.

The researcher sought information from teachers on how appraisal has benefited them. The responses were presented in Table 4.24.

Table 4.24: Benefits of appraisal

	f	%
Helps me correct my mistakes and strive to improve each time	65	43.9
It has no or little impact in my teaching experience	29	19.6
Improves instructional methods	22	14.9
Motivating for work	11	7.4
Use it to monitor my development	7	4.7
I don't get feedback from my employer	5	3.4
Helps in planning	3	2.0
Professional development	3	2.0
It enables better preparation and clear understanding of the appraisal process	3	2.0
Total	148	100

Source: Field data, 2019

The findings presented in Table 4.24 established that, 65 (43.9%) of the teachers indicated that feedback helps them to correct their mistakes hence they strive to improve each time, 29 (19.6%) stated that feedback has had no impact in their teaching experience. Accordingly, as revealed in the table, 22 (14.9%) stated that feedback received helps them improve their pedagogical skills, 11 (7.4%) of the teachers confirmed that appraisal feedback motivates them to work. In addition, 7 (4.7%) and 3 (2.0%) respectively indicated that feedback helps in monitoring and planning professional development as well as clear understanding of the appraisal process however, 5 (3.4%) opined that they do not get feedback from their employer. Interview with the TSC county director revealed that PA feedback does not affect teacher's career development.

4.5.1 Aspects in appraisal feedback

The study sought data from teachers on aspects in appraisal feedback. The results are presented in Table 4.25.

Table 4.25: Aspects in appraisal feedback

Statement	SA	A	UD	D	SD
a) Students performance	24.3%	55.4%	8.1%	6.8%	5.4%
b) Knowledge and understanding of content in your subject area	27%	49.3%	8.8%	10.1%	4.8%
c) Innovation and creativity in teaching practices	18.2%	54.1%	12.8%	11.5%	3.4%
d) Relations with students	22.3%	44.6%	16.9%	11.5%	4.7%
e) Classroom management	19.6%	59.5%	9.5%	9.5%	2%
f) Time management	27.7%	56.8%	8.8%	2.7%	4.1%
g) Ability to organize co-curricular and nurture talents	24.3%	50.7%	13.5%	6.8%	4.7%
h) How well I work with the principal and my colleagues	8.8%	37.2%	19.6%	26.4%	8.2%
i) I think the appraisal of my work and/or feedback received was a fair assessment of my work as a teacher in this school	8.7%	38.5%	24.7%	19.6%	8.1%
j) I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school	7.4%	45.3%	24.3%	15.5%	7.5%
k) In my opinion, in this school the principal uses effective methods to determine whether teachers are performing well or badly.	13.5%	43.2%	25.0%	12.8%	5.5%

Source: Field report, 2019

As presented in Table 4.25, it can be observed that majority of the teachers confirmed that the following aspects are considered in appraisal feedback: students' performance (55.4%), innovation and creativity in teaching practices (54.1%), classroom management (59.5%), time management (56.8%) and ability to organize co-curricular and nurture talents (50.7%). From the results presented in Table 4.25,

it emerged that there are five main aspects considered in appraisal feedback; self-assessment which is a key component is not highly observed.

4.6 Challenges facing teacher's performance appraisal in management

Objective four of the study sought to identify challenges facing teachers' performance appraisal in management of public secondary schools in Nairobi City County. Teachers and principals were presented with statements which required them to indicate their view using a Likert scale ranging from SA, A, UD, D, SD. The researcher also sought data from the TSC county director. The results are presented in Table 4.26 and 4.27.

Table 4.26: Teachers' responses on challenges facing teachers' performance appraisal

Statement	SA	A	UD	D	SD
a) PA is regarded as a bureaucratic process.	29.1%	48%	12.2%	9.5%	1.4%
b) Appraisees perceive annual appraisals as a threat.	18.9%	38.5%	14.9%	230%	4.7%
c) There is poor administration of the appraisal process.	19.6%	33.1%	24.3%	22.3%	0.7%
d) Appraisals focus on a teacher's weaknesses.	13.5%	26.4%	22.3%	29.7%	8.1%
e) PA evaluation reports inform decision making, follow ups, training and promotion.	6.8%	29.1%	18.9%	24.3%	20.9%
f) Appraisal has positive outcomes because it leads to a teachers' career development.	7.4%	22.3%	4.2%	29.1%	27.0%
g) As required, there are pre and post appraisal discussions with the appraisers.	6.8%	48.6%	16.9%	20.9%	6.8%
h) There is a link between learners' achievements and PA.	8.1%	28.4%	25.5%	27.0%	11.5%
i) Appraisers lack training in the PA process.	18.9%	35.8%	20.3%	23.6%	1.4%
j) Teachers' have a misconception towards appraisal.	25.7%	39.2%	15.5%	14.9%	4.7%
k) Lack of timely communication of PA	36.5%	38.5%	10.8%	10.8%	3.4%

Source: Field data 2019

Findings from Table 4.26 indicated that all the factors were found to affect PA however, it can be observed that 29.1% of the teachers strongly agreed and 48% agreed that PA is a bureaucratic process; 25.7% and 39.2% of teachers noted that teachers have a misconception towards appraisal because they believe the whole process is to find faults in their work. 36.5% strongly agreed and 38.5% indicated that lack of timely feedback communication proved to be a challenge; 18.9% and 38.5% perceived annual appraisal as a threat. Additionally, it emerged that 19.6 % and 33.1% of the teachers agreed there is poor administration of the appraisal process, while 18.9 % and 35.8% agree that appraisers lack training on appraisal process; this is likely to affect the effectiveness of PA. The findings concurs with the literature review that absence of reward, lack of the necessary knowledge on the side of appraisers, poor administration of the overall appraisal process, subjective criteria (problem related to the tool used), teachers' misperception towards appraisal, appraisers' lack of training, lack of commitment, lack of timely communication of performance appraisal result and poor relationship between performance appraisal tools and the teaching activity were found to be high challenges affecting PA (Demissie, 2015). According to Odhiambo (2005) in a study on the teacher performance appraisal, an experience Kenyan of secondary school teachers, posits that teacher appraisal programmes are increasingly being used for accountability purposes and not managerial purposes.

Table 4.27: Principals’ responses on challenges that affect PA in management of public secondary schools

Statement	SA	A	UD	D	SD
a) PA is regarded as a bureaucratic process by the teachers.	10%	60%	10%	15%	5%
b) Appraisees perceive annual appraisals as a threat to their career.	0%	45%	15%	35%	5%
c) Appraisals focus on a teacher’s weaknesses.	5%	5%	10%	65%	15%
d) PA evaluation reports inform decision making on teacher training	5%	20%	15%	45%	15%
e) There are pre and post appraisal discussions with the appraisers	15%	65%	15%	5%	0%
f) Rewards, training and promotion are linked to PA results.	5%	25%	15%	40%	15%

Source: Field data 2019

Findings from the principal’s responses as indicated in Table 4.27, 70% noted that PA is regarded as bureaucratic process by the teachers. On the other hand, 45% of the principals noted that appraisees perceive annual appraisal as a threat to their career. Interview with the TSC county director revealed that teachers’ negative attitude paused a challenge to performance appraisal process, technological fears and lack of connectivity in far-flung areas also cited as a hindrance since the appraisal forms are filled online. Inadequate training, interference from trade unions was also highlighted as appraisal impediments. In line with the literature review, PA process is viewed as a bureaucratic, there is a misunderstanding as to how appraisal should be conducted and appraisees perceive the appraisals as a threat, (ACCA, 2015).

The researcher sought information from teachers how to overcome PA challenges and measures to enhance efficacy of PA as a management tool. The responses were presented in Table 4.28.

Table 4.28: Measures to enhance efficacy of PA as a management tool

	f	%
Reduce content and add a parameter on teachers experience and mastery of content	23	15.5
Training/ workshops for appraisees and appraisers to ensitize a and create awareness	13	8.8
Annual appraisal not termly	13	8.8
Should be online based	12	8.1
Improve connectivity and upgrade server size	12	8.1
Do away with appraisal because its biased	11	7.4
Promotion and reward teachers based on PA results	10	6.8
Employer to engage teachers at all levels and include parents, principals and students	10	6.8
Each department should set own targets and not set targets as a school	8	5.4
Engage external appraisers who are qualified	7	4.7
Introduce a parameter which includes teachers' yearly performance versus school performance index	6	4.1
Employ more teachers to reduce high workload	6	4.1
Timely and regular feedback	5	3.4
Quality assurance and standards to interact with teachers frequently	2	1.4
Learner results should not be a measure of teacher competency	2	1.4
Engage external appraisers who are qualified	1	0.7
ICT training of teachers	1	0.7
Teamwork	1	0.7
Total	148	100

Source: Field data, 2019

Results presented in Table 4.28 revealed suggestions from teachers and principals on how to overcome PA challenges in schools and how performance appraisal

system can be improved: 15.5% of the teachers indicated that content on PA should be reduced and a parameter on teachers experience and mastery of content should be added, 8.8% indicated that training/ workshops for appraisees and appraisers to sensitize and create awareness, another 8.8% indicated that PA should be conducted annually and not termly. In addition 8.1% of the teachers indicated that PA should be on-line based, another 8.1% indicated that connectivity should be improved and server size upgraded to enhance online applications, 7.4% of the teachers indicated that PA should be done away with because it is biased and 6.8% indicated that teachers should be promoted and rewarded according to the PA results. These measures had percentages ranging from 6-15%.

The researcher sought information from principals on how to improve performance appraisal. The responses were presented in Table 4.29.

Table 4.29: Principal responses on measures to improve PA

Measures	f	%
Training of personnel required	1	5
Reduce content on PA	4	20
Reward teachers on basis of PA	2	10
Hold PA annually	2	10
Appraisal be internal on school by school basis	3	15
Reduce parameters in the PA forms	6	30
Employ more teachers to reduce workload	1	5
Stakeholder participation in its preparation.	1	5
Total	20	100

Source: Field data, 2019

As presented in Table 4.29, 4 principals (20%) noted that parameters in the PA forms should be reduced, 3 (15%) indicated that PA should be internal on school by school basis, 2 (10%) indicated that teachers should be rewarded on the basis of PA and 2 (10%) indicated that it should be held annually.

4.6.1 Effectiveness of the current PA as a tool of management in public secondary schools

The researcher sought information from principals on effectiveness of the current PA in management of public secondary schools. The results were presented in Table 4.30.

Table 4.30: Principals’ responses on effectiveness of current PA as a management tool

	f	%
It will be effective if teachers would own it and have a positive attitude towards it	7	35
Slightly effective if only teachers got rewarded for their efforts by TSC	3	15
Promotes quality teaching and learning	1	5
Too rigid	1	5
It has created awareness in teachers on what is expected of them	1	5
It is effective in ensuring the set objectives are pursued with the set time frame	4	20
PA is not effective given the amount of work the teacher has to handle	3	15
Total	20	100

Source: Field data, 2019

Findings presented in Table 4.30 on the effectiveness of PA as a tool for management revealed that, 7 (35%) of the principals indicated that PA would be

effective if teachers owned it and changed their attitude towards it. Additionally, 4 (20%) indicated that it would be effective if the set objectives are achieved within the set timelines. On the contrary, 3 (15%) of the principals opined that performance appraisal is not effective because the teachers have unsustainable workloads that affect the quality of teaching, 3 (15%) noted that it's a slightly effective management tool if only the appraisal results led to rewards. From the findings, it can be concluded that if certain measures were put in place, performance appraisal would be an effective management tool.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a thematic summary of the findings from the research objectives upon which conclusions and recommendations emanate.

5.2 Summary of the Findings

The purpose of the study was to determine the efficacy of performance appraisal as a tool of management in public secondary schools in Nairobi City County. Thematic findings under each specific objective are presented herein.

5.2.1 Determine the effect of teacher performance appraisal process in management of public secondary schools.

First, the study found out that majority of teachers and principals revealed that school management implements PA as recommended by TSC, on the contrary, the TSC county director revealed that “schools do not follow the guidelines as stipulated and thus its effectiveness in school management is minimal”.

Second, Teachers, principals and TSC county director all affirmed that PA goals and objectives are set at the beginning of the term.

Third, majority of the respondents agreed that PA targets are not imposed on them by BOM. Fourth, most of the respondents are not satisfied with how PA process is carried out in their schools.

5.2.2 Establish how performance appraisal supervision affects management of public secondary schools in Nairobi City County

First, considerable number of respondents revealed that they decide on the number of classroom observations per term.

Second, more than half of the respondents were unanimous that continuous monitoring of PA helps them to review unrealistic set standards, contrary to the findings of teachers and principals, TSC County director revealed that “there is minimal supervision of the PA process due to shortage of TSC personnel”.

Third, TSC county director confirmed that “principals submit termly performance appraisal reports through the Sub-County Director’s in their respective zones”.

Fourth, majority of the teachers and principals indicated that classroom observation is conducted by the HODs.

Fifth, most teachers and principals indicated that they carry out self-assessment at the end of each fiscal year.

Sixth, more than half of the principals intimated that they hold evaluations for end of term and annually for KCSE examination analysis. Meaning principals only base their evaluation on students’ performance.

Seventh, a considerable number of principals revealed that heavy teacher workload affects teacher supervision.

5.2.3 Find out the effect of teacher Performance appraisal feedback in Management of public secondary schools in Nairobi City County.

First, majority of the respondents agree that they receive immediate feedback on their work and that the appraiser and appraisee discuss performance appraisal outcomes termly. On the contrary, more than half of the teachers revealed that appraisal feedback from TSC is not timely thus affecting decision making, planning and organizing of the school activities hence affecting effective management of schools.

Second, some of the teachers indicated that they do not get any feedback from TSC.

Third, most teachers confirmed that appraisal feedback does not lead to promotion neither does it have an impact on teachers' career advancement.

Fourth, more than half of the principals confirmed that PA is an effective teacher management tool and ensures transparency in the management of resources. However, the TSC county director revealed that "performance appraisal ensures transparency in management of schools but structures in place are still weak".

Fifth, teachers had varied responses on the appraisal feedback they received. They indicated that feedback received was positive, helped in accountability, not timely and did not bear much fruit. Sixth, most teachers indicated that they receive appraisal feedback once a term.

5.2.4 Identify the challenges facing teacher's performance appraisal in management of public secondary schools in Nairobi City County.

First, the study found that most teachers and principals agree that PA is regarded as a bureaucratic process and they perceive the annual appraisals as a threat, they also revealed that appraisal process is poorly administered hence its efficacy in management of schools is minimal.

Second, some of the teachers and principals noted that appraisals focus on teachers' weaknesses and does not inform decision making, training and promotion and neither does it lead to teachers' career development.

To enhance efficacy of PA in management of public secondary schools, most teachers and principals indicated that they should be trained and sensitized on what PA entails.

Third, the appraisal process should be carried out internally and that targets set should be tailored to each department in schools; and finally, PA exercise should be carried out by qualified external appraisers like TSC and DQAS personnel.

Further, some respondents specified that PA should be online based to avoid too much paperwork, internet connectivity and TSC server should be upgraded to accommodate high traffic and few noted that teachers should be trained on ICT use and a considerable number highlighted that TSC needs to reduce some parameters and add teachers' experiences, mastery of content and yearly performance versus school performance index.

5.3 Conclusions

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

First, schools do not follow the stipulated TSC guidelines on performance appraisal, there is minimal monitoring due to shortage of TSC personnel and that principals only base their evaluation on students' performance and thus its efficacy in school management is limited.

Second, there's minimal supervision of Performance Appraisal (PA) process due to shortage of TSC personnel hence affecting management of schools. Supervision is conducted only once a term

Third, there is no feedback from TSC and if there is, it's not timely, PA feedback does not lead to promotion neither does it have an impact on teacher career advancement. PA feedback structures in place are weak.

Fourth, PA is regarded as a bureaucratic process, teachers perceive PA as a threat and the process is poorly administered and does not inform decision making on training and promotion.

Fifth, teachers and principals should be trained and sensitized on what PA entails, the appraisal process should be carried out internally and targets set should be tailored to each department in schools. PA exercise should be carried out by qualified external appraisers like TSC and DQAS personnel, and it should be online based to avoid too much paperwork, internet connectivity and TSC server should be upgraded to accommodate high traffic.

5.4 Recommendations

Based on the conclusions of the study, the following recommendations were suggested:

The Teachers Service Commission (TSC) should ensure teachers and principals undergo training and sensitization on performance appraisal, employ more teachers to ease their workload, engage quality assurance and standards officials, teachers and principals at all levels of performance appraisal process to make it effective. Further, TSC should not use learner results as a measure of teacher competency since this affects their morale. Instead, emphasis should be on factors that affect teacher performance. In addition, TSC should ensure that teachers receive timely and enhanced feedback throughout the year. Moreover, TSC should set clear performance appraisal standards that guide rewarding of teachers' development based on the performance appraisal feedback for teacher advancement. This will enhance the relevance of performance appraisals to teachers.

5.4.1 Policy Recommendations

- (i) Teachers Service Commission should come up with a promotion policy based on teachers' performance.
- (ii) Teachers Service Commission should come up with a continuous training and development programme in place for teachers.

5.4.2 Recommendations for Further Research

- (i) Since this research only covered secondary schools in Nairobi City County, same research could be carried out in another county.
- (ii) The study on efficacy of teachers' performance appraisal as a tool of management in public secondary schools should be replicated after some time to verify if performance appraisal is an effective management tool in public secondary schools.

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APPENDICES

Appendix I:

Questionnaire for Teachers

Dear Respondents,

I am conducting a research study entitled "Efficacy of Teachers' Performance Appraisal as a Tool of Management in public secondary schools in Nairobi City County, Kenya". The research is in partial fulfilment for the award of the degree of Masters of Education in Educational Management, Policy and Curriculum studies at Kenyatta University.

I would like to ask your cooperation by answering the questionnaire honestly and completely. Any information you will provide shall be highly appreciated.

Guidelines and Instructions

[Participation in this survey is voluntary and any individual may withdraw]

- (i) Do not write your name on the questionnaire.
- (ii) Please read each question carefully.
- (iii) Kindly answer all the questions by ticking and provide details where required in the spaces provided.

SECTION A: DEMOGRAPHICS

These questions are about you, your education and the time you have spent in teaching. Please tick [✓] the appropriate box.

[D1] What is the category of the institution?

National [] Extra-County [] County []
Sub County []

[D2] Gender: Male [] Female []

[D3] Indicate your age bracket.

Under 25 [] 36-45 [] 26-30 []
31-35 [] 46+ []

[D4] What is your highest academic/professional qualification?

O level [] Bachelors level []
A Level [] Masters Level []
Diploma Level [] Doctorate/PhD Level []

[D5] How long have you been working as a teacher?

Less than 5 years [] 16 - 20 years []
6 -10 years [] 11 - 15 years [] 20+ []

[D6] How long have you been working as a teacher **at this school**?

Less than 5 years 16 - 20 years
 6-10 years 11-15 years 20+

[D7] Which administrative position do you hold in the school?

Subject head
 Head of Department
 Deputy Principal

[D8] Who appointed you to the position?

BOM CDE TSC

[D9] Please indicate your teaching experience

Below 5 16-20 5-10
 21-25 11-15 over 26

[D10] Are you aware of the TSC guidelines on PA?

Yes
 No

SECTION B: TEACHER PERFORMANCE APPRAISAL PROCESS

1. Below are statements on the process of staff performance appraisal; tick one that applies to you using; SA - Strongly Agree, A - Agree, UD – Undecided, D - Disagree, SD - Strongly Disagree

Statement	SA	A	UD	D	SD
a) The school management implements PA as recommended by TSC guidelines.					
b) Clear PA goals and objectives are set at the beginning of the term.					
c) PA targets are imposed on us by principal/BOM.					
d) Most of teachers are satisfied with the performance appraisal process.					
e) The performance appraisal exercise in my school helps it meet the set targets.					

SECTION C: PERFORMANCE APPRAISAL SUPERVISION

2. Below are statements on the process of performance appraisal monitoring; tick [✓] one that applies to you using; SA-Strongly Agree, A-Agree, UD -Undecided D - Disagree, SD-Strongly Disagree

Statement	SA	A	UD	D	SD
a) We agree on the number of classroom observations per term.					
b) Appraisers (Head of Department/Principal/Deputy Principal) make impromptu classroom observations.					
c) We observe other teachers' classes (peer review)					
d) Teachers hold dialogue with principal to assess their work performance					
e) Continuous monitoring of PA helps in reviewing unrealistic standards set before end of appraisal period.					
f) Monitoring performance is carried out in reference to agreed targets					

3. How often does classroom observation take place? (Tick one response only)

- Once a term
- Twice a term
- Three time a term
- More than three times a term
- Never

4. Who conducts the classroom observation? (Tick one response only)

- The HOD
- The Deputy Principal
- The Principal
- BoM
- Other (Specify).....

SECTION D: TEACHER SELF EVALUATION

5. Below are statements on the process of teacher evaluation; tick [✓] one that applies to you. SA-Strongly Agree, A-Agree, UD- Undecided, D-Disagree, SD - Strongly Disagree

Statement	SA	A	UD	D	SD
a) Evaluation influences staff development positively					
b) I evaluate my performance at the end of the fiscal year					
c) PA ensure accountability for results					
d) Appraiser (Head of Department/Principal/Deputy Principal) checks professional documents termly					
e) I check the student's portfolios weekly (assignments, notes, practical's etc.)					
f) Self-evaluation does not give a clear picture of a teachers' performance					
g) The school management effectively evaluates teachers' performance					
h) My school has adequate allocation of resources (classrooms, teachers', text books, equipped laboratories, computer labs, desks, chairs, boards, dining hall and playing fields)					

SECTION E: TEACHERS' PERFORMANCE APPRAISAL FEEDBACK

6. Below are statements on the teachers' performance appraisal feedback; tick one that applies to you. In this survey, Feedback is defined as the reporting of the results of a review of your work, often with the purpose of noting good performance or identifying areas for development., The feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).

Tick [✓] one that applies to you; SA-Strongly Agree, A-Agree, UD - Undecided D - Disagree, SD - Strongly Disagree

Statement	SA	A	UD	D	SD
a) I receive feedback about my work as a teacher immediately.					
b) Appraiser and appraisee discuss PA termly					
c) PA corrects poor performance					
d) Teachers' discuss information gathered from PA with the appraiser					
e) Performance appraisal feedback from TSC is timely					
f) Feedback motivates me to teach					
g) Appraisal feedback leads to promotion.					
h) Appraisal feedback has an impact on teachers' career advancement.					
i) The development work plan for each term is generated from the appraisal report					

7. How would you describe the appraisal and/or feedback you received?.....

8. How often do you receive appraisal and/or feedback about your work as a teacher? (Tick one response only)
- Weekly
 - Every two weeks
 - Monthly
 - Several times a term
 - Once a term
 - Once a year
 - Other (specify).....

9. What are the benefits of feedback to you?

Aspects in appraisal feedback

10. Were any of the following aspects considered in your appraisal and/or feedback?
 Tick [✓] one that applies to you;
 SA-Strongly Agree, A-Agree, UD - Undecided D - Disagree, SD - Strongly Disagree

Statement	SA	A	UD	D	SD
1) Students performance					
a) Knowledge and understanding of content in your subject area					
b) Innovation and creativity in teaching practices					
c) Relations with students					
d) Classroom management					
e) Time management					
f) Ability to organize co-curricular and nurture talents					
g) How well I work with the principal and my colleagues					
h) I think the appraisal of my work and/or feedback received was a fair assessment of my work as a teacher in this school					
i) I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school					
j) In my opinion, in this school the principal uses effective methods to determine whether teachers are performing well or badly.					

11. What are the important aspects considered when you are appraised?

.....

12. To what extent has appraisal feedback received benefited you?

.....

SECTION F: CHALLENGES FACING TEACHERS PERFORMANCE APPRAISAL

13. Below are statements on the challenges facing teacher’s performance appraisal; Tick [✓] the one that applies to you.

SA-Strongly Agree, A- Agree, UD - Undecided D - Disagree, SD - Strongly Disagree

Statement	SA	A	UD	D	SD
a) PA is regarded as a bureaucratic process.					
b) Appraisees perceive annual appraisals as a threat.					
c) There is poor administration of the appraisal process.					
d) Appraisals focus on a teacher’s weaknesses.					
e) PA evaluation reports inform decision making, follow ups, training and promotion.					
f) Appraisal has positive outcomes because it leads to a teachers’ career development.					
g) As required, there are pre and post appraisal discussions with the appraisers.					
h) There is a link between learners’ achievements and PA.					
i) Appraisers lack training in the PA process.					
j) Teachers’ have a misconception towards appraisal.					
k) Lack of timely communication of PA results					

14. Please give your suggestions on how to overcome PA challenges in your school how performance appraisal system can be improved?.....

.....

THANK YOU FOR PARTICIPATING

Appendix II:

Questionnaire for Principals'

Dear Respondents,

I am conducting a research study entitled "Efficacy of Teachers' Performance Appraisal as a Tool of Management in public secondary schools in Nairobi City County, Kenya". The research is in partial fulfilment for the award of the degree of Masters of Education in Educational Management, Policy and Curriculum studies at Kenyatta University.

I would like to ask your cooperation by answering the questionnaire honestly and completely. Any information you will provide shall be highly appreciated.

Instructions

[Participation in this survey is voluntary and any individual may withdraw]

- (i) Do not write your name on the questionnaire.
- (ii) Please read each question carefully.
- (iii) Kindly answer all the questions by ticking or filling in the spaces provided.

SECTION A: DEMOGRAPHIC DATA

These questions are about you, your education and the time you have spent in teaching. Please tick [✓] the appropriate box.

[D1] What is the category of the institution?

National [] Extra County [] County []
Sub County []

[D2] Your gender: Male [] Female []

[D3] Indicate your age bracket.

Below 25 [] 36-45 []
26-30 [] 31-35 [] above 46 []

[D4] Your highest Academic/professional qualification achieved.

O level [] A Level [] Bachelors level []
Diploma Level [] Masters Level [] Doctorate/PhD Level []

[D5] How long have you served as a teacher before promotion to principal?

- Less than 5 years 16 – 20 years
 6 - 10 years 11 – 15 years
 More than 21 years

[D6] How long have you served as a principal in this school?

- Less than 5 years 16 – 20 years
 6 - 10 years 11 – 15 years
 More than 21 years

[D7] What is your current status?

- Chief Principal Senior Principal Principal

[D8] Please indicate your teaching experience

- Below 5 years 5 -10 years
 11 – 15 years 16 - 20 years
 21 -25 years Over 26

[D9] Have you been trained in performance appraisal?

- Yes No

SECTION B: TEACHER PERFORMANCE APPRAISAL PROCESS

1. Below are statements on the teachers’ performance appraisal process. Please tick [✓] the appropriate box. SA - Strongly Agree, A- Agree, UD-Uncecided, D-Disagree, SD-Strongly Disagree

Statement	SA	A	UD	D	SD
a) The school management implements PA as recommended by TSC guidelines					
b) Clear PA goals and objectives are set at the beginning of the term					
c) Clear PA objectives are never set at all					
d) PA targets are imposed on us by BoM					
e) Most of teachers are satisfied with the performance appraisal process					
f) A development plan is generated in areas that require support as a result of PA exercise.					

SECTION D: PERFORMANCE APPRAISAL SUPERVISION

2. Below are statements on the performance appraisal monitoring. Please tick [✓] the appropriate box. SA-Strongly Agree, A-Agree, UD- Undecided, D-Disagree, SD - Strongly Disagree

Statement	SA	A	UD	D	SD
a) We plan and agree on the number of classroom observations per term					
b) I make impromptu classroom observations					
c) Continuous monitoring of PA helps in reviewing set unrealistic standards before end of appraisal period.					
d) Appraiser and appraisee adhere to the appraisal activities calendar					
e) I hold dialogues with teachers to assess their work performance					
f) I submit termly reports to the TSC County Director					

3. How often does classroom observation take place? (Tick one response only)

- Once a term
- Twice a term
- Three time a term
- More than three times a term
- Never

4. Who conducts the classroom observation? (Tick one response only)

- The HOD
- The Deputy Principal
- The Principal
- BoM
- Other (specify)_____

SECTION E: TEACHER SELF EVALUATION

5. Below are statements on the teacher evaluation tick [✓] one that applies to you. SA-Strongly Agree, A-Agree, UD- Undecided, D-Disagree, SD - Strongly Disagree

Statement	SA	A	UD	D	SD
a) Teacher evaluation is carried out by the Directorate of Quality Assurance and Standards.					
b) Evaluation influences teachers' career development					
c) Performance Appraisal (PA) ensures accountability for results					
d) Appraisee (teachers') checks the student's portfolios weekly					
e) I evaluate performance at the end of the fiscal year					
f) Teacher evaluation only ensures adherence to TSC rules and regulations					

6. Does your school conduct management and evaluation of performance? If yes explain how.....

7. What are some of the factors that affect teacher evaluation in your school?.....

SECTION F: TEACHERS’ PERFORMANCE APPRAISAL FEEDBACK

8. Below are statements on the process performance appraisal monitoring; In this survey, feedback is defined as the reporting of the results of a review of your work, often with the purpose of noting good performance or identifying areas for development., The feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).

Please tick [✓] the appropriate box. SA- Strongly Agree, A- Agree, UD- Undecided, D-Disagree, SD -Strongly Disagree

Statement	SA	A	UD	D	SD
a) PA feedback is provided.					
b) Feedback helps to track the set goals					
c) Appraiser and appraisee discuss PA termly					
d) The development plan for each term is generated from the appraisal report					
e) Teachers are rewarded at the end of every academic year based on PA					
f) PA helps in planning for teaching materials					
g) PA helps in planning for human resources					
h) PA corrects poor performance					
i) PA improves performance					
j) PA is an effective teacher management tool					
k) PA ensures transparency in the management of public resources					

SECTION E: CHALLENGES AFFECTING TEACHERS PERFORMANCE APPRAISAL

9. Below are statements on the challenges affecting performance appraisal in school management. Please tick [✓] the appropriate box. SA-Strongly Agree, A- Agree, UD- undecided, D- Disagree, SD-Strongly Disagree

Statement	SA	A	UD	D	SD
a) PA is regarded as a bureaucratic process by the teachers.					
b) Appraisees perceive annual appraisals as a threat to their career.					
c) Appraisals focus on a teacher’s weaknesses.					
d) PA evaluation reports inform decision making on teacher training					
e) There are pre and post appraisal discussions with the appraisers					
f) Rewards, training and promotion are linked to PA results.					

10. How can the performance appraisal system be improved?.....

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

11. In your opinion, how effective is PA as a management tool? Briefly explain....

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

THANK YOU FOR PARTICIPATING

Appendix III:

TSC County Director Interview Schedule

This is a study on Efficacy of Teachers' Performance Appraisal as a Tool of Management in public secondary schools in Nairobi City County; this is in partial fulfilment for the award of Masters in Education Degree at Kenyatta University (Educational Management, Policy and Curriculum studies).

A. Process of Staff performance Appraisal

1. Is there any relevant training offered in order to handle the task of performance appraisal? When is it conducted? Who conducts it?
2. Based on your experience and reports, do the schools in Nairobi City County follow the teacher performance appraisal process? Please explain.
3. Do you think the set targets are clear between the teachers and the administrators/appraisers?
4. Do you think TSC should provide different appraisal forms for various categories of schools? Please explain.

B. Performance appraisal supervision

5. Let's talk about continuous monitoring regarding performance appraisal.
 - a. Do you think that this takes place as stipulated by the TSC guidelines? Why do you say so?
 - b. Do you receive termly reports from the principals?
6. As the TSC County Director, what does your office do when schools change set targets before end of the appraisal cycle?
7. Which criterion is used to choose the schools to visit for the purpose of teacher appraisal?
8. Approximately what proportions of schools are visited by TSC in the county for teachers' appraisal monitoring per year? What contributes to these numbers?
9. In your opinion is TPAD an effective management tool
10. Are the schools monitored by external assessors? If NOT, who ensures quality of learning practices?
11. In your opinion are the results provided by the principals on employee performance accurate? If no, have you received any complaints from the teachers?

C. Teachers' Performance Appraisal Feedback

12. Do you think performance appraisal impacted on teaching and learning in Nairobi City County public secondary schools?
 - a. If yes, to what extent has performance appraisal impacted on teaching and learning in Nairobi City County?
 - b. If no, why do you think it has not had an impact?
13. Does PA feedback affect teachers' career development in areas such as: promotion, in-service training? Please explain if it does.
14. What is the role of PA in transparency in the management of public resources?

D. Challenges affecting teachers' performance appraisal

15. What are the challenges facing teacher performance appraisal management of public secondary schools in Nairobi City County?
16. What measures can be taken to enhance efficacy of teachers' performance appraisal as a tool of management in public secondary schools in Nairobi City County?

Appendix IV:

Work Plan

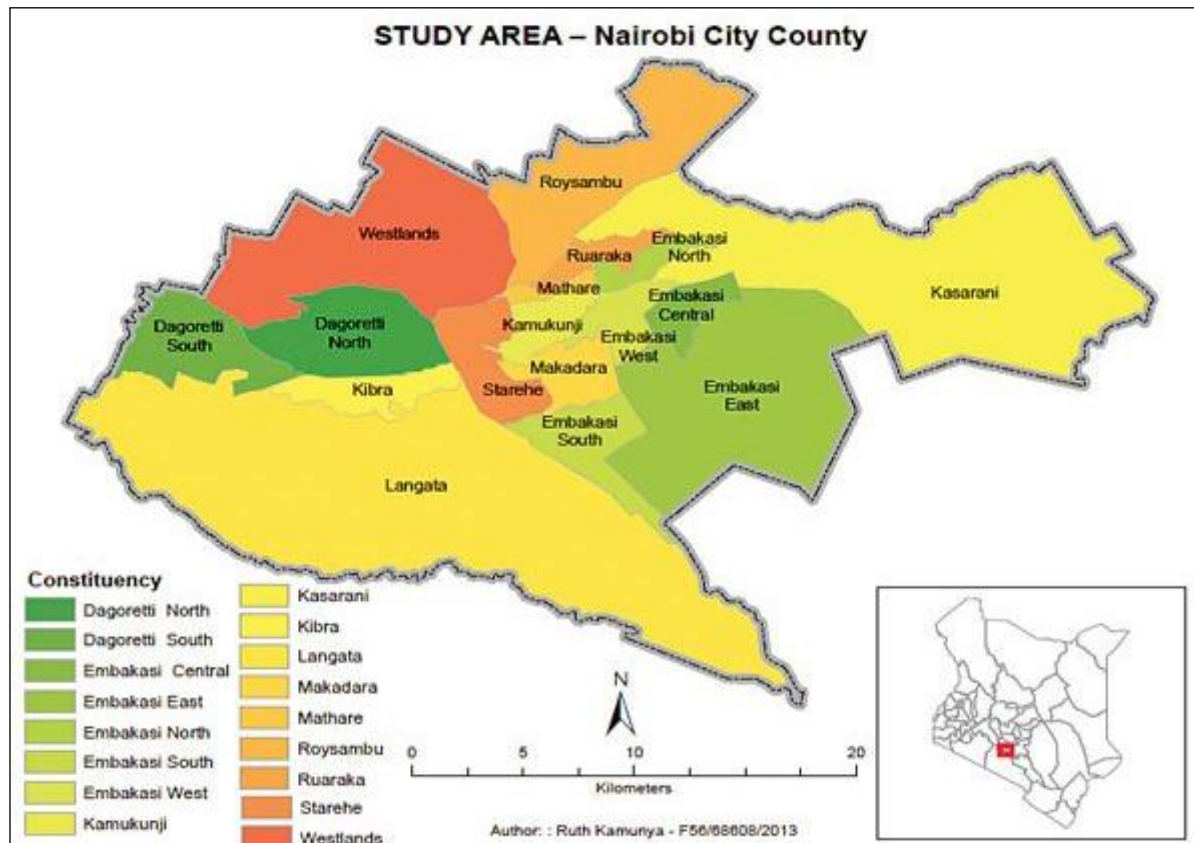
	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019	June 2019	July 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019
Choose research topic													
Developing of concept paper													
Introduction and problem statement													
Literature review studies													
Final draft proposal													
Authorization of data collection													
Piloting													
Review of instruments													
Data collection													
Fieldwork													
Data compilation, sorting, coding													
Data analysis and interpretation													
Report writing and dissemination													
Final project, proof reading, corrections													
Hand over & Graduation													

Appendix V:
Research Budget

No.	Item	Cost (Kshs)
1.	Library and internet expenses	83,976
2.	Typing and photocopying	30,000
3.	Printing and binding of proposals and project	45,000
4.	Transport Expenses	25,000
5.	Data collection, scripting and analysis	14,000
6.	Report writing and dissemination	15,000
7.	Miscellaneous	10,000
	Grand Total	222,976

Appendix VI:

Map of Nairobi City County



Appendix VII:

Approval of Research Project Proposal from Kenyatta University



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100

Website: www.ku.ac.ke

NAIROBI, KENYA

Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 4th September, 2018

TO: K'Opiyo Genevieve Anyango
C/o Ed. Mgt. Pol & Curriculum Studies Dept.

REF: E55/CTY/PT/31264/2015

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 22nd August, 2018 approved your Research Project Proposal for the M.Ed Degree Entitled, "**Efficacy of Teachers' Performance Appraisal as a Tool of Management in Public Secondary Schools in Nairobi City County Kenya**".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Education Management Policy and Curriculum Studies Department.

Supervisors:

1. Dr. Francis Kirimi
C/o Department of Edu. Mgt Policy & Curriculum Studies
Kenyatta University

EM/Inn

Appendix VIII:

Research Authorization from Kenyatta University



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CTY/PT/31264/2015

DATE: 4th September, 2018

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR K'OPIYO GENEVIEVE ANYANGO – REG.
NO. E55/CTY/PT/31264/2015.**

I write to introduce **K'Opiyo Genevieve Anyango** who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the **Department of Education Management Policy and Curriculum Studies**.

K'Opiyo intends to conduct research for a M.Ed Project Proposal entitled, **“Efficacy of Teachers’ Performance Appraisal as a Tool of Management in Public Secondary Schools in Nairobi City County Kenya”**.

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. PAUL OKEMO
FOR: DEAN, GRADUATE SCHOOL

EM/lm

Appendix IX:

Research Authorization from NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/39720/25471**

Date: **13th October, 2018**

Genevieve Anyango Kopiyo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Efficacy of teachers performance appraisal as a tool of management in public secondary schools in Nairobi City County Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **11th October, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

Approved

23/10/2018

**COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666**

**Appendix X:
Research Permit**

**THE SCIENCE, TECHNOLOGY AND
INNOVATION ACT, 2013**

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

RESEARCH LICENSE

Serial No.A 21174

CONDITIONS: see back page

**THIS IS TO CERTIFY THAT:
MS. GENEVIEVE ANYANGO KOPIYO
of KENYATTA UNIVERSITY, 0-200
NAIROBI, has been permitted to conduct
research in Nairobi County**

**Permit No : NACOSTI/P/18/39720/25471
Date Of Issue : 13th October, 2018
Fee Received :Ksh 1000**

**on the topic: EFFICACY OF TEACHERS
PERFORMANCE APPRAISAL AS A TOOL
OF MANAGEMENT IN PUBLIC
SECONDARY SCHOOLS IN NAIROBI CITY
COUNTY KENYA**

**for the period ending:
11th October, 2019**



Kopiyo
.....
**Applicant's
Signature**

Palera
.....
**Director General
National Commission for Science,
Technology & Innovation**

Appendix XI:

Research Authorization from Regional Coordinator of Education



Republic of Kenya
MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 - 00200
NAIROBI

When replying please quote

Ref: **RCE/NRB/RESEARCH/1 VOL. I**

DATE: **23rd October, 2018**

Genevieve Anyango K'Opiyo
Kenyatta University
P O Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "***Efficacy of teachers performance appraisal as a tool of management in public secondary schools in Nairobi City County Kenya***".

This office has no objection and authority is hereby granted for a period ending **11th October, 2019** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.



ANGELA MANDUKING'OLA
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

C.C

Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI