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**AN ASSESSMENT OF THE EFFECTS OF THE
CURRENT PERFORMANCE APPRAISAL
SYSTEM IN PUBLIC SECONDARY SCHOOLS IN
THARAKA DISTRICT**

BY

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**A RESEARCH PROJECT SUBMITTED TO THE
SCHOOL OF BUSINESS OF KENYATTA UNIVERSITY
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REQUIREMENTS FOR THE DEGREE OF MASTERS IN
BUSINESS ADMINISTRATION (HRM OPTION).**

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DECLARATION

This research project is my original work and has not been presented for a Degree in any other University.



29/11/07

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DEDICATION

To my dear, loving parents Mr. Justus Makunyi and Mrs. Aniseta Kathure Makunyi for instilling in me the virtue of hard work, financing my education and above all giving me the chance to discover my potential via education. May God bless and give you long life.

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I cannot mention all of you here but for all the contributors to this academic effort, for sure, you are all partakers in this great achievement. Thank you very much. May the Almighty God bless you abundantly.

ABSTRACT

Performance appraisal (PA) is a method of evaluating the behaviour of employees in the work spot, normally including both quantitative and qualitative performance. Every organization has its ultimate aim to achieve set goals and objectives and in their pursuit, efficiency and effectiveness are closely monitored in the utilization of both human and non-human resources, making PA very pivotal in the evaluation of job performance.

The purpose of this research was to assess the current performance appraisal system in public secondary schools in order to determine whether its results are used in the implementation of other human resource (HR) practices by the Teachers Service Commission (TSC) body, the employer of all public school teachers.

The research design was descriptive and data were collected by use of questionnaires, with both structured and unstructured questions. Two categories of staff were considered in this research sample: the appraisers and the appraisees. Teachers are the appraisees and the principals, District Quality Assurance and Standards Officer (DIQASO) and the District Human Resource Officer (DHRO) are the appraisers. One teacher was selected from every school using simple random sampling. Every principal and a Head of Department from every school participated; the DIQASO as well as the DHRO in the TSC unit. This was done using non-probabilistic sampling technique (purposive). Qualitative and quantitative data were analyzed using descriptive statistics to address each research objective.

The results showed that majority of the schools surveyed in Tharaka district attested to the existence of a PA system. The appraisees reported that the PA was done irregularly and that the standards were not above satisfactory. The process was not as effective since it was not participatory. The appraisees said they could accept the results of fair PA system which they can use to improve their job performance. The study recommended that PA be conducted more regularly to enable more consolidated and up-to-date staff records.

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ABBREVIATIONS USED

DIQASO- District Quality Assurance and Standards Officer

DHRO - District Human Resource Officer

HR - Human Resource

HRM- Human Resource Management

KCSE- Kenya Certificate of Secondary Education

MBO - Management by objectives

MOE - Ministry of Education

MOP - Measure of Performance

PA - Performance Appraisal

QASO - Quality Assurance and Standards Officers

TSC - Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In any firm, employees are very paramount since they make things happen through their skills, abilities and capabilities. They produce goods and services, bring about innovations in the firm; hence, they can either build or disintegrate an organization.

At times, employees do not perform to their full potential in relation to their skills; abilities and capabilities, a thing that makes them perform poorly in their respective jobs.

How is this poor performance then evident? Performance appraisal of employees is of paramount importance to the success of any firm. Crane (1990) points out that P.A dates back to 1813 with the efficiency report of the officers under the command of Brigadier General Lewis Cass in 1813. He performed the appraisals himself for promotion reasons of his staff. In the early 1800's, Robert Owen also in his cotton mill New Lanark in Scotland had diverse colours of wood denoting different grades of employees' behaviour – white for excellent, yellow for good, blue for indifferent and black for bad. He was impressed by the way this idea improved his workers' job performance. This practice is considered to be among the first records of the P.A implementation in industry (French, 1987).

Thus, PA is paramount in any firm since it provides a basis for HR decisions about individual employees, that is, which employees should be promoted, transferred, demoted, terminated, trained, counseled, get pay increases and bonuses among other

HR practices. This also provides information to evaluate the effectiveness of major HR functions planning, organizing, staffing, controlling and leading.

It provides assistance to employees so that they can develop their work lives and reach their potential as working people. By providing regular feedback and recognition, employees get to know how they are doing on their job and to be recognized for their performance. It also helps in the reveal of good and poor performance; hence through discussions of the assessment with individual employees, the supervisor can discover why the subordinates perform as they do and what steps can be taken to improve their performance. This can be coaching/special training, clearly defined job responsibilities, availability of raw materials, work environment, career development among others.

Education is the backbone of development in any nation since it stirs its economic, social, technological and political status. To date, it remains the most important index in measuring development of a nation (Human Development Journal, 2001). Basically, it is the key to people's improved lifestyles through capacity building since it moulds the full potential of people. It transforms people by making them more receptive (Nzuve, 2003). The Kenya Government has continued to invest heavily in education, where over 40% of the country's resources are spent in this sector. (Economic Survey, 2003). She has even managed to offer free primary education that forms the basis of knowledge acquisition. High School education plays a pivotal role of bridging the primary and tertiary education. Thus, the teaching fraternity in high schools is very vital for the enhancement of quality education.

The employer of all public secondary school teachers in Kenya is the government under the Teacher's Service Commission (TSC) body, established in accordance with section 3 TSC Act (Cap 212). In liaison with the MOE, it has the mandate to employ, deploy transfer, promote, demote, enumerate, appraise, interdict, dismiss and counsel teachers among other practices. At the school level, the TSC agent is the principal who is charged with supervising and other managerial duties. S/he fills a confidential report for individual teachers annually as regards their work performance, with minimal contribution from the latter if any. In the Daily Nation dated 11th May 2006, the TSC was ranked 3rd most corrupt state agency in terms of bribery, favoritism and nepotism in the hiring, transferring and promoting of teachers. About 60% of the people interviewed saw the staffing Dept. of the TSC as the center of most irregularities.

PA of teachers is very critical since it helps in the identification of individual's current level of job performance, motivates and helps them in identifying training and development needs. It also provides information for succession planning, enables coaching and counseling of individuals, controls the behaviour of both the teachers and principal by improving internal communication hence helping in setting performance goals and assessing potential for promotion of employees among others.

Ontario (2006) Report on Teachers PA system noted that the current teacher PA system required the experienced teachers to be appraised every 3 years, with two appraisals in their evaluation year. It also noted that teachers received an overall rating of exemplary good, satisfactory or unsatisfactory. If unsatisfactory rating, the

principal and the teacher prepared an improvement plan outlining the steps that the teacher had to take to improve his/her performance and the supports that are provided in order to carry them out.

PA of secondary school teachers in Kenya is currently faced by a lot of challenges. It lacks focus on organizational objectives thus failing to emphasize goal setting assessment and skill development, hence contributing little to school, success and learning. This necessitates the carrying out of this study to find out the effectiveness of the current PA system of secondary school teachers in Tharaka District.

1.1.1 The Ministry of Education

The Inspectorate Department, which is a unit of the Ministry of Education, was established under the Education Act (1968) of Republic of Kenya. It is headed by Chief inspector of school and it is formally charged with inspection, control and supervision of teachers. Major responsibilities include management and administration of schools' inspectorate programmes, inspection and maintenance of standards of education in schools; inspection and assessment of in-service training of teachers, guidance and counseling of teachers in schools; organization of seminars, in service and orientation courses for teachers and inspectors. In liaison with the TSC and other government ministries and Departments, it is also charged with the staffing, promotion and grading of teachers as well as maintaining standards in vocational training programs.

Education set its roots in Kenya way back before independence. Ever since, there has been no well defined, regular and systematic way of appraising teachers to enable them take the necessary corrective measures in their work and feel part of the process. Mostly, the school's inspectorate team carries out the activity in terms of fault-finding rather than being friendly and involving the staff in the whole process. Mostly, it is also carried out bi-annually or after three years, leading to low job performance, dissatisfaction, and high labour turnover among others. In fact, they have been known as the inspectors of schools until recently where they are referred to as Quality Assurance and Standards Officers (QASO).

This drawback calls for the need of regular PA's among the high school staff geared towards aligning every employee's work effort with the school's objectives managing these efforts regularly; measuring employee's performance, rewarding them accordingly and stimulating individual development to enhance employee's contribution to the firm's success (Armstrong, 2003) evidenced via boosting education in high schools by producing exemplary results.

1.2 Statement of the problem

Secondary school education contributes largely to development in any country since it is the intermediary between childhood and adulthood (Human Development Report 2001). The secondary school is charged with the responsibility of facilitating this bridging an indication that teachers require regular PA's in order to ensure that students attain excellent grades in their final exams.

Similarly, the government has the duty to provide good education to her citizens. In its development plan (1997), the Kenya Government advocates for the achievement of an industrialized country by 2020 and every Kenyan to live above the poverty line by 2030 (Poverty Reduction Paper, 1999). For the above to be realized, the government has to harness its education sector thus not ruling out regular reviews of job performance in the teaching fraternity.

However, evidence has it that the above mentioned department has various problems, which makes it not to execute its duties effectively (Olembo et al, 1996). They include untrained personnel, lack of commitment and positive approach, irregular inspection and inadequate follow up of inspectorial visits and services among others. Such malpractices should be eradicated from our education system, since they make teachers feel mistrusted, unloved, spied on leading to demotivation and poor performance. The MOE report (2005) showed that teacher promotion is not based on performance but on qualification and experience which contribute to the internal staff inefficiencies. Teachers are also faced with problems such as lack of immediate feedback, no involvement in the PA process, unclear objectives and poor PA tools.

Thus, this study will be carried out in order to assess the appropriateness of the current PA system in public high schools for improved work performance reflected by exemplary results in the KCSE exams among the instructed students.

1.3 Objectives of the study

1.3.1 General objective

The aim of this research was to assess the effect of the current PA system in the public secondary schools in relation to improved job performance and motivation among the teachers.

1.3.2 Specific objectives

1. Determine whether the employees are involved in the designing and implementation of the current PA system.
2. Identify the methods used to appraise teachers.
3. To find out the various uses of the PA results.
4. Establish the extent to which the current PA system is enhancing job performance among the teachers.
5. Identify if there are any P.A maintenance systems for public secondary school teachers.

1.4 Research questions

The following research questions were used to guide this research:

1. What are the various uses of the PA results?
2. To what extent are the teachers involved in the designing of the PA system?
3. To what extent are the teachers involved in the implementation of the PA system?
4. Which PA methods are used to appraise teachers?
5. To what extent is the current P.A system enhancing job performance among the teachers?

6. Are there any PA maintenance systems for public secondary school teachers?

1.5 Significance of the Study

This study will be of great benefit to the **TSC body**, the employer of the public high school teachers, by enabling it to make a critical examination of the existing employee PA systems and make the necessary changes review. This research will also enable the TSC body to determine the teachers that need promotions, guidance & counseling, training & development, transfers, dismissal, demotions among others; hence the HR practices are implemented well without favour or flavour.

The **employees'** involvement in the design, implementation of P.A and review of their work performance will also be facilitated by this study as they will be motivated to work as a team feeling as a part of the decision-making process and the HR practices will be extended among them as appropriate.

It will also enable the **policy makers** in the education sector make better decision as regards the PA systems design implementation maintenance and feedback reviews leading to regular appraisal which will in turn motivate the employees hence boosting job performance.

It is also expected to instill further research in the area of P.A by **academicians/researchers** as one of the HR practice in any firm since in many respects P.A is the glue that binds together the HR activities of an organization so that they can contribute forcefully to the attainment of the overall organizational goals (Miner, 1998).

1.6 The scope of the study

This study covered only the public secondary schools in Tharaka District, Eastern Province in Kenya, targeting the public secondary school teachers in this district.

The DIQASO and the DHRO will also participate.

1.7 Limitations of the study

The researcher was faced with financial constraints and limited time to complete the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction:

This chapter will include an overview of PA, its measures, how it is conducted; standards for PA measure, PA distorted, how to overcome errors in PA; the conceptual framework, summary and the gaps to be filled by the study.

2.2 An overview of PA

Performance Appraisal has also been known as performance evaluation review assessment management among other terms. In my study, I have used Performance appraisal. Mullins (2002) defines PA as an activity by which employees know exactly what is expected of them and the yardsticks by which their performance and results will be measured. It enables a regular assessment of the individual's performance. highlights potential and identifies training and development needs. An effective PA scheme improves the future performance of staff, forms the basis of a review of financial rewards and planned career progression.

Rue & Byars (2001) define PA as a process that involves determining and communicating to employees how they are performing their jobs and establishing a plan for improvement. Appraisals encourage performance improvement by communication to employees how they are doing and suggesting needed changes in attitude, behaviour, skills and knowledge. This type of feedback clarifies for employees the job expectations held by the manager. It must also be followed by coaching and training by the manager to guide an employee's work effort.

There are various objectives of executing PA in any organization. Miner (1998) suggests that the most important function of PA is to identify where the parts 'do' and 'do not' fit together well as a result of individual and group behaviours. PA helps the organizations to maximize efforts, prevent problems and maintain controls so that performance throughout the organization can be improved and the jigsaw puzzle joined into a unified productive whole.

Williams (2003) opines that PA provides a basis for HR decisions about individual employees, that is, which employees should be promoted, transferred, demoted, terminated, trained, counseled, get pay increases and bonuses among other HR practices. This also provides information to evaluate the effectiveness of major HR functions planning, organizing, staffing, controlling and leading. It provides assistance to employees so that they can develop their work lives and reach their potential as working people. By providing regular feedback and recognition, employees get to know how they are doing on their job and to be recognized for their performance. It also helps in the reveal of good and poor performance; hence through discussions of the assessment with individual employees, the supervisor can discover why the subordinates perform as they do and what steps can be taken to improve their performance. This can be coaching/special training, clearly defined job responsibilities, availability of raw materials, work environment, career development among others.

Mullins (2002) adds that PA can improve communications in the organization by giving the staff the opportunity to talk about their ideas and expectations and how

well they are progressing, thus improving the quality of working life by increasing mutual understanding between managers and their staff. He warns that an organization should have a viable PA scheme in place, for an ill-conceived scheme will produce exactly the opposite effect to those intended. PA helps educational researchers to carry out research in the most crucial areas in order to provide solutions to educational problems. (Okumbe, 2001).

2.3 PA Measures

The appraisal methods are divided into **three** main categories (Hall & Goodale, 1996; Okumbe, 2001; Nzuve, 2003). These include: trait- oriented, on-the-job performance and results- oriented rating methods. The traits – oriented method involves assessing the personal characteristics and abilities of employees that presumably cause them to perform successfully or otherwise. Under this there is the rating form, written essays/ narratives, ranking, graphic rating scales (BARS), multiple person comparison, forced choice technique and forced distribution (Okumbe (2001).

The rating form is a confidential annual report used by the immediate supervisor for each employee. It is a standard form that contains details about job knowledge, attendance, conduct, output, quality of work and other related job aspects. The rater then marks the level on the scale that best describes the employee being assessed. In written narratives, the immediate supervisor of an employee is asked to describe the employee's strengths, weaknesses and potentials. Ranking method is where the appraiser orders all employees from the highest to the lowest or best to worst. It shows the order of performance levels. Graphic rating scales is where the appraiser uses a rating scale with a list of a number of performance factors- quality and quantity

of work, knowledge and skill levels, interpersonal relations, attendance initiative and honesty. The appraisee is then rated in each factor on a five point scale.

In behaviourally- anchored rating scales (BARS), several vital dimensions of a job are identified and defined- planning communication and meeting deadlines in a series of vertical scales. The identified dimensions are then described from effective to ineffective behaviour and the appraisee is rated accordingly and assigned points. Multi-person comparison is where an employee performance is appraised against one or more employees. It can be group-ranking, individuals or paired comparison.

On-the-job performance involves managers observing and recording what employees do on the job and then transform these into an evaluation, based on the number of errors, products, absences recorded for a given employee. It includes: checklists and critical incidents. In checklists, the appraiser is provided with a series of statements which describe job- related behaviour and then checks which ones best describe the employee's on the job behaviour critical to successful or unsuccessful performance. Scores are assigned and data interpreted. In the critical incidents method, an appraiser describes in writing an incident an employee does at a particular time, whether good or bad, thus noting the appraisee's strengths and weaknesses for improvement.

In the results- oriented rating method, appraisers have adapted management by Objectives (MBO) and work planning and reviews to make this objective. This is whereby employees and managers jointly set goals and the former are appraised in reference to how effectively they have met their goals. Rue and Byars (2001) view the MBO process as involving establishing clear and precisely defined statements of

objectives for the work that is to be done by an employee. The objectives must be measurable/ quantifiable, challenging yet achievable and should be presented in writing in clear, concise and in unambiguous language. This is followed by developing an action plan indicating how these objectives are to be achieved, allowing the employees to implement this action plan, appraising performance based on objective achievement, taking corrective action, where necessary and establishing new objectives for the future.

Devries et al (1995) sum that evaluation by objectives requires employee involvement in the objective – setting process where they participate actively in the action plan development. Managers who set an employee's objectives without the latter's input and then ask them "*you agree to these, don't you?*" are unlikely to get high levels of employee commitment.

2.4 Conducting PA

Hall and Goodale (1996) classify the PA process into three main steps: before, during and after appraisal period. Before the appraisal, the manager should: Identify the objectives the organization will emphasize and establish policies and appropriate forms and procedures to follow, analyze jobs by reviewing the existing job descriptions to identify the types of performance to be assessed in the firm and specify the key performance categories for assessment and improvement in employees. S/he also needs to design measures of performance or the PA methods to use and communicate performance standards to employees. This makes employees know the level of performance they are expected to attain. It's useful to review

appraisal forms with employees and check to see if they understand their job responsibilities and work goals.

During Appraisal period, the manager needs to observe employee performance and results using on-the-job performance, behaviour or results oriented rating methods. This is best done by the immediate supervisor since s/he is the one who knows the appraisee's work best (Williams, 2003). Documentation of performance and results is then done and its is vital since it can be used as evidence against charges that the organizations' PA system discriminated against employees and can also provide instances of employee performance on which the appraisal was based (Armstrong and Baron, 1998).

After appraisal period, both the appraiser and appraisee should evaluate performance and results against some prior set standards being as objective as possible. The discussion is vital in explaining the HR decisions – promotions, demotions, and salary increases and to make plans to improve employee performance. As Weitzel (1987) cited by Mullins (2002) suggests, PA should be a power sharing exercise and to succeed it must be a co-operative constructive endeavour with input by both staff and the manager. It should focus on the staff's strengths and accomplishments rather than their faults and failures; it should lead to a plan for the future development and progress of the individual. Follow-up is also important during this period. The manager should observe employee performance and results in order to develop the later, reinforce performance and provide guidance where necessary.

2.5 Standards for PA Measure

There are six standards as suggested by Dessler (2002), Hall and Goodale (1996), Nzuve (2003). These include relevance which is the relationship between each dimension of performance and some important organizational goal. The chosen dimension should be worth evaluating and developing in employees and can be made possible via through job analysis. Accountability that is the extent to which a dimension of performance can be attributed to a specific employee, reliability that is the measure of performance should produce consistent and repeatable results if evaluated at different times or by different methods i.e. how consistently a measure of PA is applied to the same employee by different appraisers. Validity implies that the MOP should actually reflect the performance. This can be determined by comparing a given MOP with other measures of the same performance. Fairness is the extent to which the MOP differentiates among employees solely on the basis of differences in performance and not by personal characteristics like age, sex, race, marital status, religion. Practicability is the extent to which MOP can be used without undue time and effort. It should clearly outweigh the costs in supervisors and employees' time and effort, differentiate between good and poor performers and provide useful input for good HR decisions and employee development. Organizations do not exist for the sake of complex esoteric P.A procedures, but P.A exists to serve the organization in its quest for employee productivity and satisfaction (Devries et al, 1995).

2.6 PA Distorted

If not well developed and implemented, PA can give way to various problems in an organization making it lose its meaning. (Beaumont, 1998; Moravec, 1996; Okumbe

2001, Nzuve, 2003) discuss the following: Halo effect whereby the appraiser rates the employee on the basis of a single outstanding trait or act of performance hence losing sight of other aspects of performance in which the appraisee may not do well. Central tendency error arises when the appraiser deliberately avoids the end points of the rating scale and rates all employees as average in virtually all aspects of job performance. This fails to recognize very good and very poor performers. In the recency error, an appraiser makes inappropriate use of instances of performance which are relatively recent to make an assessment. This can make an employee perform excellently only when the PA is about to take place. Pitch fork effect is where the appraiser gives an unfavourable rating to overall job performance since the employee has performed poorly in one particular aspects of the job which the appraiser considers all important. In length of service bias, the assessor assumes that an experienced employee who has been rated well in the past has absorbed and responded well to any new aspects of their job, hence does not closely monitor their performance in this regard. In strictness or leniency error, the appraiser is either overly strict or lenient. This can result to an employee being rated quite differently by two appraisers at the same time or different times, bringing about a failure to recognize very good or poor performers. Personal biases is when the appraiser allows own personal biases to influence the appraisal e.g. likes and dislikes for someone, sex, race and ethnic background. The looser rater is where the manager does not discuss any areas of weakness of an individual performance in order to avoid conflict with the staff. In the tighter rater, the manager has unrealistically high expectations for all subordinates which means that no one receives an excellent or outstanding

rating. In the competitive rater, s/he compares own rating with that of subordinates so that no one receives a rating higher than his/ hers. There is also the insufficient evidence where an appraiser makes a complete evaluation of an employee on the basis of analysis of a few aspects of performance, leaving out very important areas.

2.7 Overcoming errors in PA

For PA to meet the previously mentioned objectives, it needs to be mutually executed with the employees being actively involved in the process. (Decenzo and Robbins, 1990; Levinson, 2003; Rue and Byars, 2001) suggest the following as a means of improving the PA process hence overcoming the presumed errors: The design of PA methods should be refined by improving the skills of the appraisers, via training so as to observe behaviour more accurately and judge it fairly. Managers should be trained in areas like: the PA methods used by the organization, the importance of their role in the total process; the use of the PA results / information and the communication skills necessary to provide feedback to the employees.

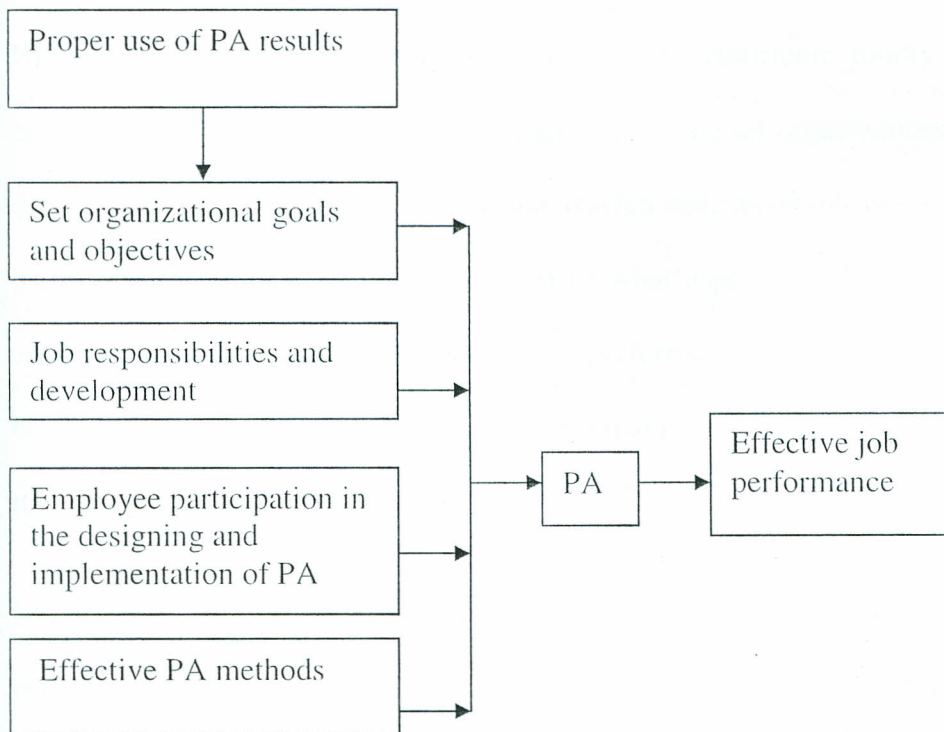
Employees should actively participate in the PA process for a feeling of satisfaction hence excellent job performance. The mutual goal setting and performance improvement programs result in more improvement in job performance than does a general discussion or criticism. Managers should execute the PA with a constructive and helpful attitude, with the knowledge of the employee's job and performance. Realistic goals must be set.

The employees should be made to perceive that PA results are tied to the organizations HR decisions; thus conceiving their practicability. Open discussions

and solving problems that may be hampering the employees' current job performance improve the performance.

Jackman & Myra (2003) observe that today there has been suggestions that the employee also needs to be trained on the art of receiving and giving feedback thereby practicing participative PA approach. This may encourage more active and constructive participation in the PA process as well as provide an active, ongoing monitoring system of PA since the employee is more likely to help maintain the PA process. It will also equip the employees with skills to conduct appraisals, as they are future managers.

2.8 Conceptual framework



Source: Author (2007)

PA depends on the set organizational objectives, employee participation in the designing and implementation of PA, job responsibilities and development and effective PA methods. It is expected that if these variables are poorly implemented, PA in an organization will also be affected. Thus, an organization should have clearly set goals/objectives; employees should execute their individual responsibilities effectively and be involved in the designing and implementation of the PA system, making the PA results very pivotal in taking the necessary corrective measures for improved job performance. This in turn will lead to organizational development and effectiveness.

It is also worth noting that PA clarifies the links between employee job performance and other HR practices. Thus, it is the glue that, in many aspects, binds together the HR practices of an organization so that they can contribute jointly to individual employee job performance hence the attainment of the set organizational goals. In an organization where regular PAs are not carried out, an employee who receives a promotion, or pay rise has a vague idea of what aspects of the performance have earned it. Due to lack of clear measures of performance organizational rewards may be attributed to luck, error, favouritism, sympathy or aspects of performance other than those desired by the organization.

Vague and inaccurate performance measures normally leads to problems mentioned above between the managers and the staff. They result in employee confusion over what behaviour is in actual sense. If poor performance receives a higher rating than it

deserves, feelings of inequity can lead to dissatisfaction hence high labour turnover among the employees.

2.9 Summary and gaps to be filled

PA is a tool used by an organization to measure employee performance within a given period of time. It entails identifying standards to be met thus setting goals/objectives, after which employees have to be explained by the management making them know what the organization expects of them in terms of performance to meet the set targets. Review of feedback should also be done by both management and employees to identify where targets were not met, reasons for failing to meet them are discussed and corrective measures arrived at.

Researchers in the field of PA agree that PA plays a pivotal role in the productivity of employees magnified via performance behaviour. The guiding principles being to facilitate change in individual behaviour in order to achieve personal and organizational goals, formalize PA system in supporting HR decisions as well as communicating information to appraisees through a review of their progress. Hays and Kearny (2001) suggest that PA is current and futuristic, so it will not diminish. By improving the probability that good performance will be recognized and rewarded while poor performance will be corrected, can contribute to both organizational morale and performance.

Owuor (2005) carried out a study on the implementation process of PA in large organizations, where she looked at the involvement of employees in the design and implementation process of the PA system and PA maintenance systems in these

organizations ruling out small organizations. Mzenge (1983) also researched on PA practices in the TSC of Kenya. He looked at the strengths and weaknesses of the PA system, why it was designed and the attitudes of both the appraisers and appraisees towards the system. His study was limited to one body only.

This study is thus intended to assess the effectiveness of the performance appraisal system used by the Ministry of Education's QASO unit to appraise teachers. This in turn will determine if there is any link between these PA results and the HR practices that the TSC carries on teachers, if the employees are involved in the PA process and if the PA results enhance job performance.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used in the study. It details out the research design, sampling technique, target population, data collection instruments and procedure and data analysis.

3.2 Research Design

Descriptive study design was used in this study to answer questions concerning the current PA system of secondary school teachers. This approach is appropriate since it aimed at learning who, what when, where and how of a topic, due to its description of the state of affairs.

3.3 Target Population

The study targeted all teachers in public secondary schools in Tharaka District. They are 200 in number. This information was obtained from the District Education Officer in the District. The DIQASO and the DHRO in the TSC unit also participated.

3.4 Sampling Technique

There were 15 public secondary Schools in Tharaka District, classified under provincial and district schools. Data were collected from all these schools. The researcher used non-probabilistic sampling technique (purposive) to select the principals, DIQASO and DHRO in the TSC unit. This allowed the researcher to use cases that were the required information with respect to the study objectives. Simple random sampling was used to select one teacher and a head of department from every

school. Two teachers participated from every school to avoid duplication of information. This gave a total of 47 respondents.

Respondents	Number
DIQASO	1
DHRO	1
Principals	15
HODS	15
Teachers	15
Total	47

Source: Author's computation

3.5 Data collection instruments and procedure

Primary data was used in this study. Two questionnaires with structured and semi-structured questions were used: one for the principals, DIQASO, DHRO and the other for teachers. This helped to draw two perspectives in the measurement of similar factors. The researcher explained the importance of the research to the respondents and then administered the questionnaires which were picked after two days.

3.6 Data Analysis

Data collected was organized into qualitative and quantitative data. it was analyzed using descriptive statistics to address each research objective. Descriptive measures were used to analyze data. Results were presented in form of tables, proportions, percentages and frequencies.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.0 Introduction

In this chapter, the results of the study are presented and discussed. The data were collected from 25 teachers including 10 Heads of Departments (HODs) in the sampled secondary schools in Tharaka District. The study also involved 10 principals as well as the DIQASO and DHRO officers. The data collected was cleaned, coded and captured into SPSS package where it was analyzed. A descriptive approach was used in the analysis to make inferences and conclusions to the study findings. Frequency tables, charts and cross tabulations are extensively used to present the findings.

4.1 Demographic Information of Respondents

Table 4.1 below shows the category of respondents interviewed in the schools surveyed.

Table 4.1: Respondent's demographic information

	Frequency (N=25)	Percent
Teacher	15	60.0
HOD	10	40.0
<i>Gender</i>		
Male	18	72.0
Female	7	28.0
<i>Educational background</i>		
Graduate teacher	21	84.0
Diploma teacher	4	16.0

Source: Survey

It was established that 60% of the respondents were teachers while 40% were heads of department (HODs). Majority of the respondents (72%) were male while females made up only 28% of the sample. As anticipated, many of the informants were graduate teachers and those holding diploma qualifications were 16% of the sample. With regard to length of service, the average number of years teaching experience was 11.92. Heads of departments were found to be significantly more experienced (Mean=16.2 years) compared to teachers (mean=9.07 years).

4.2 Respondents Opinion on the Appraisal Process

The study sought out to establish if the teachers knew who was charged with the responsibility of implementing the appraisal. The respondents were asked to state the person carrying out the appraisal and gave the findings shown in Table 4.2 below.

Table 4.2: Respondents awareness of agency the implementing appraisals

	Frequency	Percent
QASO	17	68.0
MOE	8	32.0
Total	25	100.0

Source: Survey

Findings above show that 68% of the respondents reported that appraisal were conducted by QASO. 32% attributed the appraisals to the Ministry of Education. The findings show that teachers were generally informed of the agency implementing the staff appraisals.

Asked whether they had ever been appraised, the teachers gave the findings that majority of the teachers had been appraised. 12% however reported to never have been appraised. Table 4.3 sheds more light on this finding.

Table 4.3: Proportion of teachers appraised

	Respondent		Qualification	
	Teacher (%)	HOD (%)	Graduate (%)	Diploma (%)
Appraised	80.0	100.0	85.7	100.0
Not appraised	20.0	0.0	14.3	0.0

Source: Survey

It was revealed that 80% of the teachers and all the HODs had been appraised. This indicates that departmental heads were subjected to appraisal more than ordinary teachers. It was further established that all teachers with diploma qualifications had been appraised compared to 85.7% of the graduate teachers.

The respondents who reported to have been appraised were asked to identify the tools used. Findings were that majority (75%) of those that had been appraised reported that 'results oriented' was the method used. The other method used was 'On-the-job performance' (25%).

Figure 4.1: Appraisers opinion on methods used

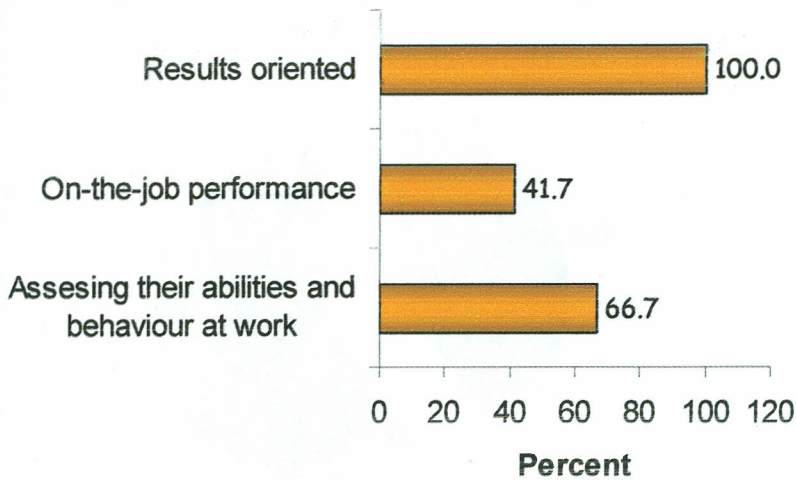
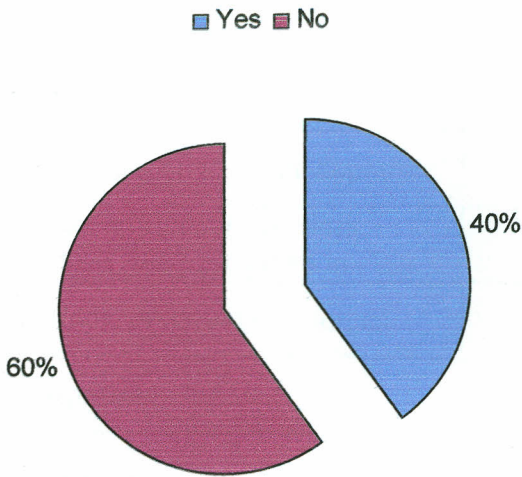


Figure 4.1 shows that the appraisers reported to use multiple methods of appraisal. All the respondents reported to use a results oriented method while two thirds used an assessment of their abilities and behaviour while at work. On-the-job performance was the least used method as indicated by 41.7% of those that reported to use it. All the respondents said that no revision had been carried out on the PA system.

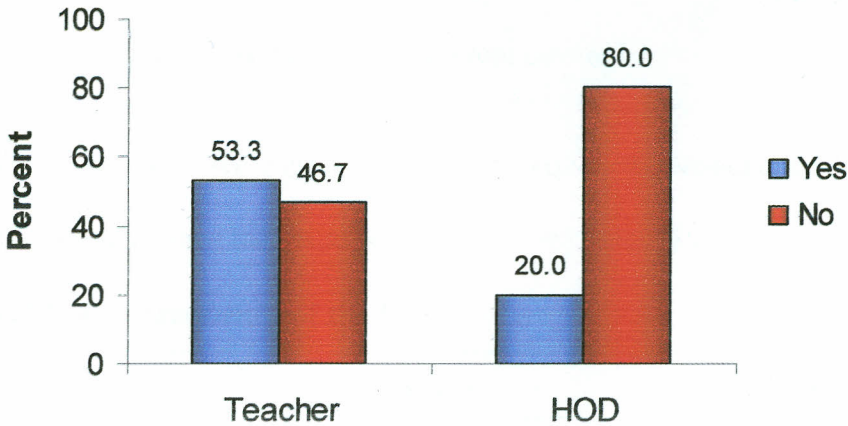
The study then sought to know if teachers were satisfied with the appraisal as carried out in the in schools. The findings are as shown in the Figures 4.2 and 4.3 below.

Figure 4.2: Satisfaction with appraisal



Results illustrated above show that majority of the respondents (60%) were dissatisfied with the appraisal. Figure 4.3 shows these findings clustered by category of respondents.

Figure 4.3: Satisfaction with appraisal by category of respondents



It is clearly illustrated that 80% of the HODs were dissatisfied compared to 46.7% of the teachers. The results show that the level of dissatisfaction with the appraisal was higher among the HODs. The respondents were asked to give the reasons for dissatisfaction and the findings below were obtained.

Table 4.4: Reasons for dissatisfaction with appraisal

	N	Percent
Fault finding appraisers	13	68.4
Minimal participation of the appraisee	2	10.5
Focus more on schemes of work instead of the work coverage in class	2	10.5
Arrogant/unprofessional personnel	2	10.5
Total responses	19	100.0

Source: Survey

The major reason given (68.4%) for dissatisfaction with the appraisal process was that the appraisers were more of fault finders than evaluators. The respondents strongly felt that the appraisers came to look at the wrongs the teachers had done.

The respondents also said that the appraisal process did not involve the appraisees as much as it should. This was backed by a complaint that the appraisal focused more on schemes of work instead of class content covered.

The respondents were asked to state the frequency of conducting PA in their schools. The teachers gave the responses shown in the table below.

Table 4.5: Frequency of the PA

	Appraisees		Appraisers	
	Frequency	Percent	Frequency	Percent
0-2 years	12	54.5	6	50.0
2-4 years	10	45.5	6	50.0
Total	22	100.0	12	100.0

Source: Survey

Slightly more than one half of the respondents (54.5%) stated that the PA was done within two years while 45.5% stated that it was done in every 2-4 years. The opinion was equally divided among the appraisers, 50% of whom said it was done in 0-2 years. This lack of consensus suggests PA was not periodically carried out in many of the schools.

The teachers gave the responses shown below on whether there were perceived to be standards of PA of teachers.

Table 4.6: Opinion on existence of standards of PA of teachers

	Frequency	Percent
Yes	12	48.0
No	13	52.0
Total	25	100.0

Source: Survey

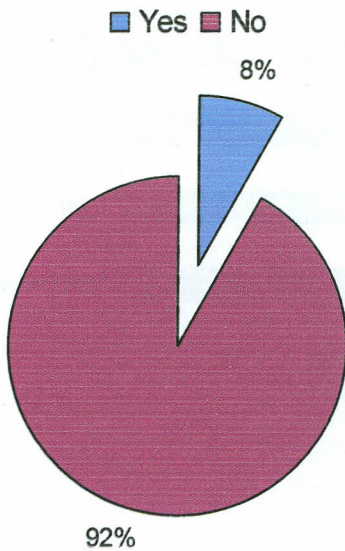
Majority of the teachers (52%) reported that standards were lacking in the teacher appraisal process. This suggests that many of the appraisees perceived shortcomings in the appraisal process. The results further show that 48% of the teachers said that there were standards in the PA process. Two thirds of these reiterated that the standards positively affected the performance.

It was found out that majority of the teachers (84%) reiterated that there were objectives of PA of teachers while 16% stated to the contrary. The findings imply that many of the appraisees were contented with the objectives of conducting staff appraisal. More than three quarters of the informants that acknowledged existence of objectives reiterated that they positively affected the performance. The findings

generally show a disconnection between objectives of PA and the implementation process. This strongly suggests weaknesses in the PA implementation process.

Co-opting teachers in the design of a PA system is more likely to be relevant and widely accepted. In this regard that teachers were asked to give an account of the extent to which they were involved in the designing of the PA process. Figure 4.4 shows the findings.

Figure 4.4: Teachers involved in the designing of a PA process



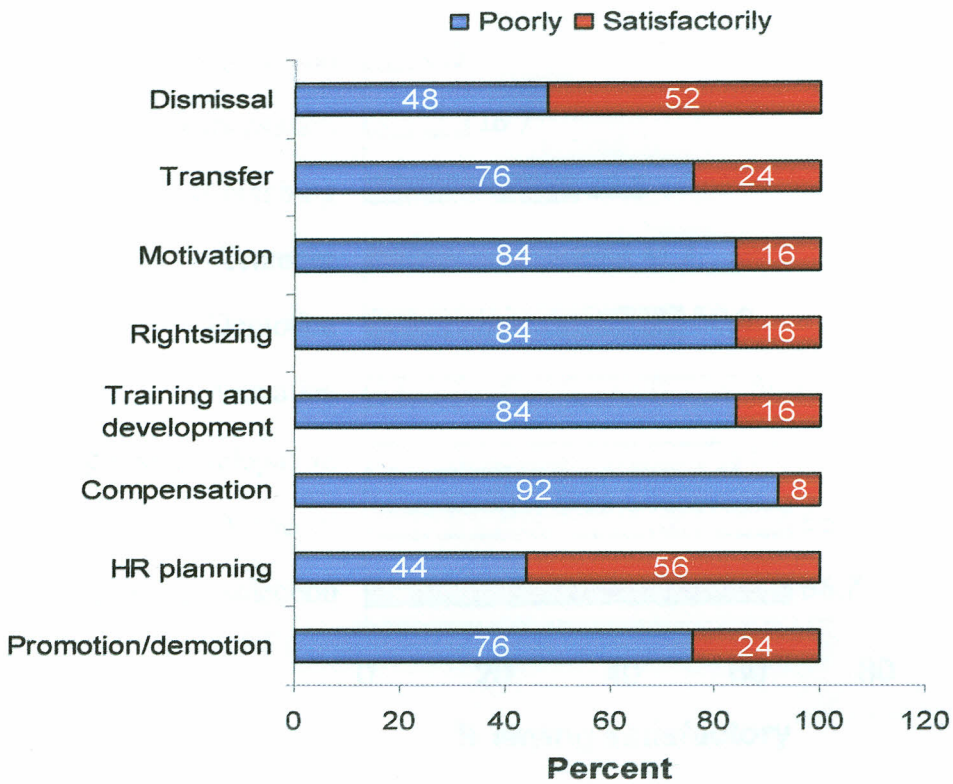
Source: Survey

An overwhelming majority of the teachers (92%) reported that they had not been involved in the design of the PA process. It is therefore likely that any negative attitude by teachers towards the process is a result of this exclusion.

The handling of various HR practices in reference to the PA results was also investigated. The respondents were asked to state if each of the practices had been

done poorly or satisfactorily and responses from the teachers are illustrated in the figure below.

Figure 4.5: Rating of HR practices in PA process



Source: Survey

As shown in Figure 4.5 above, compensation (92%), training and development (84%), rightsizing (84%) and motivation (84%) were rated to be HR practices most poorly handled in regard to the PA results. These indicate the aspects of the PA process that should be given preference in evaluation of the teacher appraisal process in the schools.

The most satisfactorily handled according to appraisees were HR planning (56%) and dismissal (52%). Even then, those giving a satisfaction rating were slightly more than

half of the respondents. The implication of the findings is that the handling of HR practices was barely satisfactory in regard of the PA results.

Figure 4.6: Appraisers rating of HR practices in PA process



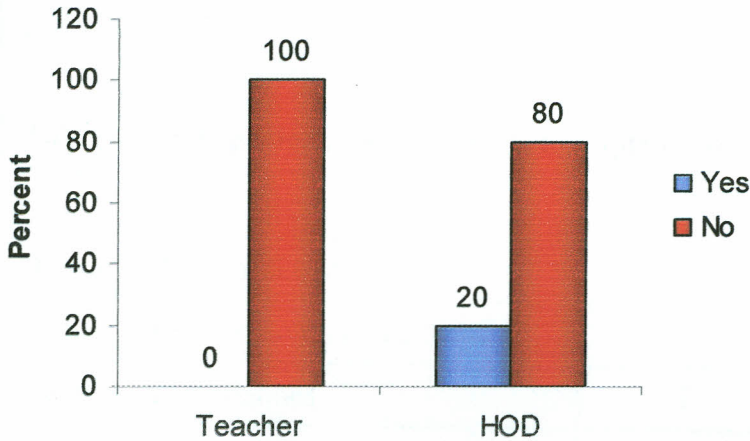
Source: Survey

According to figure 4.6 above, the appraisers' recruitment and selection as well as dismissal were the most satisfactorily implemented HR practices. Compensation (16.7%) and promotion (8.3%) were the lowest ranked.

The study also sought to establish whether the teachers were trained on how to receive feedback from the appraisers. The results are shown in Figure 4.7.

It was revealed that all the teachers and 80% of the HODs had not been trained on how to receive feedback from the appraisers. This indicates that the teachers were not prepared to handle the feedback from the appraisers and were therefore likely to perceive it as criticism. In connection to this, the study sought to establish whether the PA results boosted the teachers' job performance.

Figure 4.7: Teachers trained on how to receive feedback from appraisers



Source: Survey

Responses obtained from teachers indicated that majority of the teachers (64%) said that the PA results indeed boosted their job performance. This suggests that many of the teachers ideally regarded PA results useful feedback that can be used to improve one job performance. These findings vary slightly from the apparent negative attitude towards the PA process. This suggests that teachers (appraisees) would be more receptive to a PA process perceived to be neutral and transparent. The appraisers stated that the PA results could show areas not covered and therefore prompt the teacher to rectify. They further stated that by showing the appraisees strengths and weaknesses, the results could help them improve their job performance.

The appraisees gave respective reasons why they may or may not boost job performance. Reasons for boosting performance given were that the results identified areas that would need improvement and the results would give motivation. The reasons given against were that the comments given may demoralize and that PA was done for the wrong reasons. These findings strongly suggest that the success of PA in enhancing job performance is dependant on the confidence teachers are made to have on the process.

Table 4.7: Suggestions for PA results to improve job performance

	N	Percent
PA should be participatory	12	36.4
Promote teachers to motivate them	10	30.3
Setting PA guidelines	7	21.2
PA should be done regularly	4	12.1
Total responses	33	100.0

Source: Survey

The respondents were asked to give suggestions for improving the effectiveness of the PA process. Table 4.8 above shows that, 36.4% of the respondents suggested that PA should be more participatory. This reiterates that the confidence of the teachers in the process and subsequent cooperation would be enhanced manifold if the teachers were co-opted in the PA process.

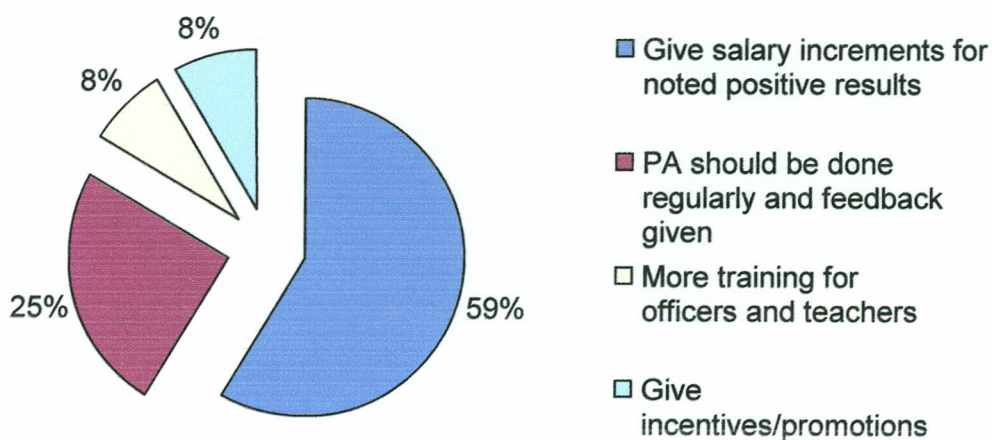
It can further be seen that 30.3% suggested that teachers are promoted as a means of motivating them. Teachers also called for the laying down of clear PA guidelines and that it is conducted more regularly.

Table 4.8: Appraisers suggestions to boost job performance among staff members

	Frequency	Percent
Give salary increments for noted positive results	7	58.3
PA should be done regularly and feedback given	3	25.0
More training for officers and teachers	1	8.3
Give incentives/promotions	1	8.3
Total	12	100.0

Source: Survey

Figure 4.8 shows the above findings clustered by category of responses.



Source: Survey

As shown above, Majority of the appraisers (58.3%) suggested that salary increments should be given to noted positive or outstanding results. They also called for a more regular PA carried out yearly and its feedback be given promptly. The appraisers

further reiterated the need for more regular training for both officers and teachers on how to receive PA results for improved job performance.

Thus, the above findings show that the current PA system in public secondary schools in Tharaka District should be improved so as to meet its various objectives hence providing solutions to the numerous educational problems.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the study findings. It also bears the recommendations, conclusion and areas for further research.

5.1 Summary of findings

According to the study results, 68% of the respondents reported that appraisal was conducted by QASO. 32% attributed the appraisals to the Ministry of Education. These generally show that teachers were informed of the agency implementing the staff appraisals which is the QASO, a department in the MOE.

A large majority of the teachers (88%) reported to have been appraised. Teacher appraisal can therefore be said to be widely carried out in secondary schools. However, a small proportion had not been appraised indicating the need to further enhance the coverage so that all teachers are appraised.

Majority of those that had been appraised reported the methods used to be 'Results oriented' (75%) and 'On the job performance' (25%). It was however unraveled that majority of the respondents (60%) were dissatisfied with the appraisal. The HODs reported to be more dissatisfied (80%) compared to the teachers (46.7%).

Among the reasons given for dissatisfaction was that the appraisers engaged in fault finding missions and that the appraisal process did not involve the appraisees i.e. it was not participatory.

Slightly more than one half of the respondents (54.5%) stated that the PA was done within two years, while 45.5% stated that it was done once in every 2-4 years. The opinion was equally divided among the appraisers, 50% of whom said it was done in 0-2 years. This lack of consensus suggests PA was not periodically carried out in many of the schools.

Majority of the teachers (52%) reported that standards were lacking in the teacher appraisal process. Two thirds of the respondents reiterated that the existence of standards positively affected the performance if only the PA process was regularly done.

An overwhelming majority of the teachers (92%) reported that they had not been involved in the design of the PA process. It is therefore likely that any negative attitude by teachers towards the process is a result of this exclusion. The appraisees ranked compensation (92%), training and development (84%), rightsizing (84%) and motivation (84%) as the HR practices most poorly handled in regard to the PA results. The most satisfactorily handled were HR planning (56%) and dismissal (52%).

The appraisers rated recruitment and selection as well as dismissal as the most satisfactorily implemented HR practices. Compensation (16.7%) and promotion

(8.3%) were the lowest ranked. It was also reported that all the teachers and 80% of the HODs had not been trained on how to receive feedback from the appraisers. Similarly, the appraisers did not have any training and development policy on feedback review. This implies that both the appraisees and the appraisers were not prepared to handle the feedback, hence the former were likely to perceive it as criticism.

The appraisees (36.4%) suggested that PA should be more participatory so as to boost job performance. This reiterates that the confidence of the teachers in the process and subsequent cooperation would be enhanced manifold if the teachers were co-opted in the PA process as a whole.

Majority of the appraisers (58.3%) on the other hand suggested salary increments be given to noted positive or outstanding results. They also called for a more regular PA carried out yearly and its feedback to be given promptly for the necessary corrective measures to be taken for improved job performance.

5.2 Conclusion

The performance appraisal process in secondary schools is very pivotal since it gives teachers an objective feedback about their performance in order to improve it. Majority of the schools surveyed in Tharaka district attested to the existence of a PA system. The appraisees reported that the PA was done irregularly and that the standards were not above satisfactory. The process was not as effective since it was not participatory. The appraisees said they could accept the results of fair PA system which they can use to improve their job performance. The PA results were also not

used to implement other HR practices such as which teachers should be promoted, demoted, transferred, trained, get pay increases ; a thing that in turn affected the effectiveness of the major HR functions: planning, organizing, staffing, controlling and leading.

5.3 Recommendations

Arising from the study findings, the following recommendations are made:

1. It was found that the opinion was divided among the respondents on the frequency of PA. Over half of the appraisers reported it to be done in 2-4 years. It is thus recommended that PA should be conducted more regularly to enable more consolidated and up-to-date staff records and provide immediate feedback for improved performance.
2. More than one half of the appraisees reported that standards were lacking in the teacher appraisal process. The Ministry of Education should design and systematically implement better PA tools as well as keep on reviewing the PA system to cope with the needs at hand.
3. The results showed a disconnection between objectives of PA and its success, suggesting weaknesses in the PA implementation process. The MOE should engage consultants to evaluate or develop up-to-date and effective PA tools as well as a framework for implementation. Teachers should also be involved in the designing and the implementation of the PA system for them to feel part of the process and take feedback positively for improved job performance.

4. All the respondents said that no revision had been carried out on the PA system. Therefore, the PA system needs to be revised from time to time to make it more relevant and useful in the implementation of various HR practices. This in turn will provide a basis for the diverse HR decisions for teachers i.e. which teachers deserve promotions, transfers, terminations, training and development, pay hikes and bonuses among other HR practices.

5.4 Recommendations for further research

The study was carried out in public secondary schools in Tharaka District only. More research can be carried out in private secondary schools in Tharaka District as well as in both private and public secondary schools in other areas across the country so as to compare the findings.

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APPENDIX I: INTRODUCTION LETTER

Makunyi Loise Karithi
D53/CE/12293/04
Kenyatta University,
School of Business.

Dear Respondents,

I am a post graduate student in the MBA program (HRM Option) in Kenyatta University. As a part of my course requirement, I am currently writing a research project in this field.

My topic is **An Assessment of the effects of the current performance appraisal system in Public Secondary Schools in Tharaka District.**

Attached, is a copy of the questionnaire that I kindly request you to take some time and complete. The information you will provide is purely for academic purpose and the results will lead to improved performance appraisal system in public secondary schools. It will be treated with utmost confidentiality.

Your co-operation and active participation to this academic effort will be highly appreciated. Thank you.

Yours faithfully,



Loise K. Makunyi
MBA Student, KU

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Please answer all the questions in the space provided to provide the required information.

1. Gender

Male

Female

2. Educational background

Graduate teacher diploma teacher Others Specify _____

3. Indicate the number of years you have taught _____

4. Who implements the appraisal system in your school? _____

5. (i) Have you ever been appraised?

Yes

No

(ii) If yes, which of the following PA methods were used?

Assessing your abilities and behaviour at work

On-the-job performance

Results-oriented

Others Specify _____

6. Were you satisfied with the way you were appraised?

Yes

No

If no, please give reasons _____

7. How frequently is the PA carried?

0 – 2 years 2 – 4 years Others Specify _____

8. (i) Are there standards of PA of teachers?

Yes

No

(ii) If yes, how do they affect performance?

Positively negatively

9. (i) Are there objectives of PA of teachers?

Yes No

(ii) If yes, how do they affect performance?

Positively negatively

10. (i) Are the teachers involved in the designing of the PA process?

Yes No

(ii) If yes, to what level? _____

11. (i) Are the teachers involved in the implementation of the PA process?

Yes No

(ii) If yes, to what level? _____

12. How are the following HR practices handled in reference to the PA results?

(i) Promotion/demotion	Poorly <input type="checkbox"/>	Satisfactorily <input type="checkbox"/>
(ii) HR Planning	Poorly <input type="checkbox"/>	Satisfactorily <input type="checkbox"/>
(iii) Compensation	Poorly <input type="checkbox"/>	Satisfactorily <input type="checkbox"/>
(iv) Training and development	Poorly <input type="checkbox"/>	Satisfactorily <input type="checkbox"/>
(v) Rightsizing	Poorly <input type="checkbox"/>	Satisfactorily <input type="checkbox"/>
(vi) Motivation	Poorly <input type="checkbox"/>	Satisfactorily <input type="checkbox"/>
(vii) Transfer	Poorly <input type="checkbox"/>	Satisfactorily <input type="checkbox"/>
(viii) Dismissal	Poorly <input type="checkbox"/>	Satisfactorily <input type="checkbox"/>

13. Have you ever been trained on how to receive feedback from the appraisers?

Yes No

14. Do the PA results boost your job performance? Yes No

Give reasons for your answer: _____

15. In your opinion, what should be done by your employer for PA results to boost job performance?

Thank you

**APPENDIX III: QUESTIONNAIRE FOR THE PRINCIPALS /
DIQASO/DHRO**

Please answer all the questions in the space provided to supply the required information.

1. Gender

Male

Female

2. Educational background

Graduate

Others Specify

3. Working experience as a principal / DIQASO / DHRO

4. How often is your staff appraised?

0 – 2 years

2 – 4 years

Others Specify

5. (i) Which PA methods do you use to appraise your staff?

Assessing their abilities and behaviour at work

On-the-job performance

Results-oriented

Others Specify _____

(ii) Is there any revision done on the PA system? Specify _____

6. (i) Are there standards of PA of teachers?

Yes

No

(ii) If yes, how do they affect performance?

Positively Negatively

7. (i) Are there objectives of PA of teachers?

Yes No

(ii) If yes, how do they affect performance?

Positively Negatively

8. (i) Are your teachers involved in the designing of the PA process?

Yes No

(ii) If yes, to what level? _____

9. (i) Are your teachers involved in the implementation of the PA process?

Yes No

(ii) If yes, to what level? _____

10. Are the appraisers offered training on how to implement the PA and review the results? Yes No

11. How do you rate the relationship between the PA results and the execution of the following HR practices by your employer?

(i)	Recruitment and selection	Poor	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
(ii)	Promotion	Poor	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
(iii)	Demotion	Poor	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
(iv)	Compensation	Poor	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
(v)	Training and development	Poor	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
(vi)	Rightsizing	Poor	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
(vii)	Motivation	Poor	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
(viii)	Transfer	Poor	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
(ix)	Dismissal	Poor	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>

12. Do the PA results boost job performance among your staff?

Yes No

Give reasons: _____

13. Do you have training and development policy for yourself and the staff on feedback review? Yes No

Give reasons:

14. To ensure that PA continues for your staff, do you;

Send reminders for it to be done?

Request for frequent training and development?

Receive formal or informal feedback?

Get incentives from its results?

Others specify _____

15. What further suggestions would you give for PA results to boost job performance among your staff members?

Thank you

APPENDIX VI: PUBLIC SECONDARY SCHOOLS IN THARAKA DISTRICT

Chiakariga Girls

Gaciongo Secondary

Gatunga Boys

Kaanyaga Secondary School

Kamwathu Secondary

Kathangacini Day Secondary School

Marimanti Girls

Matakiri Day Secondary School

Materi Boys High School

Miomponi Day Secondary School

Mukothima Day Secondary School

Nkondi Girls

Tharaka Boys High School

Tunyai Day Secondary School

Turima Day Secondary School

Source: DEO's Office, Tharaka District (2007)

APPENDIX VII: WORK PLAN

ACTIVITY	TIME (2007)											
	January	February	March	April	May	June	July	August	September	October	November	December
Proposal development												
Departmental defence												
Corrections of the proposal												
Data collection												
Data analysis												
Project writing and submission												

NB: Some activities will be done simultaneously due to time factor.

APPENDIX VIII: BUDGET

ITEM	COST (KSHS)
Proposal writing	4,000
Typing, printing	6,000
Binding	2,000
Sub-total	12,000
Data collection	5,000
Data processing	10,000
Project writing	5,000
Typing, printing and photocopying	6,000
Binding	5,000
Traveling and accommodation	10,000
Miscellaneous	2,000
Grand total	66,000