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**HEAD TEACHERS' AND TEACHERS' PERCEPTIONS REGARDING
STAFF PERFORMANCE APPRAISAL. A CASE OF SECONDARY
SCHOOLS IN ETAGO DIVISION, SOUTH GUCHA DISTRICT (KENYA)**

BY

NYATERA VINCENT OGWORA

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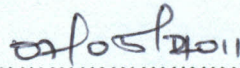
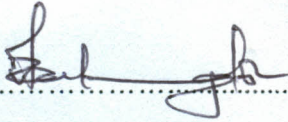


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DECLARATION.

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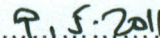
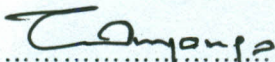
NYATERA VINCENT OGWORA

Date.

Department of Educational Management,

Policy and Curriculum Studies.

I/we confirm that the work reported in this thesis was carried out by the candidate under my/our supervision as the University supervisors.

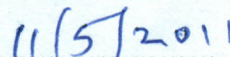


DR. ONYANGO GEORGE A.

Date.

Lecturer, Department of Educational Management,

Policy and Curriculum Studies.



DR. OTIENO MARY

Date.

Lecturer, Department of Educational Management,

Policy and Curriculum Studies.

DEDICATION

For people I most admire; wife Jelliah Gesare and children; Brian Nyatera, Isaac Mokaya, Ruth Nyanchama and Naomi Kerubo, my parents; Nyatera Zachariah (late), and Sibiah Nyanchama; family members, friends and mentors – *my undevorceable love.*

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ACRONYMS AND ABBREVIATIONS.

BOG	-	Board of Governors
DQAS	-	Directorate of Quality Assurance and Standards
GoK	-	Government of Kenya
KCSE	-	Kenya Certificate of Secondary Examinations
KESI	-	Kenya Education Staff Institute.
KNEC	-	Kenya National Examination Council
MBO	-	Management By Objectives.
MOE	-	Ministry of Education.
OCBs	-	Organization Citizenry Behaviours.
PTA	-	Parents Teachers Association
QASO	-	Quality Assurance and Standards Officers.
SKUA	-	Skills, Knowledge, Understanding and Attitudes.
SPSS	-	Statistical Package for Social Sciences
TSC	-	Teachers Service Commission

ABSTRACT

This study was intended to examine the head teachers and teachers' perceptions regarding staff performance appraisal process in the secondary school climate. It sought to find out about the process of staff performance appraisal in secondary schools and the head teachers and teachers perception regarding this practice in education as they appraise or are appraised. This owes to the fact that attitudes are a powerful force in any organization because they determine the acquisition of knowledge and skills, and also, how individuals apply the knowledge and techniques.

An exploratory approach using descriptive design was adopted to investigate into the problem under study. The sampling unit was Etago Division with 19 public secondary schools. The target population was 19 head teachers and 105 teachers. Stratified sampling and random sampling were employed to select 8 secondary schools, 8 head teachers and 40 teachers. Staff Questionnaire and Interview Guide on Performance Appraisal was prepared for head teachers and teachers. Analytical data was analyzed using a Statistical Package for Social Sciences (SPSS) software and was represented in form of tables, figures and charts while descriptive data was thematically analyzed.

The research found out that the practice of staff appraisal in secondary schools in Etago Division did not follow convectional procedures. Areas of focus in appraisal and planning for classroom observation were not done. Teachers hardly endorsed heads teachers report before it was sent to TSC. The TSC delayed in giving feedback to schools and the reports were hardly discussed and utilized. Head teachers and teachers strongly favoured the practice but were not pleased with how it was conducted. It did recommend for the training of Head teachers and teachers in appraisal, provision of appraisal guidelines, establishment of an outreach link between schools and the MOE officials to boost appraisal in schools. It also proposed putting up policy measures in place by the Board of Governors and the MOE to closely monitor appraisal. Public schools are set to serve the needs and desires of people in a more efficient way and to the greatest opportunity, to enable the learner develop into an all-round-citizen of acceptable societal mores. The weaknesses established above are a hindrance to this goal.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study.

Improving performance cannot be deemed as an option in an organization that is resolute to survive in a competitive market. The spirit of performance spans across organizations globally and has become the gauge against which any organization is tested or measured. This emerging trend has obligated organizations to ensure that evaluation of individuals is conducted to establish how well or badly they fair on with their work. This concurs with an observation by Cyril (1993), in which he viewed the quality of performance as being promoted by monitoring and improving the effectiveness and efficiency of an individual employee and the staff as a whole in the place of work. Monitoring in organizations is often done through annual staff performance appraisals, and devising development plans founded on the appraisal reports and receiving reports that the development needs have been met.

Education is viewed by many nations of the world as a solution to social challenges. It is also perceived as a foundation for development and prosperity. Educational systems are concerned with producing and supplying quality products (skilled graduates) to the labour market. Thus, the educators have a professional responsibility to appraise the quality of educational programmes and the people (teachers) executing those programmes. The information obtained from the appraisal is meant to assess the training needs of a teacher and determine his/her potential for development. Perhaps the most difficult task for anyone in school management is to take responsibility for the work of another professional, and the most intricate part of that is to share perceptions of success and failure with that person.

1.1.1. Organizations and Need for performance.

Most organizations focus on staff performance because they (organizations) believe that they are invented to meet certain human needs, either for product delivery, service delivery or both. To be effective and efficient in delivering, institutions introduced performance management strategies to guide them towards realizing their objectives. Performance management strategies were employed to assess ones' progress towards achieving predetermined goals of an organization. Through these strategies, organizations are to enable employees perform better than they can seem capable of, to bring out whatever strength there is in them, and use each person's strength to help the other members perform through a plan to develop those in the system and those who are recruited (Cyril,1993). The staff development plans must equip them with the necessary attributes (skills, knowledge and expertise) and competences required in achieving the organizational goals. One such a common practice/strategy in performance management is the staff performance appraisal.

In ensuring that organizational goals are realized, performance appraisal is employed to measure or rate performance of an individual against these goals. In this context, to appraise means to evaluate, assess or form an opinion about the way one is carrying out an action or work against some set standards. The practice was distinguished as one sure way to attain success for organizations that must live up to their spirit of performance, total commitment to high quality results and continuous improvement in meeting the customer needs. Its adoption was impelled by management theories and movements of excellence and quality, and organizational restructuring and change with an inspiration of empowerment and control through involvement. Its principal purposes are; to improve employee performance in the present job, to prepare them for future

opportunities that may arise in the organization and to provide record of their performance for future management decisions (Rue & Byars, 1993).

Dubrin (2005) credits staff performance appraisal because;

- i) It improves employee effectiveness,
- ii) Motivates employees,
- iii) Identifies individual needs
- iv) Provides training and development plans.
- v) It leads to setting of objectives/targets
- vi) Improves feedback on performance.

For instance, High Performing Organizations (HPO) are a product of a performance management systems designed to bring out the best in people and thereby produce organizational capability to deliver suitable organizational results and treat employees not as disposable parts, but as crucial resources

1.1.2. Performance appraisal in schools.

Schools are agencies through which society inculcates its values and passes them over to the next generation. Like other organizations, schools are run with specific aims and objectives. Whatever these aims and objectives are, their details must be conveyed to the stakeholders or else the recipients would manoeuvre in confusion. With clearly defined aims and objectives, the operations and aspirations of schools are then continually judged not only in terms of how effectively they (schools) operate as an entity, but also with respect to its contributions to the facilitation and improvement of the instructional process.

Appraisal in schools is basically meant to improve teaching and instruction by purposely contributing to the professional development needs of teachers. It is a process of review by teachers, school heads, deputy school heads and other senior teachers of individual competences, performance and professional needs. It is a process in which an individual teacher or a senior colleague collaborates in evaluating that teacher's work as a professional person. In the words of Cyril (1993), this act promotes the schools ability to accomplish its mission of maintaining and improving what it provides while at the same time seeking to maintain or enhance staff satisfaction and development. Performance comparisons must be made by asking and answering questions like; Is the teacher's performance meeting the standards of our school? Is the lesson appropriate for our curriculum and learners (intended)? What can we do to ensure even better teaching and learning in the next cycle? These roles define the principal's responsibility for quality assurance in the school. (Lunenburg, 2006)

In schools, the teacher is the most important and, probably, the most expensive resource. The public expects him/her to enable pupils excel in exams and to "mould them to an all-round citizen of acceptable societal mores." (Mutunga, 2004:5). This is done through teaching, school management, guidance and counseling, discipline and co-curricular activities. But teachers differ in terms of "their abilities, educational background, work experience, motives, interests and temperaments", (Meltzer, 1981:19). Thus, their efforts must be directed towards the organizations ultimate goal by keeping track of their performance to meet and continue meeting organizations objectives. Each component and every individual within the component must be monitored through performance appraisal for "growth, development and communication" of individuals (www.toolpac.com).

1.1.3. Evolution of teacher performance appraisal.

Performance appraisal is not a new concept. It means to evaluate, assess or form an opinion about the way the teacher is carrying out an action or work against some set standards. It started when God first appraised His work of creation and said "it was very good." According to Okumbe (1999), appraisal of teachers dates back to the evolution times of instructional supervision starting from 1642 towards the 1950s. In 1654, teachers in America were appraised by laymen (clergymen, superintendents) on the basis of sound faiths and morals. Any teacher found deficient of the criteria was dismissed. Then came other criteria like pupil achievement in subject matters, teaching methods, management of school (funds) and pupil conduct. By 1936, educators who assumed the role of supervisors / appraisers were called inspectors. They concerned themselves with improving teacher effectiveness.

Tamir (1985) said that the four components of the curriculum development gave reason for teacher appraisal. Thus the appraisers (inspectors) assumed more powers and roles in evaluating what goes on in school and class. Evaluation became a mode of accountability (who is wrong?), promoted professional development and instructional improvement. Evaluations played the roles of diagnosis, selection, improving teaching skills, educational accountability, measuring teacher performance, evaluating teaching methods and increased influence on decision making. It took care of felt need or sense of dissatisfaction from educators and teachers in their work.

1.1.4. Role of the head teacher in appraisal

As an educational leader in the school, the head teacher has the task of creating an effective learning environment for teachers and all pupils, of all abilities, and have their varying needs met. In his objective to improve instruction, the head teacher has the errand to orient teachers in

appraisal and gather data concerning the areas in which appraisal will concentrate; allow teachers to set targets and conduct self-appraisal; make personal visits to classrooms to observe teaching, and make correct observations of teachers work habits in and outside class. Then, meet the teacher in person to discuss the appraisal and give feedback and finally, demonstrate seriousness by putting recommendations in writing and remedies in place before and after writing the final appraisal report in consultation with the teacher concerned that will be forwarded to employer.

Tamir (1985) also observed that the evaluators had the responsibilities of gathering and organizing the reaction of teachers and pupils – about the project; acting as critical friends of the project by making constructive assessment; and being honest brokers who give the necessary information to teachers through meetings and seminars.

The head teacher also sources information or data regarding the teacher's performance through self-assessment by the teacher concerned, planned observation of teacher's work in the classroom, test results or examination results of the learners, study of children's work, information from children and observation of the teacher in a management role. Bunnell (1987) adds other sources like checking professional documents, making sample survey and appraisal interview.

Tamir (1985) further notes that appraisal created a feeling of maintaining public confidence in teachers. Assessment reduced isolation and provided them (teachers) with a yardstick for comparison with colleagues that could enable the head teachers reinforce the existing management structures. Some teachers argue that it was seen as helpful in improving teacher performance in classroom. Finally it could lead to remedies because it also involved direct observation. In contrast, some teachers did not like to be evaluated because they did not find it

helpful to them professionally. They reacted defensively and viewed it as a threat to their position (Lunenburg & Irby, 2006).

1.1.5. Areas of teacher appraisal.

Bunel (1987) identified the key areas in which the teacher will need to be appraised and what they entail. They include;

- i) Professional development – how one has kept up with the development in the profession through research, studies and seminars.
- ii) Pastoral involvement – attending matters concerning student and helping them solve problems and the methods used.
- iii) Teaching performance – classroom management and practice, teaching approach, marking assessments, and preparation and use of relevant instructional and professional materials.
- iv) Participation in co-curricular activities - drama, clubs, music, sports and games
- v) Administration/leadership responsibilities held – class teacher, departmental head
- vi) Relationships with people at place of work – students, parents, peers and seniors.

1.1.6. Evolution of Performance Appraisal in Kenya – a Historical Perspective.

In Kenya, the practice of teacher appraisal was started by the colonial master (Britain) and was concerned with the standards of education in the country. The pre-independent education commissions' reports in Kenya reveal the desire by the Colonial government for quality education in the country. In 1924, Phelps Stokes commission decried the dismal state of

education for Africans and recommended for a uniform system for all mission and government schools. This latter saw education being supervised in 1924 as a means of enhancing quality. In 1929, Education Ordinance empowered the government to develop, control and supervise education in Kenya. This led to the establishment of education under a Directorate of Education whose functions became supervision and inspection of schools. The Beechers' Report on African Education in 1949 recommended sound education based on Christian principles to be conducted with adequate inspection and supervision. The Binns' Report on Education maintained that the government should not separate inspection from supervision in schools.

The desire for quality education in Kenya after independence made the inspectorate department (now a Directorate of Quality Assurance and Standards), a professional arm of the Ministry of Education. The inspectorate (DQAS) became a fundamental organ in the Kenyan educational system because it is concerned with the quality of education and derives its powers from the Education Act of 1968, revised in 1980, which allows the inspectors (presently the Quality Assurance and Standards Officers – QASO) to enter into any place of learning with or without permission to determine whether quality teaching takes place. The inspectors walked into school like police officers. Sifuna (1975) notes that their police like presence and behaviour are something teachers resented most. The current assessment practice in Kenyan schools has its roots in the colonial past. The Director, Quality Assurance and Standards in Kenya admits to this fact and pledges that towards improving quality education and training in Kenya, the approach employed by QASO in terms of school visits and relations with teachers during assessment is changing.

Wanjohi (2005) found out that their visits to schools were “fault finding” missions whose report had a negative implication on the teacher and the school. They could enter to class, sit at the back and assess the teacher in terms of content delivered, teaching methodology, lesson notes, and the mode of dressing, among others. This earned them the tag of a dreaded force “the police” that could send cold shivers in the nerves of teachers. It is this perception that evokes animosity to any person who mentions or identifies self with the inspectors or the work of inspection. However, when contrasted with a “no fault” approach which is believed by educationists to be satisfactory because when properly applied, weaknesses are carefully identified, assessed and then addressed through the provision of an in-service training. Olembo, Wanga and Karagu (1992) commend a supervision that is not only concerned with overseeing, directing, conducting, regulating and controlling teachers and pupils, but also involving guiding and influencing teachers and pupils to strive towards desirable teaching and learning behaviors in order to achieve educational goals and objectives.

The work of appraisal in schools does not end up with the QASO; the head teachers who are agents of the MOE/TSC are empowered to appraise teachers in their respective stations. They are mandated to supervise what goes on in school and in class and provide accurate information on a teacher’s performance. The information is used in assessing the training needs and in determining the teacher’s potential for development. This appraisal report previously was labeled “school confidential report.” The head teachers could appraise teachers without letting them know the content of the report, whether negative or positive and its implication on their career and development. It had assumed the fact that the primary responsibility of head teacher is to familiarize his teacher through performance evaluation process for the purpose of improving instruction.

The TSC now requires that head teachers make known to individual teacher the substance of appraisal report and have it discussed with the teacher concerned before it is sealed and sent to the employer. This is in line with the advice that "If the report is negative, the head teacher is to counsel the teacher", (GoK, 2005). The TSC gives its feedback after reading the report and recommends for best possible way forward. Upon receiving the response, the head teacher is expected to study it carefully, table it to the management of the school (BOG) for deliberation of its implication to the teacher and the school, and the possible course of action to be taken in line with the TSC's advice. This report is released to the individual teacher and discussed on what could be done to better the situation or even make it better. Bell (1992) warns that the appraisal does not provide an opportunity to criticize any individual but examine individual performance with the aim of how it can be improved.

1.1.7. Perceptions and Appraisal.

How one is evaluated determines how one performs. The manner in which appraisal is conducted is subject to ones' perceptions as either being fair or unfair. Perceptions deal with the various ways in which people interpret things in the world outside them. Its outputs include attitudes, opinions and feelings. These three form an integral part of the world of work. The attitude of the mind of the teacher has an impact on the individual teacher and the school goals and, purposes. Attitudes immediately affect the teacher and the appraiser in their interactions; ultimately, the learner and the community. Some are so strong that people encourage others to adopt their views and copy their behaviours.

A study conducted by Wiles and Bondi (2004) on 2,500 teachers found out that only 1.5% of them perceived their principal (supervisor) as helpful in improving their performance in the

classroom. In their conclusion, they said that teachers negative feeling about performance appraisal relate more to the way they are conducted than in the function of performance appraisal in general (Lunenburg & Irby, 2006).

According to Rudrabasavaraj (1991), perceptions affect quality, output, co-operation, discipline, initiative, enthusiasm and other aspects of success. People tend to have positive attitudes towards things they like or enjoy and negative attitude towards things they are very much against. Favourable attitudes towards appraisal, the head teacher and the school indicate favourable outcomes, and the contrast is true. If teachers view appraisal as a strategy to help them even better their performance through in-service training, motivation, counseling, mentoring and providing them with resources, it will get a favourable reception as compared to when it is viewed as a strategy to net and weed out non-performing or incompetent teachers.

1.1.8. Issues in Appraisal.

The MOE/TSC recognizes the head teacher as the in charge for school quality assurance and standards of education. Whereas the DQAS emphasizes on maintaining quality education through classroom visitations and assessment of the interaction between the teacher and the learner by the appraiser and provide meaningful feedback and break any form of bureaucracy, it admits that the approach to school visits and relations with teachers is wanting. Njogu (2003:10) also singles out the issue of feedback on reports to schools saying "the mission of providing feedback on schools is not being met." She clearly outlines the problem of badly run schools, which remain unresolved, because no action is taken. These unresolved problems in schools cause resentment among teachers.

The kind of staff appraisal done in schools raises suspicions in cases where they (teachers) do not view appraisals as being objective. Even the relationship between the heads and the teachers is threatened. Other persistent problems are "laxity or shoddiness in the part of a particular teacher in their teaching work", (Gatere, 2007:38). Teaching without use of certified professional documents (lesson plan, schemes and records of work), use of lecture methods, and lack of guidance and counseling services on teachers (Ogala, 1998). Heads hardly stay in schools to monitor what goes on and put intervention measures in place such as allowing or organizing teachers to attend seminars and workshops after appraisal report is released (seminars and workshops are important for teacher professional development). Teachers are neither supervised nor mentored, and there is persistent poor performance among students even in national examinations (Otieno, 2002). The teachers do not access the appraisal feedback from TSC thus they do not know what their employer thinks of their work.

Does the MOE/TSC train/induct heads and teachers on appraisal? Does it provide them with appraisal manuals? Is there a laid down mechanism by the MOE/TSC to monitor this process and ensure that its results are properly utilized? If the answer is "no" the credibility of the appraisal processes and the competence of appraisers to offer services or guide those under them emerge as being doubtful. Bell (1992) also questions the ability of individuals at senior positions on effective appraisal process or to implement its recommendations in which the fundamental principle is improving the education of pupils in school. This raises a fundamental issue which is also addressed by Onyango (2001) about the head teachers' competencies in performing at various task areas in school which he says requires them to undergo managerial training courses to hone their proficiency skills. Do these management programmes by KESI that are attended by

heads, deputy heads and heads of departments adequately address the issue of appraisal of teachers?

Edward and Wacjman (2005) do agree that successful organizations have the supervisors and the supervised sharing common visions, values, directions and responsibility. The multiplicities of functions performed by teachers are not only expected to yield better results (through appraisal which identifies their training needs and develop them), but also motivate them to work hard. Teachers also need trained personnel to properly guide in this process of appraisal so that failure or weakness is not always associated with inadequacy, but an opportunity to improve and learn. Appraisal should be treated as learning and not a condemning process. After all, learning is a continuous process. With such a shared vision, supervision and appraisal by head teachers will not be perceived as a direct attack on teachers' own professional autonomy or jeopardize their job if they indicate areas of their professional life where they are experiencing difficulties or require help or further training.

In Kenya teacher performance appraisal is based on the premise that "what gets measured gets done; if you cannot see and measure success, you cannot reward it; if you cannot recognize failure you cannot correct it and if you demonstrate results, you can win public support" (unpan1.un.org/intradoc/groups/publ..). When the teacher is appraised on teaching performance ideally, a number of issues that come into spotlight include; the teachers professional competence, his/her purpose and intentions in class, what the pupils learn or fail to learn, teaching methodologies employed and what needs to be done to benefit both the learner and the teacher from the exercise. KNEC annual reports on examination indicate that district secondary schools which carry the bulk of student population in the country are top poor performers in

national examinations. Staff appraisal is a mandatory exercise to all teachers in all secondary schools is conducted and is conducted on yearly basis. The programme is meant to better teachers, and consequently, pupils. The primary schools are well equipped (since the introduction of Free Primary Education) to produce fairly qualified pupils to secondary schools where there are adequate and well trained teachers who are appraised annually and measures are put in place to correct any discrepancies. Secondary schools have qualified head teachers, too. There is also free tuition in secondary schools by the government to increase learners' chances of accessibility to education.

The primary responsibility of the head teacher is to familiarize his/ her teachers through appraisal process in a school setting. This keeps teachers abreast with trends that affect their day-to-day work of classroom and prospects of doing the same things year in year out. Failure to do so could place clients at considerable risk. Kwaka (2003) says majority of good performing schools set target for teachers. For instance, research shows that conducting classroom observation and providing feedback to the teachers improves instruction and pupil achievement. It also confirms that skilled teachers can make learners succeed regardless of ethnicity, gender or social background and ensure that they achieve their fullest potential (Colvin, 2009; Parkay, 2001). However, this is only when the evaluations procedures focus on improving instruction are realistic, practical and enhance the supervisor-teacher relationship. It should not be overly threatening, poorly conducted and inadequately communicated. In Kenya, like in the rest of the world, there is a critical importance attached to education and anything that does not meet the expectations of the clients causes an uproar or complaint.

1.2 Statement of the Problem

Based on the assumption that performance appraisal is meant to improve teacher efficiency and competency (knowledge, skills and attitudes) in places of work and yield better performance, appraisal is greatly affected by perceptions which are an integral part of work and cannot be separated from one's performance. When attitude of the teacher is negative about work or a system, his/her job performance and productivity declines (Dubrin, 2005). With fairly qualified pupils from primary schools who join secondary schools, placed in the care of adequate and trained teachers whose performance is appraised by qualified head teachers, schools are expected to put intervention measures in place and yield better pupil results in national examinations.

What happens to the learner is the most important result of the teachers work. Teachers of secondary schools in Etago Division are appraised annually, yet, their performance in curriculum implementation/delivery is wanting as revealed through students' poor performance in national examinations – causing a public outcry (Otieno, 2002). It seems that staff appraisal has not done much in helping teachers improve their performance. This has prompted an investigation and identification of head teachers and teachers' perception regarding what is done to them in form of staff appraisal in secondary schools.

With proper, regular and focused staff appraisal in place, skilled teachers can make learners succeed regardless of ethnicity, gender or social background and ensure they achieve their fullest potential (Colvin, 2009). The unendingly dismal performance of district secondary schools, and more so of Etago division in national examinations signifies a critical impediment in Kenya at a time when education is sought by nations as a solution to social problems and also perceived as a foundation for development and prosperity.

1.2.1. Purpose of the Study

The purpose of this study was to establish the head teachers and teachers' perceptions regarding performance appraisal process in secondary schools. Teachers are key to curriculum implementation and so finding out their views about what is done to them in the form of appraisal is very important since it will influence how the feedback of the appraisal exercise will be utilized. Perceptions form an integral part of one's performance and when they are favourable towards a practice, a person or organization, they gesture better job performance. When they are unfavourable, productivity and services are likely to suffer.

1.3. Objectives of the Study

1. To examine how teacher performance appraisal is conducted in secondary schools in Etago division.
2. To establish the head teachers' and teachers' perceptions regarding aspects of staff performance appraisal processes.

1.4 Research Questions

This study sought to answer the following questions

1. How is teacher appraisal conducted in secondary schools in Etago Division?
2. What is the head teacher's role in teacher appraisal as perceived by heads and teachers?
3. Which competencies do head teachers and teachers perceive as being an appropriate criteria for an appraiser?

4. How is the appraisal report used in school as perceived by head teachers and teachers?
5. What are the head teachers and teachers' perceptions regarding the overall practice of appraisal in schools?

1.5. Assumptions

- i) Staff performance appraisal is carried out in all secondary schools in Kenya and reports submitted to the employer.
- ii) The head teacher and teachers do set performance standards together.
- iii) That the respondents were truthful in answering questions.

1.6 Limitations of the Study

The research confined itself to head teachers and teachers in public secondary school who are trained and are employees of the TSC. They are appraised and the report sent to the employer (TSC/MOE). Their perceptions regarding staff performance appraisal in their schools is what the researcher was interested in.

1.7 Delimitation of the Study

The study was carried out in all public secondary schools in Etago Division of Gucha South District. The researcher faced with limited time and limited funds could not manage to conduct research in all public schools nationwide. This limitation may make the findings from this research not sufficient enough to be generalized for all public schools in the country. The rating may also be prone to bias which is closely related to the respondents personal attributes causing one group to rate itself higher than the other and vice versa.

1.8 Significance of the Study

The findings from the field would be of help to various stakeholders;

Researchers: - the findings would bring in a set of knowledge to existing knowledge on teacher appraisal in the country and also propose areas for further research.

Ministry of Education: -The findings would help the MOE in its efforts to improve the quality of appraisal in schools in its efforts to better teachers and improve standards of education in the country. The study revealed weaknesses in the system that needs to be urgently addressed, such as lack of an appraisal manual and induction programmes for both the appraiser and the appraised. Schools do not have an appraisal schedule and there are no clear procedures followed in schools where appraisal is conducted.

Teachers: - the findings of the study would bring an awakening to teachers on what is expected of them during appraisal and their commitment to call of duty. Teachers perceptions reveal the greater importance attached to appraisal and their dissatisfaction with the manner it is conducted must be addressed with the view of strengthening the appraisal systems in schools.

1.9 Theoretical Framework

The study based its operations on the Professional Support Personnel (PSP) evaluation model by Strange and Helm (1991), which offers an integration of existing evaluation theory placed within the context of a model designed especially for educational specialists. PSP is credited for integrating formative and summative evaluation and focus on the outcomes as a base of evaluation. Further, its legal framework protects both the evaluatee and evaluator, and it minimizes reliance on observation as the only means of documenting evidence.

PSP evaluation model identifies six distinct steps in the evaluation process.

- i) **Identification of the system needs:** - Examining the current programs and personnel in order to provide the organization with an objective perspective regarding the services provided and serve as a basis for modifying programs or policies to clarify organization's mission.
- ii) **Relate program expectations to job responsibilities:** - there should be a direct relationship between the needs of the organization programs and the jobs performed by the program personnel, because job responsibilities are the primary units upon which job descriptions and performance evaluations are built.
- iii) **Selecting performance indicators:** - Jobs are described in terms of performance objectives and behaviors related to those performance objectives can be identified and described. Because of this, appraisal procedures can be designed to ascertain the extent to which an individual exhibits performance commensurate with the objectives.
- iv) **Set standards for job performance:** - setting standards/targets predetermines the level of desired or acceptable results. This must involve the evaluator and the evaluatee for it to be seen as fair, appropriate and reasonable.
- v) **Document job performance.** -recording evidence of the quality and quantity of an employee job performance, which support the final evaluation rating. This ensures fairness and completeness in reflecting the employee performance.

vi) *Evaluating performance.* - Assess the extent to which the employee has reached the predetermined targets/objectives according to the predetermined standards. Any discrepancy in performance is discussed and a way forward is decided on.

Communication: - The model identified and emphasizes on communication between the evaluator and evaluatee throughout the evaluation cycle in order to effectuate a high quality evaluation system that benefits both the organization and the individual.

This model best suited this study because it captures the critical aspects of performance appraisal. For instance, it integrates formative and summative evaluations and focuses on the outcomes as a base of evaluation. This is in recognition that appraisal is a continuous exercise. Secondly, its evaluation steps concur with the critical aspects of appraisal. You cannot evaluate before identifying the institutional needs, relate them to job responsibilities, select performance indicators, set performance standards, and document job performance. Then, the other critical issue in appraisal is communication at every level. Performance appraisal is used as a means of communicating to the staff how they are performing and suggesting needed changes in behavior, attitude, skills or knowledge.

1.10 Conceptual Framework on Appraisal Process in Schools.

The conceptual framework discusses the appraisal process in secondary schools and identifies five areas of teacher appraisal, action and the likely outcomes. Stage one involves performance agreement where expectations are defined; objectives to be achieved are specified and agreed on by both parties, specific targets are set, measurements agreed on, the needed competencies and the deliverable results. It is followed by performance review where performance rating is

conducted in the five key areas of teacher appraisal and an opinion is formed on ones performance through formal evaluation based on the review conducted.

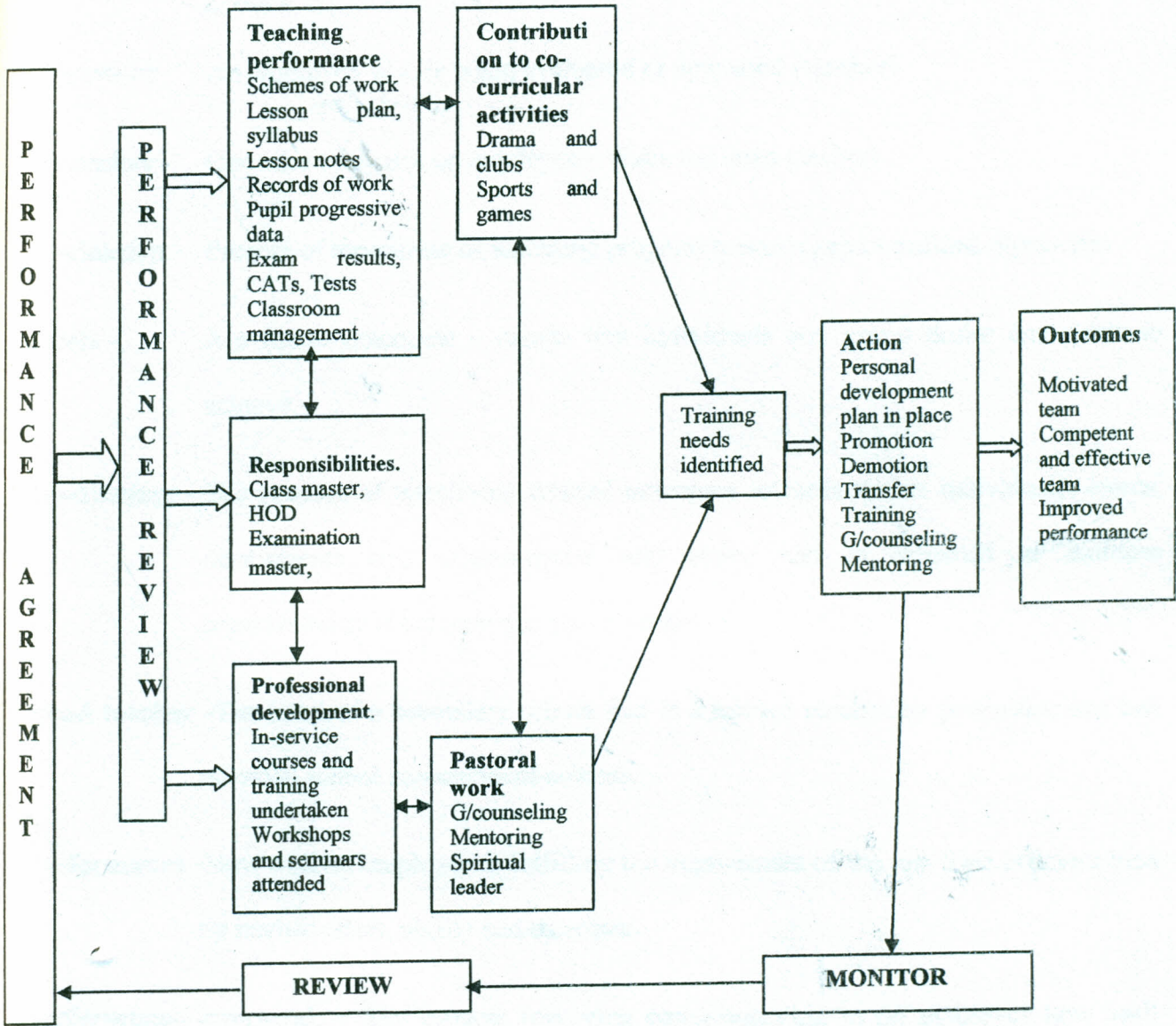
One, teaching performance; the core function of a school is to improve instruction. Teachers are facilitators of the instructional process. They engage learners as they teach. They must prepare and use the professional documents. How well teachers employ appropriate teaching methodologies influences what goes on in school and the outcomes of the process. Secondly, professional development requires practicing teachers to enlarge their knowledge and horn their proficiency skills to meet the challenges in education. Teacher participation at various responsibilities is checked against how they perform. This also covers extra-curricular activities, pastoral involvement and taking up various responsibilities in school (refer Figure 1.1).

Deficiencies identified are corrected through personal development planning which sets out actions to be taken by individuals to extend their knowledge and skills, and competencies (which also indicate the behavior required). There is close monitoring of actions taken to ensure that the results are in line with education/school objectives. If the end results of the process are not satisfactory, there is provision to review the whole process by going back to performance agreement and performance review till the desirable results are achieved.

The framework assumes that when convectional appraisal procedures are applied to appraise the teacher in these areas and proper utilization of the report is done, there would be improved performance (on pupils and teachers), a motivated and competent team of teachers. The framework also considers that incase of identified deficiencies, the appraisal report would be used to make decisions on matters relating to teacher promotion, training, mentoring and counseling.

1.10.1. Conceptual Framework.

Figure 1.1. A Conceptual Framework of Appraisal in Schools.



Source: The researcher.

1.11 Definition of Central Terms

Appraise - The process of evaluating or assessing an employee's efficiency and effectiveness at work.

Appraisee - An employee who is being evaluated or appraised (teacher)

Appraiser - One who evaluates an employee – (Like the head teacher)

Evaluation - Process of measuring or assessing progress towards predetermined objectives.

Goals - Are future outcomes – results that individuals and group desire and strive to achieve.

Goal setting - The process of specifying desired outcomes towards which individuals, teams, departments and organizations will strive and is intended to increase organizational efficiency and effectiveness.

Head teacher -The head of a secondary school that is a trained teacher by profession and has attended school management courses.

Performance -How well an employee is fulfilling the requirement of the job. This is determined by his/her effort, ability and direction.

Performance appraisal. - The process involving communicating to an employee how well she/he is performing the job and also, ideally involves establishing a plan of improvement.

Teacher - Trained and qualified professional in education, teaching in a school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Colvin (2009) observed that educators face an ongoing pressure to improve student outcomes especially with regards to academic achievement and social behaviors. The educators' desire and professional responsibility to appraise the quality of the school programmes and the people executing the programmes plays a critical role on this part. On the other hand new research causes bodies of knowledge to change over time and it is expected that a number of professions – teaching included, will remain abreast of new developments. Appraisals provide a way for teachers to keep self abreast of these changes. Failure to do so could place clients at considerable risk.

This chapter discusses staff performance appraisal under the following themes;

- i. The process of being a teacher and its demands,
- ii. The rise of accountability in teacher performance,
- iii. Teacher appraisal and voices of experience from other countries
- iv. Approaches and tools of appraising performance,
- v. The purposes of appraisal and its pitfalls,
- vi. The critical aspects and components of an appraisal programme, and
- vii. Effects of perceptions on performance.

2.2. Being a Competent Teacher

2.2.1. Teacher Education.

Teacher education is a pre-requisite for anyone who aspires to become a teacher. It refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in school. This is fundamental because the capability of a teaching force is crucial in the delivery of education goals and to the quality of education offered in schools and its outcome. Kenya sees it as best for maintenance of quality and relevant education and meant to produce qualified teacher for various cycles and levels of national system of education and training in order to achieve the objective and policies of education (GoK, 1988). This is important especially when education is viewed by countries of the world not only as a foundation for development and prosperity, but also as a solution to social problems

The teacher education curriculum is taught in blocks covering foundational knowledge and skills, the content areas, methods and knowledge, practice and classroom teaching. The course covers three areas, namely; initial teacher training- a pre-service course before entering classroom as a fully responsible teacher; induction- for support during the first years of teaching, and teacher development or continuing professional development- an in-servicing program for practicing teachers.

2.2.2. Teacher Effectiveness and Teacher Competency

Teachers teach so that the pupils may learn. What happens to the pupils is the most important result of the teachers work. If what the teachers do does not help children to learn, to acquire the

skills, knowledge and attitudes that are that are the aims of education, their work is in vain. In this context, an effective teacher refers to the results a teacher gets or the amount of progress the pupils make towards specified goal of education. Teacher effectiveness can only be contrasted with the teacher performance (behaviors of teacher during the planning interactive and review phases of teaching) and teacher competence (set of knowledge, abilities and beliefs teacher posses and brings to the teaching situation) (Anderson, 1989)

Parkay and Stanford (2001) have identified the composition of teacher effectiveness and competency that are important keys to a strong system of education and they include;

- i. Proficiency in the use of instructional strategies
- ii. Thorough understand of the developmental levels of the pupil and a solid grasp of the content to teach.
- iii. Being informed of exemplary practices and to demonstrate a desire for professional development.

Ryan and Cooper (2004) summarizes the areas of teacher competence as; theoretical knowledge about learning and human behaviors, attitudes that foster learning, knowledge of subject matter, repertoire of teaching skills and personal practical knowledge.

2.2.3. Qualities of a good teacher

What teachers do sheds more light on what a good or bad teacher is. Basically, teachers teach so that pupils may learn. The teachings affect the future of the learner. Teachers mould the future each day in class as they see pupils more consistently, day-to-day than their parents will. In their

work, they prepare lectures, prepare activities, grade exams and mark them, hold parent-teacher conferences, attend school meetings, lead extra-curricular activities, provide advice on educational and personal matters (to both students and their parents), mentor pupils and teach skills (academic and life saving skills such as conflict resolution) (gradschool.about.com/teacherdo.htm). A good teacher must have the ability and desire to share knowledge with others, obtain more knowledge, challenge, inspire, motivate and encourage students. Above all, feel pride in own and as well as in student accomplishment.

Sadker and Sadker (2004) observe that good teachers know their subject matter, are enthusiastic about teaching and their subject area, develop deep rather than shallow knowledge, connect new learning to prior knowledge and spend the majority of class time on academic activities. They teach content at the level that ensure a high rate of success and are organized. They not only structure learning experiences carefully, but also actively monitor student progress, maintain a high student interest and engagement, and build classroom teaching communities.

2.3. Rise of Accountability in Teacher Performance.

Responsibilities and accountability have always been part of education and people have always wanted that those operating schools be held responsible for educational outcomes – for what children learn. What happens to the pupil is as a result of teachers' work and thus, must be held responsible for her/his pupils' activities. On the other hand educators have a professional responsibility to appraise the quality of the school programmes and the people executing the programmes. Performance in schools cannot be discussed minus teachers who facilitate curriculum delivery in schools hence the discussion teacher performance.

Performance came into particular prominence in the 1980s as a result of series connected to some events, including the drive to control performance of individuals. (Edwards, 2005).

Performance is an act of carrying out an action that is defined in relation to some set standards or expectations (Bagnley,1994). For example, teaching is an act performed by a teacher. Teacher performance refers to the behaviour of the teacher during the planning, interactive and review phases of teaching - what the teacher says and does. The outcome of one's performance is said to be either well/good or bad in relation to the set standards.

According to Bakhda (2004) and Bunnell (1987), teacher performance is examined in relation with the various areas of his/her work before any valid judgments can be passed; Professional development, pastoral involvement, teaching performance, participation in co-curricular activities, administrative or leadership responsibilities and his/her relationships with parents, colleagues, pupils and his/her seniors.

2.3.1. Quality of teacher performance

Performance specifies targets or defines its achievements. Rue and Byers (1993) say that it is determined by;- Effort - how hard a person works in light of the results achieved; ability - The person's capability, character traits, skills and knowledge which are used; and direction - how well a person understands what is expected. Bunnell (1987) adds that teachers' performance is influenced by a range of factors including behaviour of pupils (in and out of school), school management organization and working atmosphere and also events in the teachers own family and social life.

2.3.2. Performance standards and evaluation.

An evaluation process in school is based on established standards. The standards rate teaching, passes judgments on its goodness. Educationists/stakeholders and heads included use it to compare one teacher against another, departments against departments, and schools against others in the zone, division, district, province and nationally. Setting of standards is seen as a quality assurance mechanism for managing performance in an institution.

Performance standards are the yards stick by which performance can be measured. The one is expected to produce "figures to show that the figure was equal to or more than the target." (Edward and Wacjman, 2005:87). Bagnley (1994) encourages institutions to clearly communicate what employees are expected to do on the job through job description, job specification and performance standards. On this, Mamoria (1999) agrees that whereas job description essentially sets what is to be done as a job, performance standards describe "how much" and "how well" a job is performed. When the performance results are out, communicated to teachers, their discussion with the appraiser is about how well/bad the work was done and the ways forward to even better the results. It in fact, induces goal consciousness among teachers and the supervisor.

2.4. Teacher Performance Appraisal

Voices calling for teacher accountability of what happens on in schools – general school management, teaching and the results pupils obtain in national examinations is not a new idea. The concept of performance appraisal originated from the perception that the performance of the public sector and more so schools has been consistently falling below the expectations of the

public. It was therefore felt that each aspect of the sectors operations be evaluated in relation to its contribution to the achievement of the organizations goals.

Performance appraisal process requires evaluating and generating information about employee effectiveness and efficiency at work. (James and Lindsay, 2008) This is systematically done to provide feedback on which performance adjustments can be made. (Schemerhorn et al, 2000).

The feedback concerns itself with how well the employee in performing the job (Rue and Byars, 1993), and establishes a plan of improvement to "meet and continue to meet the organization objectives". (Meltzer and Walter, 1981: 19). Teacher appraisal has always been congregated with opposition. Whereas it is argued that teacher appraisal is a professional requirement, like all professions require that practitioners adhere to professional procedures in their practice, and those who violate such codes need to be held/made to account for their misdeeds, another opposing camp argue that as teachers, they are not students on teaching practice to be taken through such rigorous practices

Overall teacher appraisal is basically meant to improve teacher effectiveness and competency. School heads, heads of departments, senior teachers and teachers review of individual competencies, performance and professional needs and work in a collaborative manner. The contributions teachers have made towards attaining the schools goals are evaluated. Schools as organizations established by society in the achievement of educational objectives have each aspect of their operations continually judged not only in terms of how effectively they operate as an activity but also with respect to their contribution to the facilitation and improvement of the instructional process. Schemerhorn (2000:6) maintain, "Anything and everything done in the

workplace should be continually improved." It should not be a static achievement. "Sit back and say we have achieved, but strive to ensure that we improve what we have achieved."

The argument whether teachers need professional development emerges in relation to making effective teachers who will not only be motivated to work hard to improve results, but also to ensure that what has been achieved is also improved. The needs for professional growth arise from the new developments in the field of knowledge that require members of a profession remain abreast of new developments, lest they place their clients at considerable risk. Teachers desire for it too. This can be viewed in line with numbers of teachers taking advantage of variety of opportunities for growth- like staff development workshops, peer observation and continuing education through parallel study programmes. To add to the list of needs, there exists a notion among educationists that teachers need new forms of assistance if they are to grow beyond minimum competence.

2.4.1. Rationale for Introducing Teacher Appraisal

Worthen and Sanders (1987) say that appraisal in schools is founded on the following premises;

- i. Need to plan and carry out school improvement in a systematic way to avoid faddism, and reluctance to let staff and pupils know what is happening in school.
- ii. A push for accountability in public education where large amounts of money have been invested.
- iii. Need to test a number of popular thoughts about effect of education on student development.

- iv. The educators have a professional responsibility to appraise the quality of their school programs and constantly seek ways of improving the quality.
- v. Need to satisfy external agencies demand for reports to legitimize decisions or to improve public relations

According to *en.wikipedia.org*, it is meant to redirect the efforts away from busyness to effectiveness.

2.5. Voices of Teacher Appraisal in Selected Countries.

2.5.1. Britain

"The Great Debate" by James Callaghan in 1976 in Britain calling for high standards and greater accountability in education started and was followed with the rise of educational reforms in the 1980, which were propelled by teacher professionalism and school restructuring focusing more directly on learner's needs. (Millman, 1990).

Programme for teacher appraisal in Britain is now viewed as essential nationally. It was agreed that 'concern for quality demands that (where) teachers fail to maintain a satisfactory standard of performance, employers must be ready to use procedures for dismissal.' (Cyril, 1993). But the cornerstone issue here is that for appraisal scheme is the belief that teachers wish to improve their performance in order to enhance education of pupils.

According to Ivor and Chris (1992), the appraisal process starts with an initial meeting between the appraiser and the appraisee which provides them with an opportunity to discuss how the appraisal will progress, its scope and what they expect it to achieve. The content of discussion includes; teacher job description, area where appraisal will focus, information to be gathered,

who is involved in gathering the information, length of classroom observations and the timetable for appraisal. Marland (1986) notes that the interviewers are persons whom the teacher is responsible within the structure of the school. For example, the head teacher verses the deputy.

2.5.2. United States of America

In 1876 – 1936, appraisal was about improving teacher effectiveness in instruction. By 1920-30, it had also assumed the dimension of performance contract and the teachers were to be retained in the teaching career dependent on how 8th grade pupils performed in statewide tests (Okumbe,1999:173)

Parents and taxpayers demanded more accountability in schools. Travers and Rabore (2000) show the primary responsibility for head teachers as supervising teachers through evaluation which is continual and an ongoing process meant to improve instruction. Each teacher develops his/her content to teach. Appraisal is decided on formal education procedures and is in writing and is made available to all members of staff. Bell (1994) notes that the appraiser and the appraisee meet to clarify the purpose and areas of appraisal. The teacher appraises self, before classroom visitations are done, scrutiny of relevant documents, appraisal interview, writing of the appraisal statement and planning the way forward.

Access to appraisal statement is restricted to the appraiser and the appraisee. Then a separate record for targets for professional development and training is kept and is made available to school boards who are involved in planning and training in schools.

2.5.3. Countries in the Southern Africa Region.

A research conducted in four countries in the southern Africa region which include Botswana, Lesotho, Swaziland and Zambia reveal a common practice of teacher appraisal which is carried out on a yearly basis in schools by the head teachers. These reports on teachers are sent by head teachers to the MOE or TSC at interval – annually and are held in personal files of teachers concerned and treated as confidential thus restricted in circulation.

The report is used when a teacher is considered for promotion or incase of any disciplinary matters (as documented evidence). It is considered as a major personnel document because procedures are provided for need to care and thoroughness in their completion. It considers teachers performance across a wide spectrum. These areas include;- knowledge of the subject, communication, relationship with pupils and other staff members, initiative, time keeping, commitment, persistence and conduct. They rate them on a scale of 1 – 7 or A to E range. There is provision for appeal to correct any comments the teacher may feel are unjustified. The report includes promotion potential of the teacher, leadership qualities and other contributions to the life of the school.

2.5.4. Teacher Appraisal in Kenya: - A Historical Perspective.

Before independence, the Phelps Stroke Commission of 1924 decried the dismal state of education for Africans. In 1925, supervision, which was seen as a means of enhancing quality education was introduced in schools. In 1929, Education Ordinance empowered the government to develop, control and supervise education in Kenya. The Beecher Commission on African education in 1949 recommended for a morally sound education based on Christian principles and

which was conducted with adequate inspection and supervision. After independence, the inspectorate was made a professional arm of the MOE. In 2004 the inspectorate changed name to Quality Assurance and Standards Directorate whose basic concern was/is on the quality of teaching and education in Kenya. Its new motto is "Quality Assurance has no finishing line"

Head teachers are recognized by the TSC/MOE as officers responsible for quality of teaching and education in their schools. Thus they are empowered to apprise teachers. Other agents of the MOE like the PDE, DEO and QAS officers also participate in appraising teachers. The annual appraisal report is sent to TSC/MOE and a copy retained in teachers personal file. He also comments on the teacher's leadership abilities and promotion prospects. The assessment report is sent to be reviewed (by TSC) with the intention of identifying any performance deficiencies and put adjustments in place. Institutions also conduct internal appraisal independently for internal consumption or to complement the annual appraisal report.

The teacher first, appraises self, then submits the form to head teacher to appraise. The teacher gives consent to this report by signing down and in case it is seen as being adverse, it prescribes the procedures for appeal. Once the employer gives his feedback, the head is to communicate it to the BOG with a view of implementing recommendations proposed by the employer.

Currently, teachers in Kenya are asked to sign performance contracts by the TSC/MOE of improving quality of education in the country and in order to turn-around the country and fulfill its pledges in the realization of Vision 2030. Teachers would be required to sign a contract indicating what they can deliver on the resources allocated to them. This urge from the government has been meted with resistance from both the teachers themselves and their union - KNUT (the Kenya National Union of Teachers) for fear that the government will use the report

to incriminate teachers on the grounds of poor performance. They perceive it as a mechanism to weed out non-performing teachers, a thing the government categorically denied.

2.6. Approaches of Appraising Performance.

Ideal approaches for appraising teachers should be seen free of overly threatening, poorly conducted and inadequately communicated. A successful process depends essentially on building a relationship between the appraisers and the appraised where the latter is open to discussions about the content of the work and a realistic evaluation of what is being achieved which may lead to the modification of future work. This guarantees experience on which appraisal process can build. There are three modern methods to performance appraisal namely clinical supervision, goal setting and peer coaching/mentoring.

2.6.1. Clinical supervision

It encompasses all of the activities, functions, maneuvers and monitoring conditions that are intended to help teachers upgrade their performance (Fullan G.M, 1992). This approach is commonly used during teaching practice for teacher students on practice. In its context and use, it implies/indicates that such efforts are based upon data collected in the actual classroom (or other instructional situation) where the teacher is working directly with the learner and the supervisor is present as a witness if not a participant. Its basics are on the notion that the class supervisor knows more about instruction and learning than the teacher(s) do.

2.6.2. Goal setting

A popular approach that defines job performance based on accomplishing specific tasks/goals such as student achievement, skill acquisition and attitude change. Its proponents like Tanner and Jonnes (2003) argue that instead of evaluating the teacher based on observed teaching

behaviours, teachers are evaluated on what they have accomplished. This process must involve a two way flow of information in a professional discussion which considers statistical data, context and students at every stage. Both the appraiser and the appraisee have to agree on appropriate targets and devise strategies to overcome any obstacles to individual progress. This approach guide goals and directs behavior so that efforts and attention are focused in a specific direction, provides challenges and indicators against which performance can be assessed.

2.6.3. Teacher mentoring/tutoring and coaching

The responsibility of mentoring and coaching is in the hands of the supervisors. It is seen as a helping relationship with employees. Mentoring is a working relationship that encourages development and career enhancement for people moving through the career cycle. Coaching and counseling are among the career and psychosocial functions of a mentoring relationship.

In the three cases above, heads, deputy heads, department heads and senior colleagues collaborate in evaluating that teacher's work as a professional person. A teacher's individual competencies, performance and professional needs are reviewed.

2.7. Tools of Appraising Performance

Lalampaa (2007) names MBO and 360 degrees appraisal as the most popular methods. However, there is no agreed "best method to evaluate managerial, professional or salaried performance."

Mamoria (1999:41). The list below explains a number of these approaches.

Straight Ranking Method. An employee is ranked in a group against that of another so that she is in place as number one, two or three in the total group. It is the simplest in separating the most,

from the least efficient, but ignores the fact that human beings have varying behavior traits and encourages snap judgment.

Grading Method. The rater considers certain features and marks them according to a scale. Categories of worth are established and defined, like an A- outstanding, B-very good, E-poor. Actual performance is compared against these grades and allotted the grade which best describes one's performance. It is commonly used in examinations and selection of public service candidates.

Graphic or Linear Rating Scale. A list of each employee characteristic and contribution is printed. Personal or behavioural traits on which to rate a person are identified and evaluated on a continuous scale where in the rater place a mark somewhere along a continuum (Hitt et al, 1983). The method is easy to understand, use and even compare employees, but it suffers from arbitrariness and subjectivity in the rating.

Checklist. A series of questions are presented concerning an employee to his behavior. The rater then, checks to indicate if the answer to the question about an employee is positive or negative. Most of the questions have a Yes or No answer. The method is expensive and time consuming when developed for several classes of jobs and also suffers from bias because the rater can distinguish a negative and positive question.

Critical Incident Method. It identifies behaviors (critical incidents) that represent excellent or poor work performance. The supervisor relates critical incidents of employee behavior throughout the rating period. It holds the assumption that certain significant acts in each employee's behavior and performance make the difference between success and failure on the

job. The method reduces the effects of 'recency' in most appraisals. Its weakness is that negative incidents are most easily noticeable than positive ones.

Free Essay Method. The supervisor fills in an open-ended appraisal question form giving factual and concrete description of the employee. Information includes relations with others at work place, organizing and planning ability, and job knowledge. It gives specific information about the employee but lacks a common criterion, depends on appraisers' narrative ability and can be subjective.

Management By Objectives (MBO). Lalampaa (2008) says it is a process of agreeing upon objectives within an organization so that management and the employer agrees to the objectives and understands what they are. Mamoria (1999) says the method is aimed at changing behavior and attitudes towards getting the job done. The method increases employee motivation, provides more objectives for appraisal criteria, and identifies problems better and early. However, it is said to be costly and at times they create a tug-of-war between the supervisors and sub-ordinates, when the later set the lowest targets possible (Schlocum & Hellriegel, 2007).

360 Degrees Appraisal. The method uses a numerical or scalar rating system where managers are asked to score an individual against a number of objectives (attributes). (). The employee is also allowed the opportunity to assess the managers at the same time. The results are used to plan for training and development, promotion or pay decision, which sometimes are called 360 degrees reviews. The method is comprehensive and costly.

Behaviorally Anchored Rating Scale (BARS). The method describes observable job behaviors, each of which is evaluated to determine good or bad performance. It uses a combination of rating

scale and critical incidents. The supervisor identifies specific employee behavior for each performance level by job category and then rates the employee behavior according to the scale (Hitt et al, 1983:290). A final instrument is developed, a subject of incidents (6 – 7 per cluster) which are used as “behaviour anchors” for the performance dimension (for example, extremely good performance to extremely poor performance).

2.8. Critical Aspects of Performance Appraisal.

Any performance appraisal should capture the areas below;

Job Analysis: - is the foundation on which employee performance appraisal is based. (Lunenburg, 2006). The duties to be performed must be understood in the context of the performance standards.

Performance evaluation: - This calls for appraising the employee’s actual performance against the standards that had been earlier set.

Employee involvement in setting of tasks or goals: - Performance and appraisal are based on accomplishing specific tasks/goals like student achievement or skill acquisition. The teacher and head teacher must meet to determine jointly the teacher’s performance goals over some specified period of time.

Feedback: -“Knowledge of the results.” (Mullins, 2002: 701). It is used for the basis of individual coaching or training to overcome performance deficits. Where it is provided to show progress in relation to goals, individuals tend to experience greater success (www.rti.ac.keRt/012-HD-HRM). Periodic discussions between the supervisor and the employee to monitor the progress in achieving the standards and making the plans for any required development. (Mamoria, 1999)

2.9. Components of Teacher Performance Appraisal

2.9.1. Who conducts performance appraisal in secondary schools

It is the person whom the teacher is responsible for. They include the PDE, the Quality Assurance and Standards Officers (QASO), the DEO, head teacher, deputy and heads of department. Ruderman (1970) says that the immediate supervisors, other managers acquainted with the assessment work, a higher-level manager, personnel manager, the assessee's peers, the assessee himself and the assessors subordinates.

The appraiser has the responsibility to see that performance of personnel in carrying out the duties of their positions is up to the desired standards. In general his/her behavior should be in directing the work as characterized by planning and scheduling the work to be done; supplying them with materials and books; initiating work activity; and providing adequate technical competence particularly in the situations where the work has not been highly standardized. On the instructional dimension s/he plays the roles to familiarize and implement schemes of work, evaluate instructional progress and oversee modifications; delivery of instructional resources; and advise and assist teachers in the instructional process

The appraiser requires the legitimacy to perform his/her duties. Ivor (1992) lists; competence –an appraiser must be acknowledged as competent or else the whole process will be totally undermined if the appraisers expertise is in question. This begins with disenchantment, resentment or outright rebellion. The appraiser must also possess prerequisite knowledge pertinent to the area. Finally, must be experienced, have authority to carry out recommendations and appropriate time to collect descent data so that the exercise is not rushed on.

2.9.2. What to appraise:

In his argument for a comprehensive appraisal in schools, Dull (1981) routes for a system that promotes staff development and management decision making, he recommends one that address all aspects of teaching- planning, instruction, guidance, classroom management and evaluation; evaluate teachers as an individual and as a group; provide data for decision making; and be developed through a collaborative effort of representatives from all roles affected by the programme – teachers, managers and supervisors. Bunnel (1987) also points out on what should be appraised. This includes what the teacher does in and out of class, what the teacher team have available (schemes of work, materials and equipment and learning resources at their disposal); what the pupil does (the teacher in responsible for their pupils activities); and also the pupils achievement (the results they obtain). These basically touch on professional and personal needs of the teacher.

2.9.3. When and where to appraise.

The frequency of appraisal depends with the organization. How often the appraisal of each individual teacher should take place may depend on consensus within a whole school. This may also depend on the size of the school and the availability of senior staff who will conduct the appraisal. The TSC appraises teachers annually. However, formal evaluation can be done annually; semi-annually or quarterly while informal evaluation can be done weekly, daily or continuously. Mamoria (1999). The location is the place of work, or in the office of the supervisor. Informal appraisal can take place anywhere and everywhere - on the job, in work situation and off the job.

2.10: The Process of Staff Appraisal.

Appraisal process is expected to follow certain procedure or convention. A good procedure is assumed to produce credible results. Depending on how well an evaluation process is designed, and how well it is implemented, it can guide professional and personal development, and influence motivation. If designed appropriately and implemented with sufficient attention, staff appraisal can provide data for personal decision making thus shaping the composition and effectiveness of the teaching force in school.

A number of steps are followed in carrying out appraisal in schools. It first involves the head teacher meeting the staff as a whole for an open discussion about appraisal and also to strike rapport. This will also enable the head to emphasize to teachers that what is said during the process of appraisal will be treated as confidential and will not also be used as a means of making comparisons between one teacher and another. This then leads to the following steps;

- i. Initial meeting - between the appraiser and the appraisee to discuss the purpose of appraisal and how the appraisal will proceed/will be done, its scope and what they expect to achieve.
- ii. Scrutinizing the aims and objectives - based on the teacher assignment against those stated in the school written structures.
- iii. A time table needs to be drawn up so that each teacher has time to prepare his or her own thoughts.

- iv. **Goal setting** - done jointly by the head teacher and the teacher. They also agree on the number of class room observations and the appraisal timetable and when interview will be held.
- v. **Self appraisal** – teacher appraises self and submits the forms to the office which the appraiser uses to establish what the teacher intends to achieve in a class.
- vi. **Classroom observation** – observing the teacher in his/her working environment – classroom as he guides pupils, spends time and delivers the content.
- vii. **Review of other relevant information** - the work of pupils, information duties outside classroom, schemes of work, records of work, and lesson plans and notes.
- viii. **Appraisal interview** - dialogue between the principal and the teacher to review the immediate past, look at the current situation, agree to the goals for the future and provide an opportunity to speak frankly about areas of work where improvement is required. It is an occasion to praise and encourage. (Dean, 1998).
- ix. **Preparation of an appraisal statement**- recording the conclusions of the interview - the agreed targets for the future action and professional development
- x. **Follow up meeting** - to review progress; sort out problems teacher may be experiencing.

The above process can be broadly grouped into four steps namely;

- i. **Establishing a common understanding regarding work expectations between the appraiser and the appraised.**
- ii. **Ongoing assessment of performance and progress against work expectations**

- iii. Formal documentation of performance (summative evaluation)
- iv. Formal performance and development discussions

2.11. Purpose of Appraisal in Schools.

Advocates of appraisal like Bell (1995) argue that a good appraisal system

- i. Must aim at and recognize the achievements of schoolteachers and help them identify ways of improving their skills and performance.
- ii. Identify the potential of teachers for career development with the aim of helping them where possible, through in-service training.
- iii. Help schoolteachers having difficulties with their performance, through appropriate guidance, counseling and training.
- iv. Improves the management of schools.
- v. To provide an opportunity for praising what is good and dealing with unsatisfactory elements in a teachers work.
- vi. Provide an opportunity for those in leadership to influence the thinking of others and be influenced by their views.

Evans and Lindsay (2008) add that performance appraisal helps to provide feedback to employees who can then recognize and build their strengths and work on their weaknesses, and determine training needs by exposing inadequacies & deficiencies

2.11.1. Problems and Pitfalls of Performance Appraisal.

Performance appraisal has a number of impediments. This can be due to administrative, technical and environmental problems which are likely to spark a chain of reactions from the participants and stakeholders. The most common ones include;

- i. When it cannot yield useful, valid information due to a number of constraints like inadequate resources, lack of administration cooperation/support and limited time to collect and document evaluation data.
- ii. The fear of humiliation if they do not measure to the criteria. (Wragg, 1987)
- iii. Is regarded as a direct attack on the teachers own professional autonomy – a privilege that they want to jealously guard (Bell, 1992).
- iv. Inability of those in management to carry out an effective appraisal process or to implement such a process impartially (there are no trained or qualified appraisers).
- v. When the propriety of evaluation is doubtful- undertaken for many reasons, some noble, and some not (refusal to disclose evaluation information to the evaluate on a timely basis)
- vi. Can hinder teacher morale if carried out badly or the results will not be used unless there is a commitment by someone to use the results.
- vii. Fear that pertinent information given could be used against like those areas of their professional life where they were experiencing difficulties or were requiring help or further training could prejudice promotion prospects

2.11.2. Teachers' Reactions towards Performance Appraisal.

Lunenburg (2006) found out that most teachers did not like to be evaluated because they do not find it helpful to their professional development. Some retreated and viewed it as a threat to their position. The competency of the appraiser was also questioned. Whether the head teachers who are involved in appraisal have ever attended any appraisal training, which, Hawaii (online) says is essential in alleviating error to appraisal.

2.12. Perceptions and Attitudes

The manner in which a teacher is appraised is critical to the perceived quality and impact of evaluation experience. Perceptions deal with the various ways in which people interpret things in the outside world and how they act on the basis of these precepts. Schlocum and Hellriegel (2008) define perception as a process by which people select, organize, interpret and respond to information from the world around them. This aspect cannot be ignored at any working place. Dubrin (2005) acknowledges that perceptions on the job are important because favorable perceptions lead to better job performance. The outputs of a perceptual process include attitudes, opinions and feelings, "which not only determine, but also influence the way perceptual inputs will be perceived in future." (Nzuve, 1999:14).

2.12.1. Attitudes

Attitudes are an important part of the organization behavior because they are linked with perceptions, learning, emotions and motivation. They are predisposition to respond that exerts an influence on a person's response to a person, a thing, an idea or a situation. They are inferred from the things people say informally, inform of opinion poll or through their behavior and have three components. James et al (2000), names them as the cognitive, effective and behavioural

components. Out of the three, "an observer can only perceive the behavioural element of other person's attitudes". (Nzuve, 1999: 23). Attitudes are important because of their link to behavior. They are also an integral part of the world of work. To managers and researchers "job satisfaction and commitment are key attitudes" of interest (Nelson & Quick, 2000:120)

Attitudes represent a powerful force in an organization because "an employee attitude and performance cannot be separated." (BerryReece and Rhonda, 2002:159). Dubrin (2005) acknowledge that they form the basis for how satisfied people are with their jobs. To him, attitudes are more important than appearance, giftedness or skills. Persons with positive attitude, job performance are likely to improve, and when it is negative attitude about work, the job performance and productivity shifts.

Most employers admire team playing, acceptance of change, co-worker diversity hope, job commitment and satisfaction (work related attitudes) at place of work. These attitudes are related to Organizational Citizenship Behaviours (OCBs). Dubrin (2005) defines OCBs as the willingness to work for the good of the organization even without the promise of specific reward. People with good OCBs are likely to achieve consequences of job satisfaction, including, high customer loyalty, higher productivity and better safety performance.

Summary

The role of staff performance appraisal in schools cannot be underestimated. It is a quality and standards assurance process that monitors the implementers of the curriculum. Through appraisal, an opinion is formed about the way one is carrying out teaching and other duties

assigned against set education standards. Any discrepancy is corrected through a systematically laid down programme for staff development needs. This is reason why appraisal in schools is basically meant to improve teaching and instruction by purposely contributing to teachers' professional development needs. School head teacher, deputy head teacher, heads of department or other senior teachers are involved in reviewing of individual teacher's competence, performance and professional needs. When focused on teacher development needs and reports properly utilized, appraisal improves teacher's performance by making one an effective and competent teacher. An effective teacher refers to the results a teacher gets or the amount of progress pupils make towards specified goals of education. Though appraisal is majorly affected by perceptions which may positively or negatively impact ones job performance and production, what happens to the student is the most important result of the teachers work.

Research conducted show setting of targets by teachers improves their achievement in student performance Having shared vision, value, direction and responsibility also perpetuates good performance culture in schools. Research has also been conducted on teaching methodologies/strategies employed and uses the professional documents, not leaving aside the relationship between the appraiser and the appraised. Researches done in Gucha have concentrated on teacher job satisfaction and factors influencing poor performance in national examinations. Nothing has been done on teacher appraisal yet teachers play a central role in child education.

CHAPTER THREE.

RESEARCH METHODOLOGY

3.1 Introduction.

This chapter highlights the research methodology the study adopted. It defines research design and locale of the study, target population, sample and sampling strategies, research instruments, and data collection and analytical techniques that will be used.

3.2 Research Design

A design guides the execution of a research method and helps in the analysis of subsequent data which the proposed study intends to collect. This research employed an exploratory approach using a descriptive design because of the nature of the variables involved - the teachers and the tools (questionnaires and interview schedule). This is because this study collected data relating to perceptions regarding performance appraisal in schools from individuals. Descriptive is useful when collecting such information about people's attitudes and opinions. It is also convenient in gathering information, summarizing, presenting and interpreting for the purpose of clarification (Orodho, 2002). It determines and reports the way things are and is used in preliminary and exploratory studies. It involves a broad category of stakeholders, thus fits within the cross-sectional type of descriptive study design (Bryman, 2008).

Its advantages, according to Robson (1993), include,

- i. Providing a relatively simple and straight forward approach to the study of values, attitudes, beliefs and motives.
- ii. May be adopted to collect generalized information from almost human population.

3.3. Study Location

The study was conducted in Etago Division, Gucha South District, in Kisii County. Gucha South was carved from Gucha District in November 2007. It comprises of one constituency, South Mogirango, and has two divisions Etago and Nyamarambe respectively. It has 19 public secondary schools where 16 are of district and 3 of provincial category. 18 secondary schools are mixed and 1 is a girls' school. Performance in examinations remains poor. It suffers from poor staffing, ill-equipped laboratories and poor management. Researches done here have concentrated on teacher job satisfaction and factors influencing poor performance in national examinations. Nothing has been done on teacher appraisal yet teachers play a central role in child education.

3.4 Target Population.

The target population refers to the population under this study which comprises of head teachers and teacher from all public secondary schools in Etago Division. These people are involved in appraisal in schools. They form the group to which the results of the study can be generalized.

3.4.1 Institutions – secondary schools. The study targeted a total of 19 secondary schools. Out of the 19 schools, 18 are mixed and only 1 is a girls' school. 16 of these are of district category and 3 of provincial category.

3.4.2 Study participants

Head teachers – there are 19 head teachers. They are involved in the day to day management of schools and are responsible for the appraisal programmes in schools. They appraise teachers.

Teachers – 105 teachers in the 19 secondary schools who participate in the instructional process and are evaluated by head teachers were targeted. Their annual performance report is sent to the employer-TSC.

3.5. Sampling techniques and Sample size.

3.5.1. Sampling techniques.

The researcher planned on how to select cases for observation before any data was actually collected from the given population. Stratified sampling was employed to ensure all categories of schools, provincial and districts are captured. In each category, the schools were further stratified as either boy, mixed or girls' school. Then simple random sampling method was used to select a sample size of 42% of 19 schools.

Names of schools in each category specified above were written in small pieces of papers, folded and put in a glass. They were tossed up and down in the glass to allow them mix, then they were emptied on the table and appropriate representation was randomly picked, opened and recorded.

3.5.2. Sample Size.

Size shows how large the research sample should be and its ability to represent the entire population from which it is drawn. The researcher considered a sampled size of 8 schools comprising of 42% of the total –19 secondary schools. This falls within acceptable limits of research. A sample between 10 – 20 percent is suitable (Arya, 1972). This was done as follows;

Institutions - Secondary Schools;

There were 19 secondary schools in the division. Stratified sampling was employed to ensure all categories of schools – provincial and district are and on basis of nature (boys/girls/ mixed) captured. Total of 8 secondary schools were sampled by simple random sampling as follows;

- a. Provincial category – 2 out of 3 secondary schools were sampled and all are mixed
- b. District category – 5 out of 15 mixed schools were randomly sampled and
- c. 1 out of 1 girl's school

Study participants

a) Head teachers; - head teachers of the 8 sampled schools automatically qualified because they are responsible for appraising teachers in their respective schools. They represent 42% of the 19 total headship populations.

b) Teachers; - Teachers in the sampled 8 schools in the division were stratified to reflect aspect of gender and experience. A sample of 40 teachers, representing 38.1% of the 105 teacher population was sampled.

A total sample size of 48 was selected.

3.6 Research instruments

The researcher constructed and used the following instruments to collect data;

- i. Staff questionnaire on performance appraisal
- ii. Staff interview guide on performance appraisal.

3.6.1. Staff Questionnaire on Performance Appraisal .

There were two staff questionnaires on performance appraisal; one for the head teachers – Head Teachers Questionnaire on Staff Performance Appraisal (HTQSPA) and another for teachers – Teachers Questionnaire on Staff Performance Appraisal (TQSPA), which are listed as appendix I and II respectively. The questionnaires were prepared to have three main sections.

Section A asked background information concerning the respondent (gender, age, experience)

Section B asked on critical aspects of staff appraisal (awareness, induction, appraisal manual)

Sections C had statements of perceptions on appraisal which were to be rated on a five Likert scale (5,4,3,2,1) where the respondent was asked to circle or tick the statement that best represented his/her views on the scale. The scale was interpreted as follows;

5 - Strongly Agree (SA)

4 – Agree (A)

3 – Don't Know (DN)

2 – Disagree (D)

1 – Strongly Disagree (SD)

This section tested on six aspects regarding appraisal as shown below.

- i. Conventional procedures followed: - meetings to set priorities, set goals, and define areas of appraisal, and methods used to collect data and assess performance.
- ii. Role of head teacher as an appraiser in school.
- iii. 'Competencies/legitimacy for appraisers' : -expectations of an appraiser like training, subject mastery, trust, teaching experience and seniority in position.
- iv. Use of appraisal report: - in staff development plan, facilitation in provision of resources, facilitate training programs and for recognition and promotion.
- v. Overall perception regarding appraisal practice in schools

Questionnaires save time and uphold confidentiality (Kombo and Tromp, 2006). They also cover a wide area, have no bias on the side of the researcher and the respondent, and are commonly used instruments in collecting data (Orodho, 2005).

3.6.2. Staff Interview Guide Schedule on Performance Appraisal.

Staff interview guide on performance appraisal was developed separately for head teachers - *Head Teachers Interview Guide on Staff Performance Appraisal (HTIGSPA)* and another for teachers - *Teachers Interview Guide on Staff Performance Appraisal (TIGSPA)*, and involved discussion focus groups (Appendices III and IV respectively.) They were used as a spot check for issues raised and responses given in the Staff Questionnaire on Performance Appraisal to intensively investigate this topic under study with an aim of gaining a complete and detailed understanding of the head teachers and teachers' perceptions regarding staff performance appraisal in secondary schools.

3.7. Piloting instruments

The instruments of data collection cannot be considered perfect unless they are tested before administering them to the study respondents. Pre-testing was done in two selected schools from the neighboring Nyamarambe Division using similar procedures to those of the actual study. Two head teachers and four teachers participated in the exercise. Piloting helped to identify deficiencies in the questionnaire like insufficient space, clustered questions and wrong paraphrasing of questions (Bryman, 2008).

To ensure the validity, reliability and practicability of the instruments, the respondents were asked and gave feedback on the clarity of questions, content relevance of the items in the intended groups, question flow and difficulty of questions and time taken to answer them. Since this group had similar characteristics with the study samples, they were also asked to make recommendations about the questionnaire because as heads and teachers (the appraiser and the appraisee) they were well conversant with the issues of appraisal in schools.

3.7.1. Reliability

Mugenda & Mugenda (2003) with Orodho (2003:97) concur that reliability is the degree of yielding consistent data after repeated trials. It is the stability of the measure. Reliability of the data collection instruments was determined by the use of Pearson's Product Moment Formula for test- re-test to compute the correlation coefficient. The correlation coefficient of 0.8 was obtained.

3.7.2. Validity

The degree to which the empirical measures or several measures of the concept accurately measured the concept was determined by a panel of competent judges. The supervisors and other experts competent in the area being investigated were requested to assess the relevance of the content used in the questionnaire developed, give feedback/recommendations concerning the overall work. The team of readers from the department was given the document to examine and made recommendations which the researcher deeply acknowledged were of great help because the report assisted the researcher to come up with a final draft of the research instruments (Bryman,2008; Orodho, 2006).

3.8. Data collection

Questionnaires were used to collect data from the head teachers and teachers which aimed at proving or refuting some facts on the head teachers' and teachers' perception regarding staff appraisal. They were distributed to the respondents in the sampled schools by the researcher.

3.8.1. Actual data collection

The actual data was collected between 22nd and 28th March, 2010 using questionnaires. This time was deemed conducive for data collection because at such a time there was a surety to get all teachers in school. The process of data collection involved two stages – obtaining clearance and meeting the respondents.

a) Stage (i) - Obtaining clearance.

The researcher obtained clearance from relevant authorities as a matter of procedure;

- Kenyatta University – Cleared fees and obtained a fee statement, submitted the proposal for defense and defended successfully, then followed all the university procedures to obtain a letter of introduction to the PS, MOE, and application form for a research permit.
- MOE headquarters – Submitted two copies of proposals, letter of introduction, a duly completed application form for a research permit and Kshs. 1000. The permit was out after a month.
- District headquarters - Courtesy call to the DC and DEO– Gucha South to inform them of the intended research in the district and asked for assistance where needed.

- **Schools** – The researcher booked appointments with head teachers of sampled schools and met them for introduction and briefing of the intended research in their schools. I also sought permission from head teachers to meet teachers.

The researcher personally issued the questionnaires to the targeted persons. One for the head teachers and at least five for teachers in every school to be answered and collected latter in a sealed envelope as agreed with by the staff in each school.

b) Stage (ii) – Interviewing the Heads and Teachers.

The researcher met three head teachers in an informal discussion after it proved hard to have a focus group type of discussion given the nature of their busy schedule in school. The discussions were relevant and their responses were categorized in accordance with the themes in the questionnaire.

Six teachers from four different schools in the sampled list who were willing and ready to set aside some time to share in the discussion agreed on a date and a central venue where we met and a formal discussion which was healthy, open and relevant ensued. The researcher propped them and at times let them talk freely of their experiences – which resulted to further clarification of issues and gave more insight into the topic of study.

3.9. Data Analysis

Descriptive and analytical statistics were used in the analysis of the data collected from the field. Data analysis gives meaning to or is meant to find meaning in the data that has been collected. The denotation comes when data has been organized, analyzed and presented to the reader. It involved collecting questionnaires from the respondents, checked for completeness and arranged

them in the serial numbers that were used to identify them as belonging to either head teachers or teachers and for the purpose of entering them into the computer. The data was sorted out, edited, and since it was pre-coded (assigned numeric value) it was entered into the coding sheet prepared before keying to the computer for processing and interpreting the results. The assigning of numeric value to open/closed questions made it possible for descriptive statistics to be generated. This is what Bunns R. (2000) calls the systematic arrangement and presenting of information so that it can give meaning. Factual as well as opinions and reasons were sought in some questions.

The data entered was cleaned and checked for any mistakes in the entry. The total obtained data was then subjected to both descriptive and analytical procedures using the Statistical Package for Social Sciences (SPSS) software. In section A, frequencies and percentages were calculated to establish the number of respondents with the listed personal characteristics of gender, age, teaching experience and level of education. The same procedure was involved in section B. Data in section C was coded and analyzed using the scale of 5 anchors, ranging from 5 (highly positive) to 1 (highly negative). Frequencies, percentages, the mean score and the standard deviations were also derived from each statement.

CHAPTER IV.

DATA ANALYSIS, INTERPRETATION AND DISCUSSION.

4.1. Introduction.

This study intended to establish the head teachers' and teachers' perceptions regarding staff performance appraisal in secondary schools in Etago Division, Gucha South District in Kisii County. It was based on the appreciative that both head teachers and teachers are key to curriculum implementation. Finding out perceptions about what is done to them in form of staff appraisal is very important since it influences how they will participate and how they will utilize the feedback report.

The researcher used staff questionnaires and interview guides on performance appraisal - all designed specifically for head teachers and teachers to collect data from the respondents. The questionnaires are suitable for collecting data in social design along with structured interview. The questionnaires were personally distributed to teachers and head teachers by the researcher and collected later at an agreed date after they were fully answered. Schools were stratified as either provincial or district. Then each category was further stratified as boys/mixed/girls school and a total of 8 schools were selected by simple random sampling.

The sample size under this study was 48 – comprising of 8 head teachers and 40 teachers from 8 sampled secondary schools in Etago division. Quantitative and descriptive data was obtained. Qualitative data was collected by use of questionnaires whose response was pre-coded. The codes were entered into the coding schedule (a form onto which all the data relating to an item being coded was entered) and transferred into the computer data file for analysis with a software package of SPSS. The SPSS was used to generate frequencies, percentages, mean scores and

standard deviation for presentation, analysis and interpretation of data in this chapter. Descriptive data was obtained through interviews and described thematically. Presentation and analysis of data is important because it gives import to data, it allows information to be generated about social groups to which it is difficult to gain access. It also allows replication and follow-up studies to be conducted.

Those filled and returned were 43 out of 48 reflecting an 89% return rate. A response that can be soundly attributed to personal administration of the data collection instruments and enthusiasm by participants to participate in responding to a practice that affects their professional plight. A response rate greater than 85 % is excellent; 70-85% is very good; 60-69% is acceptable; 50-59% is barely acceptable while less than 50% is not acceptable (Bryman, 2008:219). With such a high response rate of 98% in this research, it seems likely that the risk of bias in the findings will be minimal and the researcher would confidently assert that it achieved an excellent rate.

The findings of this study are presented focusing on the following themes;

- Respondents profile
- The ways of appraising teachers in secondary schools in Etago division.
- The head teachers role as an appraiser as perceived by heads and teachers.
- Competencies appropriate of an appraiser as seen by heads and teachers.
- Use of appraisal report by schools as perceived by heads and teachers.
- Head teachers and teachers general feelings about staff appraisal

4.2. Respondents Profile.

Two categories of respondents participated in the study - head teachers and teachers. To know their background is important because it enables the reader to make connection with the persons who provide information. The sample under study was 48 – which represented 8 head teachers and 40 teachers. Six questionnaires were distributed to each school. Out of the 48 questionnaires issued, 43 were returned fully answered. The sample was categorized and discussed under the titles of gender, age, educational qualifications and years of experience.

a). Gender of Head teachers and Teachers.

All the respondents were asked to state their gender. This is captured in Table 4.1.

Table 4.1. Showing the Gender of Head teachers and Teachers.

Gender	Head teachers		Teachers	
	n	%	n	%
Male	7	87.5	26	82.9
Female	1	12.5	9	17.1
Total	8	100	35	100

Out of 8 heads who participated, only 1 was female representing 12.5% of the total. Likewise, on the side of teachers out of the 35 teachers who responded, only 9 were female, representing 17.1% of the total. Views of both male and female (despite being minority) participants were incorporated in the findings

b). Age of the Respondents.

The researcher asked the respondents about their age. This is as revealed in Table 4.2.

Table 4.2. Age of head teachers and teachers.

Years	Head teachers		Teachers	
	n	%	n	%
21-30	0	0	8	22.9
31-40	2	25	24	68.6
41-50	5	62.5	2	5.7
>50	1	12.5	1	2.9
Total	8	100	35	100

Seventy five percent (75%) of heads were above the age of 41 years while a greater section of teachers 32(91.5%) fall below the age of 40 years. Age reveals the nature of the teaching force and their output level. These findings reveal a youthful teaching force in the sampled schools in Etago division.

c). Academic and Professional Qualification of the Head teachers and Teachers.

The research sought information on academic and professional qualifications of respondents. Qualification is of interest because teachers are expected to possess high academic and professional qualifications for the job. Heads that are professionally and academically qualified are likely to contribute to effective administration in school and in particular, curriculum implementation. Table 4.3 captures their qualifications

Table 4.3. The academic and professional qualification of head teachers and teachers.

Qualification	Head teachers		Teachers	
	n	%	n	%
ATS	0	0.0	2	5.7
Diploma	1	12.5	1	2.9
Degree (B.Ed)	5	62.5	31	88.6
Masters (M.Ed)	2	25	1	2.9
Totals	8	100	35	100

Sixty two percent (62.5%) of head teachers and 88.6% of teachers in secondary schools were graduates. However, the basic entry qualification to teaching in a secondary School in Kenya is a diploma. Diploma holders in the division were represented by 12.5% and 2.9% among head teachers and teachers respectively. The majority of teachers were graduates.

d). Teaching Experience of Head teachers and Teachers.

The research sought to establish the head teachers and teacher's years of experience as in Figure 4.2

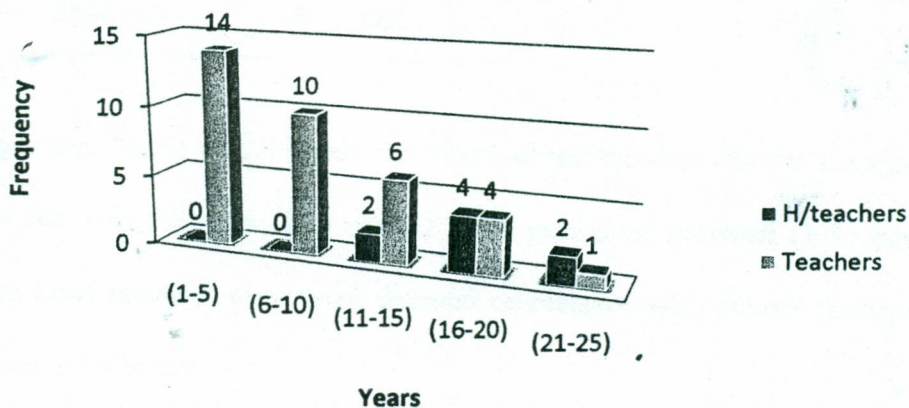


Figure 4.2. The teaching experience of head teachers and teachers.

It was revealed that 6(75%) of the head teachers had teaching experience exceeding 10 years and 4(50%) had been in the profession for at least 16 years. Forty percent (40%) of the teachers reported a teaching experience of less than 5 years. A greater group of teachers 24(68.6%) had been in teaching for less than 10 years. The report showed that those in headship responsibilities were also the very people who had been in the service for long. Head teachers and teachers in the division were experienced people whose perceptions about appraisal can be counted on by virtue of their years in service.

e). Experience in Headship of School.

Head teachers were asked to indicate their years of experience as heads of institutions. The findings were captured in Table 4.4.

Table 4.4. Years of experience in Headship of Schools.

Years	n	%
1-5	3	37.5
6-10	2	25
11-15	1	12.5
16-20	2	25
Total	8	100

A larger population of the heads (62.5%) had served as heads for a period of less than 10 years except for 3(37.5%) who had served for a period of between (1-5) years. Having been long serving head teachers they were deemed conversant with school management practical where appraisal is inclusive

4.3. Ways of Appraising Teachers in Secondary Schools in Etago Division.

Appraisal process is expected to follow certain procedure or convention. This question is of concern as it wished to establish the procedures that existed and were put in practice during appraisal exercise in schools. A good procedure is assumed to produce credible results and would provide data for personal decision making thus shaping the composition and effectiveness of the teaching force in schools. Seventeen statements describing the steps in appraisal (from various books on personnel management, journals, magazines, newspapers and from the internet) were generated.

The study sought to establish whether head teachers followed the conventional steps in conducting staff performance appraisal in schools. The steps are;

- i. Establishing a common understanding regarding work expectations between the appraiser and the appraised.
- ii. Ongoing assessment of performance and progress against work expectations
- iii. Formal documentation of performance (summative evaluation)
- iv. Formal performance and development discussions

Step 1:- Establishment of a Common Understanding Regarding Work Expectations Between the Appraiser (head teacher) and the Appraised (teacher).

In step one, the appraiser stipulates the work to be accomplished and how the work is to be evaluated. It provides an opportunity for both appraiser and the appraised to meet, plan together and agree on what needs to be done based on acceptable standards. The teacher has the opportunity to be listened on to what s/he says in terms of the goals s/he sets. This sets ground

for ownership of the process, and consequently, its results. Table 4.5 highlights on various activities involved in this stage and the respondents views about them.

Table 4.5. Activities Involved in Establishing a Common Understanding Between Appraisers and Appraisees.

Statements	Head teachers %					Teachers %				
	SD	D	DN	A	SA	SD	D	DN	A	SA
H/ teacher outlines school aims, objectives and goals to teachers.	0.0	12.5	0.0	25	62.5	20	31.4	0.0	25.7	22.9
Head teacher spells out performance expectations	0.0	0.0	0.0	25	75	17.1	22.9	5.7	42.9	11.4
We identify areas of focus on appraisal	0.0	12.5	50	25	12.5	57.1	17.1	5.7	11.4	8.6
Teacher sets goals as per the performance expectations	0.0	12.5	12.5	12.5	62.5	17.1	14.3	14.3	42.9	11.4
Teachers ask for support the school can provide	0.0	0.0	12.5	62.5	25	5.7	5.7	0.0	54.4	34.3
We plan for observation of teaching in classroom	0.0	0.0	50	12.5	37.5	22.9	48.6	5.7	1.7	5.7
We set deadlines for the goals to be met	0.0	25	0.0	50	25	17.1	17.1	2.9	42.9	20

Majority of head teachers' population (87.5%) reported that school aims, objectives and goals were outlined to teachers, and 100% of them spelled out performance expectations to teachers. Also, 75% said that teachers did set goals as per performance expectation. Greater portion of heads - 87% reported that teachers asked support from school to enable them realize their goals while 75% reported that the teachers set datelines to meet the set goals.

On their side, 48.6% of the teachers agreed that their heads did outline to them school aims, objectives and goals, 54.3% admitted that heads spelled out performance expectations to them and 54.3% of them did set goals as per the performance expectations. A greater proportion of teachers - 88.7% asked for support from school as 62.9% did set deadlines to meet their goals.

However, a notable discrepancy was observed in identifying the areas of focus where only 37.5% of heads did it with their teachers. This is supported by 74.2% of teachers who agreed that areas where appraisal was to focus were not identified. A similar trend was observed when planning for classroom observations where 50% heads agreed that they planned for classroom observation while 71.5% of teachers did not agree that it was practiced in schools.

The Means and Standard Deviations of Activities Involved in Establishing a Common Understanding Regarding Work Expectations Between the Appraiser and the Appraised

The researcher used the mean and standard deviations to specifically identify activities that were least practiced and those that were popularly practiced in schools during appraisal as per each group. Activities with a lower mean of less than 3.0 were assumed to be unpopular while those with a mean of 3.5 and above assumed to be popular. This is captured in Table 4.6.

Table 4.6. The Mean and Standard Deviations of Activities Involved in Establishing a Common Understanding Regarding Work Expectations Between the Appraiser and the Appraised

Statements	Head teachers		Teachers	
	M	SD	M	SD
Head outlines school aims, objectives and goals to teachers.	4.38	1.06	3.00	1.53
Head teacher spells out performance expectations	4.75	0.46	3.1	1.36
We identify areas of focus on appraisal	2.75	1.39	1.97	1.38
Teacher sets goals as per the performance expectations	2.75	1.17	3.1	1.32
Teachers ask the support the school can provide	4.00	0.93	4.06	1.06
We plan for observation of teaching in classroom	3.38	1.51	2.34	1.19
We set datelines for the goals to be met	3.75	1.17	3.31	1.43

Heads indicated weakness in identifying the area of focus with teachers (a mean of 2.75), setting goals as per performance expectations (a mean of 2.75) and planning for classroom observation had a mean of 3.38 with the heads. They were strong in spelling out performance expectations to teachers (mean of 4.75). They concurred with teachers in the first three areas of weakness which had means of 1.97, 3.1 and 2.34 among teachers respectively. These essential ingredients of appraisal were faulted, an issue which undermined the process of setting a common understanding for appraisal.

Step 2:- Ongoing Assessment of Performance and Progress Against Work Expectations.

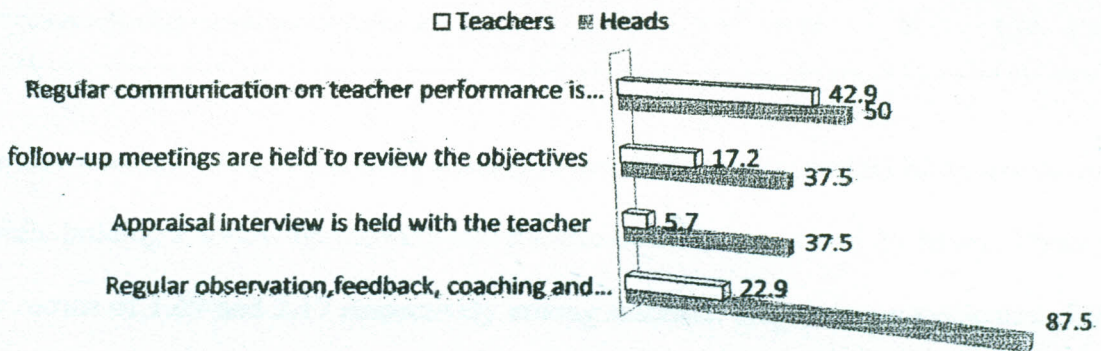
In the course of performing their duties, teachers' performance must be closely monitored with the intention of providing regular feedback of information to clarify and modify goals, work expectations, correct unacceptable performance before it is too late, and to reward good or superior performance with praise or recognition. Table 4.7 gives the responses of the heads and teachers on the activities under this step.

Table 4.7. Activities Involved in the Ongoing Assessment of Performance and Work Expectations (Formative evaluation)

Statements	Head teachers					Teachers				
	SD	D	DN	A	SA	SD	D	DN	A	SA
Regular observation, regular feedback, coaching and mentoring is done by h/teacher	12.5	0.0	0.0	62.5	25	22.9	45.7	8.6	22.9	00
Appraisal interview is held with the teacher	12.5	50	0.0	25	12.5	54.3	28.6	11.4	5.7	00
Follow-up meetings are held to review the objectives	12.5	37.5	12.5	37.5	0.0	22.9	57.1	2.9	14.3	2.9
Regular communication on teacher performance is done	0.0	50	0.0	37.5	12.5	20	57.1	0.0	20	22.9

Whereas 87.5% of heads reported that there were regular observations, feedback, coaching and mentoring teachers, only 50% reported to be regularly communicating performance to their teachers in the school. They admitted weakness in not conducting appraisal interviews (62.5%) and not holding follow-up meetings to review performance (50%). Only 22.9% of teachers indicated that there were regular observations, feedback, coaching and mentoring being done in their schools. However, they noted problematic areas as being conducting appraisal interview in which 5.7% of teachers agreed on, there were no follow up meetings (80.5%) and there was no regular feedback (communication) to teachers on performance as reported by 77.1% teachers.

Figure 4.2. Ongoing assessment of performance and progress against work expectations



This stage (reflected in Figure 4.2) allowed the appraised the opportunity to speak frankly about the areas of work where improvement is required – with a view to planning an overall improvement. If this process was well done, Joan (1995) asserted that it can be a powerful means of development for individuals and a valuable way for the management of the school to keep an overall picture of how people are performing their duties and how they see the school, their colleagues, their work and themselves. Failure to address the pitfalls revealed in the findings above was likely to put the participants in obscurity over what goes on in appraisal.

The Means and Standard Deviations of Activities Involved in Ongoing Assessment of Performance.

The means of these activities were determined. Activities with lowest means were assumed to reflect a weakness.

Table. 4.8. The Mean and Standard Deviation of Ongoing Assessment of Performance

Statements	Head teachers		Teachers	
	M	SD	M	SD
Regular observation, regular feedback, coaching and mentoring is done by h/teacher	3.88	1.25	2.31	1.08
Appraisal interview is held with the teacher	3.13	1.25	1.69	0.90
Follow-up meetings are held to review the objectives	3.25	1.17	2.17	1.04
Regular communication on teacher performance is done	3.61	0.74	2.29	1.10

Weaknesses were revealed in activities relating to conducting an appraisal interview (a mean of 1.69) while holding a follow-up meeting had a mean of 2.17 as reported by heads. These stages had low means of 1.69 and 2.17 respectively among teachers. Regular communication from the head teachers had a low mean of 2.29 among teachers. The activities of regular observation, feedback, coaching and mentoring were also not popular activities (2.31). Their stumpy averages clearly show that these critical areas were flouted or head teachers and teachers had problems in observing them.

Step 3:- Formal Documentation of Performance.

This step involved completion of a performance and development of appraisal form appropriate or provided by the TSC/MOE to teachers. Head teachers are expected to review all relevant information about the concerned teacher, allow the teacher to appraise self first and then the head

teacher to do the same. After the head has also done his/her part- s/he allows the teacher to read the report and endorse it before it was finally sent to TSC. Table 4.9 contains responses of heads and teachers on activities in this area.

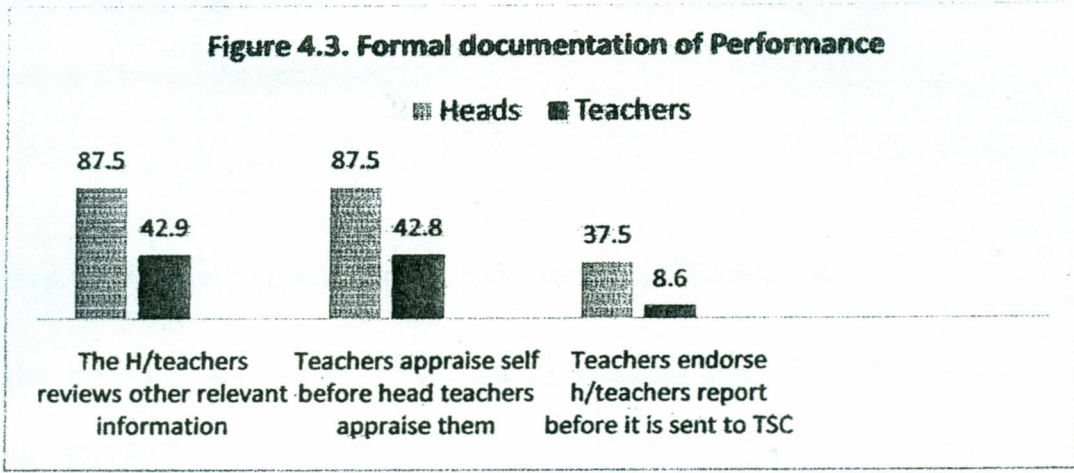
Table 4.9. Activities Involved in a Formal Documentation of Performance.

Statements	Head teachers %					Teachers %				
	SD	D	DN	A	SA	SD	D	DN	A	SA
The head teacher reviews other relevant information	00	12.5	00	50	37.5	28.6	11.4	17.1	40	2.9
Teachers appraise self before head teachers appraise them	00	12.5	00	75	12.5	31.4	20	5.7	37.1	5.7
Teachers endorse h/teachers report before it is sent to TSC	12.5	50	00	37.5	00	62.9	17.1	11.4	5.7	2.9

Responses showed that though 87.5% of head teachers review other relevant documents before making conclusions on teacher performance and that teachers appraise self (87.5%), notably, 62.5% of head teachers did not allow teachers to endorse their individual reports before they were sent to the TSC. Great population (60%) of teachers agreed that their schools reviewed relevant documents. Self-appraisal by teachers was questionable as 51.4% teachers said they did not appraise self. The report by 80% of teachers revealed that a greater portion of them did not endorse the appraisal report by heads on their (teachers) performance before it was sent to TSC.

Self-appraisal is based on the idea that teachers are most familiar with their work. It helped teachers clarify their own goals and expose areas of weakness so that they may be worked on. It is self monitoring. Bunnell (1987) emphasizes that this stage provides an opportunity to evaluate work consciously and formally, and have it discussed with the supervisor.

If teachers did not endorse the appraisal report from the appraiser on their performance, TSC code of regulation that allowed teachers the right to endorse the report was breached. Reports perceived to be adverse were hidden and the teacher would not be counseled or make appeal as stipulated in the code. Findings that the head teachers did not yearn for teachers to access the comments of their performances for fear of confrontations between them and teachers were unfortunate. Figure 4.3 gives a graphical overview on formal documentation of performance.



The Mean and Standard Deviation of Activities Involved in a Formal Documentation of Performance

The mean of each activity was determined to identify activities which were popularly practiced. These activities are captured in Table 4.10.

Table 4.10. Means and Standard Deviations of Activities Involved in a Formal Documentation of Performance.

Statements	Head teachers		Teachers	
	M	SD	M	SD
The head teacher reviews other relevant information	4.13	0.99	2.77	1.33
Teachers appraise self before head teachers appraise them	3.88	0.84	2.66	1.41
Teachers endorse h/teachers report before it is sent to TSC	2.63	1.19	1.69	1.08

Teachers endorsing the head teachers report before it is sent to the TSC had the lowest mean (2.63) among heads and teachers (1.69). The other issue of self appraisal had also a low mean of 2.66 among teachers. These shows a slipup in the process of appraisal when these two areas are flouted. Failure to endorse the head teachers report made many teachers view appraisal as a head teachers secret weapon to coerce errant teachers or those critical of school management to toe the line. Utmost, it is a breach to the TSC code of regulations requiring teachers to endorse the report before it is sent the employer.

Step 4:- Formal Performance and Development Discussions.

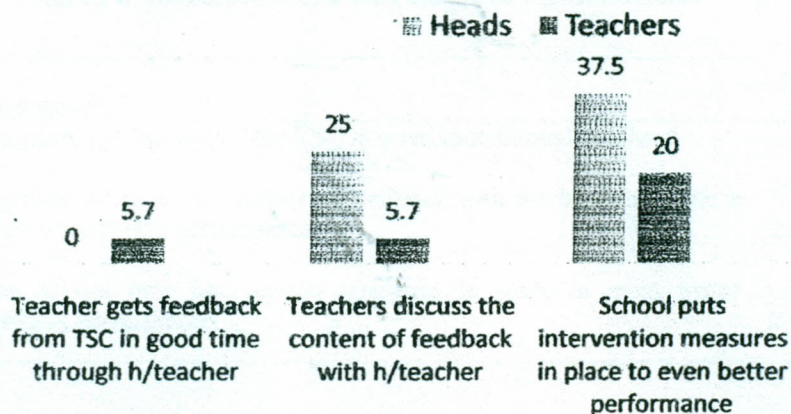
The appraiser and the appraised are expected to hold discussions based on the completed appraisal form. The process is wound up with the construction of a development plan that will benefit the appraised. It also celebrates what the teacher is/has done well, identifies areas where the teacher may be able to improve and identifies the support and in-service training which the teacher requires in order to progress. It is meant to improve the ability of the teachers to perform their present job and/or prospective roles through identification of personal development needs and provision of subsequent training and self development opportunities (Cyrill: 1993). Findings from the division are reflected in Table 4.11.

Table 4.11. Presented the Activities in Formal Performance and Development Discussion.

Statements	Head teachers					Teachers				
	SD	D	DN	A	%	SD	D	DN	A	%
Teachers get feedback from TSC in good time through h/teacher	50	50	0.0	0.0	0.0	42.9	31.4	20	5.7	0.0
Teachers discuss the content of feedback with the h/teacher with a view of bettering performance	12.5	62.5	0.0	25	0.0	45.7	34.3	14.3	5.7	0.0
The school puts intervention measures in place to even better teachers performance	0.0	62.5	0.0	37.5	0.0	31.4	40	8.6	20	0.0

The findings revealed that 100% of head teachers reported that feedback from TSC was never delivered in good time to schools, and rarely did they (heads - 75%) discuss with their teachers the feedback results once the TSC released them to school. Intervention measures were also very minimal as only 37.5% reported of head teachers that did put them in place. On the other hand, 74.3% of teachers agreed that the appraisal report was not received in time. To add weight to this, 20% of them did not know about it. When it came to discussing the content of appraisal report, 80% of teachers did not discuss it with the head teachers. Then there were also 14.7% of teachers who knew nothing about it. It was also established that 71.4% of teachers reported that schools did not put measures in place to even better teacher performance. Figure 4.4 clearly illustrates the process of formal performance and development discussions.

Figure 4.4. Formal performance and development discussions



These revealed of another impediment in teacher appraisal in Etago Division. Feedback which played a key role in appraisal and used as a basis to improve weaknesses was ignored at most. Feedback helped clarify issues that are not clear and is used as a basis for individual coaching or training to overcome performance deficiencies. Putting intervention measures is a step to achieving the ultimate goal of appraisal which is meant to improve teacher efficiency at work place. If ignored appraisal misses the greatest mark of its impact and then the whole process is subjected to disrepute.

The Means and Standard Deviations of Activities Involved in Formal Performance and Development Discussions.

The mean of each activity was determined and revealed as shown in Table 4.12.

Table 4.12. Presented the Means and Standard Deviations of Activities Involved in a Formal Performance and Development Discussions

Statements	Head teachers		Teachers	
	M	SD	M	SD
Teachers get feedback from TSC in good time through the head	1.50	0.54	2.00	1.00
Teachers discuss the content of feedback with the h/teacher with a view of bettering performance	2.38	1.06	1.80	0.90
The school puts intervention measures in place to even better teachers performance	2.75	1.04	2.17	1.10

A mean far below 3.0 in each case is an indicator of inadequacy in procedural practice. Feedback from TSC had the lowest mean of 1.5 among heads while discussing the content of the feedback with the heads had the lowest mean of 1.8 among teachers and was followed by untimely report from TSC and then with lack of intervention measure to better teacher performance (2.17).

4.4. The Role of Head teacher as an Appraiser as Perceived by Head teachers and Teachers.

The head teacher is a person in charge of every detail in the running of the school, be it academic or administration. S/he is an educational leader in the school with the task of creating a conducive learning environment for all pupils, of all abilities, and with varying needs that should be met. The teachers also share in this task. The head teacher spearheads the appraisal exercise by nature and sensitivity of his/her position in the institution to ensure that the performance of each department, staff or administration is appraised and that the whole school is assessed. S/he is an agent of the ministry on the ground that s/he appraises and is directly answerable to the employer- TSC/MOE about the performance of teachers in his or her school. The various

activities that heads engage in as appraisers are listed as shown in Table 4.13 and both heads and teachers were asked to give their responses.

Table 4.13. The Roles of the Head teacher as an Appraiser.

Statements	Head teacher %					Teacher %				
	SD	D	DN	A	SA	SD	D	DN	A	SA
Communicating management expectations on teacher performance	0.0	0.0	0.0	50	50	0.0	2.9	2.9	48.6	45.7
Collecting data and providing feedback to teachers about their job performance	0.0	0.0	0.0	50	50	0.0	2.9	2.9	54.3	40
Advising and coaching teachers on how to achieve the objectives	0.0	0.0	0.0	25	75	2.9	2.9	8.6	31.4	54.3
Diagnosing teachers strengths and weaknesses	0.0	0.0	0.0	25	75	2.9	2.9	25.7	37.1	31.4
Reinforcing effective behavior and progress towards goals.	0.0	0.0	0.0	30	70	0.0	0.0	22.9	25.7	51.4
Determining development activities that might help teachers to improve performance	0.0	0.0	0.0	62.5	37.5	0.0	2.9	0.0	33.3	62.9

Head teachers strongly saw their roles as diagnosing teachers' strengths and weaknesses (75%), advising and coaching teachers on how to achieve the objectives (75%) and reinforcing effective behavior and progress towards goals (70%). Teachers strongly agreed that the head teachers' role was to determine development activities that might help teachers improve performance (62.9%), advising, and coaching teachers on how to achieve the objectives (54.3%). Overall, head teachers and teachers had a common agreement on the role of the head teacher as an appraiser in school.

The Means and Standard Deviations of the Roles that the Head Plays as an Appraiser.

The mean and standard deviations of each role was determined.

Table 4.14. The Mean and Standard Deviation of the Roles the Head plays as an Appraiser

Statements	H/ teachers		Teachers	
	M	SD	M	SD
Communicating management expectations on teacher performance	4.50	0.54	4.37	0.69
Collecting data and providing feedback to teachers about their job performance	4.50	0.53	4.31	0.68
Advising and coaching teachers on how to achieve the objectives	4.75	0.46	4.31	0.96
Diagnosing teachers strengths and weaknesses	4.75	0.46	3.91	0.98
Reinforcing effective behavior and progress towards goals.	4.50	0.54	4.29	0.83
Determining development activities that might help teachers to improve performance	4.38	0.52	4.57	0.65

The role of determining development activities that might help teachers to improve performance was least valued among heads with a mean of 4.38 while diagnosing teachers' strengths and weaknesses, and advising and coaching on how to meet the objectives was a popular role among heads and had a mean of 4.75. However, teachers greatly valued the role of determining development activities that might help teacher improve which had a mean of 4.57. But they least consider diagnosing teachers strengths and weaknesses (mean of 3.91) as being the role of the head in appraisal.

4.5. Competencies Seen as an Appropriate Criteria for a Competent Appraiser by Head teachers and Teachers.

An appraiser has the responsibility to see that the performance of personnel in carrying out the duties of their positions is up to the desired standard. His/her behavior in directing the work is

characterized by activities such as planning and scheduling the work to be done, inducting the appraisees, supplying them with materials and tools, and initiating work activity. S/he provides technical competence (Gibson and Hunt; 1965). This requires the appraiser to possess competences that will make him/her perform his/her duties/roles effectively.

In this study, the qualities of a competent appraiser was determined using the competencies of teaching experience, seniority or position in responsibility, respect, subject knowledge, trust and training as in Table 4.15.

Table 4.15. Competencies Seen as an Appropriate Criteria for a Competent Appraiser.

Competencies	Head teachers %					Teachers %				
	SD	D	DN	A	SA	SD	D	DN	A	SA
Teaching experience	0.0	0.0	0.0	37.5	62.5	0.0	17.1	2.9	22.9	57.1
Seniority or position in responsibility	0.0	37.5	37.5	12.5	12.5	25.7	34.3	5.7	22.9	11.4
Respect	0.0	0.0	0.0	12.5	87.5	2.9	5.7	11.4	34.3	45.7
Subject knowledge	0.0	12.5	0.0	37.5	50	0.0	2.9	0.0	31.4	65.7
Trust	0.0	0.0	0.0	25	75	8.6	2.9	0.0	28.6	60
Training	0.0	0.0	0.0	12.5	87.5	0.0	11.4	2.9	37.1	48.6

Teaching experience, respect, trust and training had the highest score of 100% among head teachers while subject knowledge received 87.5%. Teachers' response to subject knowledge was 97.1%, followed with trust (88.6%), training 85.7%, and respect standing at 80% together with teaching experience. However, it was notable that seniority or position of responsibility (among 25% and 34.3% of head teachers and teachers respectively) was not a key factor. The findings established that the appraised mostly valued subject knowledge, trust, training and respect above other key competences of an appraiser.

Head teachers require specific competencies to reduce uncertainties in planning, monitoring and providing leadership throughout the process of appraisal. Brinkerhoff (1993) notes that appraisal will be in doubt or dubious if there were no qualified or trained evaluators. Strange and Helm (1991) echo similar sentiments – failure to train evaluators properly to conduct evaluation was an impediments in appraisal. It is a critical attribute of effective evaluation. To salvage appraisal from being undermined, the appraiser must possess the requisite knowledge in subject and teaching methods, and have appropriate experience and authority to carry out recommendations. Head teachers and teachers' agreement on the competences listed above established that teachers desired appraisers who were competent.

The Mean and Standard Deviation of Competencies Seen as an Appropriate Criteria for a Competent Appraiser.

By using the mean, the researcher was able to see which among the required competencies of an appraiser had the highest and the least mean among the respondents. The means are indicated in Table 4.16.

Table 4.16. The Mean and Standard Deviation of Competencies Required of an Appraiser

Competencies	Head teachers		Teachers	
	M	SD	M	SD
Teaching experience	4.6	0.5	4.2	1.13
Seniority or position in responsibility	3.0	1.1	2.6	1.40
Respect	4.9	0.4	4.14	1.03
Subject knowledge	4.3	1.1	4.6	0.65
Trust	4.9	0.35	4.29	1.20
Training	4.8	0.46	4.23	0.97

Respect and trust had the highest means of 4.9, followed by training that had a mean of 4.8 among heads. To teachers, subject knowledge had a highest mean of 4.6, followed by trust (4.29) and training (4.23). This revealed that heads and teachers valued most – respect, trust, training, subject knowledge and teaching experience.

4.6. Use of Appraisal Report in Schools as Perceived by the Head teachers and Teachers.

The use of an appraisal report in schools was an issue of concern in this research. Evaluation result in the production of a report showing areas where teachers/institutions have been consistently performing poorly so that appropriate remedial action can be taken. Collins and Collins (2003) agree that appraisal should be positive and developmental whilst maintaining quality – to ultimately improve the learning experiences of pupils. Each respondent was asked to indicate how the appraisal report was utilized in schools with a view to improving staff performance as reported in Table 4.17.

Table 4.17. Ways in Which the Appraisal Report is Used in School.

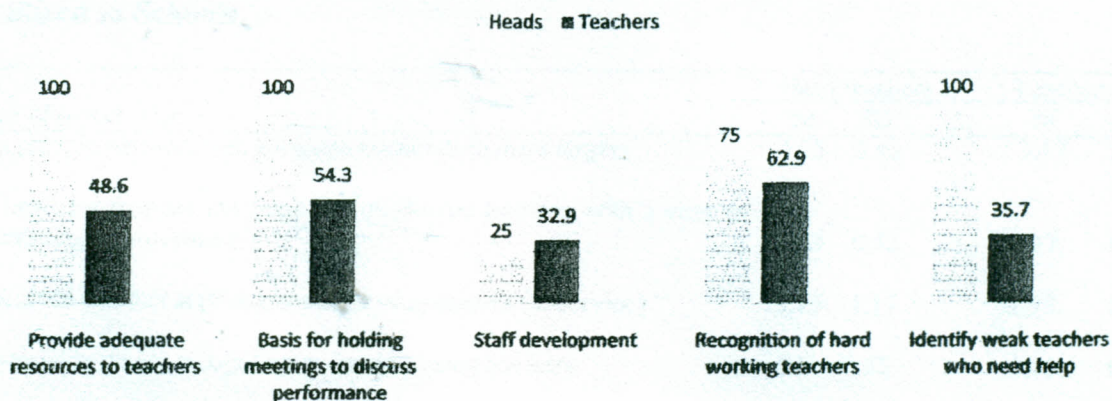
Use of report.	Head teachers %					Teachers %				
	SD	D	DN	A	SA	SD	D	DN	A	SA
To provide teachers with adequate resources to meet targets	0.0	0.0	0.0	25	75	11.4	28.6	11.4	28.6	20
A basis for frequent meetings held to discuss teaching with a view to instituting improvement	0.0	0.0	0.0	37.5	62.5	11.4	25.7	8.6	42.9	11.4
Facilitate conduct staff development programmes (in-service)	0.0	75	0.0	12.5	12.5	32.9	28.6	5.7	24.3	8.6
To provide timely recognition to hard working teachers	0.0	25	0.0	25	50	17.1	17.1	2.9	28.6	34.3
To identify weak teachers that need help through appropriate training and mentoring	0.0	0.0	0.0	37.5	62.5	42.9	25.7	5.7	11.4	14.3

It was established that appraisal report was used to provide teachers with resources (100%), a basis for holding meetings between head teacher and teachers to discuss teaching with a view to instituting improvement (100%), and 75% of head teachers also agreed that it was used to provide timely recognition for hardworking teachers. However, only 25% of the head teachers admitted that it was used to facilitate staff development plan.

Out of the teachers who responded, 48.6% reported that it was used to provide them with resources. The responses of 54.3% had it used as a basis for holding meetings to discuss teaching with a view to instituting improvement. Only 32.9% of teachers agreed that it was used to facilitate staff development plan. This almost corresponds with 33.4% of teachers who said it was used to identify weak teachers who needed help through appropriate mentoring and training. Appraisals basic purpose is to improve teacher performance at place of work.

In Figure 4.5, it is observed that there are several discrepancies in reporting between head teachers and teachers as to how the appraisal report was used in schools. But, notably, it was not adequately used to facilitate staff development plan (71.5%) and to identify weak teachers for mentoring and training or to facilitate staff development plans (67.6%). This imputed an abuse on the primary purpose of appraisal. A Commonwealth report of southern African countries concurs with the above that if appraisal reports were not seen to have any real purpose, for example, promotion of staff development, promotion... the system falls into disrepute. Bunnell (1987) also notes that mentoring is one of the powerful forces for the encouragement and support of teachers. Brinkerhoff (1983) christened it dubious if evaluation results cannot be used or if there is no commitment by someone to use the results or if a person goes ahead to make decisions unrelated to the evaluation data.

Figure 4.5 Use of appraisal report in schools



The primary purpose of appraisal is to contribute to teacher professional development. This enables teachers to be renewed in their ever changing roles. The use of various in- service training, workshops, and seminars improve teachers' working styles rather than leaving them in isolation. Where appraisal report is not put in proper use, teachers were forced to "carry on" as before – where teacher strengths are not acknowledged, weaknesses remain unremedied and new area of work often remain unexplored (Marland, 1986).

The Mean and Standard Deviations of Ways the Appraisal Report is Utilized in Schools.

The means of various activities that indicate on how the appraisal report is used in school was determined as captured in table 4.18.

Table 4.18. The Mean and Standard Deviations of the Ways in Which Appraisal Report is Utilized in Schools.

Use of report.	Head teachers		Teachers	
	M	SD	M	SD
To provide teachers with adequate resources to meet targets	4.75	0.46	3.17	1.36
A basis for frequent meetings held to discuss teaching with a view to instituting improvement	4.63	0.52	3.17	1.27
Facilitate conduct staff development programmes (in-service)	3.75	1.17	2.78	1.38
To provide timely recognition to hard working teachers	4.5	0.53	3.46	1.54
To identify weak teachers that need help through appropriate training and mentoring	4.62	0.52	2.74	1.27

Providing teachers with adequate resources to meet targets had the highest mean (4.75) while to facilitate conduct staff development programmes had the lowest mean (3.75) among the head teachers. According to teachers, identifying weak teachers that needed help and to facilitate conduct staff development programmes had the lowest means of 2.74 and 2.78 respectively. The aspect of providing timely recognition for hardworking teachers had the highest mean of 3.46 with head teachers.

4.7. Head teachers' and Teachers' General Feelings Towards Appraisal in the Schools.

Heads and teachers were asked if they were pleased with how appraisal was practiced in their school and whether they supported it as reported in Table 4.23.

Table 4.19. Head teachers and Teachers Feeling Towards Staff Appraisal

Pleased	Head teachers		Teachers	
	n	%	n	%
Yes	3	37.5	4	11.4
No	5	62.5	31	88.6
Total	8	100	35	100
Favour	7	87.5	32	91.4
Not favour	1	12.5	3	8.6
Total	8	100	35	100

The head teachers (62.5%) and teachers (88.6%) reported not to be satisfied with the manner in which appraisal was conducted in their schools. However, they favoured the practice as shown in reports by 7(87.5%) head teachers and 32(91.4%) of teachers. These findings about being dissatisfied with the manner in which appraisal was conducted in schools was of great concern. More so when it emerged that 62.5% of the head teachers, who were also appraisers were not pleased with how it was done. This gave an impression of a mess in the system that needs to be urgently addressed. Whereas teachers and head teachers during the interview admitted being aware of appraisal in schools, a number lamented that they were poorly equipped about the procedures in appraising. There were no guidelines. The ministry did not serve them with guidelines on appraisal nor inducted them about the practice. Consequently, there were no appraisal schedules in schools. They pleaded for training in appraisal.

4.8.1. The Measure of Feeling Head teachers' and Teachers' Attach Towards Staff Appraisal.

Asked or the strength of feeling towards appraisal, their feelings were captured in Table 4.28

Table 4.20. The Measure of Feeling Head teachers and Teachers Attach Towards Staff Appraisal

Strength of feeling	Head teachers		Teachers	
	n	%	n	%
Very strong	5	62.5	16	45.7
Strong	3	37.5	16	45.7
Moderately strong	-	-	2	5.7
Slightly strong	-	-	1	2.9
Not at all strongly	-	-	0	0.0
Total	8	100	35	100

The head teachers' and teachers' feelings towards favouring appraisal were strong with head teachers reporting 100 % and teachers responding at 91.4% both in favor. Both head teachers and teachers desired to have head teachers trained in appraisal, teachers inducted in performance appraisal process, and ensuring that the necessary intervention measures are put in place to improve staff performance in schools. Failure to do this may place appraisal at a risk of being abused in schools if no action is taken.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction.

This study intended to establish the head teachers' and teachers' perceptions regarding performance appraisal in secondary schools in Etago Division, Gucha South District in Kisii County (Kenya). The researcher used staff questionnaires and interview guides on performance appraisal - all designed specifically for head teachers and teachers to collect data from the respondents. The questionnaires were personally distributed by the researcher and collected later at an agreed date. Schools were stratified as either provincial or district category. Then, each stratum was further stratified according to the sex of the student body; boys/mixed/girls school and a total of 8 schools were selected by simple random sampling from the population of 19 school. Provincial category - 2 out of 3 secondary schools were sampled, district category - 5 out of 15 mixed schools and 1 out of 1 girl's school.

The sample size under this study was 48 - comprising of 8 head teachers and 40 teachers from a population of secondary schools in Etago Division. Quantitative and descriptive data was obtained. Qualitative data was collected by use of questionnaires whose response was on a Likert scale of five. The codes were entered into the coding schedule and transferred into the computer data file for analysis with a software package of SPSS. The SPSS was used to generate frequencies, percentages, mean scores and standard deviation for presentation, analysis and interpretation of data. Descriptive data was obtained through interviews from head teachers and teachers, and described thematically.

This chapter gives a summary of the findings of the research from Etago Division. Besides, conclusions and recommendations, the implications of the findings are explained.

5.2 Summary of findings.

- i. The head teachers and teachers were not fully aware of the conventional procedures that were expected to be followed in conducting staff appraisal because they were not trained or inducted on the matter by the MOE/TSC. This resulted into a number of steps in procedure being faulted.
- ii. Approach towards establishing a common understanding regarding work expected to be done is disappointingly implemented. Head teachers and teachers were in agreement that they did not identify the areas of focus where appraisal was to concentrate. There were no classroom observations planned and conducted by head teachers.
- iii. The ongoing assessment of performance and monitoring progress against work expectations was not enriched with regular observations, feedback, coaching and mentoring of teachers. Follow-up meetings to review performance were rarely conducted as admitted by both head teachers and teachers.
- iv. Formal documentation of performance appraisal faced the challenge of teachers not appraising themselves. A greater percentage of teachers did not endorse head teachers' report concerning their performance before it was sent to TSC (the employer).
- v. Formal performance and development of staff of staff discussions which ends up with the construction of a development plan that is meant to benefit the appraised was found wanting. The appraisal report from the TSC was never received in good time, and when it was received in schools, discussions on the report aimed at bettering performance were rarely held. Consequently, little or no intervention measures were put in place to even better teacher performance or train them.

- vi. Head teachers and teachers agreed on the role of the head teacher as an appraiser as being diagnosing teachers' strengths and weaknesses, advising and coaching teachers on how to achieve their objectives and reinforcing effective behavior and progress towards goals. They differed the role of head teachers determining development activities that help teachers improve performance. Teachers supported the role while head teachers gave it minimal support
- vii. Head teachers and teachers valued the qualities of an appraiser based on the competences of training, thorough knowledge of the subject area, trust and respect. Seniority or position in responsibility was not an important competence.
- viii. Many schools in the division did not use the report to facilitate staff development plans. Teachers who needed help through appropriate mentoring and training were neither identified nor helped.
- ix. Head teachers and teachers strongly favoured staff performance appraisal in schools. Their feeling for it was very strong. However, all were not contented with the way it was conducted in school.

5.3 Implications of the findings

The findings paint an ominous representation in the practice of staff performance appraisal in Etago Division. Appraisers were not trained or knowledgeable on how to appraise. They flouted the convectional procedures in appraisal and they conducted appraisals which they were not comfortable with even of the manner in which they conducted them. They faulted the very procedures they were to uphold and every other stride taken brought disrepute to the exercise.

They did not fully embrace the idea that appraisal was meant to facilitate staff development plans and enable them become even better teachers. It is no wonder then that the TSC had stopped study leave for teachers who felt that they needed to be developed. If the situation was not arrested, appraisal situations in schools would be flouted and its basic aspiration may not be realized. Teachers would detest appraisal. Teachers development would not be catered for and possibly the standards of teaching and learning would remain low. Consequently, the learners would be the losers. Situations where national examination results yearly release report of poor performance may never be minimized. These include cases that Siringi, (2011) reported that out of the 213,483 candidates examined in the 2010 KCSE examination; 6,198 had grade E, 41,207 had grade D- (minus), and 56,762 had grade D+ (plus) . This would likely undermine the discernment that education is a foundation to development and prosperity, and also a solution to social problems.

5.4 Conclusion

The research established that the appraisal practice in secondary schools in Etago Division was in great disarray. Weaknesses were exhibited in the manner in which it was conducted and how the report was put into use. A number head teacher did not attach the importance of teacher development after appraisal report is out. These calls for need to urgently address the weaknesses pointed out if teacher appraisal is to win improving the quality of teaching and education in Kenya (by improving teacher efficiency and competence at places of work).

5.5 Recommendations

Based on the findings above, the researcher made the following recommendations;

- i. Heads and teachers require familiarization in appraisal. They need a shared vision and purpose in this. The head teachers specifically need induction on how to conduct staff appraisal in their schools. They are ill-equipped to conduct the exercise. This is an important concern because head teachers as educational leaders in their institutions they require considerable training in this area where they are key players. Teachers, too, need to be sensitized since they should participate in training, planning and setting appraisal targets among other areas.
- ii. Review audit systems should be established in schools to prevent head teachers personal feelings or bias from impacting on appraisal. Heads of department, senior teachers – through strengthening subject panels, can appraise and enable teachers become part and parcel of appraisal process. Indeed Heads of department should appraise teachers while the head teacher should appraise HODs and senior teachers
- iii. School appraisal programme should be linked first with the school strategic plan. The school targets each year should be linked with appraisal so that the targets for professional development arising from staff appraisal can be related to targets and priorities in the school strategic plan and provide an important agenda for the whole school action.
- iv. School management Boards (BOG) as agents of the MOE/TSC should have their competency and knowledge in school management and leadership enhanced by the appointing authority. In fact, the Board or QASO or DEO should appraise the Head

teacher and also assist the head teachers to ensure that the appraisal recommendations are effected so as to make appraisal be valuable to teachers and the school.

- v. MOE/TSC officers should demonstrate the appraisal of teachers and develop a written policy statement approving a specified procedure for conducting appraisal in Kenyan schools. By this, schools shall be made fully aware of appraisal the appraisal process entails.
- vi. MOE must provide guidelines on how appraisal should be done in those schools. It should produce and avail appraisal manuals to schools to guide in the appraisal process. The manual should clearly articulate the steps involved in the process and explain the role of the appraiser and the appraised in the whole process. Currently, no official policy document is provided to schools to guide staff appraisal in terms of frequency and procedures. The availability of manuals will help make the process smoother.
- vii. The DQAS should establish outreach programmes to schools to communicate to head teachers and teachers about their roles in appraisal.
- viii. QASO needs to be strengthened at district and divisional levels as a mechanism of monitoring schools at a close range on how staff appraisal is carried out, offer advice and, where necessary, hold schools/heads who did not conduct staff appraisal accountable as required.
- ix. Incentives for good performance and punitive measures for those excessively not attaining targets should also be spelt out by the MOE/TSC to schools.

5.6 Further Research.

The researcher recommends that;

This study could be replicated in other districts in order to allow for wider generalization of the results

An in-depth study using different methodology could be carried out to establish the actual performance of heads in appraisal and teachers reactions to the procedures used.

A study to establish head teachers' and teachers' experience in appraisal in Kenyan secondary schools. This may offer useful insights that could be included in policy implementation of change.

A research to establish the conditions under which staff appraisal in schools is most likely to foster professional development of competent teachers could be carried out.

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APPENDIX I

STAFF QUESTIONNAIRE FOR TEACHERS ON PERFORMANCE APPRAISAL

Kindly answer all questions given in parts A,B & C . Read, understand and then circle or tick the number in the brackets () that best reflects your appropriate response.

Part A

- 1) Your gender. (Please circle) Male (1) Female (2)
- 2) Your age 21 -30 (1) 31 - 40 (2) 41 - 50 (3) above 51 (4)
- 3) Your qualification. ATS (1) Diploma (2) Degree (3) Masters (4)
- 4) Years of experience 1-5 (1) 6-10 (2) 11-15 (3) 16-20 (4) 21-25 (5) 26-30 (6) above 31 (7)

Part B.

- 1) Does your school have the following
- a) Mission statement Yes (1) No (2)
- b) Vision statement Yes (1) No (2)
- c) School motto Yes (1) No (2)
- 2) Have you heard of performance appraisal in schools? Yes (1) No (2)
- 3) Are you appraised in your school? Yes (1) No (2)
- 4) Who appraises you? Head teacher (1) Deputy (2) Head of department (3)
- 5) Are you provided with an appraisal manual by TSC/MOE? Yes (1) No (2)
- 6) Do you have an appraisal schedule in your school? Yes (1) No (2)
- 7) Does the TSC/MOE offer you any induction on appraisal? Yes (1) No (2)

Part C

Read each question in this section carefully and understand it. Then, answer as requested.

All statements will be answered using the scale of five provided below.

- 5 - Strongly Agree (SA) 4 - Agree (A) 3 - Don't Know (DN)
- 2 - Disagree (D) 1 - Strongly Disagree (SD)

- 1) The statements below relate to the practice of appraisal and your feelings about teacher appraisal in your school. Rate each statement by circling the number that best describes your degree of agreement/ disagreement using the scale of five given above.

Statement	SA	A	DN	D	SD
a. Head teacher outlines school aims, objectives and goals to teachers	5	4	3	2	1
b. Head teacher tells me of my performance expectations	5	4	3	2	1

c. We identify the areas of focus in appraisal with head teacher	5	4	3	2	1
d. Each teacher sets goals as per the performance expectations	5	4	3	2	1
e. Teachers ask the support to be provided them by the school	5	4	3	2	1
f. We plan for observation of teaching in classroom	5	4	3	2	1
g. We set datelines for the goals to be met	5	4	3	2	1
h. Observations, regular feedback, coaching and mentoring is done	5	4	3	2	1
i. Head teachers holds an appraisal interview with the teacher	5	4	3	2	1
j. We hold follow-up meetings and review my objectives	5	4	3	2	1
k. I get regular communication from head teacher on my performance	5	4	3	2	1
l. The head teacher reviews other relevant information	5	4	3	2	1
m. Teachers appraise themselves before head teacher appraises them	5	4	3	2	1
n. Teachers endorse h/teachers report before it is sent to TSC/MOE	5	4	3	2	1
o. Teachers get feedback from the TSC in good time through head/t	5	4	3	2	1
p. Teachers discuss the content of the feedback with the head teacher	5	4	3	2	1
q. My school puts intervention measures in place to even better teachers' performance.	5	4	3	2	1

2) What do you consider to be the role of the head teacher as an appraiser?

Statement	SA	A	DN	D	SD
a. Communicating management expectations on teacher performance	5	4	3	2	1
b. Updating and revising individual objectives and performance standards as conditions change	5	4	3	2	1
c. Advising and coaching teachers on how to achieve the objectives	5	4	3	2	1
d. Diagnosing teachers strengths and weaknesses	5	4	3	2	1
e. Reinforcing effective behavior and progress towards goals.	5	4	3	2	1
f. Determining development activities that might help teachers to improve performance	5	4	3	2	1

3) What do you conceive to be the best criteria for a competent appraiser?

Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
a. Teaching experience	5	4	3	2	1
b. Seniority/position in responsibility	5	4	3	2	1
c. Respect	5	4	3	2	1

d. Subject knowledge	5	4	3	2	1
e. Trust	5	4	3	2	1
f. Training	5	4	3	2	1

4) How is the appraisal report used to improve performance in your school?

Statements	SA	A	DN	D	SD
a. To provide teachers with adequate resources to meet targets	5	4	3	2	1
b. Used as a basis for frequent meetings held to discuss teaching with a view to instituting improvement	5	4	3	2	1
c. Facilitate conduct staff development programmes (e.g.in-services)	5	4	3	2	1
d. Is used as a basis to clarify and review targets and objectives of each teacher as conditions change	5	4	3	2	1
e. Used to provide timely recognition to hardworking teachers	5	4	3	2	1
f. To identify of weak teachers that need help through appropriate training and mentoring	5	4	3	2	1

5) Are you pleased with the way appraisal is practiced in your school? Yes (1) No (2)

6) Do you favour or not favour teacher performance appraisal? Favour (1) Not favour (2)

7) Why do you favour/not favour teacher performance appraisal?

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8) How strong do you feel about this (12 above)?

Very strong (5) Strong (4) Moderately strong (3) Slightly strong (2) Not at all strongly (1)

9) What do you think are the main areas of concern that you need to address on performance appraisal system in secondary schools? (list at least three)

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.....
10) Would you prefer to sign a performance contract? Yes (1) No (2)

11) Reason for your answer (16).....
.....
.....

Thank you for participating.

APPENDIX II

STAFF QUESTIONNAIRE FOR HEAD TEACHERS ON PERFORMANCE APPRAISAL

Kindly answer all questions given in parts A,B and C. Read, understand and then circle or tick the number in the bracket () that best reflects your appropriate response.

Part A

- | | | | |
|-----------------------------------------|------------|-------------|------------------------------------------------------------------|
| 1) Your gender. (Please circle) | Male (1) | Female (2) | |
| 2) Your age | 21 -30 (1) | 31 – 40 (2) | 41 – 50 (3) above 51 (4) |
| 3) Your qualification. | ATS (1) | Diploma (2) | Degree (3) Masters (4) |
| 4) Years of experience | 1-5 (1) | 6-10 (2) | 11-15 (3) 16-20 (4) 21-25 (5) 26-30 (6) above 31 (7) |
| 5) Years of experience as head teacher. | 1-5 (1) | 6-10 (2) | 11-15 (3) 16-20 (4) above 20 (5) |

Part B.

- 1) Does your school have the following
- | | | |
|----------------------|----------------|--|
| a) Mission statement | Yes (1) No (2) | |
| b) Vision statement | Yes (1) No (2) | |
| c) School motto | Yes (1) No (2) | |
- 2) Have you heard of performance appraisal in schools? Yes (1) No (2)
- 3) Are teachers appraised in your school? Yes (1) No (2)
- 4) Who appraises them? Head teacher (1) Deputy (2) Head of department (3)
- 5) Are you provided with an appraisal manual by TSC/MOE? Yes (1) No (2)
- 6) Do you have an appraisal schedule in your school? Yes (1) No (2)
- 7) Does the TSC/MOE offer you any induction on appraisal? Yes (1) No (2)

Part C

Read each question in this section carefully and understand it. Then, answer as requested. All statements will be answered using the scale of five provided below.

5 – Strongly Agree (SA) 4 – Agree (A) 3 – Don't Know (DN)

2 – Disagree (D) 1 – Strongly Disagree (SD)

- 1) The statements below relate to the practice of appraisal and your feelings about teacher appraisal in your school. Rate each statement by circling the number that best describes your degree of agreement/ disagreement using the scale of five given above.

Statement	SA	A	DN	D	SD
-----------	----	---	----	---	----

a. Head teacher outlines school aims, objectives and goals to teachers	5	4	3	2	1
b. Head teacher tells teachers their performance expectations	5	4	3	2	1
c. We identify the areas of focus in appraisal with head teacher	5	4	3	2	1
d. Each teacher sets goals as per the performance expectations	5	4	3	2	1
e. Teachers ask the support to be provided them by the school	5	4	3	2	1
f. We plan for observation of teaching in classroom	5	4	3	2	1
g. We set datelines for the goals to be met	5	4	3	2	1
h. Regular observations, feedback, coaching and mentoring are done	5	4	3	2	1
i. Head teachers holds an appraisal interview with the teacher	5	4	3	2	1
j. We hold follow-up meetings and review the objectives	5	4	3	2	1
k. Teachers get regular communication on their performance	5	4	3	2	1
l. The head teacher reviews other relevant information	5	4	3	2	1
m. Teachers appraise themselves before head teacher appraises them	5	4	3	2	1
n. Teacher endorses h/teachers report before it is sent to TSC/MOE	5	4	3	2	1
o. Teachers get feedback from the TSC in good time through head/t	5	4	3	2	1
p. Teachers discuss the content of the feedback with the head teacher	5	4	3	2	1
q. My school puts intervention measures in place to even better teachers' performance.	5	4	3	2	1

2) What do you consider to be the role of the head teacher as an appraiser?

Statements	SA	A	DN	D	SD
a. Communicating management expectations on teacher performance	5	4	3	2	1
b. Collecting data and providing feedback to teachers about their job performance.	5	4	3	2	1
c. Updating and revising individual objectives and performance standards as conditions change	5	4	3	2	1
d. Advising and coaching teachers on how to achieve the objectives	5	4	3	2	1
e. Diagnosing teachers strengths and weaknesses	5	4	3	2	1
f. Reinforcing effective behavior and progress towards goals.	5	4	3	2	1
g. Determining development activities that might help teachers to improve performance	5	4	3	2	1

3) What do you conceive to be the best criteria for a competent appraiser?

Statement	Strongly	Agree	Don't	Disagree	Strongly
-----------	----------	-------	-------	----------	----------

	Agree		Know		Disagree
a. Teaching experience	5	4	3	2	1
b. Seniority/position in responsibility	5	4	3	2	1
c. Respect	5	4	3	2	1
d. Subject knowledge	5	4	3	2	1
e. Trust	5	4	3	2	1
f. Training	5	4	3	2	1

4) How is the appraisal report used to improve staff performance in your school?

Statements	SA	A	DN	D	SD
a. To provide teachers with adequate resources to meet targets	5	4	3	2	1
b. Is incorporated in the school development plan	5	4	3	2	1
c. Used as a basis for frequent meetings held to discuss teaching with a view to instituting improvement	5	4	3	2	1
d. Facilitate conduct staff development programmes (e.g.in-services)	5	4	3	2	1
e. Is used as a basis to clarify and review targets and objectives of each teacher as conditions change	5	4	3	2	1
f. Used to provide timely recognition to hardworking teachers	5	4	3	2	1
g. To identify of weak teachers that need help through appropriate training and mentoring	5	4	3	2	1

5) Are you pleased with the way appraisal is practiced in your school? Yes (1) No (2)

6) Do you favour or not favour teacher performance appraisal? Favour (1) Not favour (2)

7) Why do you favour/not favour teacher performance appraisal?

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8) How strong do you feel about this (12 above)?

- Very strong (5) Strong (4) Moderately strong (3)
- Slightly strong (2) Not at all strongly (1)

9) What do you think are the main areas of concern that you need to address on performance appraisal system in secondary schools? (list at least three

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

10) Would you prefer to sign a performance contract? Yes (1) No (2)

11) Reason for your answer (16).....

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.....
.....

Thank you for participating.

APPENDIX III
HEADTEACHERS INTERVIEW GUIDE ON STAFF PERFORMANCE APPRAISAL
(HTPAIG)

1. The teacher is supposed to sit with you and jointly set goals which form the basis of appraisal. How is this done in your school? Does this make your work easier or difficult?
2. The teacher has the right to access his report and even challenge it on the ground of fairness, relevance and accuracy. How does this compromise your report? Does this cause appraisers report on teachers to be lenient
3. What do you consider to be the main challenges affecting appraisal in secondary schools?
4. What do you like most about performance appraisal? What do you like least about it?
5. Are there any adjustments you think if included/excluded from the appraisal procedures could make the exercise much better? What are they?

APPENDIX IV

Teachers Interview Guide on Staff Performance Appraisal (TPAIG)

1. The head teacher is supposed to sit with you and jointly set goals which form the basis of appraisal. How is this done in your school? Does this make your work easier or difficult?
2. What do you consider to be the main challenges affecting appraisal in secondary schools?
3. What should schools do with the appraisal report to improve instruction?
4. What do you like most about performance appraisal? What do you like least about it?
5. Are there any adjustments you think if included/excluded from the procedure of appraisal will make the exercise even much better? What are they?

APPENDIX V

LIST OF SCHOOLS THAT PARTICIPATED IN THE STUDY

1. Ikoba secondary
2. Monianku secondary
3. Nyabine DEB secondary
4. St. Alfonse Nyabine secondary
5. Nyamondo secondary
6. St. Linus Girls Etago secondary
7. Muma secondary
8. Nyatwoni secondary

Source : DEO's office – South Gucha district

APPENDIX VI
RESEARCH WORK PLAN / SCHEDULE.

Activity	2008					2009					2010					2011						
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A
Proposal writing	←————→																					
Concept paper	←→																					
Literature review	←→				←→																	
Draft writing		←→																				
Develop instruments					←→																	
Proposal submission					←→																	
Defense of proposal										←→												
Hand in corrections										←→												
Permit for research											←→											
Piloting												←→										
Finalizing instruments												←→										
Produce instruments												←→										
Data collection												←→										
Data analysis												←→										
Report writing and correction													←→									
Thesis submission for examination																						
Defense																					←→	
Final report writing																						←→
Binding and submit																						←→
Graduation																						←→

APPENDIX VII

EXPENDITURE ESTIMATES ON RESEARCH.

Activity	Kshs
Preparation of proposal	6,000
Literature review	2,000
Development of research instruments	3,000
Research permit	1,500
Piloting	3,000
Data collection; Lunch / travel/ tour guide	3,000
Data analysis	15,000
Final report writing	5,000
Binding and submission	4,000
Miscellaneous	3,000
Total	60,500

APPENDIX VIII

Nyatera Vincent Ogwora
Kenyatta University
P.O. Box 43844
Nairobi.
Phone: 0733425582/0720036177

The Permanent Secretary
Ministry of Education
P.O. Box
Nairobi.

Dear Sir,

RE: APPLICATION FOR A RESEARCH PERMIT LETTER.

I do hereby apply for a research permit in the field of education.

I am a Kenyan citizen, aged 36 and enrolled for the degree of master of education at Kenyatta University. Am currently interested in the theme of performance appraisal in secondary schools. My focus of research is *Head teachers and teacher perceptions regarding performance appraisal in secondary schools of Etago division, South Gucha district, Nyanza province.*

I do submit two copies of my research proposal to your office for scrutiny and hope to upgrade it immediately I gather and analyze data from the field.

Thanks in advance

Yours faithfully,

Nvatera Vincent Ogwora
E55/10492/2007
ID No.11246211

APPENDIX V

LIST OF SCHOOLS THAT PARTICIPATED IN THE STUDY

1. Ikoba secondary
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7. Muma secondary
8. Nyatwoni secondary

NCST/RRI/12/1/SS/71/5

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. NYATERA VINCENT
OGWORA

of (Address) KENYATTA UNIVERSITY
BOX 43844 NAIROBI

has been permitted to conduct research in _____

_____ Location,

SOUTH GUCHA District,

NYANZA Province,

on the topic Head teachers and

teachers' perceptions regarding

staff performance appraisal. A

case study of secondary schools

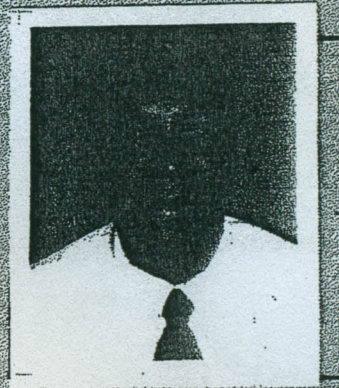
in Etago Division, South Gucha".

for a period ending 30TH NOVEMBER 20 10

Research Permit No. _____

Date of issue 25.2.2010

Fee received KSH.1000



[Handwritten Signature]

Applicant's
Signature

Secretary
National Council for
Science and Technology

CONDITIONS

You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

Government Officers will not be interviewed without prior appointment.

Questionnaire will be used unless it has been approved.

Excavation, filming and collection of biological specimens are subject to further permission from relevant Government Ministries.

Applicants are required to submit at least two (2)/four (4) copies of your final report for Kenyans and non-Kenyans respectively.

The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

Date:

NCST/RR1/12/1/SS/71/5

22nd Feb., 2010

Mr. Nyatera Vincent Ogwora
Kenyatta University
P. O. Box 43844
NAIROBI

Dear Sir,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Head teachers and teachers' perceptions regarding staff performance appraisal. A case of secondary schools in Etago Division, South Gucha District, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **South Gucha District** for a period ending **30th November 2010**.

You are advised to report to the **District Commissioner South Gucha District and the District Education Officer South Gucha District** before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.


PROF. S. A. ABDULRAZAK Ph.D, FIBiol, MBS
FOR: SECRETARY

MINISTRY OF EDUCATION



DISTRICT EDUCATION OFFICE
SOUTH GUCHA DISTRICT
P.O BOX 2
NYAMARAMBE.

REF: ED/GS/GEN/81/VOL. I/16

DATE: 19 / 03 / 2010

TO :

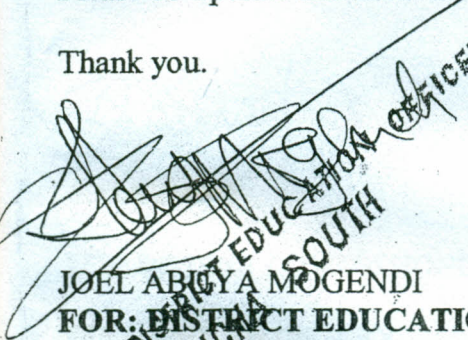
ALL HEADS / PRINCIPALS
SECONDARY SCHOOLS (ETAGO DIVISION)
SOUTH GUCHA DISTRICT.

RE: RESEARCH AUTHORIZATION -
MR. NYATERA VINCENT OGWORA (KENYATTA UNIVERSITY)

The above referred has the authority to undertake his research on Head teachers and teachers' perceptions regarding staff performance appraisal. A case of secondary schools in Etago Division - South Gucha for a period ending 30th November 2010.

Please co-operate and assist him.

Thank you.

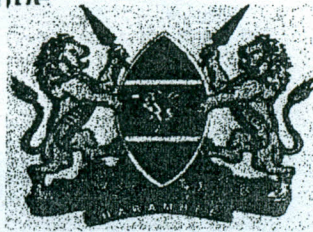

JOEL ABUYA MOGENDI
FOR: DISTRICT EDUCATION OFFICER.
SOUTH GUCHA

THE OFFICE OF THE PRESIDENT

Telegrams "DISTRICTER" Nyamarambe
Telephone NO.020800357
When replying please quote

DISTRICT COMMISSIOER
GUCHA SOUTH DISTRICT
P.O BOX 10
NYAMARAMBE
19TH MARCH, 2010

REF:GCA/SOUTH/EDU.12/25/VOL.1/24



DISTRICT OFFICER

ETAGO DIVISION

RE: MR.NYATERA VINCENT OGWORA OF KENYATTA UNIVERSITY

The above named person has been granted authority to undertake research on Head teacher and Teacher perceptions regarding staff performance appraisal in Etago division.

The purpose of this letter is to ask you to give him the assistance he may require, notify AEO Etago and chiefs on the same.

S.M.GWAKO

FOR: DISTRICT COMMISSIONER

GUCHA SOUTH DISTRICT

✓CC: NYATERA VINCENT OGWORA

KENYATTA UNIVERSITY LIBRARY