

**RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL AND TEACHER
COMMITMENT IN KENYA
(CASE STUDY OF PUBLIC SCHOOLS IN NAKURU)**

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D53/NKU/PT/23427/2011

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE IN MASTER OF BUSINESS
ADMINISTRATION (HUMAN RESOURCE)**

2013

DECLARATION

This research project is my original work and has never been submitted to any other learning institution for the award of any Certificate, Diploma or Degree

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DEDICATION

I wish to dedicate my work to very special people in my life. First, to my father who worked tirelessly to give me support and my uncle who always encouraged me when times seemed so hard for me.

I also dedicate my work to my dear friends and colleagues who have been always there for me in times of triumph and failure. Their love, support and understanding can never be appreciated enough

ACKNOWLEDGEMENT

I wish to express my sincere gratitude to Dr Kilika and Dr Anyieni who have been wonderful supervisors I have been able to accomplish what I set out to achieve in the first place. I am so thankful once again for your resilience and time which have seen me through up to the end.

I would also want to take this opportunity to thank all the lecturers who have seen me through this course. They have been a source of empowerment and vast knowledge for me. further still I would like to thank all my colleagues that I studied with and were always there for me. We had our light moments filled with laughter while there were other moments when we shared academic ideas in preparation for the tests and examinations.

It will be prejudice not to thank the staff and administration of the various schools I worked and also carried my research. You were a wonderful people for the short time we interacted

ABSTRACT

Despite the recent research efforts into the antecedents of organizational commitment most especially in the developing economies, little empirical work has been conducted examining the relationship between performance appraisal and teacher commitment in schools. Most teachers develop a negative attitude towards performance appraisals that are biased- in terms of not involving them in decision making and in structuring them (appraisals). However, research shows that perceived fairness of performance appraisal has influenced teacher commitment towards schools through the mediating factor of satisfaction. This finding is consistent with the efforts by the government to establish a more transparent and more accountable decision-making process in an organization. To improve performance evaluation to be more effective in influencing organizational commitment, satisfaction of the teachers as well as fair performance management within the school should be given priority. In this project report, the researcher examined the relationship between commitment and appraisal of teachers in selected schools in Nakuru County. The research also reviewed the process and purpose of performance appraisal, appraisal tools, challenges curbing Performance Appraisal tools, employee preparedness, commitment of teachers, importance of continuous performance appraisal and appraisal feedback. The target group for this study was secondary school teachers in public boarding schools. The main focus was on Nakuru county schools. There are about 2000 public boarding secondary schools in the eleven constituencies of Nakuru county .A representative sample of the chosen schools was selected. Data was collected by administration of two sets of questionnaires, for the appraisers and appraisees. Analysis thereafter followed through use of a computer software package (SPSS).Descriptive and inferential statistics were performed, data was then presented in charts, tables and graphs. The findings of the study indicated that there is a relationship between performance appraisal and commitment of teachers, this is a significant correlation. The findings of this study would be useful in future evaluations of employees in different organizations for better performance.

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ABBREVIATIONS AND ACRONYMS

A.R.M	Alternative Ranking Method
BARS	Behaviour Anchored Rating System
E.A	Employee Appraisal
M.O.E.S.T	Ministry of Education, Science and Technology
MBO	Management by Objective
P.A	Performance Appraisal
P.A.S	Performance Appraisal system
TSC	Teachers Service Commission

OPERATIONAL DEFINITION OF TERMS

Appraisal Tools -These are techniques of evaluating employee's job performance.

Appraisees - The employees whose performance is being evaluated

Appraisers -The person carrying out performance appraisal of employees

Feedback -These are periodic discussions between the supervisor and the subordinates to monitor the latter's progress in achieving the standards and making plans for any required developments.

High Schools- Secondary schools

Policy-A course of action for dealing with a particular matter or situation

Target Population-That population to which a researcher wants to generate the results of a study

Training-Methods used to give new or present employees the skills they need to perform their jobs

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Performance appraisal refers to a process, which studies and evaluates the job performance of personnel formally (Mondy, 2008). Appraisal is an effective instrument in the human resources management, which if performed correctly and logically, the organization will get its personnel to achieve their interest (Rezghi, 2000). Human resources are arguably the most valuable assets of any organization and obviously constitute the largest corporate investment (Roslender et al., 2009).

According to Angelo S. DeNisi and Robert D. Pritchard (2006) "Performance appraisal" is a discrete, formal, organizationally sanctioned event, usually not occurring more frequently than once or twice a year, which has clearly stated performance dimensions and or criteria that are used in the evaluation process. Furthermore, it is an evaluation process, in that quantitative scores are often assigned based on the judged level of the employees job performance on the dimensions or criteria used, and the scores are shared with the employee being evaluated.

There are various traditional appraisal techniques presently used by different organizations according to their objectives. Yee & Chen (2009) identifies different techniques of performance appraisal, including: ranking; trait scale; critical incident; narrative; and criteria based. Terrence & Joyce (2004) also identifies other methods of measuring staff job performance including management by objective (MBO); work planning and review; 360 degree appraisal; and peer review. Some organizations would

choose the multi-factorial approach, that is to “mix and match” or combine different techniques for their own performance appraisal that would meet their organizational needs. All available methods have their advantages and disadvantages. Whatever the method of an appraisal, it must effectively address a particular organization’s human resource deficiencies. An effective performance appraisal system should help the organization achieve its goals and objective if it is properly implemented.

1.1.1 Employee Commitment and Satisfaction

In contemporary organizational management literature, the most common measures of job attitude are job satisfaction and employee commitment (Johns, 1996; Salancik, 1995). The seminal work by Herzberg, Mausner and Snyderman (1959) in the late 1950s laid the groundwork for research that continues today on job attitudes, factors determining those attitudes, and the effects of job attitudes on employees. Their stated purpose in studying job attitudes was to build a definitive understanding of human work motivation, particularly the meaningfulness of work in bureaucratic organizations of their era.

Nearly 50 years later, much of their work remains relevant to investigating teacher labor force behavior. Among other things, the early work of Herzberg et al. brought attention to the differences between factors associated with work itself (i.e., the nature of the type of job or profession) and those associated with the specific workplace. Influenced by the theories of Maslow, Herzberg et al. (1959) claimed that employees’ needs for “self-actualization” are primary determinants of job attitude. The five factors most common among employees with high job attitudes were: achievement, recognition, the work itself, responsibility, and advancement. The researchers identified a second class of needs associated with the

particular job context and asserted these needs are secondary factors influencing job attitude. Among these workplace factors are company policy and administration, supervision associated with both technical and interpersonal issues, and working conditions.

Further, data from their study led Herzberg et al. to hypothesize that the two classes of psychological need are not arrayed along a continuum, but rather are two more or less distinct sets of factors: Theoretically, given an individual operating from a neutral point, with neither positive nor negative attitudes towards his job, the satisfaction of the factors, which we may call the “satisfiers,” would increase his job satisfaction beyond the neutral point.

The absence of satisfaction to these factors would merely drop him back to this neutral level but would not turn him into a dis-satisfied employee. Contrariwise, there should be a group of factors that would act as “dis-satisfiers.” Existence of these negative factors would lead to an unhappy employee. The satisfying of these factors, however, would not create a happy employee (pp. 111-112). Although more recent research has yielded various other conceptualizations and measures of job attitude, the viability of this relatively simple construct of satisfaction playing out within two domains that of work itself and that of a specific job context—continues to ring true. Since the time of Herzberg et al. (1959), there has been abundant research on job satisfaction in a wide range of occupational fields, including education. Indeed, Kottkamp (1990) asserts, “job and career satisfaction are without doubt the most studied of all teacher attitudes” (p. 97). And yet, as a result of his review of research on teacher attitudes, he concluded that the state of teacher attitude and job satisfaction research at that time had not yet led to an understanding of teacher behaviors in or relative to the workplace. Satisfaction has, though, come to be widely accepted as an antecedent, or at least a correlate, of employee commitment in both the management

literature (Cohen, 2003; Lambert, Hogan, & Barton, 2001) and the education literature (Bogler, 2001; Reyes, 1990; Rosenholtz, 1989). And the idea of two distinct but intersecting “worlds” to which teachers develop commitment—their work and their workplaces—continues to be useful as researchers examine the interconnections among teachers, the teaching profession, and school organizations (Firestone & Pennell, 1993; Somech & Bogler, 2002).

In applying the concept of commitment to teachers, two types of commitment are widely discussed in the literature. The first is professional commitment, which is characterized by “client orientation, loyalty, professional autonomy, conformity to professional standards, and ethics” (Somech & Bogler, 2002, p. 558). The second, organizational commitment, centers on the teacher’s commitment to the specific school in which he or she is working. Committed employees are more likely to be loyal to their organization, support organizational goals, demonstrate positive work behaviors (e.g., low absenteeism), and exhibit motivation to perform well (Mitchell et al., 2001; Reyes, 1990; Somech & Bogler, 2002; Van Dick, 2001).

1.1.2 Performance Appraisal and Employee Commitment

The efforts of employees can determine the success and survival of an organization (Drucker, 1994; Barney, 1995), and appraisal is potentially one way in which those efforts can be aligned with the aims of an organization, employees can be motivated and their performance managed (Orpen, 1997; Martin & Bartol, 1998; Cook & Crossman, 2004). Performance appraisal is among the most important human resource (HR) practices (Boswell & Boudreau, 2002; Judge & Ferris, 1993; Yehuda Baruch, 1996) and one

of the more heavily researched topics (Fletcher, 2002), it is also a subject of research for over 70 years (Landy & Farr, 1980).

However, many organizations express dissatisfaction with their appraisal schemes (Fletcher, 1997). According to Fletcher (2001), this may signal a lack of success of performance appraisal as a mechanism for developing and motivating people. There is general consensus among performance appraisal researchers and practitioners that assessment of appraisal reactions is important (Keeping & Levy, 2000). For instance, it is frequently argued that in order for performance appraisal to positively influence employee behavior and future development, employees must experience positive appraisal reactions. If not, any appraisal system will be doomed to failure (see, e.g. Cardy & Dobbins, 1994; Murphy & Cleveland, 1995). Performance Appraisal satisfaction is the most frequently measured appraisal reaction (Giles & Mossholder, 1990; Keeping & Levy, 2000).

One of the most important success factors in today's turbulent and competitive business environment is an energetic, competent, motivated, productive and highly committed and innovative human resource. With the realization that Human Resource (HR) is indeed an organization's valuable asset and hence, a source of competitive advantage, there is a need for organizations to address the effectiveness of their employee participation in decision making, performance appraisal and career planning systems as well as how responsive these practices are in enhancing job commitment of employees. The success, survival and competing power of organizations depends on the commitment of their members, and this may to a large extent depend on how satisfied the employees are in respect of the organization's appraisal mechanism, extent of participation in decision making as well as career planning strategies.

1.1.3 Performance Appraisal in Public Schools

P.A of teachers is very critical in that it helps in the identification of individual`s current level of job performance, motivation and helps them (teachers) in identifying training and development needs, provides information for succession planning, enables coaching and counseling of teachers, controls the behavior of both teachers and principals, improves internal communication and thus helping in setting performance goals and assessing potential for promotion of employees among many others.

According to Ontario (2006) report on Teachers Performance Appraisal systems, it noted that the current teacher P.A system requires experienced teachers to be appraised every 3 years. It also noted that teachers received an overall rating of exemplary good, satisfactory, or unsatisfactory. If unsatisfactory rating, the principal and teachers would prepare an improvement plan outlining the steps that the teacher would take to improve his or her performance and the supports that would be needed in order to carry them out. According to Brown (2003), the appraisal system is the mechanism that is used to translate the school`s strategic plan into action. The current appraisal system used by schools lacks focus of organizational objectives. Such systems fail to emphasize goal setting, assessment, and skill development and ultimately contribute little to school success and learning.

P.A of public high school teachers in Kenya is currently faced by a lot of challenges thus denotes some weakness. According to MOEST (2005) session paper no 1 report, teacher promotion has not been based on performance but on qualifications, which have contributed to internal inefficiencies.

1.2 Statement of the Problem

In the broad context of commitment, research indicates that some authors raise a concern as to whether or not commitment is a reasonable expectation for employers to hold for their employees in today's work environment where changes in leadership and organizational focus may occur rapidly (Hawkins, 1998). Laabs (1996) stated that the old employment contract of lifetime employment in exchange for loyalty is gone. Unfortunately for many institutions, commitment fled with it. Morrow & McElroy (1993) reported however that the notions concerning the lack of commitment among employees today has served as a catalyst for the further study of employee commitment. Most schools are under constant pressure to evaluate their employees within the stipulated terms in the year. The appraisal process takes place within poor environment and conditions leading to less commitment among teachers. This in turn leads to a core of employees who are less committed to the values, and goals of the institution; and hence perform dismally (caudron, 1996; Meyer & Allen, 1997)

Carrel (1989) identifies some of the factors causing decline in commitment of public secondary teachers. He outlines failure to provide the necessary customized appraisal systems and motivation to these teachers by the concerned agents. He further says that in most cases, the public secondary school teachers have been used as a tool of production that may only come to the picture during analysis of the final examination results. While this is the case, the Kenya government on the other hand, has constantly increased its budget allocation to the ministry of education. This has been the surprise of many Kenyans who have been left wondering whether the government ever factored a portion of this budget rewards towards the aversion of commitment trend that has impacted very adversely on the overall performance of form four graduates.

Ogutu (2010) looked into factors affecting commitment of public school teachers where he postulated that monetary reward and leadership style are some of the major factors that affect commitment of teachers .He further said that there is need for principals of all public schools to undergo training through seminars and workshops in order to equip them with relevant skills pertaining evaluation system. Agesa (2005) did a thorough work in trying to show the effects of employee appraisal on performance of teachers. He argues that the appraisal systems should not be used by principals to discriminate against teachers on basis of age, gender, ethnicity political affiliations among others.

Ngeno (2007) recommends that teachers should be informed of the appraisal tools and the content of the tools .More so the feedback and involvement of employees should be done promptly to avoid delays. He further says that there is need to put up a better policy on performance appraisal of teachers in the country. In relation to the above no research seems to have been done on teacher performance appraisal and its influence on their work commitment. The current literatures are still unclear in giving explanations of the relationship between performance appraisal and teacher commitment in Kenya. The process of assessing the relationship of performance appraisal and teacher commitment is very important in enhancing employee performance; therefore this study attempts to investigate the relationship that exists between performance appraisal and the commitment of teachers in Nakuru public schools.

1.3 Research Objectives

General Objective

The general objective of this study was to examine the relationship between performance appraisal and the commitment of teachers in Nakuru county schools

Specific Objectives

- i. To assess the relationship between the time of appraisal and the commitment of teachers in Nakuru county
- ii. To find out how the various appraisal methods used in schools affect commitment of teachers
- iii. To assess the relationship between performance appraisal feedback and commitment of teachers
- iv. To find out how performance appraisal decisions affect commitment of teachers in schools

1.4 Research Questions

The study sought to answer the following questions

- i. What is the relationship between the time of appraisal and commitment of teachers in Nakuru County?
- ii. How do the various appraisal methods used in schools affect commitment of teachers?
- iii. What is the relationship between Performance Appraisal feedback and commitment of teachers?
- iv. How do performance Appraisal decisions affect commitment of teachers in schools?

1.5 Significance of the Study

According to research which was carried out by Mzenge (1983) appraisal systems used by most supervisors are strictly confidential and the workers have no chance of knowing the contents of the evaluation reports. This study recommended a participatory approach to appraisal system. Appraisal of teachers is triggered when an employee, especially teachers apply for promotion or renewal of contract. This should not be the case as appraisal is supposed to be an ongoing process. The study also shed some light on commitment whereby it elaborated on effective ways in which performance appraisal could be incorporated in order to increase the level of commitment among teachers.

Most appraisal systems rely on personality traits. Job performance and ability to achieve is given little emphasis as can be deduced from confidential reports. This study emphasizes that principals should be given formal instructions or guidance on how to handle teacher performance evaluation as the current system does not have a provision for the same. Its aim is to advice principals to give feedback to employees after appraisal. Other researchers could use the research findings as it adds to the existing pool of knowledge.

1.6 Scope of the Study

The study attempted to assess the relationship between performance appraisal and teacher commitment in public schools in Nakuru County Kenya. The major focus was on all teachers employed by TSC.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Employee appraisal which is also known as Performance appraisal is a process designed to evaluate, manage and ultimately improve employee performance. It should allow the employer and employee to openly discuss the expectations of the organization and the achievements of the employee. That is, the primary emphasis is on future development of the employee within the objectives of the organization.

There is no universally accepted model of performance appraisal. However, more often than not this process is designed around the following elements: setting performance goals and objectives; measurement of performance against those goals and objectives; feedback of results; amendments to goals and objectives. Performance appraisal systems can provide organizations with valuable information to assist in the developments of organizational strategies and planning. The information gained from this process can assist: in identifying and developing future management potential; in increasing performance and overall productivity; it works towards identifying strengths and managing weaknesses; in providing clarity to employees about an organization's expectations regarding performance levels; in providing an opportunity to audit and evaluate current human resources and identify areas for future development.

Managers may conduct appraisals primarily to affect employee input through the feedback process, or justify some sort of human resource action (termination, transfer, promotion etc). Jawroski & Kohli (1991) identify other benefits that can be obtained from performance appraisals. Among these benefits are increase in role clarity,

performance, and job satisfaction. Given the positive returns obtained from performance appraisals, one could reasonably expect that organizations would devote considerable resource to the appraisal process. Correspondingly, It may be anticipated that managers try to make certain that the dimensions of the appraisal process are known, understood, and supported by the participants.

There's probably no management process that has been the subject of more research than the employee appraisal. At the best managed companies, the employee appraisal is no joke – it is a serious business that powers the success of the organization. (Montague, 2007)

It has been suggested that to enhance satisfaction, managers should consider expanding the evaluation criteria to include those criteria which are important to the employee, perhaps creating a participatory employee appraisal system. (Thomas & Bertz, 1994) In fact, employee input into the process has been described as having an impact on the perceived fairness of the evaluation (Latham et al. 1993).

It has been stated that the opinions of employees, as they pertain to the appraisal system, may be greater determinant of the system's effectiveness than the validity or reliability of the system itself (Wanguri, 1995). As stated by Thomas & Bretz (1994) without a sense of ownership, both managers and employees may view the process with fear and loathing. Thus, they contend that a major concern in the evaluation process is an acceptance of the system by those employees being evaluated. To this end, if employees believe they are evaluated based upon inappropriate criteria, it would follow that their commitment to and satisfaction with the organization supporting this particular evaluation system would be correspondingly reduced.

According to Brown (2003) new industrial type of techniques such as, performance – based evaluations and the introduction of market type consumerism in education with emphasis on customer choice should be embraced in the teaching profession.

According to Garry (2003) performance Appraisal means evaluating an employee`s current or performance to the person`s performance standard. Appraisals involve :setting work standards, assessing the employee`s actual performance relative to these standards and providing feedback to the employee with the aim of motivating that person to eliminate deficiencies or to continue to perform above par. Performance appraisal was a method of evaluating employee behavior at the workplace. It included both quantitative and qualitative analysis. This include, an organization`s evaluation of individual`s level performance and a review of how well an employee was carrying out the tasks associated with his job. It was therefore systematic and objective way of judging the relative worth or ability of an employee in performing his task.

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

Other reasons/purposes for appraisal include:-Identification of individual's current level of job performance, identification of individual's strength and weaknesses and a basis for rewarding employees in relation to their contribution to the organization's goals. It motivates individuals and also helps them identify training and development needs. It also provides information for succession planning ,enables counseling and coaching of individuals and helps control their behavior of both the individual and their supervisor. Finally, it improves internal communication, sets performance goals and assesses potential for promotion

2.2 Theoretical Review

2.2.1 Organizational Commitment

Organizational commitment is the relative strength of the individual's identification with, and involvement in, a particular organization. It consists of three factors as highlighted by Armstrong (2006)They include: a strong desire to remain a member of the organization; a strong belief in, and acceptance of, the values and goals of the organization; and a readiness to exert considerable effort on behalf of the organization.

An alternative definition of organizational commitment emphasizes the importance of emotions, costs and personal values in creating commitment. Meyer & Allen (1993) identified and defined three components of organizational commitment namely: Affective Commitment: Continuance Commitment; and Normative Commitment

These three components of commitment are alternatively described by Brief (1998) as the product of (i) emotional attachments (affective commitment), (ii) the costs of leaving,

such as losing attractive benefits or seniority (continuance commitment) and (iii) the individual personal values (normative commitment).

According to Meyer & Allen (1993), affective commitment is concerned with employees' attachment to, identification with and involvement in the organization. It therefore, follows that; affective commitment to the organization could be characterized by a sharing the values, a desire to maintain membership and working without any expectations for the benefit of the organization.

In consequence of the affective commitment, employees want to maintain their memberships in the organization (Dawley et al., 2005). Affective commitment refers to feelings of belonging and sense of attachment to the organization and it has been related to personal characteristics, organizational structures, and work experiences, for example; pay, supervision, role clarity and skill variety(Hartmann, 2000).

Continuance commitment on the other hand refers to employees' assessment of whether the costs of leaving the organization are greater than the costs of staying. Employees who perceive that the costs of leaving the organization are greater than the costs of staying remain because they need to. In other words, individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job (Murray et al., 1991). Normative commitment refers to an employee's feelings of obligation to remain with the organization. According to Meyer & Allen's (1991), the individual commits to and remains with an organization because of feelings of obligation. These feelings may be derived from many sources. For example, the organization may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to

‘repay the debt.’ It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one’s organization.

2.2.2 Approaches to Organizational Commitment

Approach to organization is conceptualized in a variety of ways Stevens (1978) suggested that the different conceptions of organizational commitment can be subsumed in two categories, exchange approach and psychological approach. Exchange approach view commitment as an outcome of inducement / contribution transactions between the organization and member, with explicit emphasis on the instrumentalities of membership as the primary determinant of the member’s accrual of advantage or disadvantage in the ongoing process of exchange-based conception of commitment, the psychological approach as originally conceived by porter and smith (1970) is a more active and positive orientation toward the organization. The two approaches will be discussed further in the following sections.

A. Exchange Approaches

The exchange approach is made up of the approaches, namely behavioral and attributions approach. The two approaches are discussed in detail in the following paragraphs.

i. Behavioural Approach

The behavioural approach grew out of (Becker’s, 1960) work. This is known as the exchange-based or side –bet theory (Becker’s ,1960) and hold that individuals are committed to the organization as far as they hold their positions and accumulate better (or incur greater costs at departure), this may dissuade them for seeking alternative employment. Individuals

are committed to the organization because the benefit assimilated with staying in the organization are higher than the alternative opportunities and cost to leave (Blau & Boal, 1987; Collins & Seller, 1988). Commitment is thus an outcome of Inducement or contribution transactions between an organization and its members (Blau & Boal, 1987).

According to Stevens (1987), a limitation of exchange-based measure of commitment stems from the lack of empirical evidence that they are, in fact related to particular ongoing behavior outcomes within the organization.

ii. Attributions Approach

This approach focuses on attitudes that result in the attribution of commitment according to Johnston and Snizek (1991); these attributions are made in part in order to maintain consistency between one's behavior and attitudes. This is a moral or attitudinal approach in which the individual behavior is guided by emotion or heart, or what Etzioni called affective/value rationality (Johnston & Snizek, 1991). The individual is socialized by showing active participation and affective participation for the goals of the organization (Bar-Hayim & Berman 1992; Randall, 1990). Accordingly, organizational commitment is conceptualized as a state in which an individual identifies with particular organization and its goals, and he/she wishes to maintain membership in the organization in order to facilitate its goals (Blau & Boal, 1987).

The attributions approach (Reichers, 1985) conceptualizes commitment as a binding of the individual to behavioural acts, which occurs when individual's attribute of commitment to themselves after engaging in behaviors that are volitional, explicit, and irrevocable.

B. Psychological Approach

The psychological approach relates to the process of identification and dedication of one's own energies to the organization's goals. An organization has to foster in its employee feeling of commitment to their work world, commitment to the organization and its values and goals, commitment to one's occupation, commitment to one's career, and a strong work ethic (Dalton Tudor,1993; & Porter,1985).This is also known as the psychological approach, and conceptualizes commitment as an attitude or an orientation toward the organization that links or attaches the identity of the person to the organization. The three component of this orientation consist of (a) identification with the goals and value of the organization, (b) high involved in its work activities and (c) a strong desire to maintain membership in the organization (Porter, Streets, Mowday &Boulian, 1974; Streers, 1977).

According to Buchanan (1974), together these psychological approaches to commitment depict a decidedly positive, high-intensity orientation toward the organization. In additional, they include, but go beyond the hesitancy to leave component that has been the fundamental dimension represented in exchange-based measure of organizational commitment.

There are thus two approaches to organizational commitment, namely exchange based and psychological approaches.

2.2.3 Models of Organizational Commitment

A Search in the literature shows that the study of organization commitment can be classified into various models. Models are important in study of organizational commitment as they explore the different perspectives studied and documented and how they are expressed in an organizational setting. The various models classify organizational commitment as either one-

dimensional or multidimensional. The following paragraph will explore these models in detail.

a) O'Reilly and Chatman model

O'Reilly and Chatman (1986), as discussed in Meyer and Herskovits (2001p305), developed their multidimensional framework based on the assumption that commitment represent an attitude toward the organization, and that there are various mechanism through which attitude and behavior changes, O'Reilly and Chatman(1986) argued that commitment takes on three forms, namely:

Compliance: This occurs when attitude and corresponding behavior are adopted in order to gain specific rewards.

Identification; This occurs when an individual accept influence to establish or maintain a satisfying relationship

Internalization: This occurs when influence is accepted because the attitude and behavior an employee is being encourage to adopt are congruent with existing value. The employee's psychological attachment can reflect varying combination of these three psychological foundations (O'Reilly & Chatman 1986).

Organizational commitment is thus multidimensional and takes on three forms namely: compliance, identification and internalization.

b) Etzioni's model

Etzioni's model encompasses three perspectives, namely: Moral commitment Calculative commitment and Alienative commitment. These perspectives will be explored in the paragraphs below.

i) Moral commitment

Moral commitment represents one of the two affective perspectives of organizational commitment. Calling it moral commitment, Etzioni (1961), viewed it as emanating from a symbol compliance structure. Moral commitment is characterized by the acceptance of and identification with organizational goal (Patchen, 1970). According to Hall (1970), it may be bought off as a kind of organizational identification. Wiener (1982) labeled such forms of affective organizational attachment (e.g. moral involvement), commitment. He used this label because of his association of organization identification with the commitment work of Porter and his colleagues (Porter, Mowday & Boulians, 1974; Steers, 1977). Thus measures such as those of Hall (1970) and Porter (1974) are currently intended to operationalize affective dimensions of commitment, similar to Etzioni's (1961) moral involvement.

ii) Calculative commitment

Calculative commitment is based on the employee receiving inducements to match contributions. Etzioni (1961) saw this type of organizational attachment as typical compliance systems which are based on an exchange. Thus, it is conceptually rooted in the exchange theory of Barnard (1938) & March & Simon (1958). Calculative commitment needs not to be reduced to willingness to retain organizational membership. It may be thought of in the broader terms of an instrumental organizational membership—the traditional concept of calculative commitment may be more closely associated with an affective form of organizational commitment. For example, a willingness to forfeit organizational membership may result of anger (negative affect) toward the organization. Consistent with Etzioni's (1961) model, such feelings emanate from alienation (affective organizational attachment) rather than a calculative commitment. Moreover retention of membership may reflect a

personal identification with the organization, and such positive affect may be more appropriately associated with moral involvement in the Etzioni model (Etzioni, 1961).

iii) Alienative commitment

Alternative commitment represents an affective attachment to the organization. Etzioni (1961) originally describe alternative involvements as typical of a prison or military basic training camp in which coercive compliance system is prevalent. Alienation can be viewed as a basis for organizational commitment if one thinks of an employee's commitment to the organization as a consequence of (a) a lack of control over the internal organizational environment and (b) the perceived absence of alternative for organizational commitment.

Etzioni (1961) borrowed the word alienation from the work of Karl Marx who gave alienation its classic definition, a lack of control which is a perceived inability to change or control the organization in this context. To the alternatively committed worker, reward and punishment may seem random rather than a direct result of the quality or the quantity of work (Etzioni, 1961). The employee's perceived sense of randomness provided the sense of loss of control. Thus the negative affective attachment to the organization, ascribed by Etzioni to the alienatively involved employee develops. An employee who is alienatively committed to the organization may stay because of lack of alternatives or fear of financial loss.

2.3 Performance Appraisal System

Virtually all organizations have some formal or informal means of appraising their employees' performance. Dessler (2008) defined performance appraisal as any procedure that involves (i) setting work standards, (ii) assessing employee's actual performance

relative to those standards, and (iii) providing feedback to the employee with the aim of motivating him or her to eliminate performance deficiencies or to continue to perform above par.

Organizations can therefore, monitor the development of desired employee attitudes and behaviors through the use of the appraisal mechanisms. This appraisal-based information could be used for changing the selection and training practices to select and develop employees with the desired behaviors and attitudes. However, the effectiveness of skilled employees will be limited unless they are motivated to perform their jobs.

2.4 Performance Appraisal and Reward Decisions

In the arena of human resource management (HRM), performance appraisal and reward decisions have been shown to be critical to performance management systems and tend to influence a variety of employee attitudes such as job performance, commitment to the organization and tenure intent (Holbrook, 1999; Schuler & Huber, 1993). In a broad sense, in both of these functions, the role of organizational justice principles or fairness has been emphasized by several authors (Folger, Konovsky & Cropanzano, 1992; Taylor, Tracy, Renard, Harrison & Carroll, 1995). While distributive justice principles are closely associated with reward distributions, the procedural justice principles of due process are closely associated with performance appraisal practices.

Further, effective performance appraisal practices are instrumental to administrative decisions organizations make such as merit pay allocations or promotions (Fletcher,

2001). Thus, one can conceptualize performance appraisal and reward distribution decisions as two critical aspects of performance management systems.

Past research on reward distribution practices across cultures seem to indicate that individualistic cultures adhere to the equity norms more than collectivist cultures (Ahmad, 2004; Berman, Murphy-Berman & Singh, 1985; Kim, Park, & Suzuki, 1990). Similarly, prior studies (Ramamoorthy & Carroll, 1998; Entekin & Chung, 2001) have shown that employee attitudes towards performance appraisals (e.g., formal versus informal appraisals; level of control in the appraisal process) vary as a function of individualistic versus collectivistic orientations of employees. However, cross-cultural research seems to indicate that significant cultural differences seem to exist across cultures in terms of managers' view of subordinates and their performance (DeVoe & Iyengar, 2004), perceptions of performance management (Woods, 2003), level of differentiation between low and high performers (Shibata, 2002), and preferences for formal versus informal appraisal systems (Ramamoorthy & Carroll, 1998). As justice perceptions appear to be norm-based, an understanding of people's perceptions of fairness in organizations across cultures requires considering the prevailing cultural standards and norms (Greenberg, 2001).

An effective performance management system presupposes an effective performance appraisal system (PAS) that measures individual performance accurately and rewards employees based on their performance (Ahmad, 2004; Fletcher, 2001). Thus, PAS should be instrumental to effective reward system thus resulting in an effective performance management system. Taylor, et al., (1995) tested the due process metaphor with the incorporation of procedural justice principles in the PAS and found that due process

principles resulted in more positive attitudes such as perceived fairness, intent to remain with the organization, accuracy of performance appraisal and positive attitudes about the managers (raters).

Similarly, Holbrook (1999) also reported that procedural justice principles in PAS resulted in positive employee attitudes such as satisfaction with the system among the employees. Hofstede (1980; 1992) introduced the individualism-collectivism (IC) variable as a cultural level variable to the international management literature and suggested that management practices differ across cultures. In individualistic societies, an individual's identity and individual interests are paramount whereas in collectivist societies an individual's identity is submerged in the group (Ramamoorthy & Carroll, 1998). Also, in these societies group interests and goals are paramount to individual goals and interests. Further, in individualistic societies competitiveness is the norm whereas in collectivist societies cooperation is the norm.

In terms of distributive justice norms, individualistic societies endorse equity norms in reward allocation and collectivist societies endorse equality norms in reward allocations (Ahmad, 2004; Gomez-Mejia & Wellbourne, 1991; Parkes, et al., 2001). One aspect of equity theory suggests that rewards should be proportional to the individuals' effort and/or performance, commonly called as pay-for-performance although this has been interchangeably used with equity or distributive justice. Individualists' preference for equity in the distribution of rewards is generally attributed to a concern with promoting productivity and task achievement, while collectivists' preference for equality is attributed to a concern with maintaining group harmony. Collectivistic cultures are less

concerned with individual standing or the amount that each individual receives than members of individualistic cultures.

The due process metaphor in PAS encompasses three essential principles (Folger, et al., 1992; Taylor et al., 1995). The first principle of adequate notice suggests that how, when, and against what standards individuals are to be evaluated be published and communicated well in advance. The second principle of fair hearing suggests that employees be given the opportunity to participate in the formal review meeting in which an employee is informed of a tentative evaluation and how it was derived with an opportunity to provide rebuttal evidence. The third principle of judgment based on evidence requires that managers apply the performance standards consistently across employees without any bias or prejudice. The fourth principle stipulates that one should provide employees control over the PA process and opportunity for input into the process. Since several employment decisions such as termination or promotion or pay decisions are made on the basis of such formal appraisal systems, adherence to due process principles of procedural justice may be quite critical to performance management, at least, in individualistic cultures that emphasize individual rights and achievements.

Available evidence seems to indicate that formal appraisal systems consisting of due process may be more characteristic of individualistic societies than collectivist societies. Performance appraisal practices in collectivist societies tend to be informal and may include peer group members providing feedback and adherence to group norms (Parkes, et al., 2001; Robbins, 2002). Generally speaking, organizational justice

refers to perceived fairness in the workplace and comprises of distributive, procedural, and interactional justice (Greenberg, 1990).

Distributive justice perception is concerned with the perceived fairness of the outcome grounded in Adam's (1965) equity theory. Although Adam's equity theory is concerned with an evaluation of one's own inputs with outcomes with that of a comparison others, distributive justice may also involve an evaluation of one's own performance or effort and the associated rewards without any specific reference to comparison others. Procedural justice is based on dispute resolution models (Thibaut & Walker, 1975) and is concerned with the fairness of the procedures used in the distribution of the outcome. This dimension of justice is concerned with the processes used by organizations to allocate rewards and may consist of adequate notice about performance for expectations, clear communications of these standards, involvement of the supervisors and subordinates in the setting of performance standards, periodic review of task accomplishment, accurate performance feedback, and an opportunity to resolve grievances with the supervisors.

2.5 Appraisal Tools

Employee appraisal systems help managers evaluate employee job performance and develop a fair system of pay increases and promotions. Appraisals in turn can help staff members improve performance, and assist companies in devising or reorganizing job functions to better fit the position or the employee. In addition, employee appraisals may reveal outdated or inefficient business practices. Effective employee appraisal systems incorporate goals to

help improve the employer as well as the employee, through the application of appropriate and timely feedback and training.

(A) Trait-Focused Performance Appraisal

Swan S William(1991)discusses trait-rating whereby the centre piece of appraisal is a list of personality such as problem solving ability, co-operation, dependability and punctuality. Supervisors rate employees by indicating specific traits each employee exhibits. Most trait-focused systems use a simple checklist with ratings or similar options. This system is traditionally popular with customer service departments. These types of evaluations are subject to the supervisor`s personal bias, and the majority of employees end up with marks which limits this reliability and accuracy.

(B) Alternation Ranking Method (ARM)

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

(C) Behavioral Anchored Rating Scale (BARS):

A behaviourally anchored rating scale combines the benefits of narratives, critical incidents, and quantified scales, by anchoring a rating scale with specific examples of behavioural activities for good or bad performance. Its supporters say it gives more equitable appraisal than do the other tools we discussed. Although BARS scales still present performance on a

continuum; they provide specific behavioral anchors to help clarify the meaning of the performance dimensions and help calibrate the raters' definitions of what constitutes good and poor performance. Some supporters of behaviorally focused scales also claimed that they would remove unnecessary subjectivity (Latham & Wexley, 1977). BARS is judged from a set of scales- one scale describes each job dimension, or broad types of duties, responsibilities, or activities of a job.

Placed on a scale are a set of statements clarifying of worker behaviour on the particular job dimension. Rating dimension would vary according to the nature of the job- between six and nine seems quite common. For example one British study identified seven: Supervision of operators, scheduling and planning, technical troubleshooting, handling men, communications, administrative problems of wiring wire and dealing with other departments. BARS system has got substantial advantage it has some draw back as well such as time consuming and expensive. Some of them have identified ten dimension of performance. They are interpersonal relationships, organizing and planning, reactions to problems, reliability, communicating, adaptability, growth, productivity, quality of work and teaching.

(D) Mixed Standard Scales:

These scales are made to make the evaluation system reliable through confirming each individual rates, each scales rate and each rater rates and to minimize halo and leniency errors (Blanz & Ghiselli, 1972). The idea of mixed standard scale has come from the logic of forced choice method. Halo and leniency errors could reduce if ratings are not made on a scale where statements come in an obvious order of merit hierarchy. Practical findings provide support to these hypotheses (Saal & Landy, 1977). This scale is choosing three items for each performance dimension which are good, average and poor.

(E) Management by Objectives (MBO)

In theory, at least, Management by Objectives provided a clear and unambiguous framework for specifying and measuring employee performance. Labovitz and Baird have given some ideas about MBO that is:

“MBO approach to managing people is a process of continually structuring expectations through mutual goal setting with subordinates, establishing action plans and target dates, reaching objectives and providing feedback. This is a way of managing subordinates that permits them to meet their personal needs for responsibility, freedom of action and recognition. At the same time the MBO approach provides a supervisor with an element of control, and change his or her role from police officer to colleague or coach (Baird, Beatty & Schneier, 1982).

MBO is introduced in the management for improving performance, reducing role vagueness and redirecting effort to important organizational target. MBO system could be fit and work with any types of organization for planning process, a control technique and a form of individual performance appraisal (Baird, Beatty & Schneier, 1982).

MBO has many positive sides but it has some limitations that we need to consider. The main issue that a company should consider first to implement MBO is the high level of management commitment and time frame to reorient the thinking of employees (Patten, 1977). Communication is the key to get a good out come and to prevent the complexity of the system from primary excitement that will lead into confusion and disillusionment, bring the result to an end with disinterest and failure. The purpose for the new system needs to be clearly recognized also, because while MBO is a useful tool for performance planning and feedback, it is not easily used for administrative decisions (DeVries et al., 1981)

(F) 360-Degree Appraisal

Some studies pointed out some issues regarding the design of the 360-degree appraisals (Seifert, Yukl, and McDonald, 2003), while others have raised questions about the overall effectiveness of this approach (e.g., Waldman, Atwater, and Antonioni, 1998). Yet, research on multi-source and upward appraisals continues (e.g., Smither and Walker, 2004). Proponents of the 360-degree feedback approach offer it as a “progressive” means of conducting performance appraisal, a means that addresses many procedural justice concerns. Church and Bracken (1997) contend that 360-degree feedback system and other forms of multi-source or multi-rater assessment methods in organizations have evolved from an innovative “nice-to-have” technique administered only to the most senior levels to a “must-have” tool for integration into overall performance and human resource management strategies. These systems appear well suited for the flexible, team-based, change-oriented organizational cultures of many organizations today.

360-degree systems are gaining popularity because they tend to reduce the problems of previous generations of assessment methods (Antonioni, 1996). Barnes (1997) notes that 360-degree appraisal moves the manager back into a “comfort zone” as she or he is now only one among a number of assessors. In addition, it greatly reduces the problems of central tendency, positive skewness, and “halo effects,” it reduces defensiveness on the part of the appraisee because there are a variety of assessors, and it recognizes that subordinates are best placed to assess “leadership” or “people management” skills. The technique is said to be helpful in defending legal challenges of the outcome of appraisals, it meets the demands for employee empowerment and involvement, and it is a useful tool in tapping employee opinions and attitudes.

2.6 Commitment

According to Webster international dictionary (1980), the term commitment refers to the act of doing or performing something. Oxford dictionary refers to it as the act being engaged or obliged to do something. It also refers to an obligation or pledges to carry out some action or policy or to give support to some policy or person. Webster finally referred to commitment as the decisive moral choice that involves a person in a defined course of action.

Armstrong (2003) defines commitment as attachment and loyalty. However, as defined by M Dray et al (1982) commitment consists of three components: identification with the goals and rules of the organization, a desire to belong to the organization and the willingness to display effort on behalf of the organization, a desire to belong to the organization and the willingness to display effort on behalf of the organization. Salancik (1978) argues that commitment is the state of being, in which an individual becomes bound by his actions to beliefs that sustain his activities and his own involvement.

2.6.1 Commitment and Loyalty

The concept of organizational commitment has attracted a great deal of interest in the Human resource management and psychology literatures. For example, employee Commitment and loyalty are central features in the high performance workplace literature in which they are seen as mediating factors linking different types of human resource Management and employment practices to enhanced performance.

Establishing a committed and loyal workforce may be associated with enhanced firm performance through less opportunistic behavior on the part of employees (Green, 2008) or through influencing their supply of effort, and hence output. Employees' decisions over their supply of effort play a key role in various incentive models of worker compensation (see, for

example, Lazear, 2000) as well as in the efficiency wage literature (Akerlof, 1982 & Akerlof, Yellen, 1990). Given such a relationship between employee effort and commitment, an interesting line of enquiry concerns how the firm may influence the level of affective commitment via human resource (HR) practices.

Employee commitment and loyalty thus arguably play an important role in the Principal-agent issues surrounding the separation between the ownership and control of an Organization. The costs associated with delegated decision-making clearly depend on the Extent to which the interests of the principal and agent differ (Aghion and Tirole, 1997, and Athey & Roberts, 2001). In so far as employees who exhibit commitment and loyalty towards their employer may have interests which are aligned with those of their employer, the agency costs often associated with the employee-employer relationship are reduced. One attempt to construct an economic model of identity and work incentives, thus capturing such motivations, is Akerlof and Kranton (2005), whose analysis, within a principal-agent framework, suggests that instilling in employees “a sense of identity and attachment to an organization is critical to well-functioning enterprises” (op. cit., p. 11).

Given that the degree of commitment and loyalty of employees towards their employer Is fundamentally linked to the way in which employees conduct themselves at the workplace, As well as the agency considerations that underpin the relationship between employees and Employers, it is surprising that employee commitment and loyalty have attracted only limited Attention in the economics literature.

2.7 Feedback

One of the most important conditions is to provide clear, performance-based feedback to employees (Carroll and Schneier, 1982; Ilgen et al., 1979; Larson, 1984). Almost 50

years ago, Maier (1958) highlighted the crucial role of appraisal feedback in the performance appraisal process.

According to Levy and Williams (2004), “. . . if participants do not perceive the system to be fair, the feedback to be accurate, or the sources to be credible then they are more likely to ignore and not use the feedback they receive.” Indeed, the significance of feedback to the appraisal process as well as to the broader management process has been widely acknowledged (Bernardin and Beatty, 1984; Ilgen et al., 1979; Lawler, 1994; Murphy and Cleveland, 1995).

First, from the organization's point of view, feedback keeps both its member's behavior directed towards desired goals and stimulates and maintains high levels of effort (Lawler, 1994; Vroom, 1964). From the individual's point of view, feedback satisfies a need for information about the extent to which personal goals are met (Nadler, 1977), as well as a need for social comparison information about one's relative performance (Festinger, 1954).

Second, feedback potentially can influence future performance (Ilgen et al., 1979; Kluger & DeNisi, 1996). Third, it is believed to play a significant role in the development of job and organizational attitudes (Ilgen et al., 1981; Taylor et al., 1984).

Performance feedback should include information on how to improve performance, along with information about what areas of performance need improvement. The frequency of feedback is also important. The rating scales should focus on results as much as on processes. Thus, feedback is not only important to individuals but also to organizations because of its potential influence on employee performance and variety of attitudes and behaviors of interest to organizations. In summary, the central role of

feedback to the appraisal process and the importance of examining rates` satisfaction with appraisal feedback are widely acknowledged (Ilgen et al., 1979; Keeping & Levy, 2000; Murphy & Cleveland, 1995).

Some of the relevant characteristics that may influence the effectiveness of the appraisal process include the frequency of the appraisals, the nature of the appraisal (i.e., written vs. unwritten), the perceived fairness of the evaluation process (Huffman & Cain, 2000), and the degree to which the evaluation results are discussed with the employees being evaluated (Dipboye & de Pontbriand, 1981; Landy, Barnes, & Murphy, 1978).

Reactions to feedback are presumed to indicate overall system viability (Bernardin and Beatty, 1984; Cardy & Dobbins, 1994; Carroll & Schneier, 1982) and to influence future job performance (Kluger & DeNisi, 1996), as well as job and organizational attitudes (Taylor et al., 1984). Satisfaction with appraisal feedback is one of the most consequential of the reactions to appraisal feedback (Dorfman et al., 1986; Giles and Mossholder, 1990; Keeping & Levy, 2000).

Several researchers (Giles and Mossholder, 1990; Organ, 1988) have asserted that using satisfaction as a measure of employees` reactions affords a broader indicator of reactions to appraisal feedback than more specific cognitively oriented criteria. In fact, cognitively oriented measures, such as perceived utility and perceived accuracy, are positively related to satisfaction with appraisal feedback (Keeping and Levy, 2000). In addition, because appraisals form the basis of several important decisions, satisfaction with feedback signifies recognition, status, and future prospects within the organization.

These various implications of satisfaction with feedback make it a significant determinant of future behavior and job and organizational attitudes (Taylor et al., 1984). The central role of the rater to the feedback process has been acknowledged by several researchers (Ilgen et al., 1979; Cederblom, 1982; Klein et al., 1987). Therefore, satisfaction with rater was included as a potential predictor of satisfaction with appraisal feedback.

Maddox (1987) warns that never should unsatisfactory performance be ignored. The manager must be sure that unsatisfactory performance is identified and discussed. Experts believe that 50 per cent of performance problems in business occur because of lack of feedback. An employee will see no reason to change performance if it appears acceptable to the supervisor and the organization.

Thompson(1990) further suggests that for the feedback to be effective, this one-to-one performance discussion must have: mutual trust (confidentiality, fairness, objectivity); recognition that the performance discussion is a mutual exploration to arrive at a solution ;two way listening and a supportive behavior on the part of the manager to make it easier for the employees to talk.

2.8 Problems in the Performance Evaluation Process.

Performance appraisal is one of the oldest management tools available, and the problems associated with it are equally well established (Michel Beer, 1987). Different scholars have suggested the possible sources of performance appraisal problems. Accordingly, there are three major sources of problems in performance evaluation.

2.8.1 System Design and Operating Problems

According to Michael Beer (1987) many of the problems in performance appraisal stem from the appraisal system itself, the objectives it is intended to serve, the administrative system in which it is embedded, and the forms and procedures that make up the system. The performance system can be blamed if the criteria for evaluation are poor, the technique used is cumbersome, or the system is more form than substance. If the criteria used focuses solely on activities rather than output, (results) or on personality traits rather than performance, the evaluation may not be well received (Junlin & Guoqing, 2006).

As Henderson (1984) cited in Deborah & Kleiner (1997), performance appraisal system are not generic or easily passed from one company to another; their design and administration must be tailor- made to match employees and organizational characteristics and qualities. In the study made by Longenecker (1977) on 120 seasoned managers drawn from five different large US organizations entitled “why managerial performance appraisal are ineffective”, the majority(83%) of the respondents argued that managerial performance appraisal is destined to fail because of (among the many reasons cited) unclear performance criteria or ineffective rating instrument used. This mostly emanates from ambiguity on the job descriptions, goals, traits and/or the behaviors that will be the basis for the evaluation of the process to fail right from the start.

According to Deborah & Kleiner (1997) organizations need to have a systematic framework to ensure that performance appraisal is “fair” and “consistent”. In their study of “designing effective performance appraisal system”, they conclude that that designing an effective appraisal system requires a strong commitment from top management. The system should provide a link between employee performance and organizational goals through

individualized objectives and performance criteria. They further argued that the system should help to create a motivated and committed workforce. The system should have a framework to provide appropriate training for supervisors, raters, and employees, a system for frequent review of performance, accurate record keeping, a clearly defined measurement system, and a multiple rater group to perform the appraisal.

2.8.2 Raters' Problems in Performance Evaluation

Even if the system is well designed, problems can arise if the raters (usually supervisors) are not cooperative and well trained (Ivancevich, 2004). This is often because they have not been adequately trained or have not participated in the design of the program. Inadequate training of raters can lead to a series of problems in completing performance evaluations, including: problems with standards of evaluation, Halo effect, Leniency or harshness, central tendency error, "Recency of events" error, contrast effects, personal bias (stereotyping); among others. According to Mark Cook (1995), Performance appraisals suffer from four major problems. These are Biases, politicking, impressions management and undeserved reputation. Biases could be consciously or unconsciously because of age, ethnicity, gender, physical appearance, attitudes and fundamental values of the raters, and personal like or dislike. There is a growing body of evidence supporting the view that supervisors are often motivated to use rating inflation as a strategy to manipulate subordinates' reactions to the performance appraisals they receive. For example, on the basis of interviews with executive Longenecker, Sims & Gloria (1987) as cited in Y. Fried et al. (1999) identified six major reasons why managers inflate ratings, they include: to maximize subordinates' merit raises, to avoid hanging dirty laundry in public; to avoid creating a written record of poor performance; to

give a break to an employee who has shown recent improvement; to avoid confrontation with a difficult employee; and to promote a problem subordinate `up and out` of the department.

Many of these reasons can be interpreted as supervisors' attempts to elicit positive reactions from subordinates, such as increasing their work motivation and performance, as well as increasing subordinates' trust in, and cooperation with, their supervisors.

In addition to the aforementioned reasons for inflation, supervisors may also deliberately inflate ratings to minimize potential challenges from subordinates to their own performance ratings. Indeed, subordinates' opposition to their performance ratings is probably quite common because individuals typically overestimate their own performance level (Campbell & Lee, 1988) and thus the opposition is sever and more likely when organizational rewards and punishments are contingent on performance appraisals.

Resistance to low performance ratings is associated with such subordinate reactions as lower work motivation, greater alienation from the work environment, increased conflict with the supervisor, and diminished belief in the leadership legitimacy and power of their supervisor (Y. Fried et al., 1999). Thus supervisors may inflate ratings to avoid creating an angry, demoralized, unmotivated, and unproductive work unit. Generally, rating inflation is a political strategy employed by supervisors to further their self-interest. Because managers' own work effectiveness is dependent on that of their subordinates, managers will tend to deliberately inflate ratings in an attempt to ensure favorable reactions or avoid unfavorable reactions from their subordinates to their performance appraisals. However, the strength of managers' motivation to inflate ratings is likely to vary according to a variety of personal and contextual variables.

In the study of Y. Fried et al. (1999) based on results from a sample of 148 supervisors from a variety of organizations supported that raters' tendency to deliberately inflate performance appraisal ratings of subordinates is associated with rater negative affectivity (the tendency of the rater to experience such negative mood states over time and across situations have been described as being in Negative affectivity) and the managers' ability to deliberately inflate ratings, if they desire to do so, may be contingent on certain aspects of the rating context. The two contextual variables are: (a) the degree to which supervisors systematically document the work behaviors of ratees during the appraisal period and (b) the visibility of performance ratings among subordinates.

The data collected from the supervisors in a variety of organizations indicated that the tendency to inflate ratings is associated with high rater Negative affectivity, low documentation of subordinates' work behaviors, and high appraisal visibility.

From an organizational perspective, the study implied that the prevalence of deliberate inflation of performance ratings may hinder organization's effort to use performance ratings effectively for development, motivational or administrative purposes. For instance:

Supervisors who often inflate performance ratings may develop cynical attitudes towards their managerial position as well as low perceived integrity and work involvement; inconsistency among raters concerning their level of rating inflation may also adversely affect an organization's ability to effectively tie performance ratings to merit raises. This is because ratees may become skeptical about the legitimacy of the performance appraisal merit-raise link. For example, employees from different departments with similar work experience and qualifications may be rated differently by their supervisors, in part because these supervisors differ on how much they tend to inflate performance ratings on the basis of

such variables as documentation of work behaviors and appraisal visibility. This inconsistency in ratings may reduce subordinates' trust and confidence in the procedural and distributive fairness of the performance appraisals system (M. S. Susan, Taylor et al.1995), resulting in lower work motivation and performance.

As Folger, Konovsky, & Cropanzano (1992) cited in M. S. Susan (1995) there are three characteristics of due process appraisal system in order to settle fairness and justice in the performance appraisal system. (1) adequate notice-in this context requires organizations to publicize, distribute and explain performance standards to employees to discuss how and why such standards must be met and to provide for regularly and timely feedback on performance.(2) Fair hearing which requires a formal review meeting in which an employee is informed of a tentative assessment of his or her performance and how it was derived by his or her manager, who should have a familiarity with the employee performance based on sufficiently frequent observation of the individual's work. Employees are permitted to challenge this assessment and provide their own commentary by conducting and presenting a self-appraisal.

Finally, fair hearing requires that employees receive training in the appraisal process to ensure that they possess the knowledge needed to challenge assessments perceived to be unfair. (3) Judgment based on evidence requires the organization to apply performance standards consistently across employees. The results of the study appear to suggest that organizations may help reduce the inflation phenomenon by promoting or enforcing documentation of employees' behaviors and activities. Organizations may also help control the rate of inflation across supervisors and departments by standardizing the degree of appraisal visibility throughout the organization.

On the other hand there is an evidence uncovering the reasons why managers deliberately give low performance ratings to the subordinates:(a) to shock someone back on to a higher performance track;(b) to teach a rebellious subordinate a lesson; (c) to send someone a message that they should consider leaving the organization; (d) and to build a well-documented record of poor performance to speed up terminations. (Longenecker et.al.; 1987 as cited in Mark Cook; 1995)

2.8.3 Ratees' Problems in Performance Evaluation

The problems of performance evaluation can also be attributed to the ratees. For instance, their attempt to create unnecessary impression and work area ingratiation is one of the major problems with respect to ratees.

According to Mark Cook (1995), organizations occasionally exist in which subordinates gain credit for pushing ahead with management plans that are absurdly wrong, in pursuit of aims which are completely pointless, stifling criticism either of purpose or of method with cries of “commitment” and “loyalty”. An extreme case of this trend may be termed the World War I mentality. As Wayne, S.J. and Ferris, G.R.,(1990) cited in Mark Cook(1995) there are three underlying types of ingratiating behavior, or “upward influence styles”: Job-focused ingratiation entails claiming credit for things you have done and not done, claiming credit for what the group has done, arriving at work early to look good, and working late to look good.

Supervisor-focused ingratiation on the other hand involves taking an interest in the supervisor's private life, praising the supervisor, doing favors for the supervisor, volunteering to help the supervisor, complimenting the supervisor on his/her appearance and dress, agreeing with the supervisor's ideas. Self-focused ingratiation involves presenting self

to the supervisor as a polite and friendly person, working hard when results will be seen by the supervisor, letting the supervisor know that you are trying to do a good job. Research suggests however that ingratiation does not always succeed in obtaining good Performance ratings. Unsubtle ingratiation may sometimes be too blatant to be credible, or palatable. Ingratiation and other impression management techniques also contaminate appraisal ratings, and make them less accurate reflectors of true worth to the organization.

Besides undermining performance appraisal, and selection research, this tends to be bad for morale, when staff see persons whose true performance is poor, but who are good at ingratiating themselves, get merit awards, or promotion, or other marks of favour. On the other hand, defensiveness and resistance to evaluations are also major problems among workers. To many employees, performance appraisal can be a highly threatening experience. This is because employees regard their performance much more positively than did his supervisor. Research showed that, employees may develop defensive mechanisms and resistance in performance ratings to defend against threats to their self-esteem (Michael Beer, 1987; Campbell & Lee, 1988).

The defensiveness may take a variety of forms. Subordinates may try to blame their unsatisfactory performance on others or on uncontrollable events; they may question the appraisal system itself or minimize its importance; they may demean the source of the data; they may apologize and promise to do better in the hope of shortening their exposure to negative feedback; or they may agree too readily to the feedback while inwardly denying its validity or accuracy. The defensiveness that results may take the form of open hostility and denials or may be masked passively and surface compliance.

2.9 Performance Appraisal and Performance Management

According to Murlis and Armstrong(1998) performance appraisals have so far degenerated into a `dishonest annual ritual'. On the other hand performance management is more considerate and really involves the workers in the organization since they get their immediate supervisors appraising them. The differences between them as summed up by Armstrong and Baron(2004) are set out in the table.

Table2.1 Below shows the difference between performance appraisal and performance management

Performance appraisal	Performance management
Top- down assessment	Joint process through dialogue
Annual appraisal meeting	Continuous review with one or more formal reviews
Use of ratings	Ratings less common
Monolithic system	Flexible process
Focus on quantified objectives	Focus on values and behaviours as well as objectives
Often linked to pay	Less likely to be a direct link to pay
Bureaucratic complex paperwork	Documentation kept to a minimum
Owned by the HR department	Owned by line managers

According to Nzuve (1997) several problems can threaten the usefulness of performance appraisal. Some of these problems can be related to issues of validity and reliability Validity is the extent to which a measure or an instrument actually measures what it is intended to measure while reliability is the extent to which the instrument consistently produces the same results each time it is used. Some of the

factors that can interfere with validity and reliability are: central tendency error, leniency error, halo effect, regency error trap among others.

2.10 Empirical Review

Studies linking performance appraisal and employee participation with organizational commitment is relatively too scanty. Hence, in this study, the researcher has some empirical findings linking organizational commitment with some related constructs or concepts such as performance appraisal leadership styles, intention to leave and job satisfaction. Human resources management practices, leadership styles and trust within the organization are other organizational factors that have been associated with organizational commitment (Meyer & Allen, 1997). In nine studies involving 2 734 persons, Dunham et al. (1994) examined how participatory management and supervisory feedback influenced employee levels of affective, continuance, and normative commitment.

The researchers found that when supervisors provided feedback about performance and allowed employees to participate in decision-making, employee levels of affective commitment was stronger than both continuance and normative. That is, employees indicated staying with the organization was more related to wanting to, rather than needing to or feeling they ought to.

In a study of 238 nurses, Cohen (1996) investigated the relationship between affective, continuance, and normative commitment and the following other types of commitment: work involvement, job involvement, and career commitment. Findings revealed that affective commitment was more highly correlated with all the other types of commitment. In other

words, employees who remained with the organization because they wanted to were more likely to exhibit higher levels of commitment to their work, their job, and their career.

Importance of training in developing committed employees cannot be ignored. Training generates a feeling of belongingness among employees. Likewise executive development programme also seems to be a platform of producing committed employees. Lam and Zhang (2003) conducted a study and found that expectations are normally unmet, and job characteristics, training and development, and compensation and fairness are related to satisfaction and commitment. Loui (1995) also found that commitment was significantly related to trust, job involvement, and job satisfaction. Blau (1985) examined the relationship between leadership style and commitment and found that a consideration leadership style was found to have a greater influence than task-oriented style on commitment. Organizational commitment provides a platform to employees in terms of staying in the organization. Mueller et al. (1994) found that organizational commitment is a better predictor of intention to stay and thus turnover intentions than job satisfaction.

Taunton et al. (1997) reported an indirect relationship between organizational commitment and turnover intentions and stated that organizational commitment was a stronger predictor of turnover intentions than job satisfaction in their causal model. Moynihan et al. (2000) hypothesized that job satisfaction and affective commitment would positive association with general performance and leadership while continuance commitment would exhibit a negative association. As predicted, job satisfaction associated positively with performance, though not with leadership. Continuance commitment negatively associated with both performance and leadership.

Increased organizational commitment has also been positively associated with valuable organizational outcomes, including job performance ratings, decreased intention to search for new jobs and reduced turnover intentions (Bergmann et al., 2000).

Few behavioral scientists believe that for generating commitment organizational support is also a key factor. Yoon (2002) proposed a new dual-process model of organizational commitment. The model stipulates that overall job satisfaction and perceptions of organizational support are key emotional and cognitive processes that mobilize commitment in the workplace. The model also suggests that the feelings of job satisfaction and perceptions of organizational support operate through independent channels to mediate the impact of work experiences on organizational commitment.

Irving et al. (1997) investigated the relationship between affective, continuance, and normative commitment and the outcome measures of job satisfaction and turnover intentions. Total participants for the study included 232 employees. Results revealed that job satisfaction was positively related to both affective and normative commitment.

However, job satisfaction was negatively related to continuance commitment. All three types of commitment were negatively related to turnover intentions, with continuance commitment having the strongest negative relationship. Cohen & Kirchmeyer (1995) undertook a study to investigate the relationship between affective, continuance, and normative commitment and the non-work measure of resource enrichment. Their participants included 227 nurses from two hospitals.

The researchers found positive relationships between resource enrichment and both affective and normative commitment. However, the relationship between continuance commitment and resource enrichment was negative. In effect, employees who were staying with the

organization because they wanted to or felt they ought to, indicated higher involvement and enjoyment with work activities. Whereas, employees who were staying with the organization because they felt they needed to indicated less involvement and dissatisfaction with work activities.

2.10.1. Organizational Commitment Empirical Review

The majority of researchers have treated organizational commitment as a dependent variable in their studies (Morrow,1983 in DeCotiis & Summers, 1987). For instance, Steers (1977) examined the relationship between work related variables as antecedents of climate (group attitudes, organizational dependability, and personal impact) and organizational commitment. This study was carried out among 382 hospital employees, 119 scientists and engineers.

The relationship between organizational commitment and other outcomes has also been examined in developing countries. For instance, Ahmed & Alvi (1987) surveyed 1116 employees in various organizations of Pakistan.

Exchanged-base variables included wage, job, security, union affiliation, tenure and type of organization. They found that interested work, task identity, peer's friendliness, and authority turned out to be factors that had a significant positive influence on commitment. They also confirmed that any organization which fulfils its workers' psychological needs, along and provides a better working environment enhances their commitment.

Another study was carried out by Khaleque & Rahman (1987) to measure overall job satisfaction of industrial workers in Bangladesh. This study was designed to 1) measure the overall job satisfaction of industrial workers; 2) determine the influence of some personal factors and job facets on the overall job satisfaction of the workers; and 3) evaluate the perceived importance of some facets on the overall job satisfaction of the workers. They

found that some specific aspects of jobs, such as good relations with peers, convenient work scheduling, good working environment, and a job security had stronger influence on job satisfaction and commitment.

Demographic factors such as age, tenure, and education level have been associated with organizational commitment (Abdulla & Shaw, 1999; Chughtai & Zafar, 2006;); however, Mathieu & Zajac (1990) and Weidmer (2006) in Salami (2008) found that demographic factors were not significant predictor of organizational commitment. Viewing commitment as an affective or emotional attachment to an organization is the most common approach in the literature to studying commitment (Mowday et al, 1982). The present study was delimited to using primarily the attitudinal perspective of commitment.

2.10.2 Organizational Commitment at the Individual-Level

The construct of organizational commitment at the individual level has been extensively investigated. While there is some disagreement about whether job satisfaction is a measure of organizational attachment, Mowday et al. posited that commitment differs from the concept of job satisfaction in several ways:

In organizational settings, job satisfaction and organizational commitment have been found to be positively correlated (see Brown & Peterson, 1993). In sales research, salesperson job satisfaction has been shown to impact a number of key job-related attitudes (organizational commitment) and behaviors (potential turnover of salespeople) (Johnston et al.,1990). Using data from 1,385 employees representing a variety of occupational groups, Mottaz (1987) reported that satisfaction and organizational commitment have reciprocal effects. However, satisfaction had a greater effect on commitment than the reverse. In addition, satisfaction has been found to lead to higher levels of organizational commitment (e.g., Williams & Hazer,

1986). Although both job satisfaction and organizational commitment are job attitudes, job satisfaction is believed to cause organizational commitment because it is more specific, less stable and more rapidly formed (Williams & Hazer, 1986). This direction of causality has been proposed by a number of other researchers as well (e.g., Porter et al., 1974; Yousef, 2000). Thus, consistent with prior research, it is expected that job satisfaction will have a positive impact on organizational commitment.

2.11 Summary and Gaps to be filled by the Study

The commitment concept has been studied by many researchers at the organizational level. (Mguqulwa,2008) but there is scanty information in relation to schools. Other studies focus on performance Appraisal used in schools and their effect on performance (Nduku, 2005). For employee appraisal to succeed ,both the appraiser and the appraisee should be prepared well in advance (Nduku,2005).In order to ensure preparedness, employees may require to be trained on the appraisal process and the content of the appraisal tool. The appraiser and the appraisee should meet prior to the commencement of the appraisal period to set targets and agree on them (Kathurima,2003). It is on the basis of these agreed upon targets that the teachers will tend to show much commitment because of the understanding of the appraisal tool. It is important to understand the relationship that exists between these two variables because commitment will always have a great impact in trying to achieve organizational goals and objectives. Thus the study aims at finding the relationship that exists between Performance Appraisal and teacher commitment in schools.

time, methods, and appropriate feedback which would in turn make the teachers be committed to their work in terms of turning up to work, being loyal, conducting duties appropriately, and working as a group for the common goal of the school.

From the framework, the researcher also believes that employee's commitment can partly be affected by independent variables which can lead to either low commitment or high commitment. It is important to note that when an employee experiences a state of dissatisfaction, he or she may respond to the imbalance by opting for a number of actions that may lead to low commitment and hence failure to achieve personal and organizational goals and objectives.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The methodology was designed in a way to ensure that the data collected is valid and reliable to reduce chances of error. An appropriate sample size was selected from the target population to ensure the findings were accurate and recommendations were made relevant to the subject of the study.

3.2 Research Design

This study used descriptive Survey design. According to Mugenda & Mugenda (2003) descriptive studies determine and report things the way they are. This method was used to describe the area of interest by bringing out the facts on the ground as they were.

It was also appropriate for the study given the anticipated mass of numerical data to be collected and interpreted. The main advantage of this study design was that it allowed the researcher to be flexible in the data collection exercise, by using both open/closed ended questions hence providing the target group with opportunity to give additional information.

3.3 Location

The study was conducted in Nakuru County where the researcher took the sample of the various public boarding secondary schools that incorporate performance appraisal.

3.4 Target Population

The target population included all public boarding secondary school teachers in Nakuru County. Nakuru County has 11 constituencies; there are 2000 public boarding schools in Nakuru. The researcher selected a number of public secondary schools within the wider Nakuru county that tend to use performance appraisals to evaluate their teachers. The table below shows the selected schools in the county.

Table 3.1 Target Population

County	School	Population of teachers	Percentage %
Nakuru County	Bahati girls high school	36	5.85
“	Moi forces academy	55	8.94
“	Elburgon Baptist secondary school	20	3.25
“	St Anthony High School	50	8.13
“	Jomo Kenyatta High School	52	8.46
“	Molo Secondary School	25	4.07
“	Kiamaina secondary school	58	9.43
“	Mary Mount secondary School	50	8.13
“	Molo Academy	28	4.55
“	Naivasha Girls High School	48	7.81
“	Menengai Boys High School	56	9.11
“	Nakuru High School	60	9.76
“	Bavuni Secondary	42	6.83
“	Kieni Secondary School	45	7.32
“	Koelel Secondary School	60	8.13
“	Kuresoi Secondary School	51	8.20
“	Rongai Boys Secondary	36	5.53
Total		772	100

3.5. Sampling and Sampling Procedures

According to Mugenda (2003), a representative sample must be at least 10% of the entire target population. From the population of 2000 boarding school, with a confidence interval of

95% a sample size of 563 was used, Since the researcher wanted to establish the relationship between performance appraisal and commitment of teachers, the Appraisees who were teachers had a sample of 313 while the appraisers had a sample of 250 bring this to 563, this was representative enough making the data that was collected dependable and reliable. Simple random sampling was used to pick respondents for the study. Table 3.2 below represents the sampling frame as drawn from the target population.

Table 3.2 Sample Size

county	School	Population frequency(y)	Ratio 0.4(x/y)	Sample size(x)
Nakuru county	Bahati girls high school	36	0.4	15
“	Moi forces academy	55	0.4	22
“	Elburgon Baptist secondary school	20	0.4	8
“	St Anthony High School	50	0.4	20
“	Jomo Kenyatta High School	52	0.4	21
“	Molo Secondary School	25	0.4	10
“	Mary Mount secondary School	50	0.4	20
“	Molo Academy	28	0.4	12
“	Naivasha Girls High School	48	0.4	20
“	Menengai Boys High School	56	0.4	23
“	Nakuru High School	60	0.4	24
“	Bavuni Secondary	42	0.4	17
“	Kieni Secondary school	45	0.4	18
	Koelel High School	60	0.4	24
	Kuresoi Girls Secondary	51	0.4	20
	Rongai Boys Secondary	36	0.4	15
Total		772		313

3.6 Data Collection Techniques/Instruments

Self-administered questionnaires with both closed and open-ended questions were used; questionnaires were considered the best in collection of primary data. This is because they provided an avenue for the researcher to ask probing questions. They are fast, cheap and can be self-administered (Mugenda & Mugenda, 2003).

Two data enumerators assisted the researcher to collect Data for this study. A total of 90 questionnaires were filled daily by the researcher and the enumerators for six days, the researcher and the enumerators administered 30 questionnaires each daily. This ensured precision in collection of data and chances of arm chair interviewing were minimized.

A pilot study prior to the study was conducted to check reliability and validity of research instruments. This pretest was done in Nakuru County in Secondary day schools that appraise their teachers. Respondents who formed part of the pilot study did form part of the final study this minimized sampling bias.

3.7 Data Analysis

Descriptive statistics was used in the analysis of quantitative data. Data analysis began with editing, coding, and tabulation of data according to research questions. Achola (2007) points out that analysis means ordering, categorizing, manipulating, and summarizing of data to obtain answers to research questions. The data was then analyzed using a computer software package SPSS .Frequency table, bar graphs, pie-charts and graphs were used to present the information. Pearson correlation analysis was used to establish the significance of the findings and strengths of the relationship between the variables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis and interpretations of the findings of the data collected from the respondents in trying to answer the objectives of the study. Data was analyzed quantitatively. The results of the findings were presented in graphs and tables. Four hundred and sixty (460) out of 563 questionnaires that were administered were successfully filled and returned back. This represented an 81% return rate, ensuring that the sample size remained as close as to the original sample size as possible. Campion (1993) suggested that authors need to make reasonable efforts to increase questionnaire return rates, address the influence of non-respondents, and that they do not contain any obvious biases. To increase the return rate for this study, the questionnaires were administered using two strategies as described in chapter three of this study.

4.2 Back Ground Information

On back ground information, the respondents were asked on their gender, Age and years worked in the various institutions. The information obtained was very useful in understanding the study objectives and further laying a solid foundation that was useful in discussions and later conclusions.

4.2.1 Gender of Respondents.

Both the appraisers and Appraisees were asked on their genders, their responses were then presented as follows:

Table 4.1 Gender of Appraisees

Gender	Frequency	Percent
Male	173	66.5
Female	87	33.5
Total	260	100.0

Source: Field Data,2013

On gender, the study established that 66.5% were male while 33.5% were female. On the appraisers, 58.2% were male while 41.8% were female, this gave an implication of balance in gender while it comes to appraisers

Table 4.2 Gender of Appraisers

	Frequency	Percent
Male	116	58.2
Female	84	41.8
Total	200	100.0

Source: Field Data,2013

The respondents were then asked on their ages, the following were the responses obtained.

Table 4.3 Age of Appraisees

Age	Frequency	Percent
26-35yrs	124	47.5
36-45yrs	83	32.0
46 and Above	53	20.5
Total	260	100.0

Source: Field Data, 2013

Table 4.4 Age of Appraisers

Age	Frequency	Percent
26-35yrs	9	4.5
36-45yrs	89	44.5
46 and above Years	102	51
Total	200	100.0

Source: Field Data, 2013

The researcher categorized the ages in three, 26-35, 36-45 and 46 and above. Appraisees who were between the ages of 26-35 had a percentage of 47.5, between 36-45 had 32% while those who were 46 and above had 20.5%. On the other hand, the appraisers between the ages of 26-35 were 4.5%, between 36-45 were 44.5% while those who were 46 and above were

51%. This implies that there is variation of ages of the respondents, the Appraisees with the highest percentage were young while when it come to the Appraisers their percentage increased with an increase in their ages, a positive correlation was established.

The researcher then sought to establish how many years the respondents had worked in that given school. The results were then tabulated as follows:

Table 4.5 Years worked by Appraisees

Years	Frequency	Percent
1-5yrs	124	47.5
6-10yrs	66	25.5
11-15yrs	65	25.0
16 Years and above	5	2.0
Total	260	100.0

Source: Field Data, 2013

Table 4.6 Years worked by Appraisers

Years	Frequency	Percent
6-10yrs	114	57.3
11-15yrs	62	30.9
16 and above years	24	11.8
Total	200	100

Source: Field Data, 2013

The responses obtained implied the less number of years worked by both appraisees and appraisers the high their percentages and frequencies. As the years increase the percentages decreased.

4.3 Descriptive Findings

Descriptive statistics provides simple summaries about the sample and about the observations that have been made in a study by quantitatively describing the main features collections of data. For this study the researcher used measures of central tendency which included the mean, mode, median and standard deviations. These were useful as they defined the location of the distributions center. Percentages and frequencies were used; this was useful in determining the magnitude of a phenomenon.

4.3.1 Time of Appraisal

The researcher sought to establish how frequently appraisal are done, the following were the responses obtained.

Table 4.7 Frequency of Staff Performance Appraisal by Appraisees Statistics

	Quarterly	Half yearly	Yearly
N	260	260	260
Mean	.38	1.10	1.13
Median	.00	2.00	.00
Mode	0	2	0
Std. Deviation	.485	.997	1.456
Sum	75	110	75

Source: Field Data, 2013

With a mode of 2, the appraisal of employee mostly takes place after half an year. Quarterly and yearly appraisal had the same frequency. There is a great dispersion of the times of appraisals from their means as portrayed by the standard deviations of quarterly and yearly appraisal times, however the mean and the standard deviation of the half an year appraisal are close, this is a good sign as the closer the standard deviations are to the mean the better, this is portrayed by a difference of 0.1 which is statistically relevant.

The researcher further wanted to ascertain whether employees were committed at their work places, the results were as follows:

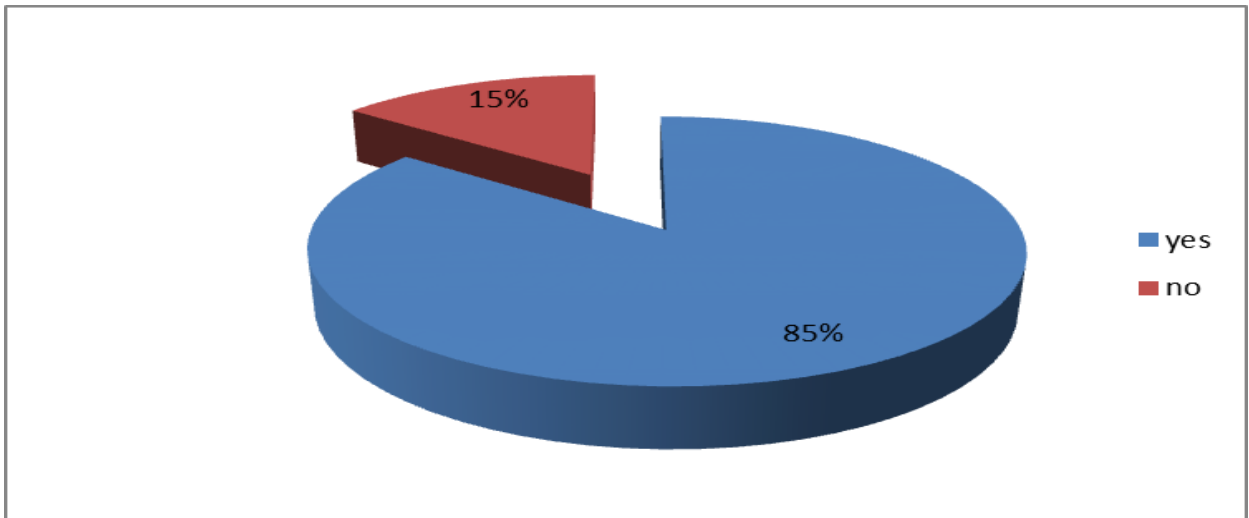


Figure 2 Commitment of Employees at Work Place

Eighty five percent of the respondents affirmed that employees are committed at their work place while 15% though otherwise, this shows the commitment levels by the employees is very high.

The researcher further wanted to ascertain when teachers seem to be mostly committed, this were as follows:

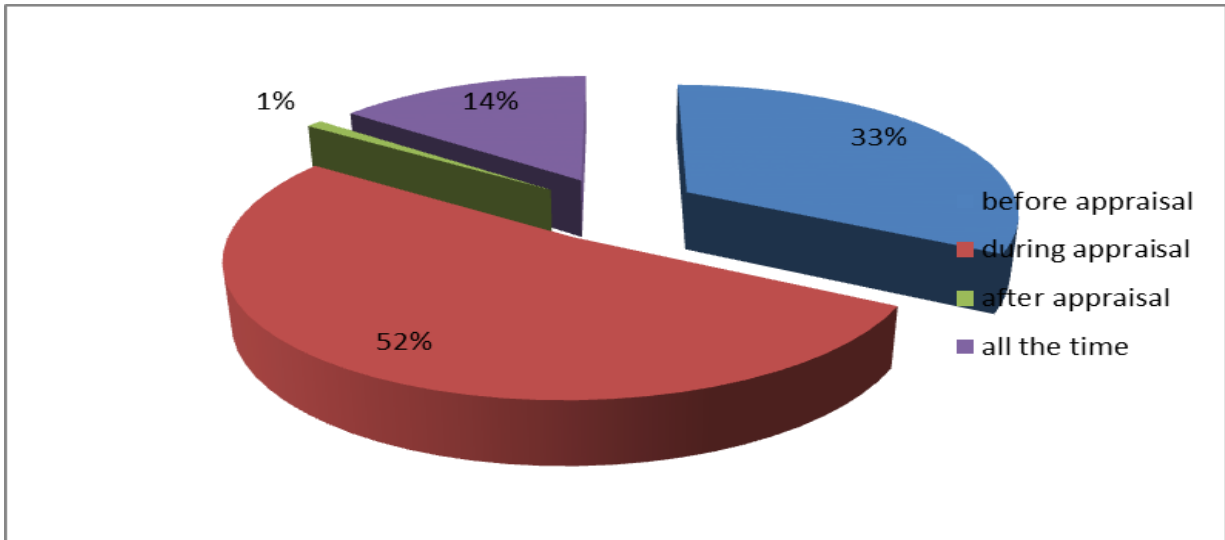


Figure 3 Commitment Time for Teachers

It was established that 52% of teachers are most committed during appraisal, 33% before appraisal, 14% all the time while 1% after appraisal. This implies that employees are committed when there is a motive, only 14% are usually committed all the time irrespective of whether there is an appraisal or not.

The researcher sought to establish who appraises the teachers, this were then presented in Figure 5, 21.5% of respondents were of the view that they are usually appraised by their immediate supervisor, 46.5% were appraised by head teachers while 32% were appraised by deputy head teachers. Head teachers had the biggest percentage in appraising teachers this is because most of the teachers report to them hence it is easy to closely monitor them hence appraise them.

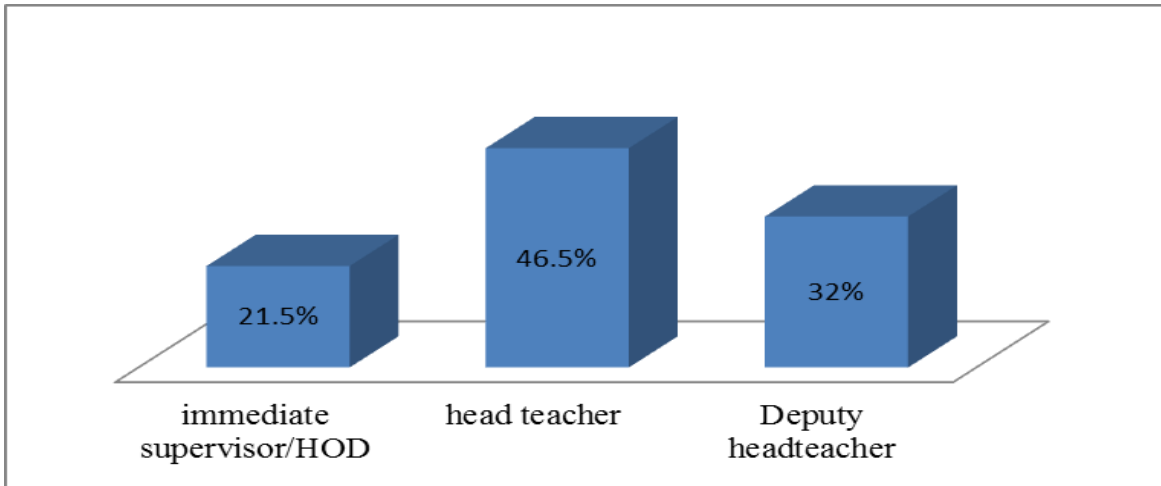


Figure 4 Person Appraising Teachers

The researcher further wanted to establish if time is an element used while carrying out appraisals.

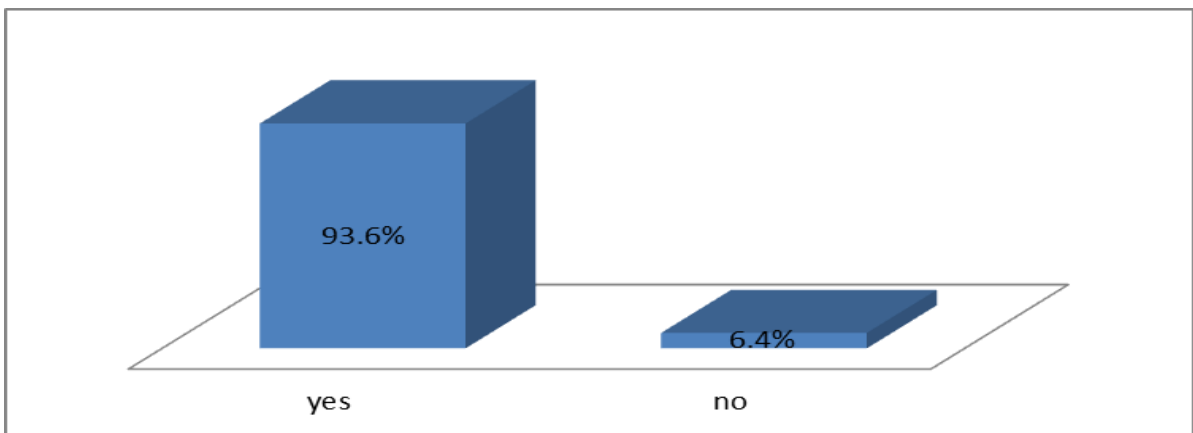


Figure 5 Time Factor While Appraising Employees

On whether they factor in time as one of the aspects while appraising teachers, 93.6% agreed that indeed they factor in time while 6.4% said they did not factor in time as one of the aspects while appraising teacher. This implies that time factor is a very important aspect while evaluating employees.

The Teachers too were asked if the appraisers factor in time as one of the major aspect while appraising them, all the respondents affirmed to this as tabulated below.

Table 4.8 Time Factor While Appraising Teachers

	Frequency	Percent
Yes	200	100.0
No	0	0
Total	200	100.0

Source: Field Data,2013

They were further asked whether time is a determinant on the level of commitment of teachers.

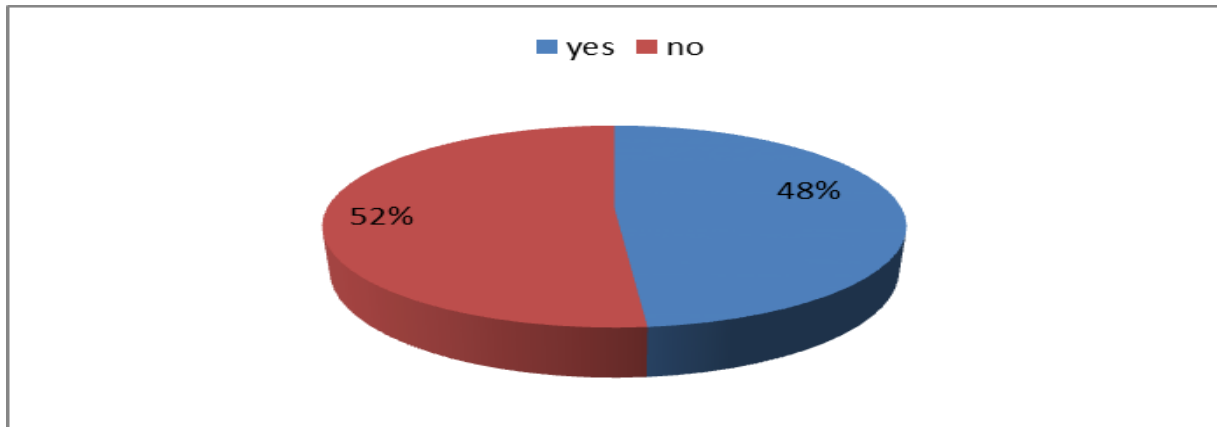


Figure 6 Time as a Major Determinant of Teachers level of Commitment

Fifty two percent of the teachers were of the view that time is a major determinant of their level of commitment while 48% thought contrary. This gives an application that there might be other factors other than time that determines the level of commitment of teachers. On the Other hand, the appraisers felt that 43.6% could be attributed to teacher's level of

commitment due to time while 56.4% were of a contrary view. This finding also implies that there are other factors that determine teacher's level of commitment other than time.

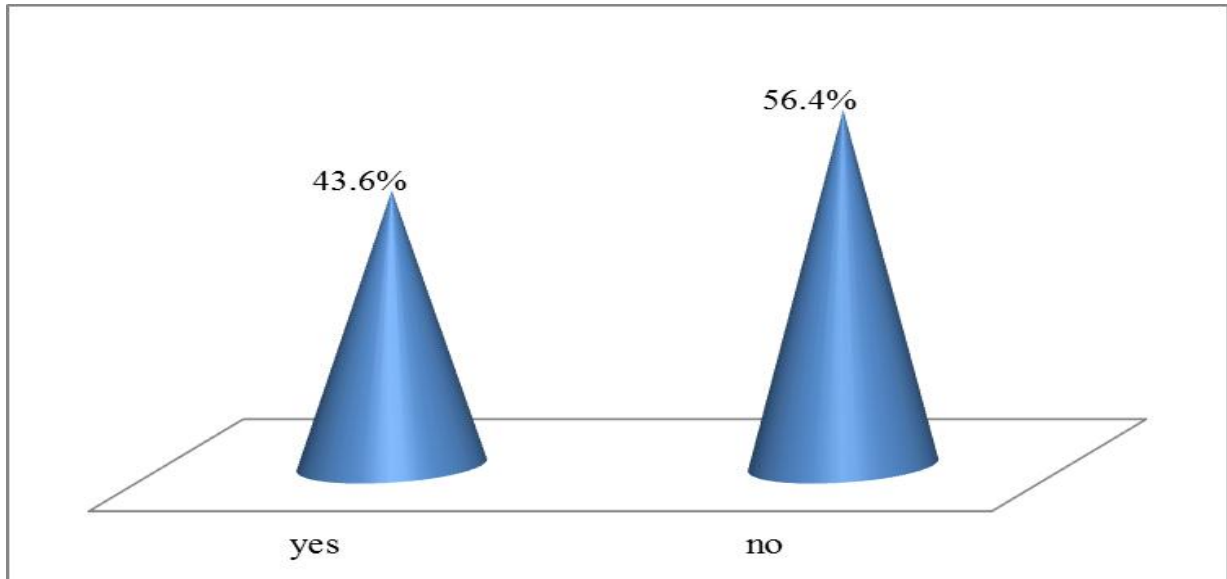


Figure 7 Time as a Major Determinant of Commitment by Teachers

The appraisees were then asked to determine the extent in which time affects the level of commitment of teachers at school.

Table 4.9 Extent of Time Affecting Level of Commitment at School

Extent	Frequency	Percent
Greatly	10	4.0
Moderate	65	25.0
Least	137	52.5
No effect	48	18.5
Total	260	100.0

Source: Field Data,2013

4.3.2 Appraisal Methods Used in Schools and their effect on Teachers' Commitment

The researcher sought to establish whether different appraisal methods used to evaluate teachers in schools affected their commitment to work. The respondents were asked various components relating to appraisal methods and the results analyzed as shown below:

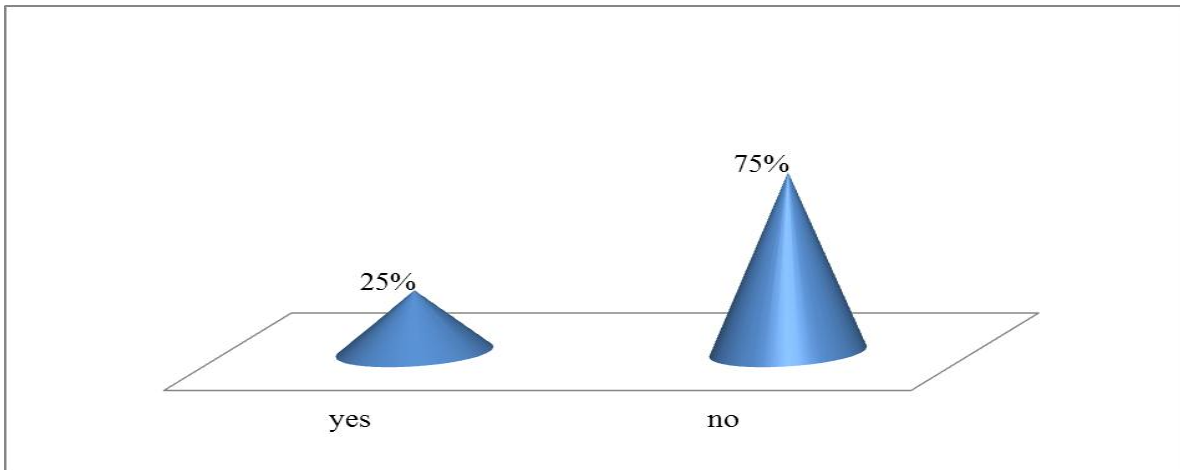


Figure 8 Training of Appraisers in Schools

As indicated by figure 4.9, 75% of Appraisees' respondents did indicate that there were no training of appraisers of teachers in their various schools however, 25% confirmed that there was training in their respective schools.

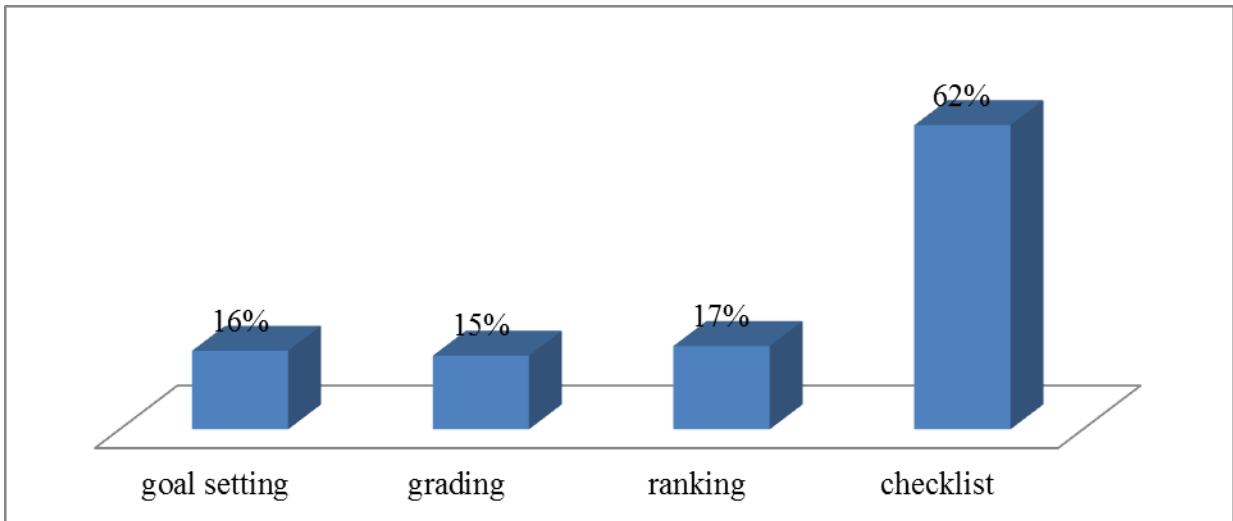


Figure 9 Appraisers' Methods Used To Appraise Teachers

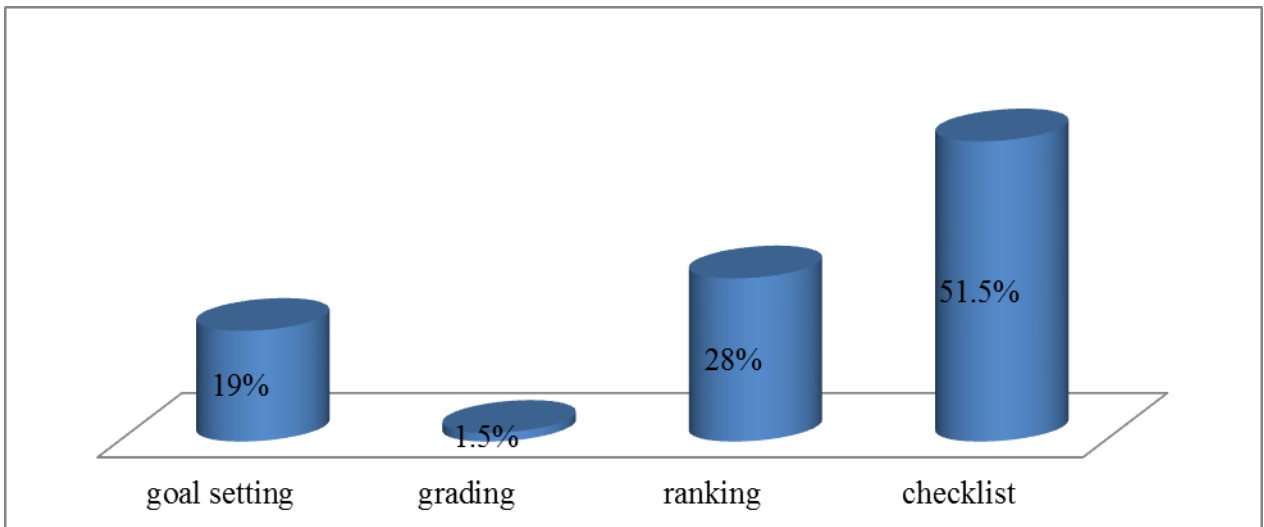


Figure 10 Appraisees' Methods Used To Appraise Teachers

As to the methods used by the appraisers to evaluate teachers, the appraisers' respondents gave various methods they use with 62% indicating that they used checklists to appraise teachers, 17% used ranking methods and 16% goal setting of teachers as performance indicator while 15% used grading technique to appraise teachers as show by figure 10. Majority of the Appraisees 51.5% were in agreement with appraisers on using checklist to appraise teachers and 28% by use of ranking. However, as indicated by the appraisers on use

of grading, only 1.5% of Appraisees agreed with a large percentage disagreeing. In contrast to the appraisers' response on the goal setting, 19% majority of the Appraisees were in agreement with the appraisers. These findings implies that even though most of the appraisers were not taken through training on how to appraise teachers, they had different methods to carry out appraisals in their schools effectively and both achieved the appraisal results for performance contracting of teachers.

Table 4.10 Method used and effect on Tteachers' Ccommitment

	Frequency	Percent
Yes	157	78.5
No	43	21.5
Total	200	100.0

Source: Field Data

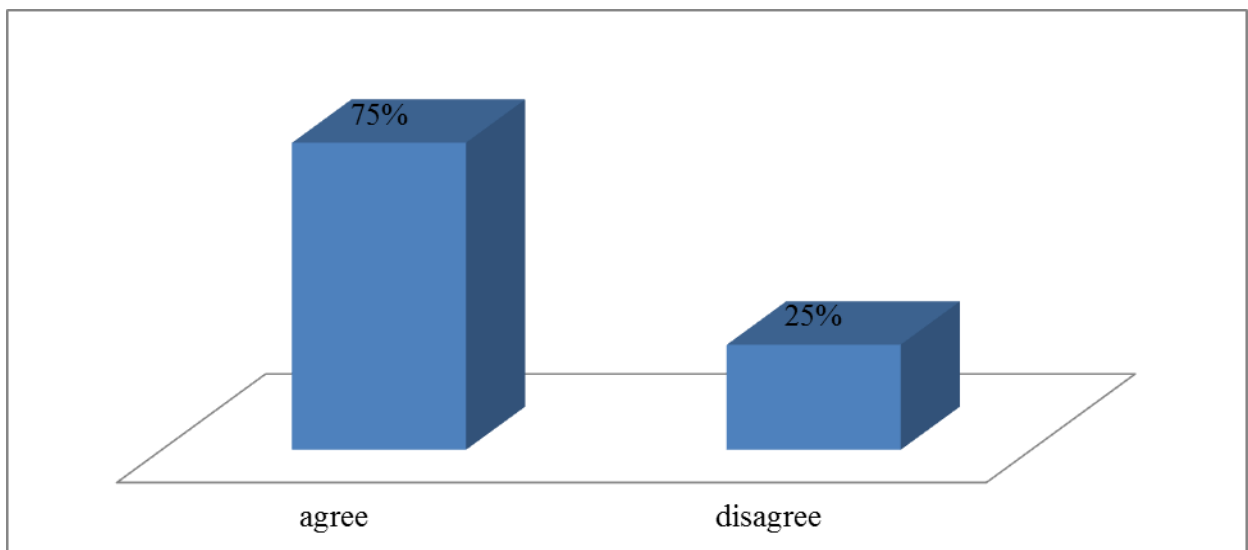


Figure 11 Methods Used To Appraise Teachers and Its Effect on Their Commitment

From the findings as indicated by figure 12, majority of appraisees 75% did indicate that indeed relevant appraisal method used to appraise them had an impact on their commitment work. Twenty five percent of the respondents said that the method used did not have any effect on their commitment. In support of the appraisees, majority of the appraisers 85% did indicate that the method used affected teachers' commitment positively while 15% said it affected them negatively. These findings implied that indeed the method used to appraise teachers has a bearing on their commitment to work.

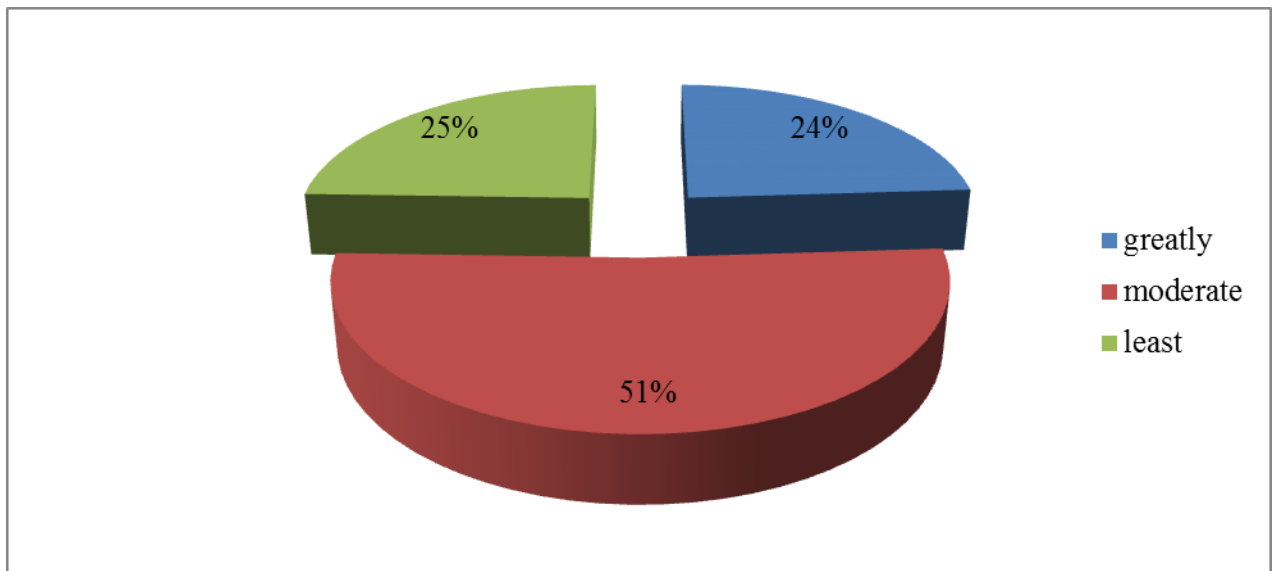


Figure 12 Extend to which appraisal methods affect teachers' commitment

The respondents were asked to state the extent to which the appraisal method used affected their commitment. The findings indicate that majority 51% were moderately affected by the method used whereas 24% were greatly affected. However, 25% of the respondents were least affected as shown in figure 12 above. The findings imply that, the methods used to appraise teachers should be selected critically not to harm their motivation to work thus affecting their commitment to work negatively.

4.3.3 Performance Appraisal feedback

The researcher sought to establish if the appraisal feedback affect commitment of teacher in schools, the following were the responses given.

Table 4.11 Appraisal feedback and Commitment of Teachers

	Frequency	Percent
Yes	100	50
No	100	50
Total	200	100

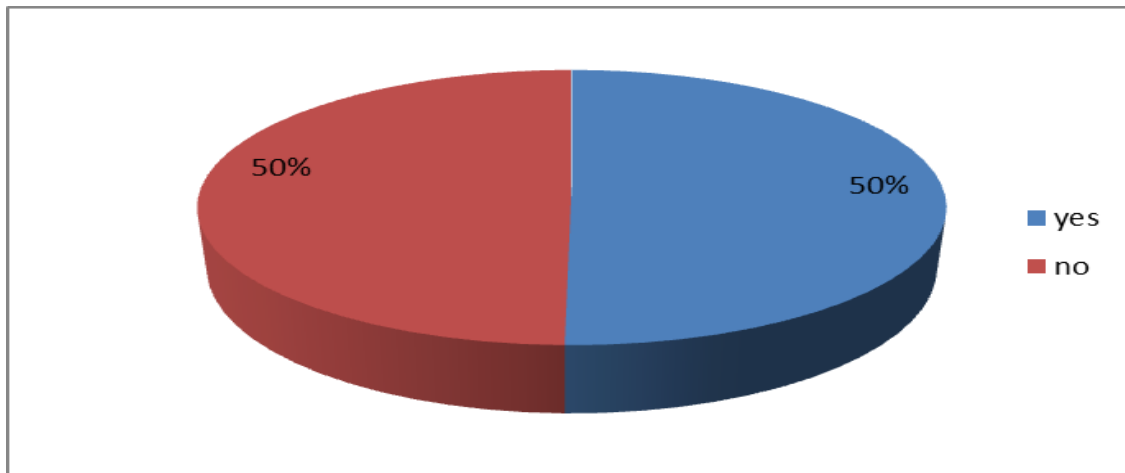


Figure 13 Appraisal feedback and commitment of teachers-Appraisees

Fifty percent of the appraisees were of the view that appraisal feedback affects their level of Commitment at schools; the other 50% were of the view that appraisal feedback does not affect their level of commitment at school. These responses had a ratio of 1:1.

The Appraisers too were asked whether appraisal feedback affect commitment of teachers in schools, their responses were as follows:

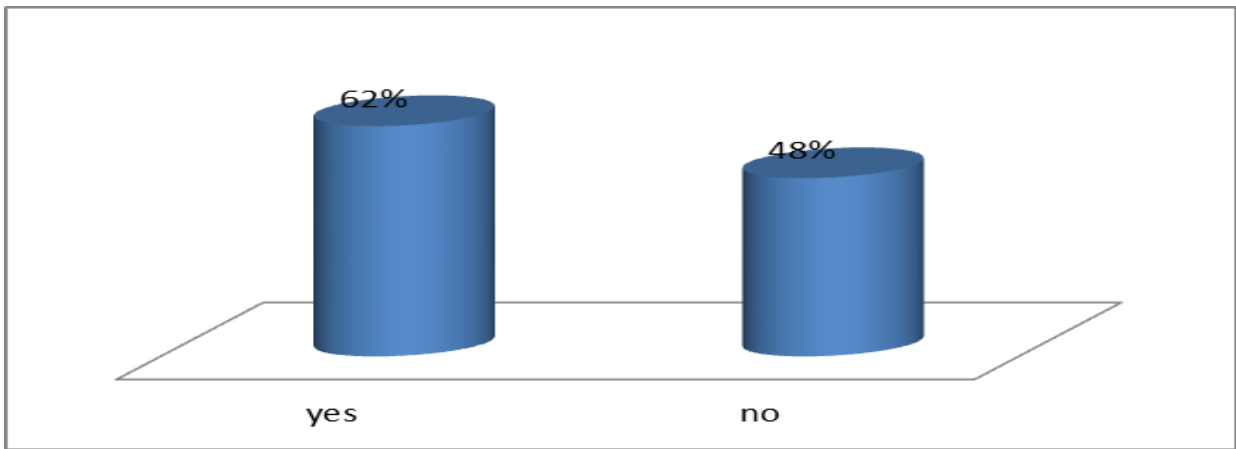


Figure 14 Appraisal feedback and commitment of teachers-Appraisers

Sixty two percent were of the view that appraisal feedback affects commitment of teachers in schools while the other 48% said it does not affect commitment of teachers. This implies that if the feedback given is not perceived to be agreeable with the teachers then their level of commitment is usually affected.

The appraisers were then asked how they give feed on the performance of teachers; this was then presented in the following figure.

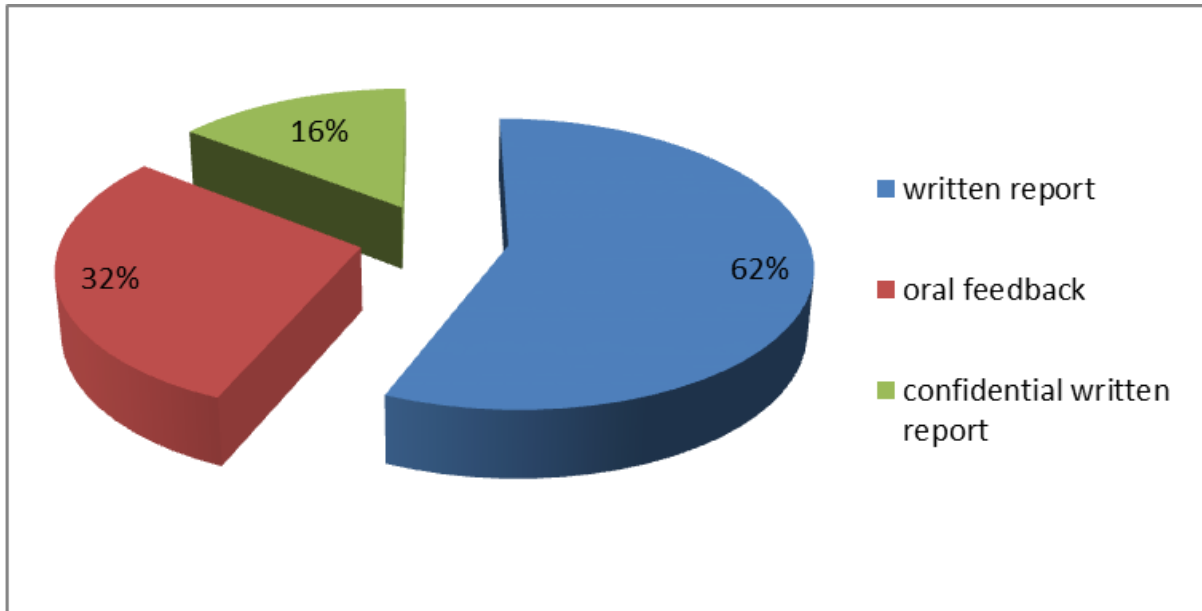


Figure 15 How Appraisers give feedback

Sixty two percent of the appraisers give feedback through a written report; Thirty two percent give an oral report while 16% give a confidential written report. Giving a written report implies that the appraiser does not get to see the reaction of the appraisees.

The researcher further wanted to establish whether giving of feedback affect the commitment of teachers, a correlation analysis was undertaken to ascertain this, the researcher correlated the values for appraises to ascertain whether there is a relationship, this were then presented as follows:

4.3.4 Decision Making On Performance Appraisal in School

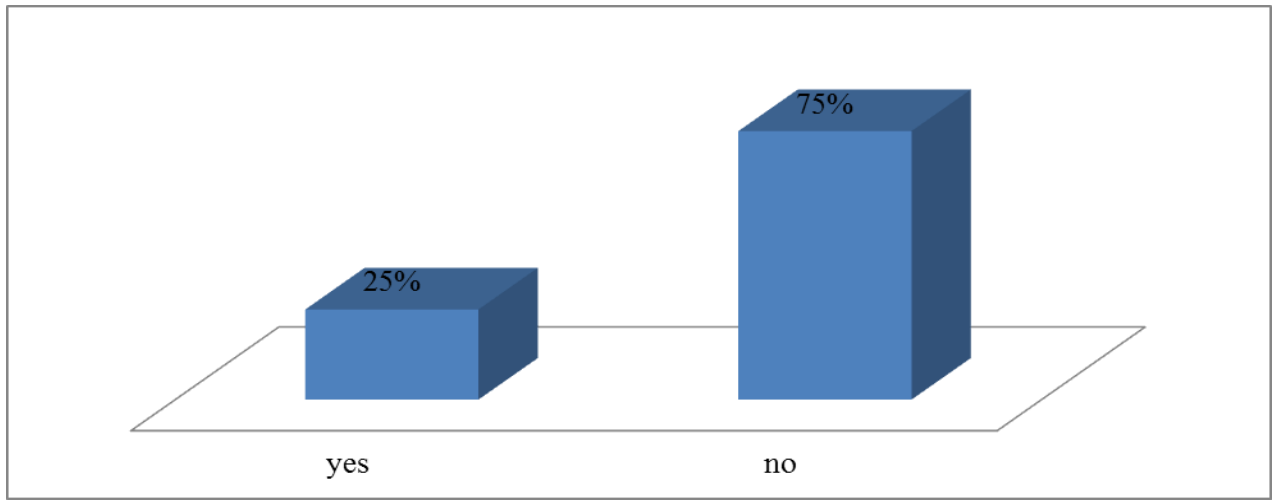


Figure 16 Appraisees' involvement in decision making on performance appraisal

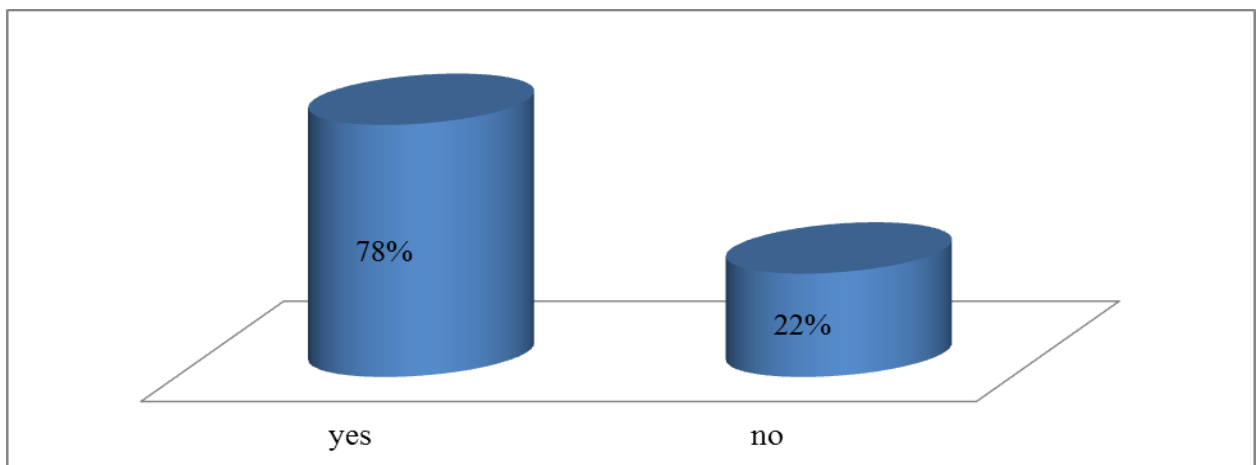


Figure 17 Appraisers' and teachers' involvement in decision making

From the findings of the study in figure 13, a majority of the respondents 75% fully agreed that teachers were involved in decision making on performance appraisal while 25% disagreed. Majority of the appraisers 78% were in support of the teachers indicating that indeed they involved them in decision making and 22% saying they did not. This implies that

teachers were fully involved in deciding the performance appraisal decisions in their respective schools.

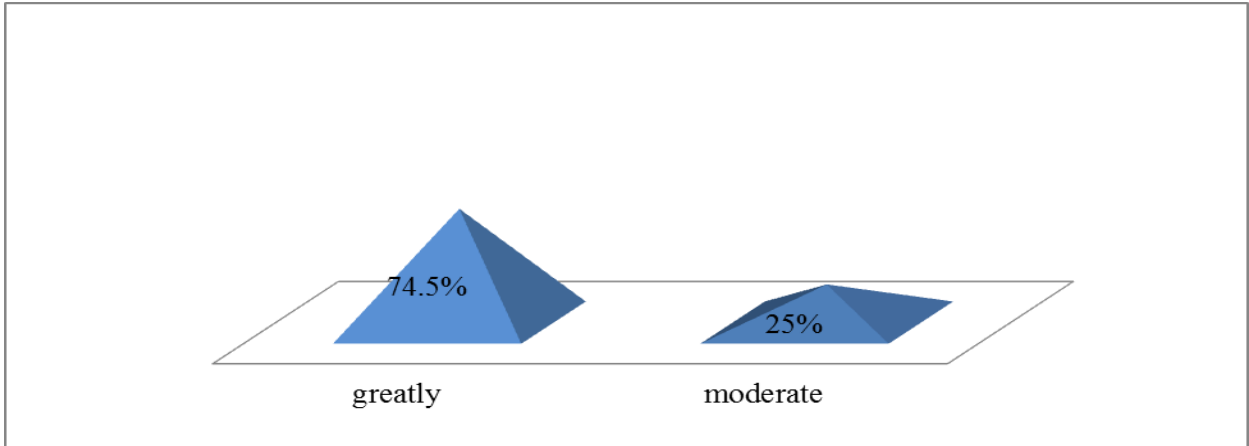


Figure 18 Extent to Which Performance Appraisal Decisions Affects Commitment of Teachers

It was established that majority of the respondents 75% commitment was greatly affected by making performance appraisal decisions in their schools while 25% were moderately affected.

Table 4.12 Involvement in performance appraisal and level of commitment

	Frequency	Percent
Yes	129	49.5
No	131	50.5
Total	260	100

Source: Field Data, 2013

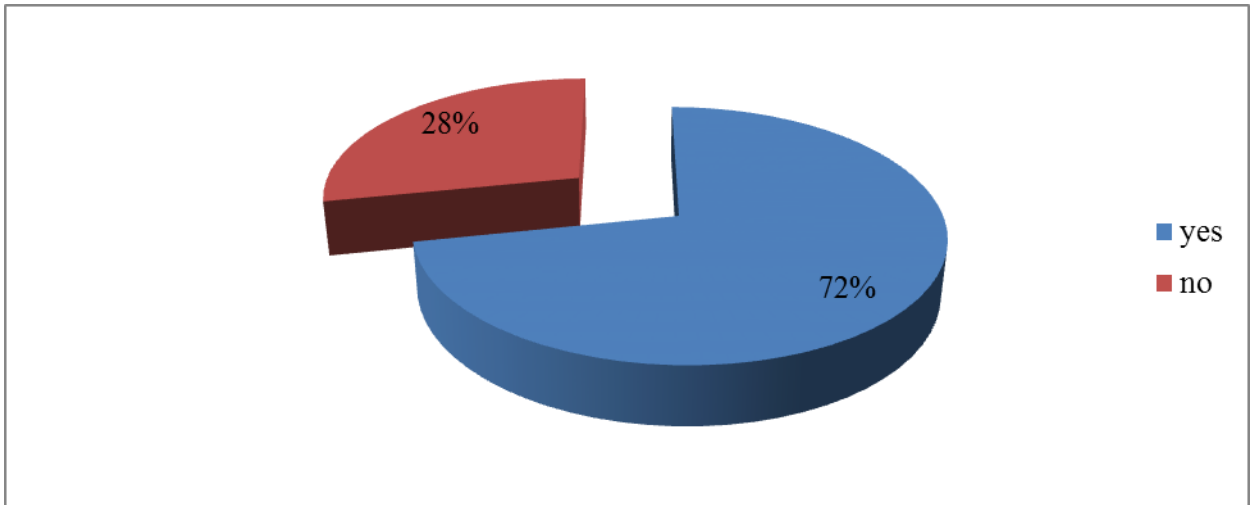


Figure 19 Teachers Involvement in Decision Making and Their Commitment

As indicated by figure 16, the study established that 72% of the respondents were of the view that involving teachers in making performance appraisal decisions affected their commitment to work. However, 28% of the respondents disagreed indicating that teacher’s decision making involvement did not affect their commitment to work. Teachers on the other hand 50.5% were of the view their involvement in decision making did not affect their commitment at school while 49.5% were affected by being involved.

Table 4.13 Timely Ffeedback and Ccommitment

	Frequency	Percent
Yes	134	51.5
No	126	48.5
Total	260	100.0

Source: Field Data, 2013

The findings indicate that slightly above average, 51.5% agreed that timely giving feedback affected their commitment at school while 48.5% said it did not. This implies that there were

those respondents who felt that giving feedback compromised on their working at school and in their view it would be better when they give feedback at their own good time they felt deemed appropriate.

Table 4.14 Feedback and Ccommitment

	Frequency	Percent
Moderate	130	50.0
Least	65	25.0
no effect	65	25.0
Total	260	100

Source: Field Data, 2013

Majority of the respondents 50% felt that feedback moderately affected their commitment at school whereas 25% were of the view that it had a least effect on their commitment. However, 25% felt no effect in giving feedback.

Table 4.15 School Performance Appraisal

	Frequency	Percentage
Effective	70	25
Ineffective	130	75
Total	200	100

Source: Field Data, 2013

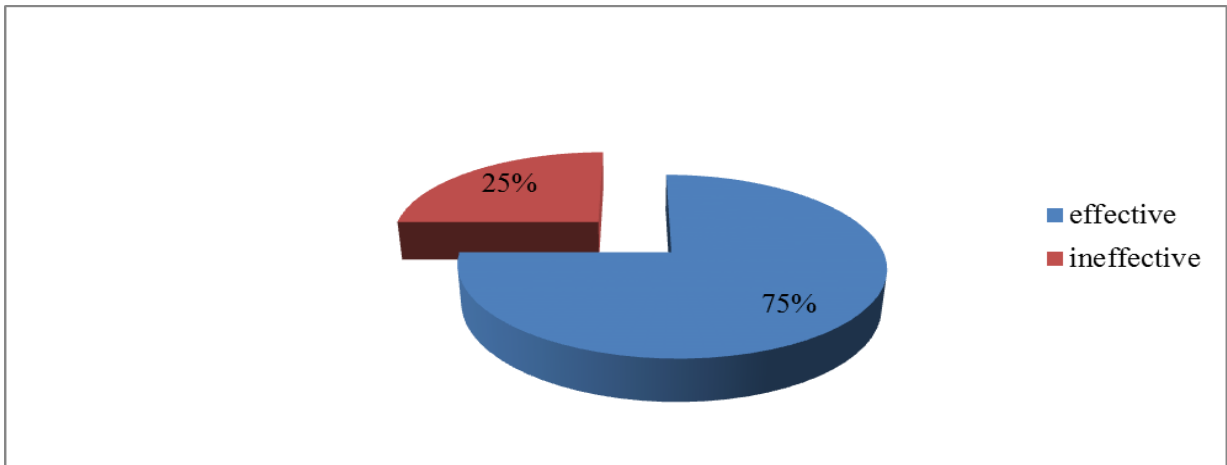


Figure 20 School Performance Appraisals

From the findings of the study, majority of the respondents 75% rated schools' performance appraisal process as effective while 25% rated it as being ineffective. These findings imply that those who were against the appraisal methods, feedback mechanism and their involvement in decision making as pertains to performance appraisal were the ones who didn't see the process as being effective since they felt to an extent it lowered their commitment at school.

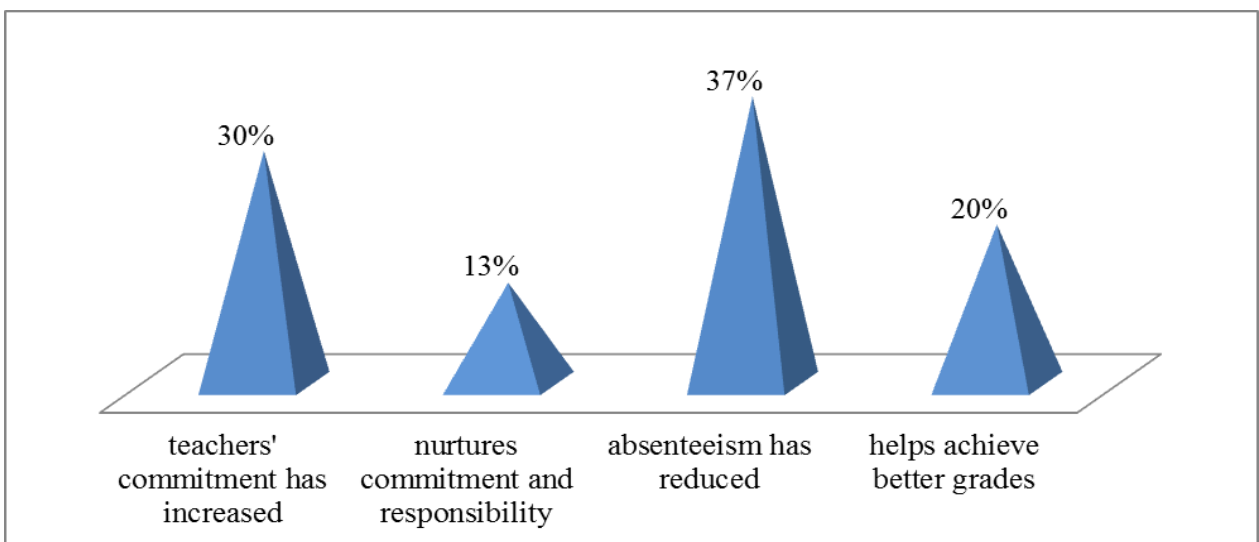


Figure 21 Performance Appraisals in Schools

As regards the effectiveness and ineffectiveness of the performance appraisal process in schools, the respondents 37% were of the view that absenteeism has reduced due to performance appraisal, 30% felt that due to performance appraisal, teachers' commitment has increased ostensibly and 20% were of the view that it helps achieve better grades and results while 13% said performance appraisal nurtures commitment and responsibility of teachers.

Table 4.16 Appraisal Tools and Commitment

	Frequency	Percent
strongly agree	129	50.0
Disagree	64	24.5
not sure	67	25.5
Total	260	100.0

Source: Field Data, 2013

The study findings indicate that 50% strongly agreed that the appraisal tool enhances commitment among teachers in school with 24.5% disagreed and 25.5% were not sure whether the tools used did enhances commitment or not. This results show that the tools that were used were teacher friendly hence contributed to teacher motivation and commitment at school.

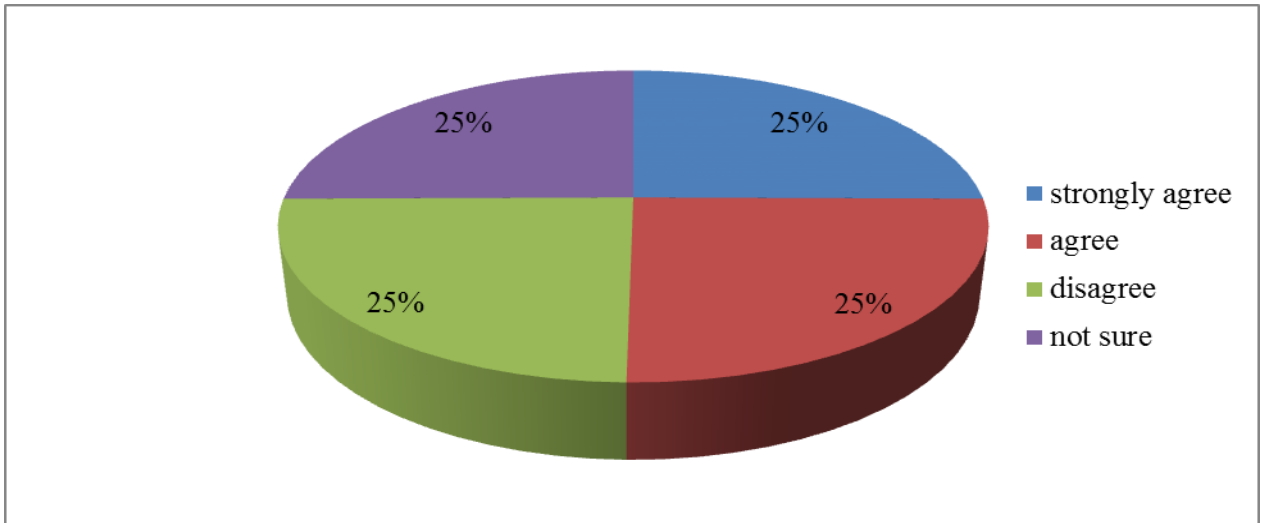


Figure 22 Appraisal Time and Ccommitment in School

A combined average 50% of the respondents strongly agreed and agreed that time of appraisal relates in a great way with their commitment at school while 25% disagreed. 25% of the respondents were not sure whether timely appraisal did contribute much to their commitment at school. From the findings, it is clear that timing the appraisal was important to teachers to avoid compromising on their duties thus reducing their commitment at school.

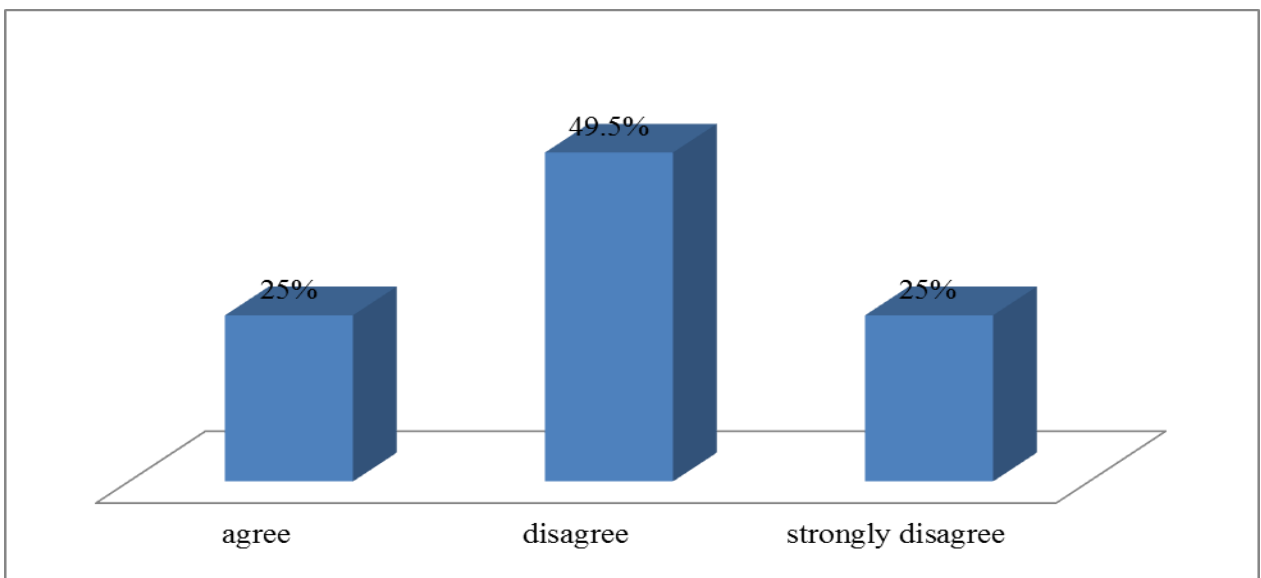


Figure 23 Knowledge of Appraisal Method

Among the respondents that were interviewed, only 25% acknowledged having knowledge of the appraisal method that is used at school. However, a combined majority 75% strongly disagreed and disagreed to having knowledge of the appraisal method used. The findings imply that most of the teachers were not aware on how decisions were made or rather were not being fully involved in the decision making as pertains performance appraisal in their respective schools.

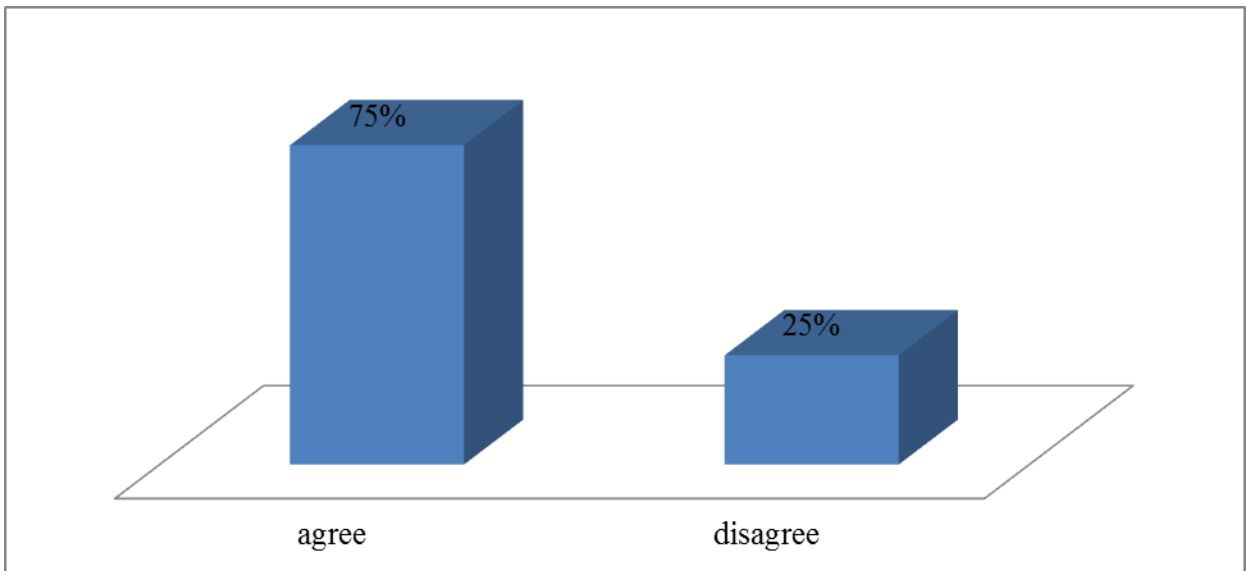


Figure 24 Appraisal Method and Ccommitment Level

From the study findings, majority 75% felt that the method used on appraising them greatly affected their commitment at school while 25% were not affected by the method used. It shows that the appraisers used methods that were not known to the teachers hence affecting their commitment at school.

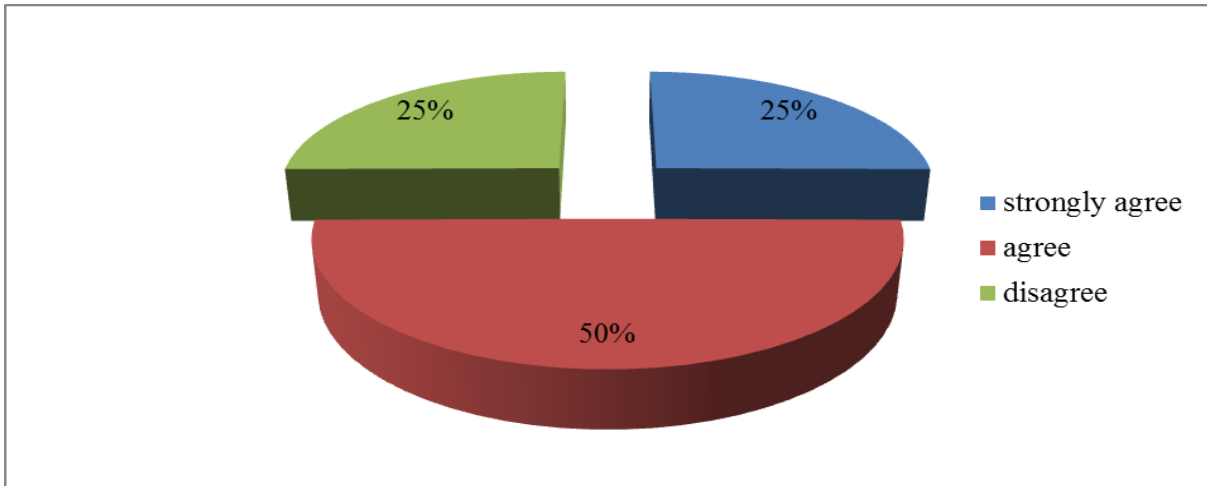


Figure 25 Teachers Commitment and Actual Preparation

A combined majority 75% strongly agreed that their commitment would be enhanced if fully involved in the preparation of the performance appraisal while 25% disagreed. The findings show that those agreed wanted to know every step followed by the appraisers in evaluating their performance before their final decision however, those who disagreed felt that they could not be part of the process to which measured their performance thus their commitment would be compromised.

Table 4.17 Feedback and Appraisal

	Frequency	Percent
Agree	65	25.0
Disagree	195	75.0
Total	260	100

Source: Field Data, 2013

The findings indicate that majority of the respondents 75% disagree to receiving immediate feedback upon appraisal while 25% agreed receiving feedback promptly upon appraisal.

Table 4.18 Feedback and Performance Appraisal

	Frequency	Percent
Agree	131	50.5
Disagree	129	49.5
Total	260	100.0

Source: Field Data, 2013

The study established that most of the respondents 50.5% were in agreement that the feedback they receive in relation to their performance appraisal enhances their commitment in school. Forty nine point five percent disagreed indicating that the feedback they receive was not in relation to their performance appraisal hence affected their commitment in school.

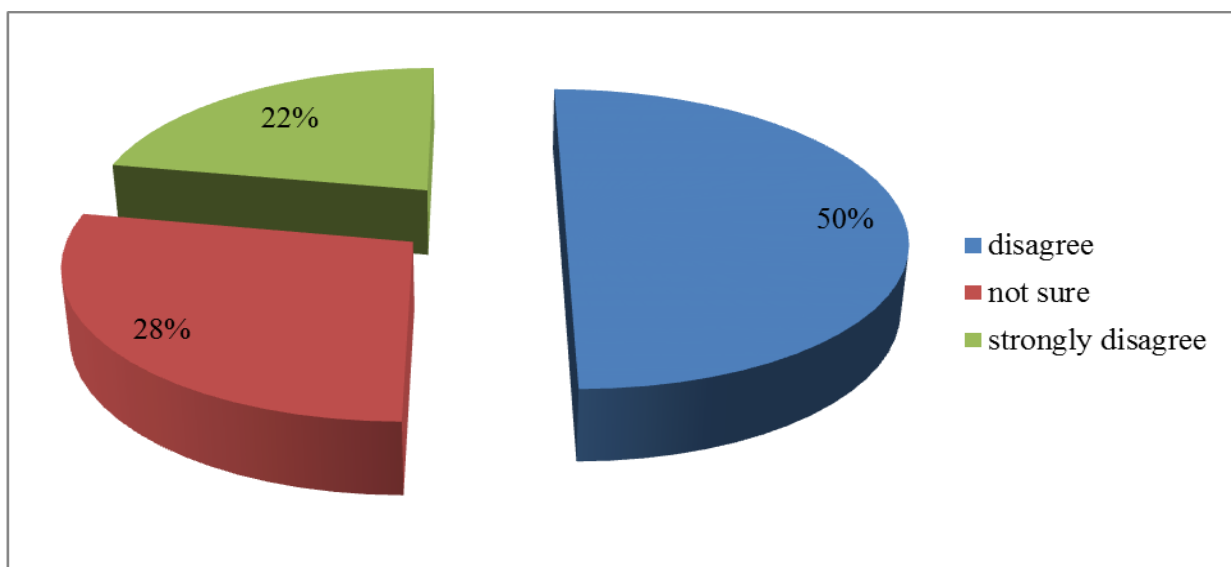


Figure 26 Involvements in Performance Appraisal

Majority of the respondents 50% felt that they were not involved in making performance appraisal decisions, 28% were not sure whether they were involved while 22% strongly dissented to being involved. This implies that the process of performance appraisal was initiated and decided upon by both the appraisees and the appraisers.

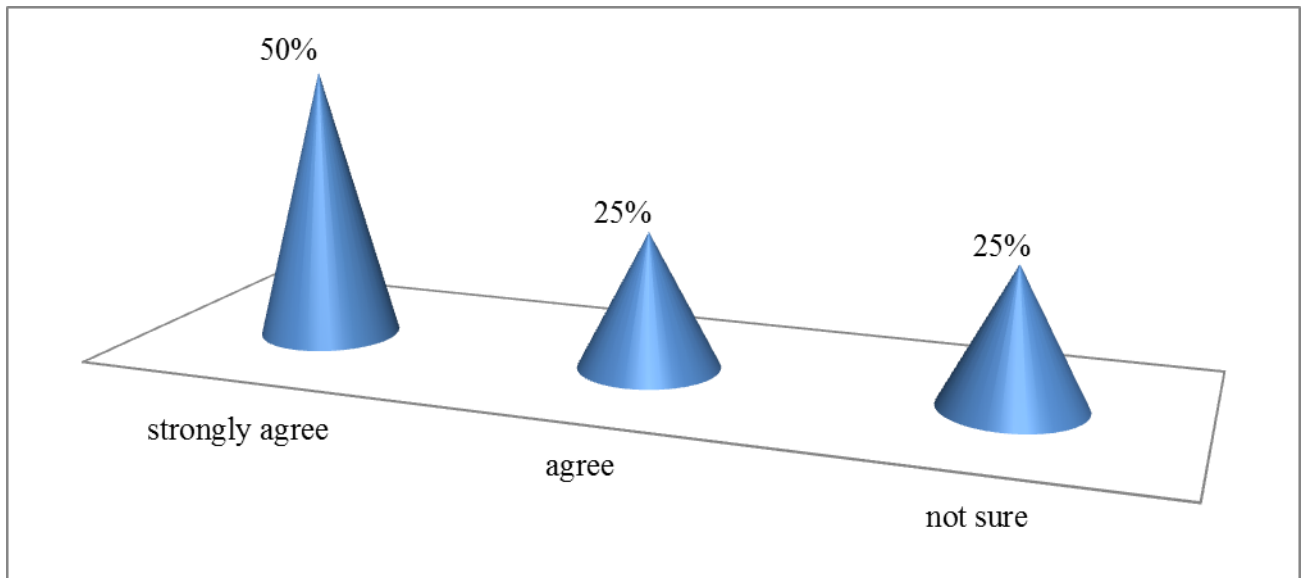


Figure 27 Involvement in Making Appraisal Decisions

A combined majority of the respondents 75% strongly agreed that involving them in making performance appraisal decisions may increase their commitment at school while 25% were not sure whether that would affect their commitment. From the findings, it is clear that some respondents were already committed to their schools and nothing would sway or hamper their commitment.

Lastly, the respondents were asked to rate the extent to which the elements of the study relate on performance appraisal and commitment. On a five point likert scale. The range was strongly agree (5) to strongly disagree (1). The scores of strongly disagree and disagree were taken to represent a component that had an impact to a small extent (S.E) equivalent to a

mean score of 0 to 2.5 on a continuous likert scale; ($0 \leq S.E \leq 2.4$). Scores of neutral were taken to represent a component that had an impact of a moderate extent(M.E) equivalent to a mean score of 2.5 to 3.4 on the continuous likert scale: ($2.5 \leq M.E \leq 3.4$). The scores for both agree and strongly agree were taken to represent a component which had an impact to a large extent(L.E) equivalent to a mean score of 3.5 to 5 on a continuous likert scale; ($3.5 \leq L.E \leq 5.0$). The study established that the appraisees are greatly involved in making performance appraisal decision; this had the greatest mean of 3.74 which was to a large extent. This was followed by knowledge of appraisal methods used in schools(Mean 3.25) ,on a medium extent, the study found out that there was receipt of abrupt feedback upon appraisal(Mean 2.75),the abrupt feedback received in relation to performance appraisal enhances commitment to school(Mean 2.50),time of appraisal relates in a great way with appraisees commitment at school(Mean 2.50).On a small extent, it was established that the appraisal tools enhances commitment of teachers among schools(Mean2.25),the appraisal method used to evaluate teachers affect their commitment at school(mean 2.25) and lastly commitment is enhanced because of the involvement in the actual preparation of the performance appraisal. This was presented in table 4.19

Table 4.19 Performance Appraisal on Commitment

	N	Minimum	Maximum	Mean	Std. Deviation
The appraisal tool enhances commitment among teachers in school	260	1	4	2.25	1.304
The time of my appraisal relates in a great way with my commitment at school	260	1	4	2.50	1.123
I have knowledge of the appraisal method that is used at school	260	2	5	3.25	1.095
The appraisal method used to evaluate me affects my commitment at school	260	2	3	2.25	.435
My commitment is enhanced if i was involved in actual preparation of performance appraisal	260	1	3	2.00	.711
I receive immediate feedback upon appraisal	260	2	3	2.75	.435
The feedback I receive in relation to my performance appraisal enhances my commitment in school	260	2	3	2.50	.501
I am involved in making performance appraisal decisions	260	3	5	3.74	.829

Source: Field Data, 2013

4.4 Inferential Statistics

The researcher then sought to ascertain the relationship between time of appraisal and commitment of teachers. Time of the appraisal being the independent variable while the commitment of teachers the dependent variable, a regression analysis for Appraisees was performed and the following were the findings:

The unstandardized regression coefficient between time of appraisal and commitment of teachers is -0.524, this means for every increase of 1.00 which is the significance level on the horizontal axis, the score on the vertical axis changes by -0.524 .At 95% confidence interval for this coefficient ranges from -0.843 to - 0.206 .The Y intercept in this case is 4.359 at 95% confidence for the intercept is 3.852 to 4.867.Equation T.Comm = -0.524 +4.359TA. Where T.Com = teachers commitment while TA=Time of Appraisal. This implies there is a linear negative relationship between the variables, it is possible thus to predict the relationship between time of appraisal and commitment of teachers.

Table 4.20 Relationship between Time and Commitment of Teachers-Appraisees

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		
	B	Std. Error				Lower Bound	Upper Bound	
(Constant)			4.359	.257	16.939	.000	3.852	4.867
Time as major determinant of teachers level of commitment in school			-.524	.161	-.225	.001	-.843	-.206

Source: Field Data, 2013

The researcher obtained the appraisees sum of squares in determination of the relationship between time and commitment of teachers, this were then summarized as follows: Multiple R has a value of 0.225, the R^2 is 0.051 with a standard error of 1.140. The Multiple sum of Square (r^2) thus is slightly larger, with a percentage of 5.1. Thus the variation between time and commitment has a small variability.

Table 4.21 Sum of Squares-Appraisees

A regression analysis for the appraisers was further undertaken

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Time and Commitment - Appraisees	.225 ^a	.051	.046	1.140

Source: Field Data

Table 4.22 Relationship between time of appraisal and commitment of teachers-Appraisers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.991	.305		6.530	.000	1.386	2.595
Time as a major determinant of teacher's level of commitment in the school	-.011	.186	-.006	-.061	.951	-.380	.357

Source: Field Data,2013

The unstandardized regression coefficient between time as a major determinant of appraisal and teachers commitment being the dependent variable is -0.011 with a significant of a 3 decimal point. The Score on the vertical axis leads to a change in the horizontal axis by -0.011. With a confidence interval for this coefficient ranging from -0.380 to 0.357 .The Y intercept in this case is 1.991. The 95% confidence interval for the intercept is 1.386 to 2.595. the intercept thus lies in the equation $T. Com = -0.011 + 1.991 TA$, where T.Com = Teachers Commitment and TA=Time of Appraisal. From the two, it implies that there is a linear negative relationship between Time of Appraisal and commitment of teachers. Decrease in time leads to an increase in commitment of teachers. The sum of squares were then determined, the table below shows the projections used by the researcher.

Table 4.23 Sum of Squares (r^2) Appraisers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Time and Commitment of Teachers-Appraisers.	.109 ^a	.012	.003	.96087

Source: Field Data

Multiple R is the correlation between the observed values of y and the values predicted by the regression model. The value of R is 0.109 which is not a large value hence the correlation between time and commitment of teachers is not large. Multiple R squared (r^2) 0.012 shows a variation between commitment time and commitment of teachers hence a linear negative relationship. The Multiple r^2 has a percentage 1.2 which is very small a variation for the relationship between time and commitment of teachers from the appraiser's point of view.

Table 4.24 Correlation between teachers commitment and performance appraisal

		Teachers commitment	Appraisal feedback
	Pearson Correlation	1	.962
Appraisal feedback	Sig. (2-tailed)		.000
	Pearson Correlation	.962	1
Teachers commitment	Sig. (2-tailed)	.000	

Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data, 2013

The correlation between teachers commitment and performance appraisal is 0.962. At 95 significance α is 0.05 thus $p > 0.05$, this implies there is a strong positive correlation suggesting there is a significant relationship between Teachers commitment and performance appraisal.

The researcher then sought to determine if there is any relationship between teachers commitment and performance appraisal as presented by the appraisers. It was established that There is a very strong positively correlation between teachers commitment and performance appraisal as demonstrated by the appraisers findings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusions, recommendations and suggestions for further study drawn from the findings of the study. The aim of this study was to establish the relationship between performance appraisal and teacher commitment in Kenya, a case study of public schools in Nakuru Kenya. This chapter is organized as follows: a summary of the key findings is provided, the conclusions of the study based on the objectives of the study and then the study makes recommendations to the stake holders regarding the findings. Areas for further research have also been given.

5.2 Summary of Key Findings

The purpose of this study was to examine the relationship between performance appraisal and the commitment of teachers in Nakuru County schools. The objectives of the study included to assess the relationship between the time of appraisal and the commitment of teachers, To find out how the various appraisal methods used in schools affect commitment of teachers, to assess the relationship between performance appraisal feedback and commitment of teachers and lastly to find out how performance appraisal decisions affect commitment of teachers in schools. To achieve this, two questionnaires were used by the researcher, one was administered to appraisers and the other to appraisees .The questionnaires were made up of five parts section A,B,C,D and E. Section A contained the back ground information while the other subsequent sections were in line with the objectives

of the study. The study was conducted in Nakuru county .563 respondents participated in the study.

5.3 Findings of the Study

5.3.1 The Relationship between the Time of Appraisal and Commitment of Teachers.

It was established that teachers are usually appraised frequently; the appraisals are done half yearly, the mean and the standard deviation of the half an year appraisal were close, this was a good sign as the closer the standard deviations are to the mean the better, this is portrayed by a difference of 0.1 which is statistically relevant. There was further a negative linear regression between time of Appraisal and commitment of teachers. The sum of squares further showed that less r^2 was not large, implying the regression a regression that was not strong.

5.3.2 Appraisal Methods used in Schools

There were various appraisal methods used in schools and they had an effect on commitment of teacher. The study findings indicate that most appraisers used goal setting to appraise their teachers. This is because of the flexibility of targets set at each and every year. Majority of the appraisers tended not to use 360 degrees appraisal because of some individuals who would collude with the teachers to come forth and give their biased views on appraisals. Brown (2003) stated that appraisal systems increasingly seek to incorporate objective setting measurements of results and potential for performance improvement. Church and bracken(1997) contend that those 360 degrees feedback systems have evolved from an innovative nice to have technique administered only to the most senior levels to a must have

tool for integration into overall performance and human resource management strategies. Weiss (2001) points out that a good appraisal system provides employees with a set of performance targets to focus throughout the year. This is said to be a good way of enhancing the performance of employees as they strive to meet these goals and targets to attract a better pay and stimulates and maintains high levels of effort

5.3.3 Relationship between Performance Appraisal Feedback and Commitment

The study found out that there is a positive correlation between appraisal and commitment. The respondents indicated that the feedback does affect commitment; its timely feedback does not necessarily affect their commitment. This therefore gives a lee way to most appraisers because they do not work under pressure to give feedback in the most opportune time. However, a lesser percentage said that the timely giving of the feedback does affect their commitment at schools. Garry 2003 postulates that appraisals involve setting work standards, assessing the employees actual performance relative to these standards and providing feedback to the employee with the aim of motivating that person to eliminate deficiencies or continue to perform above par (Vroom1964) suggests that from the organization point of view, feedback keeps both its members behavior directed towards desired goals

5.3.4 Performance Appraisal and Decision Making

The study found out that the performance appraisal decisions in a school affect the level of commitment. Majority of the respondents claimed that they are involved to a greater extent in making performance appraisal decision which in turn affects their level of commitment. Hoolbrook (1991) reported that procedural and justifiable principles in any given

performance appraisal system resulted in positive employee attitudes such as satisfaction with the system among the employees. More so the respondents seemed to be moderately affected in terms of commitment by the performance appraisal decisions. On the issue of effectiveness within the school was fully felt as respondents indicated that the schools performance appraisal process is indeed effective, contrary to a few of them who said that it is ineffective.

5.4 Conclusion

The study wanted to establish whether there was a relationship between performance appraisal and employee commitment in schools. Not only have schools implemented the staff appraisal system as per TSC and school reforms in Kenya but has also borne positive fruits in relation to commitment.

Performance appraisal has been found to have a strong correlation with the various variables such as time, methods of appraisal and decision making. The area where the relationship was not strongly felt was in the timely giving of feedback to the various respondents by their immediate supervisors with precautionary measures put in place.

On issues about time more than $\frac{3}{4}$ strongly agreed that time positively correlates with commitment. Even though appraisals seemed to be done annually, it plays a role in determining the level of commitment among teachers. The study also shows that most teachers tend to be less committed at the work place or school.

In relation to methods of appraisal, majority of the teachers in schools tend to be aware of the methods of appraisals used in schools and this remarkably affects their commitment.

However, some respondents said that the performance did not bring forth any commitment as most of them were not consulted or advised upon the method of appraisal

On feedback, most respondents strongly agreed that appraisal feedback affects commitment of teachers. However, its timely response in relation to getting the feedback did not have any correlation with their feedback. More so, most respondents claimed that they get their feedback through written letters and responses then summons would hold follow thereafter.

On decision factors, most respondents claimed that making decisions in line with performance appraisal decisions greatly influences their commitment at school. Teachers that are not involved in making performance appraisal decisions tend to be less committed at work place hence a negative correlation. However, most claimed that the performance appraisal process is effective. This is because it inculcates a holistic approach in trying to evaluate and appraise the teachers and this in turn makes them more committed at their work places.

5.4 Recommendations

In relation to the above, there is need for immediate supervisors to consider evaluating their employees several times in a year rather than once a year. This is in relation to the fact that the more times a teacher is appraised the more chances of improving commitment at the workplace or school. This would in turn go a long way in improving the schools objectives, goals and mission

In addition, appraisers should help or advice in inculcating 360 degrees appraisal because it is holistic and leaves a room for improvement to any employee or teacher at any given point

in time. The method also leaves no room for subjectivity. More so, teachers should be made aware of the appraisal system so that they can have a clear conscience on the appraisal system.

Schools should work to give abrupt feedback to teachers in order to work towards attaining the school's objectives the soonest time possible. This would in turn make them adapt to these changes early enough to get used to them. This can be achieved by assuring the appraisees of the expected time they are going to get their feedback and setting targets

Finally, decision making should be consultative in that the appraisees need to be consulted so that they can get to understand the objective and reason for the entire process. This makes them see the basis of commitment at their work places.

5.5 Suggestions for Further Research

The research reveals the relationship between performance appraisal and teacher commitment in secondary schools. There is need to investigate on factors that affect commitment of teachers in school. This is for the sole reason that many teachers have so many grievances that make them not to be committed in schools which in return leads to underperformance and failure among students.

It would also be imperative carry a research on the importance of performance appraisal in attaining the school objectives. Performance appraisals are the cornerstone in each and every institution in the public sector. This has in turn brought performance contracting in the civic sector that has seen remarkable improvement in terms of attaining their objectives. A research on the performance appraisal in schools can help find out if it leads to attainment of

objectives. More so, there is need to understand the relationship between institutional commitment and work performance among employees and whether there is any positive correlation between the two variables

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Appendix: Letter of Introduction

James Kahugu Kibe

P.O BOX 621

MOLO

Dear sir/madam

RE: DATA COLLECTION

I am James Kahugu Kibe ,a student at Kenyatta university pursuing a master's degree of business administration majoring in Human Resource Management. One of my academic outputs before graduating is a project report and for this reason, I have chosen the research topic `Relationship between performance appraisal and teacher commitment in Nakuru county schools`.

You have been picked as one of the respondents and the information obtained is going to be treated as confidential and will not be used in any harmful way against you, other persons or any entity. Any questions, comments or requests can be communicated through the contact below. Your cooperation to this worthy course will be highly appreciated.

Yours faithfully,

.....

James Kahugu Kibe

D53/NKU/PT/23427/11

TEL 0726317723

Appendix 2: QUESTIONNAIRE FOR APPRAISERS

Section A: Background Information

1. What is your gender?

Male female

2. What is your age group?

18-25yrs 26-35yrs 36-45yr 46 and above years

3. How many years have you worked in the school

1-5yr 6-10yrs 11-15yrs 16 and above

SECTION B: TIME

Please tick the correct answer and give your opinion as the case may be

4. Are your employees committed at their places of work?

Yes No

5. How frequently do you evaluate your staff?

Quarterly
Half yearly
Yearly
Others specify

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

6. Do you factor in time as one of the aspects to appraise teachers?

Yes No

7. Is time a major determinant of the level of commitment of teachers in the school?

Yes No

8. When do teachers seem most committed?

Before Appraisal
During Appraisal

after Appraisal
All the time

SECTION C: METHODS OF APPRAISAL

9. What methods do you use to appraise your employees?

Goal setting
Grading
Ranking
Checklist

Others specify.....
.....

10. How does the performance appraisal methods used in school affect commitment of teachers?

Positively Negatively

If the performance appraisal negatively affects teacher's commitment, briefly explain.....
.....
.....

SECTION D FEEDBACK

11. Does the appraisal feedback affect commitment of teachers in schools?

Yes No

12. How do you give feedback on one`s performance?.....

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

13. Does the timely giving of feedback affect the commitment of the appraisees?

Yes

No

SECTION E: DECISIONS

14. Do you involve the teachers in making performance appraisal decisions in school?

Yes

No

15. Does involving the teachers in making the above decision affect their commitment in school?

Yes

No

QUESTIONNAIRE FOR APPRAISEES

SECTION A: Background Information

1. What is your gender?

male

female

2. What is your age group

18-25yrs

26-35yrs

36-45yrs

66-above yrs

3. Which department do you work in?.....

.....

4.How many years have you worked in the school

1-5yrs

6-10yrs

11-15yrs

16 and above

SECTION B: TIME

5. Who appraises you?

Immediate supervisor

other

6. If your response above is other, please indicate or verify which one

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

7. How frequently does your appraiser appraise you?

Quarterly
Half yearly
Yearly
Others specify

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

8. Is time factored in as one of the aspect to appraise you?

Yes

No

9. Is time a major determinant of your level of commitment in school?

Yes

No

10. To what extend does time affect your commitment at school (put a tick where necessary)

1. Great () 2. Moderate () 3. low () 4. Very low () 5. No effect ()

SECTION C: METHODS

11. Is there training of appraisers of teachers in the school?

Yes No

. What methods are used to appraise you?

Goal setting	<input type="checkbox"/>
Grading	<input type="checkbox"/>
Ranking	<input type="checkbox"/>
Checklist	<input type="checkbox"/>

Others specify.....
.....

13. Do the relevant performance appraisal methods used affect your commitment in school

Yes No

14. To what extend do the methods of appraisal affect your commitment at school? (Put a tick where necessary)

1. Great () 2.Moderate () 3.low () 4.Very low () 5.No effect ()

SECTION D FEEDBACK

5. Does the appraisal feedback affect your level of commitment in school?

Yes No

16. Does the timely giving of feedback affect your commitment at school?

Yes No

17. To what extend does feedback affect your commitment in school? (Put a tick where necessary)

1. Great () 2.Moderate () 3.low () 4.Very low () 5.No effect ()

SECTION E DECISION MAKING

18. Are you involved in making performance appraisal decisions in school?

Yes No

19. Does your involvement in making performance appraisal decisions affect your level of commitment in school?

Yes No

20. to what extend does making performance appraisal decisions affect commitment of teachers? (Put a tick where necessary)

1. Great () 2.moderate () 3.low () 4.Very low () 5.No effect ()

21.How would you rate the school`s performance appraisal process in terms of effectiveness

1. Very effective 2.Effective 3.Ineffective 4.Very ineffective

Please explain your response above

.....

.....

You are kindly requested to state your degree of agreement or disagreement in relation to each of the given items on a 4-point scale. Insert a cross (x) in the most appropriate column. Use the key below when responding

SA Strongly Agee

A Agree

D Disagree

NS Not Sure

SD Strongly Disagree

Performance Appraisal on commitment	SA	A	D	NS	SD
The appraisal tool enhances commitment among teachers in schools					
The time of my appraisal relates in a great way with my commitment at school					
I have knowledge of the appraisal method that is used at school					
The appraisal method used to evaluate me affects my commitment at school					
My commitment is enhanced because of the involvement in the actual preparation of the performance appraisal					
I receive abrupt feedback upon appraisal					
The abrupt feedback I receive in relation to performance appraisal enhances my commitment in school					
I am greatly involved in making performance appraisal decisions					
My involvement in making performance appraisal decisions affects my commitment at school					

Appendix 3: Study Timeline

ACTIVITY	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	SEPT
Proposal Writing									
Defense of the Proposal									
Review of Proposal									
Data Collection									
Data Analysis									
Project Writing									
Corrections									
Binding of Final Report									

Appendix 4: Budget

Expenses	cost
Stationery	4000
Typing charges	8500
Travelling costs	4000
Phone expenses	3000
Data analysis	10000
Contingencies	1000
Total	30 500