

**TEACHERS PERCEPTIONS OF THE PERFORMANCE
APPRAISAL SYSTEM EFFECTIVENESS IN PUBLIC
SECONDARY SCHOOLS IN NAIVASHA AND GILGIL
DISTRICTS, NAKURU COUNTY**

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DECLARATION

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

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DEDICATION

I dedicate this project to my wife Pauline, my children Dennis, Elvis and Max for their encouragement.

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ABBREVIATIONS AND ACRONYMS

DSO	District Staffing Officer
GOK	Government of Kenya
HOD	Head of Department
KESI	Kenya Education Staff Institute
MED	Masters in Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Council for Science Technology and Innovation
OECD	Organization for Economic Co-operation and Development
PA	Performance Appraisal
QASO	Quality Assurance and Standards Officer
SABER	System Approach for Better Results
SPSS	Statistical Package for Social Sciences
TPA	Teacher Performance Appraisal
TSC	Teacher Service Commission

ABSTRACT

Effective performance appraisal system depends on how it addresses itself to the views and attitudes of the teachers in the school. Since 2012, teachers in Kenya have been appraised using a revised system of appraisal whose effectiveness has not been verified. The purpose of this study was to explore the teachers' perceptions on the effectiveness of the appraisal system. The specific objectives of the study were to: establish teachers' perceptions about the effectiveness of the teachers' performance appraisal system in meeting its purpose in public secondary schools in Naivasha and Gilgil districts; determine the effectiveness of the teachers' performance appraisal methods; assess the performance of teachers' appraisers and establish the usefulness of performance appraisal feedback for teachers in public secondary schools. The study was grounded on a four phase performance appraisal model by Grote (2003). The study employed descriptive survey design targeting 50 principals, 50 deputy principals and 434 teachers from public secondary schools in Naivasha and Gilgil districts. The researcher used stratified random sampling method to select 15 schools to participate in the study. From the 15 public secondary schools, 15 principals and deputy principals were purposefully selected while 6 teachers were selected from each of the sampled schools using simple random sampling method, giving a total of 120 respondents. Questionnaires, one designed for principals, another one for deputy principals and the third one for teachers were used as instruments of data collection. Quantitative and qualitative data were collected during the study. Quantitative data was analysed using descriptive statistics; frequency counts, percentages and means while content analysis was done on qualitative data based on identified themes, patterns and categories of responses. The results of the analysis were presented thematically in narrative form, frequency table, bar graphs and pie charts. The study established that the current performance appraisal process was not effective in achieving its desired goals in public secondary schools in both Gilgil and Naivasha districts. The most commonly used methods of performance appraisal in schools under study were school administrator observation and self evaluation. However, the most effective and preferred method of performance appraisal was combination of various methods. Most of the teachers viewed appraisers in their schools as ineffective in performance of their work. The major factor which made them to be ineffective was lack of requisite skills required to conduct teachers' performance appraisal process. In addition to this, the study established that there was a problem in communication of the performance feedback among the appraisers and appraisee and as well as from TSC, the employer. To a large extent therefore, teachers found performance appraisal as of no benefit. To improve on these challenges, the study recommends that; TSC needs to in-service the principals, deputy principals, and the teachers on performance appraisal in order to demystify its purpose in schools. Training will also equip performance appraisers with requisite skills and knowledge and hence improve their performance. The study also recommended use of combination of various methods to appraise the teachers and improvement in communication of the feedback between the TSC, schools and the teachers for them to benefit.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, the statement of the problem, the purpose of the study, the objectives, and research questions, significance of the study, limitation, delimitation, conceptual framework and definition on the central terms.

1.2 Background

Performance appraisal (P.A) can be defined as a process of measuring how well any organization staff performs their duties in relation to the set standards and then communicating that information to those employees (Ruddin, 2005). According to KEMI (2010), performance appraisal is a systematic and a continuous review of employees' performance and working potential with an aim of informing and designing action programmes that can lead to improvement on how they work. Fletcher (2001) however finds performance appraisal just as one component of performance management process. Whereas in a broad sense performance management involves how an organization plans, coordinate, utilize, motivate and equip their human resource with knowledge, skills and attitude in order for them to accomplish the desired outcomes and objectives (Wilton 2011), performance appraisal functions as an information processing system providing critical information for rational, effective and efficient decision making regarding how a worker's performance can be improved by identifying training needs, setting levels of rewards and guiding sanctions.

According to Larson (1984), one of the major responsibilities of the schools administrator is to measure the performance of their staff members. When teachers' performance appraisal takes place, the process involves an assessment of their individual competencies, performance and professional needs by either the principal, the deputy principal or the senior teacher (Nyatera, 2011). The process may also be conceptualized as one of those interventions that lead to professional development through in-service training, and focused on developing the teachers' knowledge, skills and confidence for the sake of better performance to benefit both the teacher and the school (Monyatsi, *et al.*, 2006).

Effective teachers' appraisal has proved instrumental in the management of teachers' performance in many ways. Literature on TPA highlights many of these far reaching results. The outcomes of teachers' performance can have a significant influence on the attitudes and behavior of teachers which in turn impacts on the performance of teachers, and the students. Studies shows TPA information can provide the basis of making administrative decisions related to a teacher's promotion, transfer and at times dismissal (Okumbe 1989). In some cases the process may support the identification of the teachers' training needs thereby resulting to the teacher professional development. According to West and Ainsow (1991) the result of TPA can motivate a teacher by providing clear understanding of the job in relation to what is expected of them vis-à-vis the goals of the school. Appropriate appraisal scheme has the capacity to improve the professionalism in teaching, the management of schools, the quality of education provided to students, as well as providing legitimacy to the public to the demands for accountability (Timperly et al 1998). According to Ling (2005), a well conducted appraisal

progress is expected to improve the well-being of teachers and performance through discussion, reflection and collaboration among the appraisers and the appraisee.

Credible teacher performance appraisal however requires an effective system of appraisal. According to KESI (2010); a body responsible for the training of school managers in Kenya, among others, an appraisal system should be reliable and consistent such that anyone using the tool is able to come up to the same conclusion on performance of an appraisee based on availed data. It should be capable of differentiating individuals according to their performance, easy to administer, comprehensive in coverage of all performance areas; relevant to the function of the school and above all acceptable to those whose performance is being assessed in this case the teacher.

For a long time in Kenya, there have been many attempts to improve on the way teachers are appraised in public schools but without much success. At independence the Ministry of Education inherited an inspectoral approach from the colonial government which was incorporated in the first Education Act Cap 211 (Republic of Kenya, 1969). The inspectors of schools later, the Quality Assurance and Standards officers QASO (MOE 2004), were mandated to carry out an external based assessment of teachers' performance at work, which they sometimes do. In 1969 the Teachers Service Commission on the other hand established a policy of confidential reporting of the teachers' performance, by the headteachers, a policy which ended in 2005, when a more participatory appraisal scheme was established through the Code of Regulation for Teachers in Kenya (TSC, 2005). In 2012, the TPA system was further revised by the TSC and adopted new features, (www.tsc.go.ke).

The following are its objectives;

- (i) To provide feedback on teachers performance,
- (ii) To assist in the identification of teachers' training needs, clarify roles and responsibilities of teachers,
- (iii) To provide an avenue for communication between teachers, the school and administrators and
- (iv) To determine how to allocate rewards and institutional sanctions.

The revised scheme expects a teacher to meet prescribed standards which includes the achievement of instructional objectives, exhibition of predetermined work behaviour in relation to established core values namely: professionalism, customer focus, integrity, team spirit and innovativeness. The new schemes expect teachers to be fully involved in the TPA process through setting of their performance target, discussing TPA feedback, endorsing TPA report and drawing up of an improvement plan. According to the revised system, teachers should be appraised thrice in a year unlike once there before. The appraisal team in schools has been expanded to include the heads of department and the deputy headteacher's (www.tsc.go.ke) which was earlier a sole responsibility of the headteacher (Datche, 2007).

The new TPA system in Kenya seems to portray comprehensiveness and openness in approach. However, a research done earlier in Portugal, by Flores (2010) however provides a caution. She concluded that implementation process of a given policy is a complex process, especially where, what is at stake is a new policy of teachers' appraisal. According to this study, considering the views of the stakeholders in this case the teachers is important, since satisfaction with performance appraisal reviews

have been positively correlated to improved working performance among the employees.

In Kenya, teachers stood only to gain from the new system, if perceived as correctly implemented. Kinnie and Lowe (1990) however warn that, whatever approaches or methods on performance review challenges are inevitable.

Studies done in Kenya before the new system concurs with these sentiments. For instance, Odhiambo (2005) carried a study on the teachers' performance appraisal, the experience of the Kenya secondary school teachers. His major revelation was that the teachers' appraisal process in Kenya secondary schools had areas which by then needed urgent review, for the TPA to influence improvement on the quality of teachers and hence education in Kenya. Findings from other studies on the TPA in Kenya are very consistent with above conclusions. Wanzare (2002) for example in his study "Rethinking teacher evaluation in third world a case study of Kenya" had earlier identified top-down bureaucratic characteristics of TPA system in Kenya, inadequate teacher evaluation and lack of appraisal feedback as shortcoming causing ineffectiveness of the system. These are problems which seem to have continued even after a revision of TPA system by the TSC in 2005. A study by Gichuhi (2008) concluded that the in-servicing of teachers taking place in secondary schools was not based in any performance appraisal reports even after system reviewed. This meant TPA was not achieving one of its critical objectives. In another recent study, Nyatera (2011) looked at headteachers and teachers perceptions of the staff appraisal system. In his case, he revealed that the headteachers were not trained to conduct performance appraisal, which resulted to a number procedural mistakes and which influenced teachers to perceive their appraisal negatively. He suggested not only for

the training of teachers' appraisers but an inclusion of the deputy principals, the HODs and senior teachers as among those who should appraise the teachers to change the negative perceptions teachers held on appraisals.

In the current study, what was not clear was whether the recently reviewed TPA policy by TSC system had effectively addressed the flaws raised by the previous studies in Kenya. This was the gap which the study sought to fill by exploring the teachers' perceptions of the effectiveness of their performance appraisal system in public secondary school in Naivasha and Gilgil district, Nakuru County under the new appraisal environment.

1.3 Statement of the Problem

Teachers' performance appraisal is notably an important function of performance management process in public secondary schools in Kenya. If and when effectively carried out, TPA can promote a teacher productivity, accountability and efficiency at work, thus improving the performance of the students and the school in general. Despite these clear benefits, previous research in Kenya indicates that teachers held negative perceptions about their performance appraisal in public secondary schools (Nyatera, 2011). Teachers in public schools have consistently indicted their performance appraisal system as having numerous flaws mainly related to the policy implementation process.

On the other hand, the Teachers Service Commission has severally responded to these TPA shortcomings with policy reforms, the latest being done in 2012 (www.tsc.go.ke). Since when this system was rolled out, however, no study has been carried out to consider the current perceptions of teachers under the new

performance review environment. This is even though Monyatsi (2006) posit that the attitude of teachers about performance appraisal has a significant bearing on the policy outcomes. This study sought to bridge the existing gap by exploring the teachers' perceptions about the current performance appraisal system effectiveness in public secondary schools in Naivasha and Gilgil districts.

1.4 Purpose of the Study

The purpose of this study was to explore the teachers' views regarding the effectiveness of their current performance appraisal system. Although the system was recently revised, an early study was necessary to monitor how it is fairing among the teachers and provide information which could be used to guide its successful implementation.

1.5 Objectives

- i. To establish teachers' perceptions about the effectiveness of performance appraisal in meeting its purpose in public secondary schools in Naivasha and Gilgil districts.
- ii. To determine the effectiveness of the teachers' performance appraisal methods used in public secondary schools in Naivasha and Gilgil districts.
- iii. To assess the performance of teachers appraisers in public secondary school in Naivasha and Gilgil districts.
- iv. To establish the usefulness of performance appraisal feedback for teachers in public secondary schools.

1.6 Research Questions

- i. What are the teachers' perceptions regarding the effectiveness of the teachers' performance appraisal system in meeting its purpose in public secondary schools in Naivasha and Gilgil districts?
- ii. How effective are the methods used for teachers performance appraisal in public secondary schools?
- iii. What was the attitude of teachers towards the performance appraisers in public secondary schools in Naivasha and Gilgil districts?
- iv. How regular were the teachers provided with appraisal feedback in public schools?
- v. How far were the teachers benefiting from the performance appraisal feedback in public secondary schools in Naivasha and Gilgil districts?

1.7 Significance of the Study

The outcomes of the study were meant to be useful to the various education stakeholders, including the Ministry of Education science and Technology (MOEST), the Teacher Service Commission (TSC), the school administration and the teachers themselves.

The findings of the study were expected to provide the TSC with information to improve the management of the teachers' performance, which has a direct influence on the provision of quality education, a key target of Kenya's vision 2030.

- (i) The findings of the study were to provide the Teacher Service Commission with early information on how the newly implemented system of teachers' appraisal was fairing. Monitoring of a new policy is important to identify and deal with any signs of weakness and therefore increase chances of success.

- (ii) The school administrators were meant to learn from this study on better ways of appraising the teachers' in order to achieve teachers' satisfaction. A satisfying TPA may effectively improve performance of the teachers and eventually students' performance.
- (iii) For the teachers, the results of the study were to help to share their views and opinion on the weakness that needs attention in order to make the T.P.A system more effective and hence useful to their work.

1.8 Basic Assumptions

Three basic assumptions were made in this study are as follows.

- (i) The newly revised scheme of teachers' performance appraisal (TPA) was being implemented in public secondary schools in Naivasha and Gilgil districts.
- (ii) Teachers were aware and participated in the performance appraisal process in public secondary schools and they held certain perceptions on the effectiveness of the newly revised system of appraisal.
- (iii) The respondent selected for this study, freely and honestly provided the information on their own perceptions about the effectiveness of the current TPA scheme.

1.9 Limitations

- (i) Teachers, the principals and the Deputy Principals who were the target respondent in this study were not easily accessible since they maintain a busy routine in the work. It is likely that this may have affected the number of responses received back and possibly the sufficiency of the findings.

- (ii) The study took place when there were too many legal and policy changes taking place in Kenya, following the enactment of a new constitution in 2010. These changes had affected the education policies as known previously including teachers' performance appraisal.

1.10 Delimitation

- (i) The study only focused itself on the teachers in public secondary schools employed by the Teachers Service Commission because they are among the ones required by the code of regulations for teachers in Kenya to be appraised regularly. They may be holding certain perceptions about appraisal effectiveness. Though TPA takes place in public primary schools, primary school teachers were not included in the study because the focus was public secondary schools.
- (ii) The study only focused on the purpose of appraisal and how it can influence the perceived effectiveness of the TPA, effective methods of appraisal, effectiveness of the performance appraisers and the use of performance appraisal feedback. Other variables relating to perceived effectiveness of the TPA can be investigated in another study.
- (iii) The study was only confined to two of the 8 districts of the Nakuru County that is Naivasha and Gilgil; due to this the results of the study may become insufficient to generalize to all the public secondary school in the county and the country.

1.11 Theoretical Framework

This study was grounded on a four phase performance appraisal model published by Grote (2003) in the Executive Excellence Newsletter. Grote (2003) holds that performance appraisal addresses itself to critical functions in many organizations and instead of concentrating on weakness; the appropriate response should be creating a system that work effectively to attain the desired results. In his model, Grote (2003) says an effective performance appraisal system should begin with performance planning.

This should take place at the beginning of the year and by the designated performance appraiser engaging on appraisee in this case a teacher into a performance planning discussion. These should focus on behaviour and competencies and result the institution will expect the appraisee to demonstrate at the end of the agreed appraisal period. The will be required either to focus on the individual professional development road map and how performance will be measured.

Phase two involves performance execution. The staff or a teacher in this case will be required to work on key responsibilities of the job and achieve the agreed objectives. Grote (2003) suggests that, at this level, the performance appraiser should support the worker through coaching and performance feedback; to increase the chances of success during the appraisal period. Meetings to review on the individual's performance against earlier set targets in planning phase should be held. This according to him may motivate the worker and assist to deal with any performance challenges that may arose along the working period.

Phase three involve performance evaluation or formal performance appraisal. The designated appraiser at this level is expected to reflect on how well a worker in this case a teacher has carried on his or her responsibilities across the appraisal period against the set objectives in phase one. Paper work should be completed and according to Grote (2003), content should be discussed with appraiser most immediate boss and recommendations can then be made based on the quality of the appraisee's work.

In the last phase, performance review should be done. The appraiser and the appraisee should come together to discuss on how well the appraisee performed over the specified working period. Strength, weakness, success and improvement required should put on board. This becomes the foundation of the next performance planning meeting for a new cycle.

Grote (2003) argue that the four phases model can help to change performance appraisal process from being an annual activity into an ongoing cycle which may be more effective in linking the individual workers goal, work behaviour and successes to the institutional vision and strategic goals.

The model fitted into this study on teachers' perceptions of the effectiveness of performance appraisal system, in that it clearly demonstrates how effective teachers' appraisal should be conducted. To create ownership in performance appraisal, teachers should be involved in setting performance objectives and be aware of how performance will be measured. During the working period, teachers should receive professional support from their headteachers, deputy and heads of department inform of coaching and frequent performance review meetings in order to boost their

level of success in the set objectives along the year. Teacher performance appraisal feedback should be discussed openly between the appraisee and the appraiser in order to appreciate the strength, identify weakness and work on improvement plan as well as assist setting of new target in the subsequent cycle of performance management. The proposed study aimed at finding out whether teachers in public schools perceive the current performance appraisal system as prescribing itself to such effective process of the four phase performance appraisal model. The result of this study was however negative meaning an improvement in implementation of the current TPA system required some attention especially on selection of appropriate method of appraisal, training of the appraisee and provision and use of feedback for the teachers to benefit from their appraisals.

1.12 Conceptual framework

The conceptual framework adopted for this study was based on the assumptions that certain aspects in performance appraisal process can influence teachers' perceived effectiveness of the TPA system.

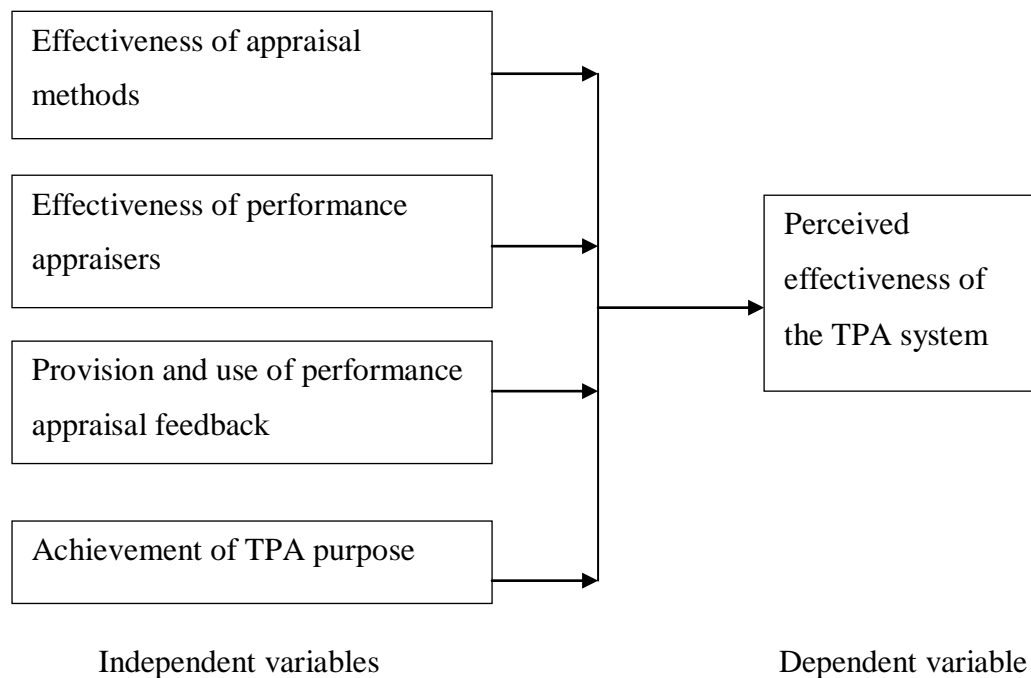


Figure 1.1: Link between various aspects of the TPA and the teachers' perceptions of the effectiveness of the TPA system

Source: Researchers own (2013)

The study sought to explore the teachers' perceptions of the effectiveness of their appraisal system. The dependent variable therefore is the perceived effectiveness of the TPA system while, the independent variables are Effective TPA methods; effectiveness of the TPA appraisers; provision and use of the TPA feedback and achievement of TPA purpose.

1.13 Operational definition of terms

Appraisee: A teacher who was the target of performance evaluation for the purpose of identifying how he or she was performing.

Appraisal: This refers to measuring how well a teacher has performed based on established work targets with a view to bring about improvement of appraisee.

Appraiser: This refers to a designated person who is qualified by education, training, to assess a teacher's performance at work and provide feedback on the same.

Performance: The process of comparing what a teacher has achieved against established expectations.

Perceptions: The personal views, reflections and interpretations made by a teacher regarding the effectiveness of his or her TPA system.

Performance Appraisal: A systematic process of evaluating how well a teacher is performing in relation to his duties and responsibilities in order to recommend what need to be improved on.

Method of appraisal: Approaches applied in gathering of data relating to a teachers performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature. It highlights the concepts of performance appraisal, teachers' performance appraisal and discusses some aspects which may influence the perceptions about the teachers' performance appraisal system.

2.1.1 Concept of Performance Appraisal

Fisher (1995:11) defines performance appraisal as "a process of management which entails improving the organizations' performance through enhanced performance of an individual's". This is a systematic evaluation of a staff work performance in relation to how well he or she is performing the job relevant tasks (Parill, 1999). Research shows performance appraisal (PA) has become a significant component of many organizations strategic approach to better their performance as they seek to measure, improve and develop their employee's competencies as well as distribute rewards.

The idea of appraising performance has been for many years; either it has become a world spread instrument of human resource management but adopting different forms in different organizations (Elverfields, 2005). According to Redman (2001), performance appraisal has become one of the most common tools of assessing staff performance against set objectives. Dunker (1984), posit that many organizations both private and public currently have embraced performance appraisal upon knowledge that the productivity of a worker or lack of it can determine the success

and or failure of the organization. According to Noel et al (1996) performance appraisal is an important part of organizational performance management system the management ensures that staff duties responsibilities and output are aligned to the organizational objectives. If well rolled, they say its results may give any institution a competitive edge over others. Many of the institutions have adopted at least an annual employee's performance review to measure the performance of their staff (Rao, 2004).

2.1.2 Teacher Performance appraisal (TPA)

Teaching is a profession that is widely acknowledged for its ability to pass on knowledge, skills and transform attitude among the people for the human development. This daunting task is carried out by the teachers at the school level and where their effort is managed to ensure that they teachers give the best for the development of the child (Asira, 2011). Teaching and learning is however known to work at best if done by an effective instructor (Stronge, 2006). Darling Hammond and Bell (1993) agrees that the quality of a teacher affects the learners' success more greatly than any other school related variable therefore the management of teachers' performance becomes an essential school administrative function where performance appraisal is one of its key components.

Teachers' performance is the process by which teachers' performance is measured against established targets (Dessler 2003). The data obtained then informs the teachers' level of performance, in-service training requirement and possible deployment. www.stephenjgilltypepad. Here in Kenya, Muli (2011) says when properly conducted performance appraisal has been found to have the capacity to directly influence on the attitude and behaviour of teachers performance and equally

students learning outcomes. Teachers' performance appraisal is therefore required in schools to provide a framework to which teachers can be measured on what they do as well as providing a learning opportunity of what they need to improve on professionally, in order to meet the needs of all the stakeholders. www.k12db.com/tpa.

Performance appraisal process is however not without challenges especially once the system is poorly designed and implemented. Perceptions towards performance reviews also tend to hold significant influence towards better performance of the staff (Dargam, 2005). Flores (2010) either concludes that considering the reactions from the stakeholders especially the teachers is critical. Jensen, (2011) through a research conducted in Australia demonstrate further that the learning systems linked to an effective teachers appraisal process can improve the effectiveness of a teacher by **20-30%** and therefore improving the performance of the students. Teachers themselves finds increased job satisfaction assured job security and professional growth and all which have positive impact on their work productivity (OECD, 2010).

2.2 Perceptions about teachers' performance appraisal in meeting its purpose

Organization and institutions engage in performance appraisal process for various reasons. Literature, however indicate among the key objectives as: being to assess the performance of an employee at work over a given period of time; to evaluate the gap between the actual and the target performance; to identify the strength and weakness of the individual worker so as to recommend the training and development needs of the future; to provide feedback to the employees regarding past

performance; to assist in judging the effectiveness of the other human resource functions such as recruitment, selection, training and development; and above all to make the organization make managerial decisions related to their staff in relation to promotion, layoff, counseling on poor performance, setting of new performance target among others. www.humanresorce.com. According to Mathis and Jackson (1998) many organizations conducts performance appraisal to gather information that will provide clarity of work expectations, improve employees professional development and effectively link pay with performance. An effective performance appraisal according to them is expected further to provide feedback that will guide a worker to eliminate performance deficiencies. Monyatisi etal (2006) are in agreement but finds the role of performance appraisal in private and public institution as also grounding the future assignments to a worker based on the performance data.

In educational institutions as in the other organizations, the teachers' performance appraisal has become equally an integral part of the management activities. The significance and the purpose of this cannot be overemphasized. In Hongkong, for example, performance appraisal is part of teacher performance management and which is continuously undertaken to assist in identification, measurement and development of the teachers work so that the aims and objectives of the school are more effectively realized while along benefiting the teachers in terms of recognition of performance, professional advancement and career support. (TMPguidehongkong.pdf). In Ontario, public schools Canada the importance of the TPA is underscored by its objectives. TPA is conducted among others; to enhance students learning by promoting teachers development; through information and

opportunities that leads to further professional growth. TPA is also used to make a teacher accountable to the public. These compared well with Kenya teachers' performance appraisal objectives whose main purpose is to evaluate teachers' performance in their work as fairly as possible (TSC, 2005). According to Richu, (2010) the performance data gathered is then used to assess gaps and inform about teachers potential for deployment. The TPA result is anticipated to come up with both the strength and weakness of a teacher before a subsequent professional intervention is put in place.

In their review, Wedy and Bondreau (2000) seem to conclude that an effective purpose of teachers' performance appraisal either aims at accountability of performance or professional development of a teacher. According to them, accountability functions are aligned to salary administration, performance level, promotion and termination decision, while the developmental aspect reflect on to the professional training needs of a teacher. The accountability element of appraisal focuses on the school management while the latter aims to assist the teacher deal with professional weakness. Cleavehard etal (1989) finds these appraisal objectives conflicting and in a way which may prevent the performance review process from attaining its full usefulness to the organization according to them this may contribute negatively to the teachers working behaviour and the school performance in general. Nkambule (2010) is in concurrence that a simultaneous implementation of professional development focused teachers' appraisal with accountability of performance posed a dilemma even to performance evaluators and in relation to their roles during the appraisal process in school. Accountability is perceived as aligned to punitive measures against a teacher while developmental objective

favours a teacher due to the focus. In terms of perceptions, research indicates employees prefer the appraisal use for certain purpose rather than the other (Jordan and Nasis, 1992). According to them due to the preferences, it is conclusive that employees attitude may vary depending on perceptions related to what performance appraisal is focused on.

The findings in a study carried out by Monyantisi et al (2006) in Botswana are in agreement. Teachers in this study perceived an effective performance appraisal system as that which is improvement oriented, because it would enable them gain more knowledge, skills and confidence required in delivery of their work. Teachers' appraisal for accountability purpose received however negative perceptions due to its perceived philosophy related to checking on teachers' competencies, alignment of pay to performance and use of evidence gathered from the teachers for disciplinary procedures. According to this study, accountability objective of performance appraisal created resistance among the teachers as they tried to safeguard their interest other than their client – students. Flores (2010) concurs with the perceptions that teachers tended to prefer performance appraisal focused on professional development needs other than mere productivity. According to her, developmental objective of appraisal may lead teacher to improve on his or her work by providing opportunity to reflect on their practice. Beadwell and Brondue (1997) in a study carried in USA and which explored whether different performance appraisal use have any relationship with employees reaction to the appraisal confirmed that, performance appraisal for determining training needs, positively co-related to increased appraisal satisfaction of the praise.

In contrast, Stronge (2010) argues that only the teacher evaluation system that combines accountability and professional growth dimensions in the system are more useful and effective for the appraisal process to achieve the desired objectives. Such appraisal effectively meets the needs of a teacher and the other school stakeholders. According to him the two objectives of appraisal are complementary other than competing against one another. A comprehensive teacher's appraisal system should therefore be grounded on the two. MaGreal (1988) concurs. According to him, a multiple purposed appraisal system can work within one staff evaluation system but only when the system is looked as one part of a larger mission aimed at achieving school goal. A successful system of teachers' appraisal to this end should be focused on both teachers and the school improvement.

More critical is that in some cases, the purpose desirous of performance appraisal is never realized (Milliman et al, 2002). In too many cases Amstrong (2003) observes performance appraisal process has become a dishonest annual rituals and in many countries. In this study the researcher wanted to know whether the TPA in Kenya was perceived as effectively meeting its purpose in Naivasha and Gilgil District public secondary schools.

2.3 Teachers Performance Appraisal Methods

Lawler (2010) suggest that formulating performance standards and developing targets is a critical requirement in establishing effective appraisal process, but an effective evaluation and measurement of how well the objectives are accomplished is equally important. All performance appraisals consist of a performance measurement system that requires appraisers make decisions based on earlier observations, to measure an individual performance (Landy and Ferr, 1980). The

reasons of measuring performance are to obtain information as to whether the target set has been achieved by the designated worker (teacher) and to what extent. According to Armstrong, (2003), it would be useless to set performance standards unless there is an agreed method on how these can be measured. Guantai (2009) says assessing performance forms the basis of providing feedback to the said and an organization.

On performance appraisal methods in schools, Ling (2005) finds teaching and learning a sophisticated activity that occurs in different forms and context. It is therefore better to collect information about teachers' performance from a wide range of measuring tools. Various schools may apply different methods of teacher appraisal but Darling – Hammond, Wise and Peace (1998) suggests 7 most common ways of carrying out teachers' performance appraisal in schools. These include (1) Classroom assessment, (2) Self-assessment, (3) Peer review, (4) students test results, (5) competency tests, (6) teachers interviews, and (7) students rating. In a study carried by Jensen (2011) in Australia on better teacher appraisal and feedback, he suggested other best practices to include 360 degree and parents' survey. According to him, 360 – degrees method work on the basis that an effective appraisal process requires feedback from several sources; including the school administrators, senior teachers, effective and, less effective teachers, students and parents within the same cycle. Though external to the school, parents' in this case may be a useful source that can be used to broaden the perspective on appraisals, on the reasons that their personal knowledge about their children education can be used to inform teachers appraisals and therefore contribute to teachers improvement

Here in Kenya, Omayo (2010) in a previous research conducted in Borabu district identified the routinely methods used to carry out the teachers appraisal including; setting of target **55.2%**, written essay **21.05%**, individual ranking **10.52%** and examining of records of work (**7.89%**). According to a review done by Gichuhi (2008) the choice of an appraisal method may dictate perceptions about performance appraisal. Murton *et al.*, (2010) on the other hand have pointed that getting measurement that is agreeable, accurate and not subject to biases is challenging and could be a source of appraisal dissatisfaction among employees including teachers. To deal with these challenges, research done in schools indicate that highly performing system of conducting teachers' performance evaluation uses more than one instrument of data collection and assessment. www.wbgfiles.worldbank.org/education/saber). Jacob and Lefgren (2008) concurs that principals and teachers should select a combination of appraisal instruments to their schools from a range available since together they can obtain an accurate view of the strength and weakness of teachers. Effectiveness of a teacher can be reinforced while individual teacher professional development can be worked on to deal with any weakness.

2.4 Teachers Performance Appraisers

Attitude towards the performance appraisers is important because it is likely to influence perceptions about effectiveness of an appraisal system. The mindset of a staff during the performance appraisal has a likelihood of impacting on the engagement between a employees and his or her evaluator (Wendy *et al.* 2000). A study by Russell and Goode (1988), confirms that there is a positive influence between fulfillments on appraisal process with satisfaction on an appraisal source.

Performance appraisee have been subjected to many of criticisms, often associated with injustice in the way they conduct the process. Inevitably, the appraisers can be impartial or at least perceived as such and be subjected to allegation of, favourism and inconsistency. In education sector Monyatsi *et al.*, (2006) in a research done in Botswana confirmed that teachers' appraisal conducted by the school administrators is perceived as oppressive, punitive and causing considerable negative feelings among the teachers. He concluded that this is not conducive in teaching and learning process. According to Gorton (1977), there has been feeling lately, that teachers have become better prepared and more specialized in their subject matter and teaching methodologies. As such, many of them now question whether the administrator, who has typically been out of classroom for years, has the capacity to evaluate them effectively. The result is that administrators have encountered challenges in appraising the teachers and in particular getting them to accept administrative judgements and views about their strengths and weakness.

In many occasion teachers have blamed their performance appraisers as lacking requisite knowledge and skills needed to deliver acceptable appraisal results. This is witnessed even in developed world. In a research conducted in Portugal by Flores (2010), **35.7%** of the teachers said their appraisers appeared not trained to perform their task effectively and thus teachers questioned the credibility of appraisal process.

Here in Kenya, research has revealed that principals and other school designated appraisers are equally rarely trained on how to manage the TPA process. According to Nyatera (2011) when the qualification and work of a performance assessor to provide services or guide those under him/her looks questionable, then the results of

the appraisal process is also in doubt Elverfield (2006) says many authors in HRM agrees that performance evaluators should be trained to observe, collect and analyse PA information, in order to increase a performance appraisal system effectiveness. Training makes performance appraisers to understand the appraisal process, use the appraisal tools as required, provide feedback and guide new target setting. Kirkpatrick (1986) concurs that training can eliminate misunderstanding and the inconsistencies in the appraisal process.

Conducting teachers' appraisal is an important management activity in Kenya public schools and especially for school managers. For the school managers, to be effective however, Onyango (2001) in his research recommends that school administrators need to managerial training course to help them do their work effectively. On the other hand, Stronge (2012) suggests use of a variety of evaluators as in 360 – degrees approach to conduct teachers' appraisals. The use of multiple assessors to a large extent assists to provide different perspective due to the application of their multiple skills. The assumed advantages of multi-rater approach are their greater accuracy and objectivity compared to traditional top-down performance appraisal (Thiry, 2009).

2.5 Teachers' Performance Appraisal Feedback

Performance feed-back is an interactive process between a worker and a supervisor where information is exchanged relating to the target performance and the performance exhibited (Indiana University of Human Resource, 2011). The act of performance feedback is the activity of communicating information to an employee about their achievement on task expectations," Hillman *et al*, (1990:20). Feedback plays a significant role at works in that it avails data on people about their work

performance, and also its quality. It is therefore central to performance management (London, 2003). The importance of feedback in an appraisal process, as well as to the broader management of any institution has been widely recognized, (Bernardin and Beatty, 1984). Feedback is known to direct working behaviour, influence future objectives and, an individual sense of accomplishment as well internal motivation, (Thiry, 2009).

In schools, performance appraisal feedback involves providing a teacher with performance data, regarding his or her designated duties and responsibilities after undergoing performance evaluation. Performance feedback is famed for informing the teachers about the extent to which set objectives have been met, how well one has done and the improvement needed. According to Robert (2003), performance feedback gives an opportunity to an appraisee (teacher) to point the challenges related to his or her level of achievement and raise the support that is needed in order to meet expected results. It can therefore catalyse work related behavioural change and significantly impact on the performance of a teacher. Jansen, (2011) observes that, giving meaningful feedback to the teachers is the sure way to uplift teaching and learning standards. He further argues that studies have demonstrated that, the greatest impact on student learning comes when teachers have received meaningful feedback on how to better their classroom work. Based on OECD (2012), teachers' performance appraisal feedback is critical since it motivates and direct teacher's teaching action within the school. Feedback helps them to learn their level of professional abilities and make appropriate adjustments for improved performance. Billkopt (2009) says people are grateful for information on how to deal with their professional deficiencies, especially when they are provided in a

constructive way. According to him, not many administrative actions can derive satisfaction among workers, than positive confirmation of how well a person is performing. To the teachers, this means performance feedback should be provided consistently to reduce their working deficiencies and reinforce their strengths. According to George and Jones (2004) workers cannot do better unless they are given feedback on the results of their actions.

Apart from the disciplinary process, however, Billikopt (2009) notes that appraisal interviews (feedback session) is probably the most dreaded management activity. Dessler (2008) admits that dealing with an appraisal feedback process is mostly uncomfortable moment between the appraiser and the appraisee since not many people embrace the engagement. In schools, teachers are known to become defensive for especially when their performance weaknesses are noted, instead of accepting feedback as constructive ground of possible improvement. The reactions may be all the same out of the inconsistencies sometimes found in performance appraisals feedback process. A report by OECD in 2009 (www.orcd.org), for example confirmed that teachers did not receive their feedback quite often even in developed world. In Ireland for example **27%**, Portugal **33%** and Australia **35%** of the teacher interviewed attested to these facts. Similar sentiments have been expressed here in Kenya. In her research, in Kitui West, Muli (2011) revealed that though performance appraisal took place only in a few schools was found back given the Teacher Service Commission the teachers' employer also failed to give back performance feedback. In such scenario, it means teachers cannot gain from the feedback.

At times, feedback becomes a discouraging experience especially when not delivered in a professional way. Pratt and Stenning (1989:32) however suggest the following steps in order to create the required satisfaction in PA feedback among the teachers.

- (i) Focus the feedback on process not personality,
- (ii) Base the feedback on actual observations rather than assumptions or personal interpretation,
- (iii) Hold the feedback discussion as soon as possible after class observation,
- (iv) Share information rather than giving advice unless asked for,
- (v) Stick to areas which the teacher can do something about.

To either reduce negative perceptions, feedback should be given in a confidential environment (Dalton, 1996). Feedback can also be conveyed a less formal interaction and be frequently while challenges in performance should be ironed out through open discussion. The resultant discussion with the teacher concerned must be considered as a grounding of the teaching-learning process of the school (Sindhi, 2013) Notably, the way teachers receives and the use of feedback report on performance is a major factor in determining the success of an appraisal system.

2.6 Empirical Studies on TPA in Kenya

Teachers' performance appraisal has been taking place in Kenya public schools for a long time. According to Mugwe (2010) however, evidence from the previous research on this area in Kenya tended to shows that teachers perceived their performance appraisal negatively. Many of the studies identified systemic weakness that never seems to end inspite of several previous TPA policy reform by the Teacher Service Commission.

A study by Datche (2007) in Mombasa on factors affecting teachers' performance appraisal system for example among others isolated failure to involve the teachers in setting of performance targets. He further found that planning for what was expected from the teachers remained sole a responsibility of the school administrators. According to the four phase model which grounds this study by Grote (2003) an effective process of appraisal ought to involve the appraisee in the first phase; planning stage. Robert (2003) either argues that involvement of the employee in all areas of appraisal process is significant, in that it provides them a chance to own the process, thus meeting the purpose of appraisal.

According to the TSC (2005), (2012) one of the critical purpose of the teacher appraisal system to assist in the identification of teachers training needs. Interventional programme such in-service can then be put in place. Previous research data indicate that this appraisal purpose was only minimally met in public schools. In his study Gatemi (2004) noted that only **30.6%** of the teachers he sampled then thought performance appraisal supported their career development while a majority **51.8%** found TPA as not helping to identify their training needs, the current study intend to find out whether under the new TPA regime, this purpose was being met.

Research on TPA in Kenya has demonstrated equally a concern over the composition and competencies of the teachers' performance appraisers. The mandate to appraise the teachers has been a sole responsibility of the headteachers in Kenya (TSC 2005). A study by Nyatera (2011) in Etago division involving 20 pupils, 20 deputy principals and 60 teachers however found this wanting. To reduce principals' personal feelings or biases from influencing the outcome of TPA, his

study recommended that the heads of department (HOD), the senior teachers and subject heads should be included to the list of the school administrators who can appraise the teachers. Though this recommendation was adopted in the most current performance appraisal policy (TSC, 2012), the effectiveness of the said performance appraisers was however of interest to this study since in spite of the progress, an earlier study by Omayo (2010) in Borabu district which looked into the influence of appraisal system that headteachers use as a performance of secondary schools teachers raised doubt on the capacity of the deputy principals, HODs and senior teachers in terms of knowledge and skill. One objective of the current study was to find out whether teachers perceive the performance appraiser effective in relation to the TPA recent policy reforms.

Time and again studies in Kenya have indicated teachers were not provided with performance appraisal feedback either at the school or at the employers (TSC) level. Muli (2011), who carried a study in Kitui West to determine the impact of performance appraisal on secondary school teachers' professional development, confirmed that TSC rarely then provided teachers feedback upon appraisal report from schools. Muli (2011) suggested that teachers should receive their feedback at all levels and in fairest time, so that they can use the information to improve on their weakness, this better their future performance. The current study aimed at finding out whether under the recent system, teachers were provided with performance feedback since this may influence their attitude towards appraisal either positively or negatively. According to Mullin (2002:701) "Knowledge of the result is critical in performance process because it is used as the basis of individual coaching or training to overcome performance gap" "Where provided, progress is shown in relation to goals and individual tend to experience greater success".

2.7 Summary

The literature review has highlighted that globally, the teacher performance appraisal process are not without challenges. Apparently among the teachers' there is unresolved conflict on what an effective performance appraisal should serve between the management and professional development needs. While accountability purpose focuses on meeting the organizational needs, schools in this case, professional development purpose of appraisal aims at supporting the teacher towards improvement of his or her work by identifying his or her professional strength and weaknesses. Equally challenging, are the selection of the appropriate appraisal methods, the performance of appraisers and failure in most cases to provide teachers with performance appraisal feedback. The documented evidence from the previous research on TPA in Kenya has been quite consistent with the stated view. The TSC on the other hand has responded against these challenges through performance appraisal policy reforms like the one carried lastly in 2012. With such changes, it is assumed the teachers' needs aspirations and concerns were fleshly addressed during these reforms. The concern of this study was whether the latest policy has been effectively rolled out. This is taking into consideration that implementation of any new public policy is a complex undertaking and may be judged as none responsive to the targeted needs and concerns.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers the research design, locale of the study, target population, sample and sampling procedure, research instruments, data collection, procedure and data analysis.

3.2 Research Design

The descriptive survey design was used in the study. According to Wiersma (1985), the selected design is suitable in collecting information related to the phenomena under study and then, conclusions are reached from the facts discovered. The design has the capacity to give the researcher a lot of information gotten even from a large sample of respondents (Fracnkle and Walen, 2009). Using this design, the researcher was able to gather responses from the principals, the Deputy Principals and teachers, then describe their perceptions of the effectiveness of the system of teachers' performance appraisal, without manipulating any variables, as justified by (Mugenda and Mugenda, 1999).

3.3 Locale of the Study

The study was undertaken in Gilgil and Naivasha districts. These are two of the nine Teachers Service Commission administrative units of the Nakuru County. The other districts include Subukia, Nakuru North, Nakuru town, Njoro, Molo, Kuresoi, and Rongai. Gilgil has 22 public secondary schools, while Naivasha has 28 such public schools.

The two districts have been purposefully selected based on the Singleton (1993) advice that a good locale for any research should be easily accessible to the researcher and allow direct rapport with information providers. The researcher works in Gilgil district and hails from Naivasha district, therefore making both districts a familiar locations and accessible in terms of movement and communication. These advantages enabled the researcher to gather the critical data easily from the target respondent, teacher, deputy principal and principals most of whom are professional acquaints.

3.4 Target Population

The target population is the population the researcher wants to study (Begi, 2009). Borg and Gall (1989) adds that, it is all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the study. The target population in the study was 534 participants.

3.4.1 Districts

The study targeted two districts, Gilgil and Naivasha, both in Nakuru County. They were purposefully selected due to time and financial limitation hindering a study of the whole county and on the basis that they are both easily accessible to the researcher.

3.4.2 Schools

The study targeted all the public secondary schools in Naivasha and Gilgil districts. They are categorized as National, County and District schools. Naivasha district has 1 national, 2 county and 25 district public secondary schools hence a total of 28. Gilgil has 1 national school, 1 county school and 20 district schools, making a total

of 22 public secondary schools. Together both districts have 2 national schools, 3 county schools and 45 district schools hence a total of 50 public secondary schools.

Table 3.1 shows the distribution of secondary schools in their categories in the two districts.

Table 3.1: Distribution of public secondary schools in Naivasha and Gilgil districts

Category of school	Naivasha District	Gilgil District	Total
National	-	1	1
County	3	1	4
District	25	20	45
Total	28	22	50

Source: TSC Unit: Naivasha and Gilgil districts, (2012).

3.4.3 Respondents

3.4.3.1 Principals

The study targeted all the principals in both Gilgil and Naivasha districts public secondary school. Gilgil has 22 while Naivasha has 28, hence a total of 50 principals.

3.4.3.2 Deputy Principal

The study equally included all the 50 Deputy Principals in both Gilgil and Naivasha districts. According to the revised system of appraisal, Deputy Principals have formally been incorporated as teachers' performance appraisers; hence they can provide important insights on TPA.

3.4.3.3 Teachers

The study targeted all the teachers in public secondary schools in both Naivasha and Gilgil districts. Naivasha has 144 male teachers and 108 female teachers therefore a total of 252, while Gilgil has 122 male and 60 female teachers thus 182 teachers. In total both districts have 266 male, and 168 female teachers and a combined total of 434, all targeted by this study.

Table 3.2: Distribution of teachers in Naivasha and Gilgil districts

Category of schools	No. of teachers		No. of teachers		Total	
	in Naivasha		in Gilgil		Male	Female
	Male	Female	Male	Female		
National	-	-	21	12	21	12
County	41	32	17	15	58	47
District	103	76	84	33	187	109
Sub-Total	144	108	122	60	266	168
Grand Total	252		182		434	

3.5 Sample and Sampling Procedures

Salvin (1984), observed that a research can be undertaken using a keenly chosen sample to represent a target population. Fracnkel and Wallen (2009), says the most ideal sample should however be as large as a researcher can obtain within a reasonable expenditure, time and energy. Gay (1992) proposes a sample of at least **20%** of the target population, if the study focus is a small population.

3.5.1 Sampling of the Schools

From both Naivasha and Gilgil districts, schools were sampled according to their national categorization. A National school only exists in Gilgil district and therefore was purposively sampled. For the county schools, a coin was tossed then to select 2 schools out of the 3 that exist in Naivasha district. However, the only county school existing in Gilgil district was purposively selected. This yielded 3 schools for the sample. From the 45 district public secondary schools, 25 from Naivasha and 20 from Gilgil, **25%** were sampled for the study, using lottery, a simple random technique. Orodho (2009) says the method can be used sufficiently at any time the population and the sample size are known in advance, 6 schools will be selected from Naivasha and 5 from Gilgil districts. This category therefore yielded 11 schools. The total sample size for the study therefore consisted of 1 national school, 3 counties and 11 district public secondary schools, making a total of 15 public secondary schools.

3.5.2 Sampling of the respondents

3.5.2.1 Teachers

From the 15 public secondary schools, sampled, 8 from Naivasha and 7 from Gilgil, 6 teachers (4 male and 2 female) from each school were selected using lottery, a simple random sampling technique. A sample of 32 males and 16 female teachers from Naivasha district public secondary schools and 28 males and 14 females from Gilgil was obtained. This yielded a total of 60 male teachers out of the 266 and 30 female teachers out of 168 from both districts.

The study sample therefore consisted of 90 teachers out of 434, which is **20.73%** of the target population of teachers. This is in line with **20%** Gays, (1992) recommendations, for a study of this size.

3.5.2.2 Deputy Principals

All the Deputy Principals of the 15 public schools selected for this study participated as respondents. They were noted as incorporated in the new system to appraise the teachers and therefore they may hold important insights about teachers' appraisals.

3.5.2.3 Principals

All the principals of the 15 public secondary schools equivalent to 30% of the target population were purposively selected as respondents for this study. Since the principals appraise and endorse the final report of the teachers appraisals, their inclusion in this study was required to check any inconsistencies on information, provided by the teachers on performance appraisal in their schools. Picciano (2008) has cautioned researchers against relying on data from a single source of information. Table 3.3 shows sampling frame for the study respondents.

Table 3.3: Sample size table

Study respondents	Population	Sample size	Percentage
Principals	50	15	30.0
Deputy principals	50	15	30.0
Teachers	434	90	20.7
Total	534	120	22.5

3.6 Research Instruments

The study employed three set of questionnaires; a questionnaire for the teachers, for the deputy principals and a questionnaire for the principals. According to Wisker (2001), Questionnaires are reliable instrument of data collection directly by asking questions and many a times are applied to gather information about attitude, behaviour, activities and responses to events. This can be within a limited time. Kiess and Bloomquist (1985) say this measuring tool is also easy to administer.

3.6.1 Questionnaire for the Teachers

The questionnaire for teachers consisted of six sections. A demographic section to gather information related to the respondent teacher, section two, to gather information on the purpose of teacher appraisal, section three, to obtain information on teacher appraisal methods. Section four, to gather data on teachers' appraisers, section five, to collect information on perceptions related to feedback and finally a section to probe on the teachers' suggestions concerning how TPA system can be improved. The questionnaire consisted of a combination of closed ended questions, and a few likert scale and open ended questions. Closed ended questions yielded quantitative data while open ended questions obtained qualitative data, which provided an in depth insight of the information required for this study.

3.6.2 A questionnaire for the Deputy Principals

A questionnaire for the deputy principals was similar to that of the principal in that they share the same role of performance appraiser in school under the new system only that they may provide different experiences on TPA.

3.6.3 A Questionnaire for the Principals

Questionnaire for the principals equally consisted of a section on demographic information, purpose of teacher appraisal, teacher appraisal methods, use of TPA feedback and suggestions on how TPA system can be improved. Like the teachers questionnaire, the principal's questionnaire consisted of closed ended, likert and open ended questions expected to provide quantitative and qualitative data respectively.

3.7 Validity of the Instrument

“Validity refers to the extent to which empirical measurement adequately reflect real measurement of the concept under consideration” (Babbie *et al*, 2001:143). Validity of the study instruments was determined by Dr. George A. Onyango and Dr. Mukirae Njihia from the department of Educational Management Policy and Curriculum Studies, Kenyatta University who are experts in this field of study. They assessed and provided feedback on the corrections which was required. Their input was used to improve ambiguity in questions, biases and wrong wordings.

3.7.1 Piloting

Piloting is approved by Kombo and Delno (2006). They observed it supports to know how feasible the study can be. After coming up with research instruments, they were put to test in two schools outside the sampled group. The way piloting was done was similar to the way it was done in the actual study. Weaknesses in relation to validity and reliability were then addressed before the real study was rolled based on the piloting results.

3.7.2 Reliability of the Instruments

Reliability of a measuring tool is the capacity to give similar results across two or more attempt to measure the target concept (Orodho, 2009). Test and re-test method was used to gauge the consistency of the study questionnaires by administering the teachers questionnaire twice to the same group of teachers and similarly administering to the deputies and principals questionnaire twice to a number of deputies and principals in schools not selected in the sample. The second administering was done after the end of two weeks to find whether the result was the same. Correlation, coefficient of the results from the two tests was calculated using spearman rank correlation formulae. A correlation coefficient alpha of 0.7346 was established for teachers' questionnaire, 0.8650 for deputy principals' questionnaire and 0.8063 for principals' questionnaire. According to Mugenda and Mugenda (1999), a positive coefficient of 0.7 and above confirms reliability of a measuring tool. It can therefore be successfully used to collect data.

3.8 Data Collection Procedures

An introductory letter was obtained from the school of Education, Kenyatta University. Authorization to carry out a research in public secondary schools was then sought from the National Council for Science Technology and Innovation (NACOSTI), from the respective Naivasha and Gilgil Districts staffing Officers (DSO) and the principals of the selected schools for this study. A meeting with teachers from each of the sampled schools was held in their respective schools. Questionnaires for the teachers, the Deputy Principals and the principals were personally administered, after these meetings. All ethical issues related to research

process were strictly adhered to, such as the respondent right of consenting information, anonymity and confidentiality of the information provided.

3.9 Data Analysis

After data was collected, the responses were tabulated, coded and then entered into computer for analysis. Statistical package for social sciences (SPSS) was used. Matin and Acuna (2002) says the software has the capacity to analyse complex data collected from the field. The study yielded quantitative and qualitative data. Descriptive statistics such mean, percentages and frequency counts were used to analyse quantitative data. To analyze the qualitative data, a coding frame was developed where themes, pattern and categories of responses were identified and described based on content analysis. The results of the entire analysis were presented thematically, by use of frequency distribution tables, pie charts, graphs and in narrative form.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the study findings. The purpose of this study was to explore the teachers' views regarding the effectiveness of their current performance appraisal system in public schools in Naivasha and Gilgil districts, Nakuru County. The chapter is organized into five sections. Section one presents background information of the study respondents whereas the remaining four sections presents the results of the study based on the four research objectives as follows:

- i. To establish teachers' perceptions about the effectiveness of the teachers' performance appraisal system in meeting its purpose in public secondary schools in Naivasha and Gilgil districts.
- ii. To determine the effectiveness of the teachers' performance appraisal methods used in public secondary schools in Naivasha and Gilgil districts.
- iii. To assess the performance of teachers appraisers in public secondary school in Naivasha and Gilgil districts.
- iv. To establish the usefulness of performance appraisal feedback for teachers in public secondary schools.

To address these objectives, the study generated both quantitative and qualitative data. 15 secondary schools were sampled, 1 National, 3 counties and 11 District schools. The data was obtained through the use of questionnaires which were distributed among the 15 principals, 15 deputy principals and 90 teachers hence giving a total of 120 respondents.

4.2 Principals and Deputy Principals Experience

The information presented in this section includes respondents' gender, their work experience and the categories of the schools they were working on. This information is important to the study because it helps the researcher and the reader to understand some pertinent issues that may have a bearing on the analysis; for instance how the background information of the respondents relate to the appraisal process.

4.2.1 Principals and Deputy Principals Background Information

Table 4.1 Distribution of the principals and deputy principals by gender

Table 4.1: Distribution of the principals and deputy principals by gender

Gender	Principals		Deputy principals	
	Frequency	Percent	Frequency	Percent
Male	12	80.0	11	73.3
Female	3	20.0	4	26.7
Total	15	100.0	15	100.0

Table 4.1 shows that of the 15 principals who took part in the study, 12 (**80.0%**) were males while 3 (**20.0%**) were females. Among the deputy principals, 11 (**73.3%**) were males and 4 (**26.7%**) were females. This shows that most of the schools in Naivasha and Gilgil districts were headed by males however the size of the female respondents in this case was found sufficient since Gay (1992) says **20%** is acceptable for the study of this size.

Table 4.2 describes the distribution of the principals and deputy principals according to their working experience.

Table 4.2: Principals and deputy principals' experience

Experience as school administrators	Principals		Deputy principals	
	f	%	f	%
1-5 yrs	3	20.0	11	73.3
6-10 yrs	5	33.3	4	26.7
11-15 yrs	3	20.0	0	0.0
16-20 yrs	1	6.7	0	0.0
21-25 yrs	2	13.3	0	0.0
Above 26 yrs	1	6.7	0	0.0
Total	15	100.0	15	100.0

Table 4.2 shows that majority of the principals (80.0%) had served as school administrators for 6 years and above while most of the deputy principals (73.3%) had served for a period ranging from 1-5 years. This shows that most of the principals had served as school administrators for a long time compared with the deputy principals. The length of principals working experience implied they were in a position to provide insightful information on teachers' performance appraisal process. Figure 4.1 depicts different categories of the sampled schools.

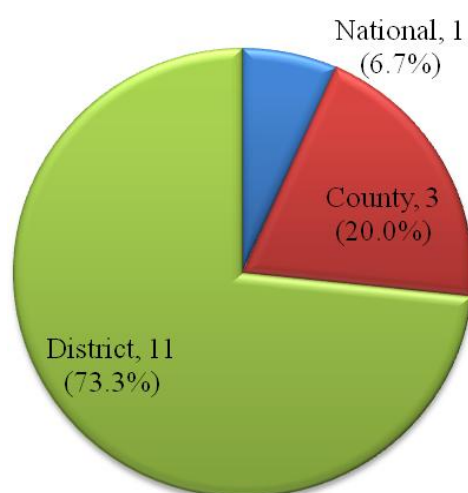


Figure 4.1: Categories of the sampled schools

As shown in Figure 4.1, out of the 15 sampled schools, 11 (**73.3%**) were district schools, 3 (**20.0%**) were county schools while the remaining 1 (**6.7%**) was National school. The inclusion of all categories of secondary schools existing in Naivasha and Gilgil districts was to ensure fair representation in the sample.

4.2.2 Teachers' Background Information

The study sought to establish the distribution of the teachers who took part in the study by gender. Of the 90 teachers, 60 (**66.7%**) were males while 30 (**33.3%**) were females. This shows that the proportion of male teachers who participated in the study was higher compared to that of female teachers. The distribution in this study compares well with another carried by Werunga (2014) referred as Teachers perceptions on performance appraisal feedback in secondary schools within Bungoma East Sub-County. The majority of his informants **70%** were males while **30%** were female teachers. This implies that the number of male secondary school teachers could be more than that of female teachers. All the same, the study involved a minimum of 1/3 women representation as required by the Kenya constitution in every given opportunity. (Republic of Kenya, 2010).

Figure 4.2 presents teachers working experience.

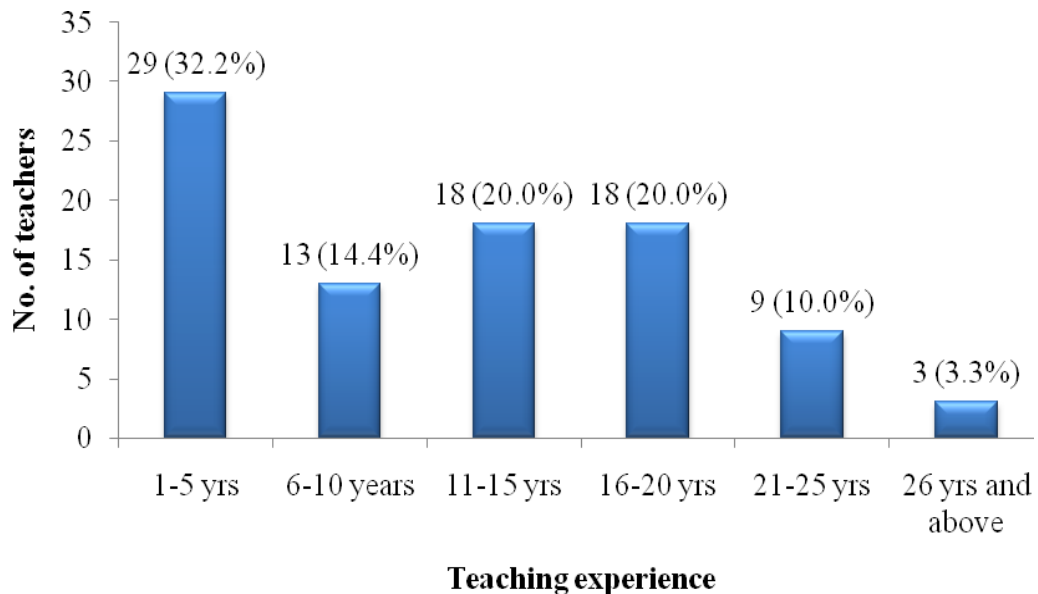


Figure 4.2: Teachers’ working experience

As depicted in Figure 4.2, over **50.0%** of the teachers had taught for 11 years and above. This implies that majority of the teachers had taught for a very long time to be in a position of giving information regarding teachers performance appraisal process in their respective schools. However, it should be pointed out that **32.2%** is a large number of teachers which possess very little experience of 1 to 5 years. This calls for effective teachers need to be inducted in the profession. Furthermore, an effective teachers’ performance appraisal can play a crucial role by changing and aligning the newly recruited teacher’s attitude into the profession. It can also equip teachers with practical knowledge and skills in teaching. Goddard and Emerson (1995) propose that performance appraisal is one of the key methods that can help to in-corporate a staff into an organization. In this case therefore, teachers’ appraisal may provide a basis to integrate teacher into the school system.

4.3 Effectiveness of Teachers' Performance Appraisal System in Meeting its Purpose

The first objective of this study sought to establish the perceptions held by the respondents about the effectiveness of the teachers' performance appraisal system in meeting its purpose in public secondary schools in Naivasha and Gilgil district, Nakuru County. To address this objective, study respondents were asked to indicate their level of agreement or disagreement on various statements about the effectiveness of teachers' performance appraisal system in meeting its purpose in their respective schools. A 5-point likert scale was used. The scale ranged from 1 to 5 with 1 representing strongly disagree, 2 denoting disagree, 3 undecided, 4 agree and 5 strongly agree. The mid point of the scale was a score of 3. Therefore, scores above 3 denoted that majority of the respondents agreed with the statements while scores below 3 signified that respondents disagreed with the statements. In addition, the frequency of responses were also tallied from the respondents and percentages obtained to show the weight of each scale ratings. Results of this analysis are presented in Table 4.3 and subsequently discussed.

4.3.1 Effectiveness of Teachers Performance Appraisal System in Meeting its Purpose

The study sought to determine from the study respondents (principals, deputy principals and teachers) how they perceived the effectiveness of the performance appraisal system in meeting its purpose. Presented in Table 4.3 are the frequencies, percentages, mean and standard deviations obtained from the principals and deputy principals.

Table 4.3: Respondents ratings on the TPA effectiveness in meeting its purpose

TPA purpose	Respondents	SA		A		UD		D		SD		Mean	Std. Dev.
		f	%	f	%	f	%	f	%	f	%		
TPA combines professional development and accountability of teacher's performance in its purpose	Principals	9	60.0	5	33.3	1	6.7	0	0.0	0	0.0	4.53	.640
	D/principals	2	13.3	0	0.0	0	0.0	8	53.3	5	33.3	2.07	1.280
The TPA system effectively provides information which may assist to improve the work of a teacher	Principals	7	46.7	8	53.3	0	0.0	0	0.0	0	0.0	4.47	.516
	D/principals	0	0.0	2	13.3	3	20.0	5	33.3	5	33.3	2.13	1.060
The purpose of PA in our school is effectively linked to the teacher's job description	Principals	3	20.0	11	73.3	0	0.0	1	6.7	0	0.0	4.07	.704
	D/principals	1	6.7	0	0.0	4	26.7	8	53.3	2	13.3	2.33	.976
I think TPA in our school is clear in its purpose	Principals	0	0.0	10	66.7	1	6.7	1	6.7	0	0.0	4.00	.756
	D/principals	8	13.3	2	13.3	3	20.0	2	53.3	0	0.0	2.87	1.125
As per the purpose, TPA has led to improvement of the school performance	Principals	4	26.7	7	46.7	3	20.0	1	6.7	0	0.0	3.93	.884
	D/principals	6	40.0	4	26.7	3	20.0	1	6.7	1	6.7	2.87	1.125
The TPA system is effectively focused on professional development of a teacher	Principals	4	26.7	8	53.3	0	0.0	3	20.0	0	0.0	3.87	1.060
	D/principals	1	6.7	1	6.7	3	20.0	5	33.3	5	33.3	2.20	1.207
The TPA system aims more at aiding the school management to make decisions on teachers other than their professional development	Principals	2	13.3	4	26.7	0	0.0	7	46.7	2	13.3	2.80	1.373
	D/principals	3	20.0	6	40.0	2	13.3	3	20.0	1	6.7	3.07	1.335

Results presented in Table 4.3 illustrates that the mean scores obtained by the principal on statements rating their perceptions about the effectiveness of the performance appraisal system in meeting its purpose in schools ranged from 2.80 to 4.53 while the mean scores obtained by deputy principals ranged from 2.07 to 3.07. From the table, all the principals (**100%**) agreed that the TPA system in their schools effectively provided information which could assist to improve the work of

a teacher. A majority of the deputy principal **66%** however disagreed with the statement. According to Flores (2010), teachers' performance appraisal remains a critical tool in schools in that when used effectively, can lead to a teacher improving on his or her work by providing an opportunity to reflect on their practice. From the table, majority of the principal **93%** further approved the statement that TPA combined professional development and accountability of teachers' performance in their purpose. **86.6%** of the deputies however disagreed with this statement. A part from this being their lowest ranked statement; it was a clear indicator of sharply divided opinion over the effectiveness of the TPA system in schools between the principals and their deputy principals.

Other statement that received high ratings from the principals included the purpose of TPA in our school is effectively linked to the teachers' job description, where **93.3%** principals agreed but **66.6%** of the deputies however disapproved. In performance appraisal, clear job description is however important to balance the expectation between the employer and the employee. From this table again **80%** of the principals either agreed that TPA system was effectively focused on teachers professional development, **66.6%** of the deputies disagreed with the statement and rather **60%** agreed with the statement that TPA system aimed more at aiding the school management to make decision on teachers other than their professional development. This results means unlike the principals, the deputies perceived TPA as meeting the school management needs, since (accountability) purpose) more than the teachers needs (developmental purpose). According to Wedy and Bondreau (2000), an effective performance appraisal should either aim at accountability of performance or professional development. Flores (2010) however contends that,

teachers tend to prefer performance appraisal focused on professional development needs other than management needs because the focus is improvement as opposed to sanctions. More findings indicated **73.4%** of the principals thought that teachers' performance appraisal led to improvement of the school. **40%** of the deputy's disagreed with this statement and **20%** were not sure. This may be taken to mean the result of the TPA was not clear to the deputy principals. The table further shows that among the principals **66.7%** agreed with the statement that TPA purpose in their school is clear. More than half **53.3%** of the deputies were of contrary opinion. The divergent in opinion between the principals in this critical statement may be attributed to the respondents earlier taken positions about the TPA effectiveness in Naivasha and Gilgil districts. According to Monyatisi (2003), lack of a clear purpose makes an appraisal process a meaningless activity in schools. Stronge (1991) in Mo Corners and McComick (1998) supports that for the process of appraisal to be effective; it is good for the involved to understand the purpose of the scheme. The entire result for table 4.3 notably pointed to the principals and deputy principals as holding different perceptions about the performance appraisal system in meeting its purpose in their schools.

Presented in Table 4.4 on the other hand are teachers' responses in relation to the effectiveness of the performance appraisal system in meeting its purpose in the education sector.

Table 4.4: Teachers’ perceptions on effectiveness of appraisal system in meeting its purpose

TPA purpose	SA		A		UD		D		SD		Mean	Std Dev.
	f	%	F	%	f	%	f	%	f	%		
The TPA system aims more at aiding the school management to make decisions on a teacher, other than his or her professional development	39	43.3	23	25.6	4	4.4	16	17.8	8	8.9	3.77	0.399
The TPA system is effective in providing information which may assist to improve my work performance	5	5.6	25	27.8	6	6.7	36	40.0	18	20.0	2.59	1.244
The purpose of PA in our school is effectively linked to my job description	3	3.3	22	24.4	6	6.7	40	44.4	19	21.1	2.44	1.172
The TPA system is effectively focused on my professional development as a teacher	6	6.7	15	16.7	3	3.3	32	35.6	34	37.8	2.19	1.289
The TPA system in our school is clear in its purpose	3	3.3	12	13.3	7	7.8	39	43.3	29	32.2	2.16	1.110
TPA combines professional development and accountability of teacher’s performance in its purpose	2	2.2	3	3.3	4	4.4	49	54.4	32	35.6	2.12	1.842

Table 4.4 shows that **90%** of the teachers disagreed to the statement that TPA combines professional development and accountability of teachers’ performance in its purpose. This means teachers’ probably perceived performance appraisal as one sided in purpose. According to Stronge et.al (1995), an effective performance appraisal should consider the two orientations since professional development aspect meets the needs of the individual teacher as accountability at large support the

achievement of educational organization goals. Further from the table, **75.5%** of the teachers disagreed with the statement that the TPA system in our school is clear in purpose. This may be taken to mean that teachers did not connect to the target of performance appraisal. Goddard and Emerson (1995) however suggest that it would be of great help if performance appraisers and appraisee's get clear about the purpose of the process, including the role of appraiser and the standards expected to be achieved. Lack of awareness of the appraisal objectives may lead to anxiety over the whole process among the teachers' (Monyatisi, 2003). A high number of respondents (**73.4%**) also disagreed to the statement that TPA system is effectively focused on professional development. Significantly, **68.9%** of the teachers however agreed that the TPA system aims at aiding the school management to make decisions on a teacher. This means teachers were in agreement with the perceptions over the same with the deputy principals as in Table 4.4 and therefore generally perceived the current TPA as meeting managerial other than professional purpose.

It's conclusive that teachers did not find the TPA system effective in meeting its purpose, as the lowest ranked statement shows **60%** disagreed that the TPA system is effective in providing information which may assist to improve teachers work performance. Mejia et.al (2004) puts an emphasis that a successful performance appraisal system is expected to be a foundation of decision related to an appraisee working condition but above all leads to improvement of performance.

Based on the finding presented in Tables 4.3 and 4.4 it is clear that the three categories of the respondents (principals, deputy principals and teachers) differed in their perceptions towards the effectiveness of the performance appraisal system in meeting its purpose. The finding revealed that both the deputy principals and the

teachers who formed the majority of respondents, disagreed with most of the statement measuring the perception about the TPA system meeting its purpose, while the principals who formed the minority agreed with most of the statement.

It's further clear that all the respondent the principals, Deputy Principals and teachers seem to have shared the perceptions that TPA would be more effective if it combines professional development and accountability in teacher appraisal purpose. This opinion is in agreement with Piggot-Irvine (2003) who observed that striking a balance between the two characterizes an effective appraisal process.

The study further sought to confirm whether the teachers' appraisal system was perceived as achieving the specific desired national objectives.

4.3.2 Effectiveness of Teachers' Performance Appraisal System in Relation to Achievement of the Specific National Desired Objective

Effective performance appraisal helps to assess the employee's actual performance in relation to set standards and provide feedback with an aim of motivating employee and eliminating performance deficiencies. In this view, the study sought to find out how the study respondents rated the degree of effectiveness of the teachers performance appraisal system in schools. To meet this goal, study respondents were asked to rate the effectiveness of teachers' performance appraisal system in relation to achievement of national desired objectives. A likert scale comprising of three levels was used. The scale ranged from 1 to 3, with 1 denoting not effective, 2 representing somehow effective and 3 effective. The midpoint of the scale was a score of 2. Therefore scores above 2 denoted that respondent rated teacher's performance appraisal system as effective in relation to the achievement of the set

goals whereas scores below 2 denoted that respondents rated it as ineffective. Table 4.5 presents responses obtained from the principals and deputy principals.

Table 4.5: Respondents responses on the effectiveness of TPA system

Objectives of performance appraisal system	Respondents	Effective		Somewhat effective		Not effective		Mean	Std. Dev.
		f	%	f	%	f	%		
		Clarification of roles and responsibilities of a teacher	Principals	14	93.3	1	6.7		
	D/principals	1	6.7	3	20.0	11	73.3	1.33	1.342
Identification of teachers training needs	Principals	12	80.0	3	20.0	0	0.0	2.80	.414
	D/principals	4	26.7	3	20.0	8	53.3	1.73	1.296
Provision of teachers with performance feedback	Principals	10	66.7	5	33.3	0	0.0	2.67	.488
	D/principals	1	6.7	7	46.7	7	46.7	1.60	1.136
Determining allocation of rewards and sanctions to a teacher	Principals	8	53.3	6	40.0	1	6.7	2.47	.640
	D/principals	10	66.7	3	20.0	2	13.3	2.53	.743

Results in Table 4.5 shows that the mean scores obtained by the principals on aspects measuring the effectiveness of teachers' performance appraisal system in relation to attainment of nationally desired objectives ranged from a mean of 2.47 to 2.93 while those for deputy principals ranged from a mean of 1.33 to 2.53. The table further shows that **93.3%** of the principals felt that the objective on clarification of roles and responsibilities by the performance appraisal system was being effectively met, **73.3%** of the deputy principals however, were of different opinion. The principals also highly rated the performance appraisal system helped in the identification of teachers training needs. This was approved by **80%** of the principals compared to **53.3%** of the deputy principals who said that the system was

not effective in meeting the same objective. According to Daoanis (2012) performance appraisals helps establish individual training needs and also enable the organization identify training needs analysis and planning. On whether the TPA system was achieving the objective of providing teachers with performance feedback, **66.7%** of the principals approved this was being effectively achieved, however, only **6.7%** of the deputy principals thought so, **46.7%** disapproved while a similar number (**46.7%**) thought the system was somehow effective in achieving this objective. As stated by Wesley (2004), one of the objectives of performance appraisal was to provide feedback to the employees regarding their past performance. McNamara (2000) also indicated that providing feedback to employees regarding their performance and related status should be among the objectives of a performance appraisal system. The result from the table above therefore shows that both the principals and the deputy principals held different perceptions on TPA system with the response of the principals above 2 in most of the statements whereas deputy principals' ratings were below 2. The principals and deputy principals however, held a similar perception on TPA system assisting to determine rewards and sanctions based on teachers' performance. At least **50%** of the principals and the deputy principals found the system effective in achieving this objective. Meenakshi (2012) concur that organizations carry out performance appraisal as a basis for administrative decisions such as promotion, allocation of financial rewards, employee development and identification of training needs.

Table 4.6 illustrates teachers' ratings of effectiveness of their performance appraisal in relation to the achievement of the specific nationally desired objectives.

Table 4.6: Teachers' ratings on effectiveness of performance appraisal objectives

Objectives of performance appraisal system	Effective		Somewhat effective		Not effective		Mean	Std. Dev
	f	%	f	%	f	%		
Clarifying your roles and responsibilities as teachers	23	25.6	26	28.9	41	45.6	1.80	.824
Providing you with performance feedback	14	15.6	33	36.7	43	47.8	1.68	.717
Determining your rewards or sanctions based on performance	18	20.0	24	26.7	47	52.2	1.78	1.261
Providing communication between you as a teacher and the school administration	21	23.3	23	25.6	46	51.1	1.72	.821
Identifying your training needs	15	16.7	26	28.9	49	54.4	1.62	.758

As shown in Table 4.6, the mean scores obtained by the teachers on aspects measuring effectiveness of performance appraisal system ranged from 1.62 to 1.80. Majority of the teachers (**54.4%**) felt the system was ineffective in identifying teacher training needs. On the objective of determining reward or sanctions based on performance, **52.2%** of them found the system ineffective and **51.1%** felt similarly on the objective related to the system providing communication between the teacher and the school administration. The table further shows that only **25.6%** of the teachers endorsed that their system effective in clarifying roles and responsibilities. Twenty six (**28.9%**) rated the system as somehow effective while **45.6%** rated it as not effective at all. In addition, **15.6%** felt that the system was effective in providing teachers' with performance feedback as an objective, **36.7%** rated it as somehow effective while **47.8%** rated it as not effective. The results discussed above clearly reveals that teachers obtained a mean score below 2 in all the statements, meaning majority of them rated performance appraisal process as ineffective in achieving nationally desired objectives. Comparing table 4.6 and table 4.5, teachers' seemed to

share a negative perception with a majority of deputy principals about TPA achieving its specific objectives, unlike the principals who generally found the system effective. This result is in agreement with a study conducted by (Rop, 2006). In her research, an investigation into challenges facing performance appraisal of TSC teachers in Kenya, she had found that performance appraisal objectives were not being met. 85% of the respondents (teachers) were negative on it. The current study results clearly shows that after the recent system review there is a need to improve on how its being rolled out so that its objectives can be met.

4.4 Effectiveness of the Teachers' Performance Appraisal Methods

The second objective of this study sought to determine the effectiveness of the teachers' performance appraisal methods used in public secondary schools in Naivasha and Gilgil districts. To meet this objective, study respondents were presented with various methods of performance appraisal in which they were asked to indicate the methods applied in their respective schools. Table 4.7 illustrates responses obtained from the principals, deputy principals and teachers.

Table 4.7: Performance appraisal methods

Methods of performance appraisal	Principals				Deputy principals				Teachers			
	Yes		No		Yes		No		Yes		No	
	f	%	f	%	f	%	f	%	f	%	f	%
School administrator observation	11	73.3	4	26.7	9	60.0	6	40.0	54	60.0	36	40.0
Self evaluation	7	46.7	8	53.3	4	26.7	11	73.3	22	24.4	68	75.6
Peer observations	5	33.3	10	66.7	2	13.3	13	86.7	7	7.8	83	92.2
Students achievement test	5	33.3	10	66.7	4	26.7	11	73.3	0	0.0	0	0.0
Student survey	0	0.0	15	100.0	0	0.0	15	100.0	13	14.4	77	85.6
Parents report	0	0.0	15	100.0	0	0.0	15	100.0	1	1.1	89	98.9
A combination of the above	8	53.3	7	46.7	9	60.0	6	40.0	17	18.9	73	81.1
All the above	2	13.3	13	86.7	1	6.7	14	93.3	4	4.4	86	95.6

As shown in Table 4.7, majority of the respondents (**73.3%** of the principal, **60.0%** of the deputy principals and **60%** of the teachers) reported that school administrator observation method was one of the major methods of performance appraisal that was used to evaluate teachers' performance. This is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. This method is typically conducted by fellow teachers, administrators or instructional specialist. It is often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques. Grover, Chingos and Lindquist (2014) note that observations conducted by outside observers are more valid than observations conducted by school administrators. They further argue that at least one observation of a teacher each year should be conducted by a trained observer from outside the teacher's school who does not have substantial prior knowledge of the teacher being observed. Self evaluation was another method used to assess teachers' performance as reported by **46.7%** of the principals, **26.7%** of the deputy principals and **24.4%** of teachers who took part in the study. This is a reflective professional process in teaching whereby teachers get to know themselves better in terms of their strengths and areas for development. Furthermore, students' achievement test was also highlighted by **33.3%** of the principals and **26.7%** of the deputy principals. This however differed with Joshua, Joshua and Kritsonis (2006) who found out that use of student achievement test scores was a controversial approach to determine teachers' instructional effectiveness. Nationally standardized students achievement examinations were often used to evaluate teachers and school system by ranking the student, class and school according to national norms. Research shows that in some situations examination results from the students positively co -relate with teachers' working

characteristics (Woolever, 1992). But results can also be influenced by student genetic factors, such as I.Q., which are independent of teacher effort (Darling-Hammond, Wise and Peace, 1998). Notably from the table, parents' reports and peer observations methods were rarely used to evaluate teachers' performance in Naivasha and Gilgil districts public schools.

Based on the findings presented above, it emerged that school administrator observation method or the combinations of various methods such as self evaluation, peer observation and students achievement reports were the most commonly used methods during the assessment of teachers' performance. These results concurred with Darling – Hammond, Wise and Peace (1998) who identified some of most common ways of carrying out teachers' performance appraisal in schools. These include (1) Classroom assessment, (2) Self-evaluation, (3) Peer review, (4) students performance, (5) performance tests, (6) teachers interviews, (7) learners survey. Classroom assessment of teachers reveals information about such things as teacher interaction and rapport with student that cannot be captured by use of other source. This research further cautions that the technique, however, is potentially biased.

Table 4.8 illustrates results obtained from the study respondents on item measuring whether methods used for performance appraisal were agreed between the teacher and the performance appraiser in school.

Table 4.8: Approval of Performance Appraisal Methods

Agreement on selected performance appraisal methods	Principals		D/principals		Teachers	
	f	%	f	%	f	%
Yes	5	33.3	3	20.0	26	28.9
No	10	66.7	12	80.0	64	71.1
Total	15	100.0	15	100.0	90	100.0

As shown in Table 4.8, over **60.0%** of the respondents (**66.7%** of the principals, **80.0%** of the deputy principals and **71.1%** of the teachers) stated that methods used for performance appraisal were not agreed between the teachers and the appraisers. According to OECD (2013), the involvement of teachers at different levels of appraisal process may lead to building up of ownership and help the teachers to understand and benefit from their own appraisal in a bigger way. Robert (2003) is in agreement that, involvement provides an appraisee a moment to air their views and which results to acceptance of appraisal outcomes. The empirical data in this study reveals that teachers were not involved in selecting the method of appraisal, which enlisted negative perceptions about the system of appraisal.

4.4.1 The Effectiveness of Teachers' Performance Appraisal Methods as Reported by Principals, Deputy Principals and Teachers

Numerous methods have been devised to measure the quantity and quality of performance appraisal. Each of the method is effective for some purposes in an education sector. Therefore, the study sought to find out from the study respondents the most effective methods of performance appraisal in school. To meet this objective, study respondents were presented with various performance appraisal methods in which they were required to rate their effectiveness. A likert scale comprising three levels was used. The scale ranged from 1 to 3, with 1 denoting not effective, 2 representing somehow effective and 3 denoting effective. The midpoint of the scale was a score of 2. This means that any score above 2 denoted that majority of the respondents rated method of performance appraisal as effective whereas scores below 2 denoted that respondents rated performance appraisal method as ineffective. Table 4.9 shows frequencies, percentages, means and standard deviations obtained from the principals, deputy principals' and teachers.

Table 4.9: Respondents opinion on teachers’ performance appraisal methods

Performance appraisal methods	Respondents	Effective		Somehow effective		Not effective		Mean	Std. Dev.
		f	%	f	%	f	%		
School administrators observation	Principals	9	60.0	3	20.0	3	20.0	2.40	0.828
	D/principals	13	86.7	2	13.3	0	0.0	2.87	0.352
	Teachers	68	75.6	0	0.0	22	24.4	2.51	0.864
Peer observation	Principals	5	33.3	3	20.0	7	46.7	1.87	0.915
	D/principals	4	26.7	7	46.7	4	26.7	2.00	0.756
	Teachers	40	44.4	0	0.0	50	55.6	1.89	0.999
Self-evaluation	Principals	3	20.0	7	46.7	5	33.3	1.87	0.743
	D/principals	6	40.0	3	20.0	6	40.0	2.00	0.926
	Teachers	68	75.6	0	0.0	22	24.4	2.51	0.864
Students achievements reports	Principals	9	60.0	0	0.0	6	40.0	2.20	1.014
	D/principals	10	66.7	1	6.7	4	26.7	2.40	0.910
	Teachers	62	68.9	0	0.0	28	31.1	2.38	0.931
Student survey	Principals	1	6.7	5	33.3	9	60.0	1.47	0.640
	D/principals	5	33.3	1	6.7	9	60.0	1.73	0.961
	Teachers	33	36.7	0	0.0	57	63.3	1.73	0.969
Parents survey	Principals	1	6.7	0	0.0	14	93.3	1.13	0.516
	D/principals	2	13.3	2	13.3	11	73.3	1.40	0.737
	Teachers	15	16.7	0	0.0	75	83.3	1.33	0.750
A combination of methods	Principals	12	80.0	0	0.0	3	20.0	2.60	0.828
	D/principals	8	53.3	4	26.7	3	20.0	2.33	0.816
	Teachers	0	0.0	0	0.0	0	0.0	0.00	0.000

Findings presented in Table 4.9 revealed that the mean scores obtained by the principals on aspects measuring their opinion on the effectiveness of the methods used to assess teachers performance in their schools ranged from 1.13 to 2.60. Mean score obtained by deputy principals ranged from 1.40 to 2.87 whereas those obtained by teachers ranged from 1.33 to 2.51. At least **60.0%** of the principals, deputy principals and teachers agreed that the most effective methods used to assess teachers performances were school administrators observation and students achievement reports. This agreed with the findings by Jensen and Reichl (2010) who found the most common methods of accessing and improving learning and teacher

performance as student performance and assessments. The results further illustrates that **80.0%** of the principals and **53.3%** of the deputy principals stated that combination of various methods was the most effective whereas **75.6%** of the teachers felt that self evaluation was the most effective method. Based on the above findings, it emerged that there was a slight difference in perceptions among the principals, deputy principals and teachers in relation to the effectiveness of the methods used for performance appraisal. Majority of the principals (**80.0%**) were of the views that combination of various methods was the most effective method of performance appraisal, deputy principals (**86.7%**) felt that school administrators' observation was the most effective method whereas teachers (**75.6%**) were of the view that self evaluation was the most effective method. However, the three categories of the respondents stated that parents' survey, students' survey and peer observation were the least effective methods of teacher performance evaluation. The significance of these findings was that teachers were likely being appraised using popular methods but not necessarily most effective to them.

Presented in Table 4.10 are respondents' perceptions towards the most effective performance appraisal methods.

Table 4.10: Respondents' opinion about the most effective appraisal methods

Performance appraisal methods	Principals		Deputy principals		Teachers	
	f	%	f	%	f	%
Using a single method	1	6.7	0	0.0	3	3.3
Using a combination of methods	14	93.3	15	100.0	87	96.7
Total	15	100.0	15	100.0	90	100.0

Results presented in Table 4.10 revealed that all the deputy principals (**100.0%**) and the majority of the teachers (**96.7%**) and principals (**93.3%**) perceived that teachers' performance appraisal system would be most effective if it's performed using combination of methods. This concurred with the results by Stronge (2012) who suggests the use of multiple sources of evaluation data collection such as in 360 degrees approach to conduct teachers' appraisals. A variety of performance assessors to a large extent can provide an objective perspective due to the use of multiple skills. The assumption is that, the result from such an approach may be more accurate compared to the traditional single appraiser (Thiry, 2009). In a study conducted in Australia, Jansen (2009) advocates use of at least four types of performance assessment tools. He recommends use of students' assessment as a must in all the cases of teachers' appraisal since performance appraisal is aimed at improving learning outcomes.

4.5 Performance of Teachers Appraisers

The third objective of the study was to assess the performance of teachers' appraisers in public secondary school in Naivasha and Gilgil districts. To ascertain this objective, the study first sought to find out from the teachers person's responsible of conducting teachers' performance appraisal in their school. Results obtained are presented in Table 4.11.

Table 4.11: Person's who Conduct Teachers' Appraisal in School

Performance appraisers	Yes		No	
	f	%	f	%
Principal	71	78.9	19	21.1
Deputy principal	40	44.4	50	55.6
Head of department	30	33.3	60	66.7
Self	27	30.0	63	70.0
Peer teachers	9	10.0	81	90.0

Results in Table 4.11 illustrate that majority of the teachers (**78.9%**) reported that principals are responsible of conducting performance appraisal process in their schools. Other persons mentioned by at least **30%** of the respondents were deputy principals, heads of departments and self evaluation. These finding was an indication that the current appraisal system had to some extent already embraced an earlier key recommendation in a study conducted by Nyatera (2011) that deputy principals, heads of department, senior teachers and subject heads, should be included as performance appraisers in the school to improve the objectivity of the process. According to him for a long time only the principals held the mandate of appraising the teachers in secondary schools.

To verify results obtained from the teachers, principals and deputy principals were asked to indicate other person's responsible of appraising teachers in their schools apart from the school heads. Table 4.12 shows their responses.

Table 4.12: Other Person's Responsible of Appraising Teachers

Performance appraisers	Principals				Deputy principals			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
Deputy principal	15	100.0	0	0.0	13	86.7	2	13.3
Head of department	9	60.0	6	40.0	10	66.7	5	33.3
Subject head	6	40.0	9	60.0	3	20.0	12	80.0
Senior teacher	2	13.3	13	86.7	1	6.7	14	93.3

As shown in Table 4.12, majority of the respondents (over **50.0%**) indicated that deputy principals and heads of departments were other persons responsible for appraising teachers.

4.5.1 Effectiveness of Performance Appraisers

To establish teachers' opinion in relation to the effectiveness of performance appraisers, the researcher presented teachers who took part in the study with a list of various performance appraisers in their schools and asked them to rate their effectiveness. A likert scale comprising of three levels was used. The scale ranged from 1 to 3, with 1 denoting not effective, 2 representing somehow effective and 3 denoting effective. The midpoint of the scale was a score of 2. Therefore, scores above 2 denoted that majority of the respondents rated performance appraiser as effective while scores below 2 signified that most of the respondents rated performance appraiser as ineffective. Table 4.13 illustrates the degree of effectiveness of the performance appraisers as rated by the teachers.

Table 4.13: Teachers' ratings of effectiveness of the performance appraisers

Performance appraisers	NE		SE		E		Mean	Std Dev.
	f	%	f	%	f	%		
Peer teachers	21	23.3	28	31.1	41	45.6	2.22	0.804
The principal	25	27.8	24	26.7	41	45.6	2.18	0.842
The deputy principal	32	35.6	13	14.4	45	50.0	2.14	0.919
The head of department	34	37.8	15	16.7	41	45.6	2.08	0.915
Students	33	36.7	21	23.3	36	40.0	2.03	0.880
Parents	58	64.4	19	21.1	13	14.4	1.50	0.738

Key: E-Effective, SE-Somehow Effective, NE-Not Effective

The findings presented in Table 4.13 illustrates that the mean scores obtained by teachers on effectiveness of school performance appraisers ranged from 1.50 to 2.18. The highest scored performance appraisers in effectiveness (somehow effective and effective) were the peer teachers' appraisers (**76.7%**) followed by the principals with at least **72.3%** of teachers selecting them and then deputy principals (**64.4%**). The least scored appraisers were the parents (**35.5%**). Based on the above, a significant proportion of teachers viewed a variety of appraisers effective in their performance of duty in their respective schools. However, a notable number of them viewed appraisers in the same schools as somehow effective, hence not sure of their performance or ineffective in their work. This therefore calls for an improvement among performance appraisers.

To verify teachers' ratings of the effectiveness of performance appraisers, the researcher presented principals and deputy principals with various statements measuring their perceptions in relation to their effectiveness as teachers' appraisers. The scale used ranged from 1 to 5 with 1 denoting strongly disagree and 5 denoting strongly agree. The midpoint of the scale was a score of 3 which represented

undecided. Scores above 3 signified that majority of the respondents agreed with the statement while scores below 3 denoted that most of the respondents disagreed with the statement. Table 4.14 summarizes results of this analysis.

Table 4.14: Principals and Deputy Principals’ effectiveness as teachers’ appraisers

Effectiveness of performance appraisers	Respondents	SA		A		UD		D		SD		Mean	Std. Dev.
		f	%	f	%	f	%	f	%	f	%		
I am not trained to conduct teachers’ performance appraisal	Principals	4	26.7	7	46.7	1	6.7	1	6.7	2	13.3	3.67	1.345
	D/principals	9	60.0	3	20.0	0	0.0	2	13.3	1	6.7	4.13	1.356
I am knowledgeable about teachers performance appraisal system used in our school	Principals	3	20.0	3	20.0	0	0.0	8	53.3	1	6.7	2.87	1.302
	D/principals	1	6.7	2	13.3	0	0.0	10	66.7	2	13.3	2.33	1.113
I possess the skills required to conduct effective teacher appraisals in our school	Principals	1	6.7	2	13.3	0	0.0	9	60.0	3	20.0	2.27	1.163
	D/principals	0	0.0	3	20.0	1	6.7	7	46.7	4	26.7	2.20	1.082
I am frequently trained to conduct teacher performance appraisal	Principals	0	0.0	0	0.0	0	0.0	10	66.7	4	26.7	1.87	0.743
	D/principals	0	0.0	2	13.3	0	0.0	6	40.0	7	46.7	1.80	1.014

From the results presented in Table 4.14, it is clear that the mean scores obtained by the principals and deputy principals on self rating statements ranged from 1.87 to 3.67 and 1.80 to 4.13 respectively. The highest scored statement by the respondents was; I am not trained to conduct teachers’ performance appraisal. This implies that majority of the principals (**73.4%**) and deputy principals (**80.0%**) did not have requisite skills required to conduct teachers’ performance appraisal process. The findings were also verified by majority of the respondent (over **70.0%** of the principals and deputy principals) disagreeing with the statements that “I am

frequently trained to conduct teachers' performance appraisal" and "I possess the skills required to conduct effective performance appraisals in the school". These findings indicate that principals and deputy principals in public secondary schools in Gilgil and Naivasha districts were not effective in performance appraisal process. In her study, Iraki (2013) found out that the lack of adequate training for the appraisers was an issue of concern. This, therefore, calls for an in-service training on performance appraisal process among the principals and deputy principals from all the schools under the area of study. Rudner (1992) says that appraisee must be trained so that they can be conversant with the measures they will use, the process and how they will interpret the data. This should be done regularly and possibly involve the appraisee, to help them demystify the process of their appraisal.

To establish teachers' perceptions towards the effectiveness of performance appraisers in their schools, respondents were presented with five statements in which they were asked to indicate their agreement or disagreement levels. The scale used ranged from 1 to 5 with 1 denoting strongly disagree and 5 representing strongly agree. The midpoint of the scale was a score of 3 signifying undecided. Scores above 3 signified that majority of the respondents agreed with the statement while scores below 3 denoted that most of the respondents disagreed with the statement. Presented in Table 4.15 are results of this analysis.

Table 4.15: Teachers' Perception towards Effectiveness of Performance Appraisers

Effectiveness of performance appraisers	SA		A		UD		D		SD		Mean	Std. Dev.
	f	%	f	%	f	%	f	%	f	%		
My performance appraiser is trained based on the way he/she conduct performance appraisal	12	13.3	12	13.3	8	8.9	50	55.6	8	8.9	2.67	1.218
My performance appraiser is easy to relate with during the process of appraisal	10	11.1	13	14.4	13	14.4	36	40.0	18	20.0	2.57	1.272
My school performance appraisers have adequate knowledge on teacher performance	6	6.7	22	24.4	3	3.3	42	46.7	17	18.9	2.53	1.238
My performance appraiser seems to possess skills required for effective appraisal	8	8.9	13	14.4	9	10.0	38	42.2	22	24.4	2.41	1.253
My appraiser involves me in all aspects of performance appraisal process	4	4.4	9	10.0	8	8.9	54	60.0	15	16.7	2.26	1.001

The mean scores obtained by the teachers on statements measuring effectiveness of performance appraisers in their schools ranged from 2.26 to 2.67. Majority of the teachers (**76.7%**) disagreed with the statement that performance appraisers in their schools involve them in all aspects of appraisal process. The study also revealed that a relatively high number of teachers (**66.6%**) disagreed to the statement that my performance appraiser seems to possess skills required for an effective appraisal. This collaborated the finding in table 4.16 where both the principals and the deputy principals admitted to lack of requisite skills. From the table also, **65.6%** of the teachers further disagreed that their performance appraisers had adequate knowledge on conducting performance appraisal. Further analysis revealed that **64.5%** of the teachers were also negative that performance appraisers in schools were trained to

conduct appraisals. This finding was in line with results by Asiego and Gathii, (2014) who found out that most head teachers, who were used as the performance appraisers had no training on performance appraisal.

Based on the findings in table 4.15, it emerged that majority of the teachers disagreed with the statements in the table meaning that most of them were of the view that performance appraisers in their schools were not effective in conducting teachers performance evaluation process. The results revealed once more as in many previous studies in Kenya among the latest Rop (2006), Datche (2007), Nyatera (2011) that performance appraisal system in Kenya, was suffering from the ineffectiveness of performance appraisers, since they were not trained. Even after the recent reforms being put in place by the employer, TSC, data collected for this study shows the previous weaknesses seems to remain as they were.

4.6 Usefulness of Performance Appraisal Feedback for Teachers

The fourth objective of the study sought to establish the usefulness of performance appraisal feedback for teachers in public secondary schools. To address this objective, all the study respondents were asked to rate the effectiveness of performance feedback provided by the appraisers to the teachers on a 5-point likert scale. The scale ranged from 1 to 5 with 1 denoting strongly agree, 2 representing agree, 3 undecided, 4 disagree and 5 strongly disagree. The midpoint of the scale was a score of 3. Therefore, any score above 3 denoted that majority of the respondents agreed with the statements. The results of this analysis are presented in Table 4.16 and subsequently discussed.

Table 4.16: Respondents' opinion on the effectiveness of teachers' appraisal feedback

	Respondents	SA		A		UD		D		SD		Mean	Std. Dev.
		f	%	f	%	f	%	f	%	f	%		
I find the forms of teachers performance appraisal feedback used in our school effective.	Principals	2	13.3	8	53.3	2	13.3	3	20.0	0	0.0	3.60	.986
Teachers are effectively involved in discussing their performance appraisal feedback in our school.	D/principals	0	0.0	9	60.0	2	13.3	2	13.3	2	13.3	3.20	1.146
	Teachers	8	8.9	25	27.8	12	13.3	36	40.0	9	10.0	2.86	1.195
	Principals	1	6.7	7	46.7	1	6.7	5	33.3	1	6.7	3.13	1.187
Performance appraisal feedback when provided, helps the teachers to effectively identify their professional strength and weakness.	D/principals	1	6.7	3	20.0	2	13.3	5	33.3	4	26.7	2.47	1.302
	Teachers	9	10.0	16	17.8	13	14.4	39	43.3	13	14.4	2.66	1.219
	Principals	4	26.7	9	60.0	1	6.7	1	6.7	0	0.0	4.07	.799
Teachers are effectively involved in endorsing their performance appraisal reports in our school before being sent to the TSC.	D/principals	4	26.7	5	33.3	2	13.3	3	20.0	1	6.7	3.53	1.302
	Teachers	16	17.8	43	47.8	13	14.4	12	13.3	6	6.7	3.57	1.132
	Principals	1	6.7	7	46.7	2	13.3	5	33.3	0	0.0	3.27	1.163
The frequency of providing teachers with their performance appraisal feedback is adequate.	D/principals	3	20.0	1	6.7	4	26.7	4	26.7	3	20.0	2.80	1.424
	Teachers	5	5.6	15	16.7	13	14.4	33	36.7	24	26.7	2.38	1.205
	Principals	1	6.7	6	40.0	2	13.3	5	33.3	1	6.7	2.87	1.302
Sending of the teachers' performance appraisal report to the Teachers Service Commission (TSC) from our school is effectively done.	D/principals	1	6.7	5	33.3	1	6.7	6	40.0	2	13.3	2.80	1.265
	Teachers	11	12.2	11	12.2	28	31.1	27	30.0	13	14.4	2.37	1.033
	Principals	2	13.3	5	33.3	1	6.7	5	33.3	2	13.3	3.00	1.246
The teachers Service Commission effectively provides the feedback about teachers' performance appraisal report.	D/principals	1	6.7	1	6.7	4	26.7	2	13.3	7	46.7	2.20	0.960
	Teachers	12	13.3	6	6.7	13	14.4	16	17.8	43	47.8	2.13	0.807
	Principals	0	0.0	1	6.7	0	0.0	10	66.7	4	26.7	1.87	0.743
The performance appraisal feedback is effectively used to make decisions on rewards or sanctions against the teachers.	D/principals	0	0.0	0	0.0	2	13.3	6	40.0	7	46.7	1.67	.724
	Teachers	0	0.0	2	2.2	6	6.7	23	25.6	59	65.6	1.46	.721
	Principals	0	0.0	6	40.0	0	0.0	8	53.3	1	6.7	2.73	1.100
Performance appraisal feedback is effectively used to review the teacher performance objectives in our school.	D/principals	0	0.0	4	26.7	2	13.3	7	46.7	2	13.3	2.53	1.060
	Teachers	2	2.2	11	12.2	12	13.3	48	53.3	17	18.9	2.26	.978
	Principals	2	13.3	6	40.0	1	6.7	5	33.3	1	6.7	3.20	1.265
Performance appraisal feedback is effectively used to inform measures needed to improve the performance of teachers in our school.	D/principals	0	0.0	4	26.7	2	13.3	7	46.7	2	13.3	2.93	1.280
	Teachers	4	4.4	22	24.4	10	11.1	38	42.2	16	17.8	2.56	1.172
	Principals	1	6.7	9	60.0	0	0.0	5	33.3	0	0.0	3.40	1.056
To a large extent the provision and use of teachers' performance appraisal feedback is effective in our school.	D/principals	1	6.7	6	40.0	0	0.0	3	20.0	5	33.3	2.67	1.438
	Teachers	12	13.3	11	12.2	15	16.7	44	48.9	8	8.9	2.72	1.200
	Principals	1	6.7	9	60.0	0	0.0	4	26.7	1	6.7	3.33	1.175
Performance appraisal feedback is effective in our school.	D/principals	1	6.7	5	33.3	1	6.7	6	40.0	2	13.3	2.80	1.280
	Teachers	2	2.2	2	2.2	6	6.7	23	25.6	59	65.6	1.46	.721
	Principals	1	6.7	9	60.0	0	0.0	4	26.7	1	6.7	3.33	1.175

As shown in Table 4.16, the mean scores obtained by the principals on the scale measuring effectiveness of performance appraisal in provision and use of feedback ranged from 1.87 to 4.07, those obtained by the deputy principals ranged from 1.67

to 3.53 while those obtained by the teachers ranged from 1.46 to 3.57. Majority of the respondents (**86.7%** of the principals, **65.6%** of the teachers and **60.0%** of the deputy principals) agreed with the statement that performance appraisal feedback when provided helped the teachers to effectively identify their professional strength and weakness. Namara (2000) argues that identification of the strengths and weaknesses of employees in order to place them in the right jobs is among the objectives of conducting performance appraisal. Robert (2003) also found that performance feedback gives an opportunity to an appraisee (teacher) to point the challenges related to his or her level of achievement and raise the support that is needed in order to meet expected results. This means performance appraisal feedback was important to the teachers if provided by the schools. From the table the findings further revealed that **66.6%** of the principals, **60.0%** of the deputy principals but only **36.7%** of the teachers approved that forms of teachers performance appraisal feedback used in their schools were effective. The teachers therefore, had a reservation on it. On whether the frequency of providing teachers with performance feedback was adequate, **53.3%** of the deputy principals agreed with the statement. While only **46.7%** of the principals clearly thought the frequency was adequate, **40%** disagreed and **13.3%** were non committal. For the teachers, 24% endorsed the adequacy of performance appraisal with **44.4%** indicating a clear disagreement with the statement. According to the reviewed TPA policy (TSC, 2012), teachers should have two formative and one summative appraisal feedback in a year as opposed to once in a year there before. Results from this table therefore may mean then schools in Naivasha and Gilgil districts have not fully embraced the new policy changes. Muriithi (2013) has observed that performance appraisal feedback should be a regular scheduled administrative

activity so that the employee can correct their working challenges as soon as they are identified. On effectiveness of the schools involving teachers in endorsing their performance appraisal report before being sent to the TSC, majority **53.4%** of the principals were in agreement. Only **46.7%** of the deputy thought so, but a good number of teachers **63.4%** disagreed. This means teachers and their performance appraisers did not share the same perceptions on this. They felt not involved and the results from the deputy principals' ratings almost collaborated. From this table again, **65.6%** of the teachers disagreed with the statement that TPA reports was being sent to the TSC the teachers' employer. **60.0%** of the deputy equally disagreed and surprisingly **46.6%** of the principals admitted to the same though administratively they are responsible for sending the TPA reports to the employer. **46.6%** of the principals though agreed the reports were being sent. Further results from this table revealed that **93.4%** of the principals, **91.2%** of the teachers and **86.7%** of the deputy principals disagreed with the statement that TSC effectively provides feedback about the teachers' performance appraisal report. These findings mean that there was a problem in communicating the performance feedback among the appraisers and appraise, it also means that teachers did not effectively benefit from performance appraisal conducted in Naivasha and Gilgil districts. The result of this study was consistent with an earlier research by Wanzare (2002) and a recent one by Muli (2011) among many others. Their important recommendation that feedback should be provided to the teachers both within the school and from the employers seems ignored even after the appraisal policy reforms. In addition **72.2%** of the teachers, **60%** of the principals, and equally **60%** of the deputies disagreed with the statement that TPA feedback was effectively being used to make decisions on reward or sanctions against teachers. This was another shared perception among

the respondents indicating another weakness in TPA system. This contradicts the OECD (2009) which indicates that teacher evaluation results might be used to award rewards to teachers, and dictate Sanctions for ineffective teachers. A further result from the table however indicated that **53.3%** of the principals as opposed to **60%** the deputy principals and **70%** of the teachers thought TPA feedback was being effectively used to review teachers' performance objectives in Naivasha and Gilgil public secondary schools. Similarly from the table, **60%** of the principals reported that TPA feedback was effectively being used to inform measures needed to improve the performance of teachers in their respective schools. **57.8%** of the teachers **53.3%** of the deputy principals however disagreed.

From the result presented above, it is clear that the principals were to a large extent positive about provision and use of performance appraisal feedback in their schools in comparison with their deputy principals and the teachers. This is confirmed by the respondents' results on the statement; to a large extent the provision and use of teachers' performance appraisal feedback is effective in our schools. **66.7%** of the principals agreed with this statement, however, a high number **91.2%** of the teachers and **53.3%** of the deputy principals disagreed. According to OECD (2012), teachers' performance appraisal feedback should be taken seriously because it motivates the work behaviour of a teacher within the school. It helps to bring out their abilities, deficiencies and inform changes necessary for improved performance. Billkopt (2009) says that the workers are happy if provided with information on how they can do better at work especially if objectively communicated. To the teachers, this means performance feedback should be available to reduce their working deficiencies and reinforce their strengths.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, summary of the study, conclusion and recommendations based on the study findings are presented. The chapter also gives areas for further research.

5.2 Summary of the Study

The main purpose of the study was to explore the teachers' views regarding the effectiveness of their current performance appraisal system in public schools in Naivasha and Gilgil districts, Nakuru County. The specific objectives of the study were to; (i) establish teachers perceptions about the effectiveness of the teachers' performance appraisal system in meeting its purpose in Naivasha and Gilgil districts; (ii) determine the effectiveness of the teachers' performance appraisal methods used in public secondary schools; (iii) assess the performance of teachers appraisers in public secondary school in Naivasha and Gilgil districts; and finally (iv) establish the usefulness of performance appraisal feedback for teachers in public secondary schools. The study was based on a four phase performance appraisal model published by Grote (2003). Grote holds that performance appraisal serves too many crucial functions in an organization and instead of abolishing it due to certain weakness; the appropriate response is to create a system that work effectively and produce the desired results. The study used descriptive survey design targeting 50 principals, 50 deputy principals and 434 teachers. Purposive sampling method was used to select 15 principals and deputy principals from the 15 sampled schools while simple random sampling method was used to select 90 teachers hence giving a total of 120 respondents. Questionnaires were used as the tools for data collection. They

generated quantitative and qualitative data. This chapter gives a conclusion of the findings.

5.2.1 Teachers Perceptions about the Effectiveness of Performance Appraisal System in Meeting its Purpose

From the analysis and interpretation, based on table 4.3 and 4.4 a majority of the respondents (the teachers, deputy principals and the principals) seemed to agree that the TPA system in Naivasha and Gilgil district was focused more in achieving accountability purpose (management needs) than professional development purpose. **68.9%** of the teachers, **60%** of the deputy principals and a significant **40%** of the principals confirmed so. Even though **80%** of the principals felt otherwise, from this table majority of the teachers **73.4%** and **66.6%** of the deputies seemed to conclude that TPA did not effectively focus on teachers professional development meaning this important aspect of performance appraisal purpose was not being achieved.

The other findings revealed that majority of the deputy principals and the teachers (over **50.0%**) disagreed with the statements that; TPA combined professional development and accountability of teachers' performance in its purpose (**90%** of the teachers and **86.6%** of deputy principals); TPA in our school is clear in its purpose (**75.5%** of teachers **and 53.3%** of deputy principals); TPA is effectively linked to their job description (**93.3%** of deputy principals and **65.5%** of the teachers); The above implies the deputy principals and the teachers held shared negative perceptions about the current TPA system. The conclusion was therefore that teachers in Naivasha and Gilgil districts in particular did not find the system of performance appraisal effective in meeting its purpose especially its purpose

especially since the main focus was aiding the school management (accountability purpose) and assumed the professional needs of the teachers (professional development purpose).

5.2.2 Effectiveness of the Teachers' Performance Appraisal Methods

The study established that majority of the respondents (**73.3%** of the principal, **60.0%** of the deputy principals and **60.0%** of the teachers) reported that school administrator observation method was one of the major methods of performance appraisal that was used to evaluate teachers' performance. Another method used to evaluate teacher in most schools was self evaluation. This was reported by **46.7%** of the principals, **26.7%** of the deputy principals and **24.4%** of the teachers. Other methods mentioned by the teachers were student survey and the combination of various methods. Parents' reports and peer observations were rarely used to evaluate teachers' performance. Majority of the respondent principals **66.7%**, Deputy Principals **80.0%** and the teachers **71.1%** agreed that teachers were not consulted in the selection of appraisal methods. This could be a major system weakness and the study call for involvement of teachers in the entire process of appraisal where all the deputy principals (**100%**), **96.7%** of the teachers and **93.3%** of the principals supported this view. In terms of the effectiveness of the TPA method, the study established that majority of the respondents preferred combination of various methods during performance appraisal process. **80%** of the deputy principals, **71.1%** of the teachers and **66.7%** of the principals agreed on this. Based on this result it was therefore concluded that the most commonly used methods of performance appraisal in schools under study were school administrator observation and self evaluation. However, the most effective and preferred method of performance appraisal was combination of various methods.

5.2.3 Performance of Teachers Appraisers

The study found out that majority of the teachers (**78.9%**) reported that principals are responsible of conducting performance appraisal process in their schools. Other persons responsible were deputy principals, and heads of departments as mentioned by at least **30%** of the teachers. From the findings, it was apparent that majority of the principals and deputy principals did not have requisite skills required to conduct teachers' performance appraisal process. These findings indicate that principals and deputy principals in public secondary schools in Gilgil and Naivasha districts were not effective in conducting performance appraisal process. This therefore, calls for an in-service training on performance appraisal process among the principals and deputy principals from all the schools under the area of study.

5.2.4 Provision and Usefulness of Performance Appraisal Feedback for Teachers

The study established that all the categories of respondents (the principals, the deputy principals and the teachers) were in agreement that when performance appraisal feedback is provided, it helps the teachers to effectively identify their professional strength and weakness. **86.7%** of the principals, **65.6%** of the teachers and **60.0%** of the deputy principals stood by this view. Effective appraisal process was therefore critical in schools for teachers to realize this benefit. Further result showed that **93.4%** of the principals, **91.2%** of the teachers and **86.7%** of the deputy principals shared the perceptions that the teachers employer TSC was not effectively providing the required feedback on performance appraisal report sent from the schools. Either from the study it was confirmed by all the respondents **72.2%** of the principals, **60.0%** of the deputy principals and **60%** of the teachers

that performance feedback was not used to inform rewards or even sanctions due a teacher. As a result it was concluded that teachers did not benefit from the current performance appraisal process. Further revelations were that **64%** of the teachers further disagreed that they were effectively involved in endorsing their performance appraisal report in the schools before they were send to the employer and even critical only **28.8%** of the teachers were in agreement that performance appraisal feedback is effectively used to inform measures needed to improve the performance of teachers in schools.

All this derives the conclusion that performance appraisal feedback was not effectively provided in Naivasha and Gilgil public secondary schools, more so there was a problem in communication of feedback among appraisers and appraisee as well from TSC, the employer. Teachers therefore missed the possible professional benefits attained in an effective appraisal exercise.

5.3 Conclusions

Based on the findings as summarized above, the study concludes that:-

Teachers in Naivasha and Gilgil district secondary schools did not perceive the current performance appraisal system as effective in meeting its purpose, since the main focus was aiding the school management (accountability purpose) and assumed professional needs of the teachers (professional development purpose). It was further concluded that an appraisal process achieving both of these aspects could reflect a more effective system. From this study it was either concluded that the most commonly used methods of performance appraisal in schools under study were school administrator observation and self evaluation. However, the most effective and preferred method of performance appraisal was combination of various

methods. Notably, teachers were not involved in selecting the preferred method of appraisal and probably this contributed to their negative perceptions about performance appraisal effectiveness. On performance appraisers, the study concluded that most of the teachers viewed appraisers in their schools as somehow effective in their work performance or ineffective. The major factor which made them to be ineffective was lack of requisite skills required to conduct teachers' performance appraisal process. Another conclusion was that although performance appraisal took place in secondary schools, the problem of providing and communicating the performance feedback to the appraisee (teachers) from appraisers and as well from TSC, the employer was prevalent. As a result, to a large extent performance appraisal was therefore of no benefit to the teachers.

5.4 Recommendations of the Study

From the study findings and subsequent conclusion, the following recommendations were made:-

- i. The current study recommends that TSC needs to develop and conduct continuous induction courses on performance appraisal for principals, deputy principals, heads of departments and teachers in order to demystify purpose of teachers performance appraisal in schools. Enhanced awareness can change the altitude that, teachers appraisals are aimed at aiding only the school management.
- ii. To change the negative perceptions from the teachers, the study recommends use of a combination of methods in collection of performance appraisal data such as peer observation, self evaluation, 360 degree assessment, verbal discussions and

external assessment. The teachers should however be involved in selecting of the preferred appraisal methods.

- iii. The current study suggests that there is need to organize in-service training for the school administrators to equip them with requisite skills, knowledge and attitude relevant to performance appraisal process as a way of improving the current teachers' perceptions about appraisals.
- iv. The study either recommends for an improvement in provision and communication of the feedback between the TSC, school and teachers. Teachers' involvement in discussing the generated appraisal reports, are also recommended so that performance appraisal can be of benefit to them professionally and improve the students' and the school performance in general.

5.5 Areas for Further Research

- i. Due to time and financial constraints, the study was carried out only in Gilgil and Naivasha districts. The study findings therefore cannot be generalized in the whole country and as such there is need to conduct a similar study in other districts to find out whether the same results would be obtained.
- ii. A study should be carried out to find out whether teachers' perception towards performance appraisal process had an impact on students academic performance.

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APPENDIX I

Questionnaire for Teachers

You are kindly requested to respond to the items in this questionnaire as truthfully as possible. All your responses shall be treated confidentially, and will only be used for the purpose of this study.

Part 1: Background Information

Instructions: Indicate your response by ticking [√] in the brackets provided.

1. Category of your school nationally

National [] County [] District []

2. Your gender

Male [] Female []

3. How long have you worked as a teacher employed by the Teachers Service Commission?

1-5 years [] 6-10 years []

11-15 years [] 16-20 years []

21-25 years [] 26 and above []

4. Among the listed positions below which one do you hold in the school?

A classroom teacher []

A subject head []

A head of department []

A deputy head []

A principal []

Part II: Teachers perceptions on the effectiveness of teachers’ performance appraisal system in meeting its purpose

5. Based on your opinion rate the degree of effectiveness of the teacher performance appraisal system in your school in relation to the achievement of the nationally desired objectives listed below. Use the scale; E- Effective; SE – Somehow Effective; NE – Not Effective.

Objectives	E	SE	NE
(a) Providing you with performance feedback.			
(b) Identifying your training needs.			
(c) Clarifying your roles and responsibilities as teachers.			
(d) Providing communication between you as a teacher and the school administration.			
(e) Determining your rewards or sanctions based on performance.			

6. Indicate the extent to which you agree with the following statement regarding the purpose of teacher performance appraisal system in your school. Use the scale SA – Strongly disagree; A- Agree; UD – Undecided; D-Disagree; SD – Strongly disagree.

Statement	SA	A	UD	D	SD
(a) The purpose of TPA in our school is effectively linked to my job description.					
(b) The TPA system is effective in providing information which may assist to improve my work performance.					
(c) The TPA system is effectively focused on my professional development as a teacher.					
(d) The TPA system aims more at aiding the school management to make decisions on a teacher, other than his or her professional development.					
(e) TPA is effective if it combines professional development and accountability of a teacher’s performance in its purpose.					
(f) The TPA system in our school is clear in its purpose.					

Part III. Effectiveness of the teacher performance appraisal methods

7. Among the following methods, which one does your school use most to appraise your performance.

- School administrator observation [] Peer observation []
 Self-evaluation [] Students survey []
 A combination of the above [] Parents report []
 All the above []

Others (specify) (i).....

8. Are the methods of teacher appraisal agreed on between a teacher and his or her performance appraisers in your school?

- Yes []
 No []

9. Select your response describing your opinion based on the effectiveness of the teacher performance methods used in your school. Use E- Effective; SE – Somehow Effective; NE – Not Effective.

Statement	E	SE	NE
School administrator observation			
Peer observation			
Self-evaluation			
Student achievement reports			
Student observation			
Parent observation			

10. (a) In your opinion would teacher appraisal be more effective if conducted using one method or a combination of methods?

- When one method is used []
 When a combination of methods are used []

(b) Give one reason for your selection in 10 (a) above

Part IV: performance of teacher’s appraisers

11. Who conduct teachers’ appraisal in your school? You can select (√) more than one.

The principal [] The Deputy Principal []

The Head of department [] Peer teachers []

Self []

Others specify (i)

(ii)

12. In your opinion select the degree of effectiveness of the following teacher’s performance appraisers in your school. Use the scale given: E – effective, SE - somehow effective.

Performance appraisers	E	SE	NE
The principal			
The deputy principal			
The head of department			
Peer teachers			
Parents			
Students			

13. In the statement given select a response that best describes your opinion in the aspects relating to the effectiveness of performance appraisers in your school. Use the scale: SA: Strongly Agree, A – Agree; UD – Undecided: D – Disagree, SD – Strongly disagree. .

Performance appraisers	SA	A	SA	D	SD
(a) My school performance appraisers have adequate knowledge on teacher performance.					
(b) My performance appraiser seems to possess skills required for effective appraisal					
(c) My performance appraiser is trained based on the way he/she conduct performance appraisal.					
(d) My performance appraiser is easy to relate with during the process of appraisal					
(e) My appraiser involves me in all aspects of performance appraisal process.					

19. In the statements below, select a response that best reflect your opinion regarding the effectiveness of the performance appraisal feedback provided to you in your school. Use the scale: SA: Strongly Agree, A – Agree; UD – Undecided: D – Disagree, SD – Strongly disagree. .

Performance appraisal feedback	SA	A	UD	D	SD
(a) The form of performance appraisal feedback provided in my school is effective.					
(b) I am effectively involved in discussing my performance appraisal feedback					
(c) The frequency of performance appraisal feedback in my school is adequate.					
(d) I am effectively involved in endorsing my performance appraisal report in the school before it is send to TSC.					
(e) Sending of my performance appraisal report to the Teachers Service Commission (TSC) by the principal is effectively done.					
(f) Performance appraisal feedback helps me to effectively identify my professional strength and weakness.					
(g) Provision of my performance appraisal feedback from TSC is effective.					
(h) Performance appraisal feedback is effectively used to review my performance objectives.					
(i) Performance appraisal feedback is effectively used to decide on rewards or sanctions for a teacher.					
(j) Performance appraisal feedback is used to inform intervention needed o improve my performance in the school.					

20. What measure would you suggest to improve the effectiveness of the teachers performance appraisal system in secondary schools?.....

Thank You

5. Indicate the extent to which you agree with the following statement regarding the effectiveness of the teachers' performance appraisal in meeting its purpose of in your school. Use the scale: SA – Strongly agree; A- Agree, UD – undecided; D- Disagree; SD – Strongly disagree.

Statement	SA	A	UD	D	SD
(a) The purpose of PA in our school is effectively linked to the teacher's job description.					
(b) The TPA system effectively provides information which may assist to improve the work of a teacher.					
(c) The TPA system is effectively focused on professional development of a teacher.					
(d) I feel the TPA system aims more at aiding the school management to make decisions on teachers other than their professional development.					
(e) TPA is effective combines professional development and accountability of teacher's performance in its purpose.					
(f) As per the purpose, TPA has led to improvement of the school performance.					
(g) I think TPA in our school is clear in its purpose					

Part III: Effectiveness of the teachers' performance appraisal methods

6. Which of the following methods are used for appraising the teachers' performance in your school?

School administration observations	[]	Peer observations	[]
Students achievement test	[]	Self-evaluation	[]
Students survey	[]	Parents survey	[]
A combination of above methods	[]	All the above	[]

7. Are methods of the appraisal agreed on between the teacher and his or her performance appraiser in your school?

Yes [] No []

8. Select your response which best describes your opinion on the effectiveness of the teachers' performance appraisal methods used in your school. Use the scale:

E – Effective; SE – Somehow Effective; NE – Not Effective

Statement	E	SE	NE
School administrators observation			
Peer observations			
Self-evaluation			
Students achievements reports			
Student survey			
Parents survey			
A combination of methods			

9. In your opinion when would the teacher performance appraisal be most effective?

Using a single method []

Using a combination of methods []

10. Would participation in the selection of an appraisal method lead to effectiveness in teachers' performance appraisal? Give your suggestion.

.....

Part IV Effectiveness of teachers' appraisers

11. Besides the Deputy principal who else is mandated to appraise the teachers in your school?

Principal []

The Head of department []

Senior teacher []

Subject head []

12. In the following statements, select a response that best reflect your view concerning your effectiveness as a teacher appraiser in your school. Use the scale: SA – Strongly agree; A- Agree, UD – undecided; D- Disagree; SD – Strongly disagree.

Statement	SA	A	SA	D	SD
(a) I am knowledgeable about teachers performance appraisal system used in our school					
(b) I possess the skills required to conduct effective teacher appraisals in our school					
(c) I am frequently trained to conduct teacher performance appraisal.					
(d) I am not trained to conduct teachers' performance appraisal.					

13. a) In your opinion which approach among the following do you find most effective when used to appraise the teachers in your school?

Use of a single appraiser []

Use of a combined appraiser (360 degree) []

b) State one reason for your selection

.....

14. What would you suggest done to improve the effectiveness of performance appraisers in the public school. Give one suggestion.....

.....

Part V: Provision and use of the teachers' performance appraisal feedback.

15. What kind of feedback do you provide to the teachers in your school after conducting performance appraisal?

Verbal/oral []

Written []

Reward []

None []

16. How many times do you provide teachers with performance appraisal feedback in an academic year in your school?

Once every term []

Twice a year []

Thrice a year []

Once a year []

Never []

17. Select a response in the statements below which best describe your opinion regarding the effectiveness for the performance appraisal feedback provided to the teachers in your school. Use the scale SA – Strongly Agree, A- Agree, UD – Undecided, D – Disagree, SD – Strongly disagree.

Performance appraisal feedback	SA	A	UD	D	SD
(a) I find the forms of teachers performance appraisal feedback used in our school effective.					
(b) Teachers are effectively involved in discussing their performance appraisal feedback in our school.					
(c) Performance appraisal feedback provided, helps the teachers to effectively identify their professional strength and weakness.					
(d) Teachers are effectively involved in endorsing their performance appraisal reports in our school before being sent to the TSC.					
(e) The frequency of providing teachers with their performance appraisal feedback is adequate.					
(f) Sending of the teachers' performance appraisal report to the Teachers Service Commission (TSC) from our school is effectively done.					
(g) The teachers Service Commission effectively provides the feedback about teachers' performance appraisal report.					

Performance appraisal feedback	SA	A	UD	D	SD
(h) The performance appraisal feedback is effectively used to make decisions on rewards or sanctions against the teachers.					
(i) Performance appraisal feedback is effectively used to review the teacher performance objectives in our school.					
(j) Performance appraisal feedback is effectively used to inform measures needed to improve the performance of teachers in our school.					
(k) To a large extent the provision and use of teachers' performance appraisal feedback is effective in our school.					

18. What other ways would you recommend to improve the current system of teacher performance appraisal in the public schools? Suggest two ways.....

.....

.....

.....

.....

Thank you

APPENDIX III

Questionnaire for the principals

You are kindly requested to respond to the items in this questionnaire as truthfully as possible. All your response shall be treated confidentially and will only be used for the purpose of this study.

Part I: Background information

Instructions: Indicate your response by ticking [√] in the brackets provided

1. Category of your school nationally

National [] County []
District []

2. Your gender

Male [] Female []

3. Duration of working as a principal in years

1 – 5 [] 6 – 10 []
11 – 15 [] 16 – 20 []
21 – 25 [] Above 26 []

Part II: Perceptions on the effectiveness of the teachers' performance appraisal system in meeting its purpose

4. Based on your opinion, rate the degree of effectiveness of the teacher performance appraisal system in your school in relation to the achievements of the nationally desired objectives listed below. Use the following scale: E- Effective; SE – somehow effective, NE – not effective.

Objectives	E	SE	NE
Provision of teachers with performance feedback			
Identification of teachers training needs.			
Clarification of roles and responsibilities of a teacher.			
Determining allocation of rewards and sanctions to a teacher.			

5. Indicate the extent to which you agree with the following statement regarding the effectiveness of the teachers' performance appraisal system in meeting its in your school. Use the scale: SA – Strongly agree; A- Agree, UD – undecided; D- Disagree; SD – Strongly disagree.

Statement	SA	A	UD	D	SD
a) The purpose of PA in our school is effectively linked to the teacher's job description.					
b) The TPA system effectively provides information which may assist to improve the work of a teacher.					
c) The TPA system is effectively focused on professional development of a teacher.					
d) I feel the TPA system aims more at aiding the school management to make decisions on teachers other than their professional development.					
e) TPA would be more effective it is combines professional development and accountability of teacher's performance in its purpose.					
f) As per the purpose, TPA has led to improvement of the school performance.					
g) I think TPA in our school is clear in its purpose					

Part III: Effectiveness of the teachers' performance appraisal methods

6. Which of the following methods are used for appraising the teachers' performance in your school?

School administrations observations	[]	Peer observations	[]
Students achievement test	[]	Self-evaluation	[]
Students survey	[]	Parents survey	[]
A combination of above methods	[]	All the above	[]

7. Are methods of the appraisal agreed on between the teacher and his or her performance appraiser in your school?

Yes [] No []

8. Select your response which best describes your opinion on the effectiveness of the teachers' performance appraisal methods used in the school. Use the scale: E – Effective; SE – somehow effective.

Statement	E	SE	NE
School administrators observation			
Peer observations			
Self-evaluation			
Students achievements reports			
Student survey			
Parents survey			
A combination of methods			

9. In your opinion when would the teacher performance appraisal most effective.

Using a single method []

Using a combination of methods []

10. Would participation in the selection of an appraisal method lead to effectiveness in teachers' performance appraisal? Give your suggestion.

.....

Part IV Performance of teacher appraisers

11. Besides the principal who else is mandated to appraise the teachers in your school?

Deputy Principal []

The Head of department []

Senior teacher []

Subject head []

12. In the following statements, select a response that best reflect your view concerning your effectiveness as a teacher appraiser in your school. Use the scale SA – Strongly Agree, A- Agree, UD – Undecided, D – Disagree, SD – Strongly disagree.

Statement	SA	A	SA	D	SD
(a) I am knowledgeable about teachers performance appraisal system used in our school					
(b) I possess the skills required to conduct effective teacher appraisals in our school					
(c) I am frequently trained to conduct teacher performance appraisal.					
(d) I am not at all trained to conduct teachers' performance appraisal.					

13. a) In your opinion which approach among the following do you find most effective when used to appraise the teachers in your school?

Use of a single appraiser []

Use of a combined appraiser (360 degree) []

b) State one reason for your selection

.....

14. What would you suggest done to improve the effectiveness of performance appraisers in the public school? Give one suggestion.....

.....

Part V: Provision and use of the teachers' performance appraisal feedback.

15. What feedback do you provide to the teachers in your school after conducting performance appraisal?

Verbal/oral [] Written []

Reward [] None []

16. How many times do you provide teachers with performance appraisal feedback in an academic year in your school

- Once every term [] Twice a year []
 Thrice a year [] Once a year []
 Never []

17. Select a response in the statements below which best describes your opinion regarding the effectiveness for the performance appraisal feedback provided to the teachers in your school. Use the scale SA – Strongly Agree, A- Agree, UD – Undecided, D – Disagree, SD – Strongly disagree.

Statement	SA	A	UD	D	SD
(a) I find the forms of teachers performance appraisal feedback used in our school effective.					
(b) Teachers are effectively involved in discussing their performance appraisal feedback in our school.					
(c) Performance appraisal feedback provided, helps the teachers to effectively identify their professional strength and weakness.					
(d) Teachers are effectively involved in endorsing their performance appraisal reports in our school before being sent to the TSC.					
(e) The frequency of providing teachers with their performance appraisal feedback is adequate.					
(f) Sending of the teachers’ performance appraisal report to the Teachers Service Commission (TSC) from our school is effectively done.					
(g) The teachers Service Commission effectively provides the feedback about teachers’ performance appraisal report.					

Statement	SA	A	UD	D	SD
(h) The performance appraisal feedback is effectively used to make decisions on rewards or sanctions against the teachers.					
(i) Performance appraisal feedback is effectively used to review the teacher performance objectives in our school.					
(j) Performance appraisal feedback is effectively used to inform measures needed to improve the performance of teachers in our school.					
(k) To a large extent the provision and use of teachers' performance appraisal feedback is effective in our school.					

18. What other ways would you recommend to improve the current system of teacher performance appraisal in the public schools? Suggest two ways.....

.....

.....

Thank You

APPENDIX IV

Research Authorization



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

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

Website: www.ku.ac.ke

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

Our Ref: E55/CE/22840/2011

DATE: 21st July 2014

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION MUHIA GEOFFERY GICHUKI- REG. NO. E55/CE/22840/2010

I write to introduce Mr. Muhia Geoffery Gichuki who is a Postgraduate Student of this University. He is registered for M.ED degree programme in the Department of Education Management, Policy and Curriculum Studies.

Mr. Gichuki intends to conduct research for an M.ED. Proposal entitled, "Teachers Perceptions of the Effectiveness of Performance Appraisal System in Public Secondary Schools in Naivasha and Gilgil Districts, Nakuru County."

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Lucy N. MBAABU'.

**MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL**

DNN/nn

APPENDIX VI

Research Authorization from County Director

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY STATE DEPARTMENT

Telegrams: "EDUCATION", R.V.P.
Telephone: 051-2216917
When replying please quote



COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

Ref.CDE/RVP/GEN/4/1/21VOLII

9TH October, 2014

Sub-County Director of Education
Naivasha Sub-County
Gilgil Sub-County

RE: RESEARCH AUTHORIZATION – MUHIA GEOFFREY GICHUKI
PERMIT NO. NACOSTI/P/14/1036/2951

Authority is hereby given to the above named to carry out research on “teacher’s perceptions of the effectiveness of performance appraisal system in public secondary schools in Naivasha and Gilgil Districts, Nakuru County”. For a period ending 15th October, 2014.

Kindly accord him the necessary assistance.

A handwritten signature in blue ink, appearing to read 'Danson M. Wangoru'.

DANSON M. WANGORU
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

APPENDIX VII

Research Authorization from County Commissioner



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams: "DISTRICTER", Nakuru
Telephone: Nakuru 051-2212515
When replying please quote

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU

Ref. No. ***C.C.SR.EDU 12/1/2 VOL.I/95***

9th October, 2014

The Deputy County Commissioner

- NAIVASHA
- GILGIL

**RE: RESEARCH AUTHORIZATION - MUHIA GEOFFREY
GICHUKI**

The above named student has been given permission to carryout research on "***Teachers perceptions of the effectiveness of performance appraisal system in public secondary schools in Naivasha and Gilgil Sub Counties***".

Kindly give him the necessary assistance.

M. B. Mohamed

**M. B. MOHAMED, OGW
COUNTY COMMISSIONER
NAKURU COUNTY**