



INFLUENCE OF TEACHERS' PERFORMANCE APPRAISAL IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE OF SELECTED SCHOOLS IN NAKURU TOWN SUB-COUNTY

Onkoba Jared Okemwa 

MPAM of Master of Arts in public administration and management

Degree in public policy of Mount Kenya University, Kenya

jareshave@gmail.com

Charles Nyamwaya

Mount Kenya University, Kenya

chmogote@gmail.com

Abstract

This study seeks to examine the influence of teachers' performance appraisal in public secondary schools in Kenya. Descriptive survey framework that this study engaged targeted 560 teachers, 28 deputy principals, and 28 principals from Nakuru town sub county public secondary schools. The researcher selected 10 schools for the purpose of this study using stratified random sampling. The researcher also purposefully selected 10 deputy principals and principals from the selected ten schools. The study made use of three distinct questionnaires for the collection of data for teachers, deputy principals, and principals. Descriptive statistics was applied on quantitative data. The study found that TPA system aims more at aiding the school management to make decisions on teachers other than their professional development. The study recommended that the system should combine professional development and accountability of a teacher's performance in its purpose. Also, teachers should be effectively involved in discussing performance appraisal feedback which can improve them. The study suggested that further studies should be conducted to determine the influence of utilization of modern instructional techniques on the improvement of students' academic performance.

Keywords: Teachers appraisal, Feedback, Methods of evaluating teachers, Public secondary schools, Performance

INTRODUCTION

Performance appraisal (P.A) can be defined as a process of measuring how well any organization staff performs their duties in relation to the set standards and then communicating that information to those employees (Ruddin, 2015). According to KEMI (2010), performance appraisal is a systematic and a continuous review of employees' performance and working potential with an aim of informing and designing action programmes that can lead to improvement on how they work. Fletcher (2011) however finds performance appraisal just as one component of performance management process. Whereas in a broad sense performance management involves how an organization plans, coordinate, utilize, motivate and equip their human resource with knowledge, skills and attitude in order for them to accomplish the desired outcomes and objectives (Wilton 2011), performance appraisal functions as an information processing system providing critical information for rational, effective and efficient decision making regarding how a worker's performance can be improved by identifying training needs, setting levels of rewards and guiding sanctions.

The roots of performance appraisal can be found in Frederick Winslow Taylor's time and motion study Performance appraisal is a part of career development. Performance appraisals are a regular review of employee performance within organizations. Performance appraisal, also known as employee appraisal, is a method by which the performance of an employee is evaluated generally in terms of quality, quantity, cost and time. Performance improvement is not achievable unless there are effective processes of continuous development of employees. Performance management should really be called „performance and development management (Michael, 2006). Performance management focuses towards satisfying needs and expectations of stockholders, owners, management, employees, customers, suppliers and the general public. Different organizations base their appraisal on the various available theories of staff appraisals and mechanisms.

Teachers Service Commission (2015) gives direction that the Commission determines the intervals of conducting appraisals in the educational institutions. The appraisal instrument shall be jointly discussed, completed and signed by the appraiser and appraisee. An appraiser, may, where an appraiser does not perform to the expected standards, recommend an appropriate corrective action. Every report shall be submitted to the TSC commission's headquarters at the end of the appraisal period. The TSC further states that notwithstanding the above provisions, she may from time to time issue guidelines on the management of performance appraisal system. TSC (2015) further makes appraisal compulsory by directing a disciplinary action against a teacher who fails to complete and submit an appraisal report to the supervisor, or neglects or refuses to sign and discuss the appraisal report with the supervisor.

Furthermore, the commission directs that any teacher who consistently displays poor performance or adverse appraisal ratings may after due process have the services terminated.

Performance appraisal is important in all organizations and also viewed as important human resource function that can contribute to the continuing development of the individual employee. Human resource is the most important and expensive asset in an organization in whose organizational successes and failures depend. Performance appraisal programs benefit both the employee and the organization. For the organization performance appraisal provide inputs for many other functions. For employee performance appraisals provide feedback about daily performance while also stressing employing development and growth plans. Most successful organizations use performance appraisals as a basis for human resource activity. Ineffective performance appraisal or performance ignorance leads to poor organizational performances (Dorothy, 2015).

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

Evaluation of performance is the process of recapitulating, analyzing, and advancing the work that an employee performs. The manager in charge of performance must acquire all possible information regarding the performance of an employee to improve the reliability and productivity of the appraisal. The evaluation process can be a cyclical process in which a supervisor interviews the subordinate in a systematic and formalized collaboration. The interaction can be semi-annual or annual involving an examination and discussion of the subordinate's performance at work. The objective is to highlight strengths and weaknesses and identify prospects for the development and improvement of skills. Most organizations utilize evaluation findings deliberately or incidentally in the determination of resulting rewards.

To improve P.A system in Brazil, in 1995 the Brazilian government came up with a guiding plan to reform the state apparatus known as the Bresser Reform produced by the newly created ministry of Federal Administration and State Reform that specified the objectives and guidelines for redefining Brazil administration (OECD 2010). The Bresser Reform aimed at reforming the public administration structure, to emphasize the quality and productivity of public

service. The reform led the government to use bonuses based on performance which enabled the adoption of differentiated pay for more qualified staff and allowed the adjustment in the remuneration of those careers without the grant of linear adjustments for the whole public administration (Salgado, 2017). Citing from the case of Brazil it is evident that PA does not require a lot of bureaucracy since bureaucracy affects results and also interferes with the employees motivation. It is also important to note that Brazil s P.A system is not very clear because not all job categories are appraised. From this research it is also clear evident that there is also another remuneration system used in Brazil. This confuses the employees and makes its P.A lack leveled playground hence employees demonization. It is therefore necessary that all workers be appraised and the appraisal feedback to be used to set workers" salaries after promotion.

In one study, Maliehe (2011) investigated how the performance of educators was being managed at schools in Bahlaloga, South Africa. The study employed a survey design and was conducted among 12 principals and 85 teachers drawn from 23 schools in Bahlaloga Circuit. This study established that only 42% of the principals reported to be evaluating teachers once per term and on the other hand there were 52% who were evaluating them once per term. There were 6% of principals who reported that they evaluated their teachers once per year. Maliehe's (2011) study established a relationship between frequency of teacher evaluation and school performance, with schools where teachers are regularly appraised recording better performance.

In Kenya, the desire to improve the process and outcomes of teacher appraisal has seen the Teachers Service Commission (TSC) review its approach to teacher appraisal. In the period before 2005, teacher appraisal in Kenya assumed a confidential approach and was based on personality and the level loyalty to the school head and significant others (Muli, 2010). Teachers had no access to the head teacher evaluation of their behaviour. The TSC Code of Regulation for Teachers (2018) gave the head teacher the mandate to supervise and assess the performance of teacher in his/her respective school. The TSC Code of Regulation for teacher revised in 1986 and 2005 (Cap 29.44) stipulates that the principal should appraise and send copies of appraisal report of his/her teachers to the TSC and DEO within the month of March every year. Previous studies (such as Wanzare, 2015; Odhiambo, 2015) showed that the confidential teacher appraisal system in place before 2005 was ineffective.

Statement of the Problem

In the absence of a framework of evaluation, low productivity sprouts with its negative effects. The performance of employees diminishes for lacking the parameters for appraisal. Labour

unions have the interests of their members (employees) at heart from workstations extending to their personal lives to ensure optimal performance. Labour unions at times have a negative implication when advocating for employees welfare such as guaranteed promotions and increased pay such as when one is in a senior position.

Kenyan-based studies by Njoka (2013) and Marangu et al (2018) reveal an inadequacy in the development of personnel in the teaching profession across the country. This is sufficient reason to fuel the evaluation of educators for easy identification of the gaps in the development of teachers. Countries like New Zealand, Britain, Australia, and the USA have a stabilized system for appraising teachers. However, it is just in the beginning of the 21st century that teacher evaluation became an issue of national interest (Odhiambo 2015). For a couple of years gone, spontaneous school inspection by inspectors of schools was the only way of evaluating teachers in the secondary schools in Kenya. The superiority-inferiority complex stuck between teachers and inspectors as Wanzare (2002) and Odhiambo (2015) established as a hindrance to the process of evaluation. Restructured policies by TSC purpose on the eradication of these weaknesses to improve the management of teachers. Prior to 2005, TSC framework policy for evaluating teachers was confidential. TSC required supervisors to document and submit teacher's report annually. After 2005, TSC has adopted a public system of appraisal for teachers' involvement on evaluation (TSC, 2014). There is no record of studies about the performance evaluation of educators in public secondary schools. For that reasons, this study endeavored to establish the impact that evaluation of performance had on teacher's dedication to work in Nakuru town sub-county government sponsored secondary schools in Kenya.

Purpose of the Study

This study focused on the assessment of the influence that appraising teachers had on their performance in Kenya, Nakuru town sub-county public secondary schools.

Specific Objectives of the Study

The study was guided by the following objectives:

- i. To determine the value of the feedback of performance appraisal on the performance of teachers public secondary schools in Nakuru town sub-county, Kenya
- ii. To assess the methods of evaluating teachers' performance on the performance of teachers in public secondary schools in Nakuru town sub-county, Kenya..

Research Questions

- i. What is the value of the feedback of appraising performance on the performance of teachers on public secondary schools in Nakuru town sub-county, Kenya?
- ii. What are the methods of evaluating teachers' performance on the performance of teachers in public secondary schools in Nakuru town sub-county, Kenya?

LITERATURE REVIEW

Teachers' Performance Appraisal Feedback

As records from Indiana University of Human Resource (2011) indicate, a supervisor and an employee engage in a process of interaction in which they exchange information regarding the yield of performance from the set performance target as feedback for performance appraisal. As Hillman et al, (2010) notes, giving feedback on evaluation entails communicating to employee concerning the expected result of a performance target. The purpose of a feedback is to provide information about the quality of work performance and is essential to management (London, 2003). To Bernardin and Beatty (2014) feedback is key to the process of institutional management. As Thiry (2009) puts it, feedback is an indicator of a worker's performance and internal motivation, it is also a parameter for evaluating future objectives.

Giving feedback on performance evaluation in schools involves giving educators all information about the quality of their work performance regarding their responsibilities at the end of the evaluation process. Such feedback enlightens teachers with relevant information shading light about the extent to which they realize organizational goals and point out the areas for improvement. Robert (2003) points out that giving staff a feedback about their performance gives them an opportunity to table the reasons for the inefficiency to seek support to improve in their areas of weakness thereby positively impacting on the behavior of the teachers to rationalize their performance. Articulate data to teachers about their performance levels is helpful in the improvement of the standards of teaching and learning. Further, Jensen (2011) posits that student will receive the best learning experience when teachers receive constructive criticism about the performance of their work.

Teachers derive motivation and direction in their teaching patterns upon the receipt of constructive feedback (OECD, 2012). An ideal feedback empowers teachers to weight the strength of the professionalism and improve in their areas of weakness to ensure better teaching proficiencies. Constructive presentation of information about the quality of performance to people is essential as people would always desire to improve on their work (Billkopt, 2010). Moreover, informing people about the level of service delivery is superior to many fruitless

techniques that most institutions use in evaluating their workers to improve their performance. Teachers appreciate regular feedback about their performance so that they can improve on the efficiencies of their work performance and power up their strengths. Without performance feedback, it is impossible to witness improved work practices (George & Jones, 2004).

The process of giving feedback to workers is dreadful to staff more than the disciplinary process (Billikopt, 2010). Many people find the process of giving feedback the most uncomfortable (Dessler, 2008) as only few people can stand the interaction. Educators in schools resist constructive feedback about their performance even when their weakness are apparent thereby becoming defensive of their faults. At times, unreliability of performance results lead to the resistance to feedback data from teachers. OECD (2010) reports confirmations that even in the developed nations, teachers' feedback is a rare practice. For instance, the rate of giving feedback to teachers in Australia and Portugal are 35 and 33 percent respectively. The situation is the same in Kenyan schools. Muli (2011) research in Kitui West indicate that only few schools gave feedback to their teachers. Even worse, not even the teachers' employer (TSC) gives feedback to teachers. Simply, it is hard for teachers to receive their feedback.

Unprofessional delivery of feedback information can demoralize teachers. A couple of suggestions by Prat and Stenning (2017) are helpful in the achievement of feedback satisfaction among teachers. The feedback should center on the process rather on the personality of the teacher. The feedback should rely on facts and not suggestions or personal opinions. The feedback session should take place the earliest time possible after receiving the data on performance. Assessors should stick to the areas that the teacher can improve on and advice only if requested. Dalton (2016) recommends giving feedback confidentially to reduce negative views. Ironing out performance challenges through open less formal frequent interactions can be profitable. According to Sindhi (2013) such interaction are the avenue for the teachers to improve on their teaching process and learning experience of learners. The success of an evaluation process is dependent on teachers' receipt and perception of feedback information.

Teachers Performance Appraisal Methods

The establishment of reliable processes of evaluation according to Lawler (2010) thrives on two premises; the development of targets and the articulation of the standards of work performance. However, the overall rationale of this effectiveness depends on the extent of goal realization. A system of evaluation makes a key component in all performance appraisals in which the evaluators make inferences on the basis of their observations (Lady and Farr, 2018) in the

measurement of the quality of the service of an individual. Evaluation provides a rationale to find out the extent to which an educator achieves a stipulated target. Without a consensus concerning measurement of evaluation, setting parameters for performance (Armstrong, 2013) will be in vain. Performance of evaluation paves way for the provisions of feedback to an appraisee and the institution of work (Guantai, 2010). Ling (2015) terms teaching and learning experience a complex undertaking in school evaluation techniques taking place in various methods and circumstances making its vital to use multiple tools in data collection for comparison.

Different institutions (schools) use diverse evaluation methods in evaluating their teachers. Nonetheless, there is a postulation of seven techniques used widely by Darling – Hammond, Wise and Peace (2010) as follows: competency tests, ratings of students, test results of students, self-assessment, teacher's interviews, peer reviews, and classroom assessment. Australian educator assessment research by Jensen (2011) recommends an overall 360 degree evaluation review by parents. The 360 degrees technique requires response from several sources to increase the validity of the assessment. It should involve all stakeholders in the schools ranging from students and their parents, the educators, and senior administrative staff. Parent evaluation is external but plays an important role in expanding the view of evaluations. Parents hold key information about their children. Jensen suggests such information will be instrumental in boosting the evaluation and improvement of the performance of teachers.

Omayo's 2010 research in Borabu district proposes repeated techniques for teacher evaluation that include a 7.89% examination of work records, 10.52% ranking of individuals, 21.05% essay writing, and 55.2% target setting. Gichuhi (2011) points out that the kind of an evaluation method an institution settles for will determine the view of its staff on that appraisal method.

According to Murton et al (2010), it is difficult finding a reliable evaluation structure that is free of biasness. This is one of the reasons that educators among other staff feel a difficult in trusting these evaluation mechanisms. Studies in schools reveal that using multiple instruments to collect performance data leads to the most efficient results when evaluating the performance of educators in their work environments. Jacob and Lefgren (2008) agree that collaborative efforts by teachers and principals can help to hand pick the best evaluation tools that can be effective in the determination of the weaknesses and strengths of teachers in their teaching experiences. It is possible to reinforce the performance of a teacher. Professional development is helpful in eradicating weaknesses among teachers.

Conceptual Framework

This study relied on the conceptual framework with the assumption that particular performance facets of evaluations determined the performance of an educator.

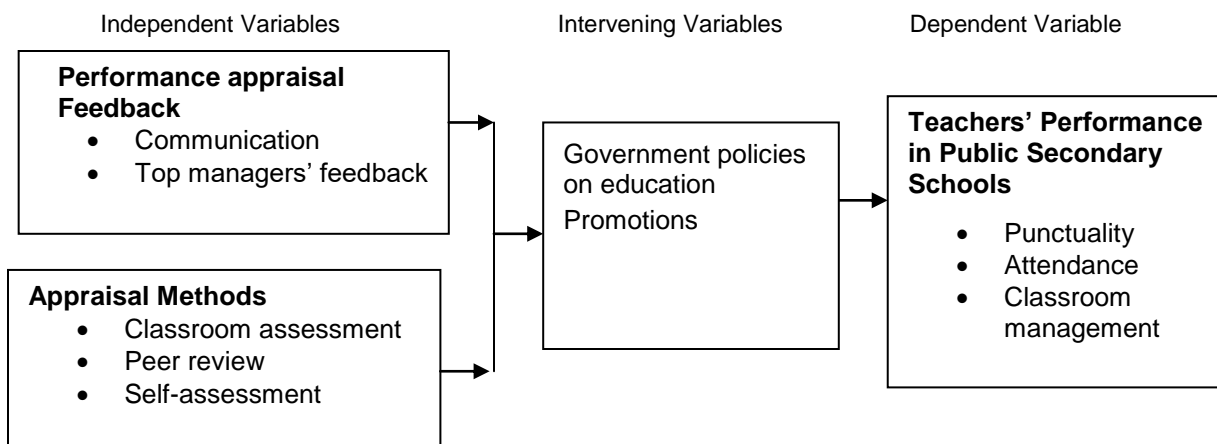


Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

Research Design

Descriptive research was the basis for this study. This study involved a demonstration of interactions among people and relationships among things making descriptive suitable (Trochim, 2006). Survey approach was the choice of descriptive research. Survey gives the researcher an opportunity to gather first-hand information through one on one interactions with the sample size to obtain facts, data on experiences, and behaviors, on the beliefs and forecasts, preferences and attitudes (Majumdar, 2005). According to Fraenkle and Wallen (2009) surveys enable researchers to obtain large amounts of information from their target population. Collecting data from teachers and principals is easy. Further, to Mugenda and Mugenda (1999), describing the efficiencies of the TPA with strict adherence to the state of the variables is so easy.

Target Population

Begi (2009) defines target population as the research population of interest for the purpose of a study. The target population is a composition of all hypothetical or real objects, events, or people upon which the research purposes to generalize the findings of the research. All teachers in the public schools in Nakuru Sub-county were the target population for this study. The total of TSC teachers in the government sponsored public schools in the sub-county is 560.

Sampling procedure

According to Orodho (2005), sampling involves the selection of constituents of a population in way sufficient to represent the entire group under study. The process is statistical in which the research purposes the selected elements to provide required information on the group of study. The essence of sampling is to provide insight about a population to the researcher while saving on money and time. This study utilized stratified random sampling to select schools with the classification categorizing the schools into two strata.

Sampling is the act, process or technique of selecting a suitable sample for the purposes of determining the characteristics of the whole population. The study adopted census technique to include all the principals from the 10 selected schools. Nassiuma's (2008) formula employed to determine the sample size of teachers

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where,

n = Represents sample size,

N = Represents study population

C = Represents coefficient of variation ($21\% \leq C \leq 30\%$), and

e = Represents error margin ($2\% \leq e \leq 5\%$).

Calculating the sample size,

$$n = \frac{560 (0.21)^2}{0.21^2 + (560-1)0.02^2}$$

$$n = 92.25$$

$$n = 92 \text{ respondents}$$

Data Collection Tools

Using questionnaires, this study collected data from school administration and teachers. Considering the objectives and time in the nature of this study, questionnaires were the most ideal tools for data collection. The objective of the study was determined by the structure of the questionnaire. The questionnaires applied were given to the principals and teachers. Questionnaire make direct enquiries about the responses to events, activities, and behaviors, and are therefore a reliable instrument to collect data (Whisker, 2001). Questionnaires give respondents sufficient period to provide precise responses to the elements in a questionnaire covering large sample within a short time (Kombo et al., 2006).

Procedure of Data Collection

To improve the rate of responses, the researcher obtained a letter of authority from the University and attached a copy to each questionnaire. The researcher also sought then seek authorization to undertake the research from the school principals of selected sample schools, and go through the Nakuru County Staffing Officer (CSO) to seek permission from the National Council for Science Technology and Innovation (NACOSTI). The researcher held meetings with teachers from the selected schools in their respective schools. After the meetings, the researcher in person, administered the questionnaires to principals and their teachers. The researcher strictly adhered to all ethical issues such as the right of the respondents to submit their information, let the responses remain anonymous, and confidential.

Validity

Validity is the extent to which theory and evidence back up the interpretation of the test scores using tests carried out. Instrument validity is the degree to which it can precisely measure assigned variables. To Mugenda and Mugenda (1999), validity is the preciseness and usefulness of deductions based on the results from the research. It is the degree of accuracy to which the findings from the analysis gives a representation of the variables included in the study. Face and content validity was used in the validation of the research instrument. To measure the extent to which the responses represent specific areas the study covered, the researcher applied content related technique.

Reliability

The capacity of an instrument of research in accurately measuring outcomes of interest in the span of time is reliability. Reliability is the accuracy with which an instrument of research gives consistent results after a series of trials. According to Mugenda and Mugenda (1999), it starts with a first score in which a research instrument yields same score given a second administration proofing the reliability of the instrument. To Nachmias and Nachmias (1996) reliability is about the stability, dependability, and consistency of a test. By measuring the dependability of a questionnaire, the research determined its reliability in measuring the variables of interest. To estimate the reliability of the instruments of research, the researcher used the methods of test re-test in which the research administers the same test twice to the same respondents selected for the purpose of testing reliability of the questionnaire.

Data Analysis

The researcher tabulated responses from collected data, code, and made its entry into a computer for analysis. The Statistical Package for Social Sciences (SPSS) was used for the analysis because it has the ability in the analysis of complex data from such study. In analyzing quantitative data, the researcher used descriptive statistics including frequency counts, percentages standard deviation, and means. Coding frames including patterns, themes, and categorized responses was used in the analysis of qualitative data based on the identification and description of content analysis. Using graphs, pie charts, and frequency distribution tables, the researcher used a narrative form to make a thematic presentation of the analyzed results. Tables were used in presenting the analyzed data. Putting results from tables and percentage provides a visual view of the data, to make an inference of whatever happened and make interpretations thereof. Schwandt and Schwandt (2001) identify such presentations as the best way to showcase data to other parties.

ANALYSIS AND FINDINGS

Response Rate

Response rate is defined as the number of questionnaires that are filled completely and returned or collected against the questionnaires that are issued to the respondents. 92 questionnaires were issued out of which 79 were fully completed representing 86% response rate which was way above the accepted questionnaire return rate of 76 % (Nulty, 2008).

Gender

The respondents' gender was of particular interest to the study. Table 1 illustrates respondents spread in terms of highest academic qualifications.

Table 1: Gender

Gender	Frequency of teachers	Percentage	Frequency of principals and deputy	Percentage
Male	45	57	11	58
Female	34	43	8	42
Total	79	100	19	100

It was established that 34% of the teachers and 58% of the principals and deputy principals were male while 43% of the teachers and 42 principals and deputy principal were female. This implies that most of the respondents were male.

Descriptive Analysis of Study Variables

Effectiveness of Performance Feedback Provided in the School

In addition the researcher sought to determine the effectiveness of performance feedback provided in the school. The findings resulting from the analysis are presented in Table 2.

Table 2: Effectiveness of Performance Feedback Provided in the School

	N	Min	Max	Mean	Std.
The form of performance appraisal feedback provided in my school is effective	79	1	5	4.5098	.61229
I am effectively involved in discussing my performance appraisal feed back	79	1	5	4.3922	.69508
The frequency of performance appraisal feedback in my school is adequate	79	1	5	4.1961	.82510
I am effectively involved in endorsing my performance appraisal report in the school before it is send to TSC	79	1	5	4.0196	1.14000
Sending my performance appraisal report to the teacher service commission by the principal is effectively done	79	1	5	4.3725	.79902
Performance appraisal feedback helps me to effectively identify my professional strength and weakness	79	1	5	4.4902	.80926
Performance appraisal feedback is used to inform intervention needed to improve my performance in the school	79	1	5	4.5098	.80926

The study revealed that the form of performance appraisal feedback provided in my school is effective (mean \approx 5.00; stddev < 1.000). The respondents also agreed that they are effectively involved in discussing their performance appraisal feedback (mean \approx 4.00; stddev < 1.00). Moreover majority of the respondents agreed (mean \approx 4.00; stddev < 1.000) that the frequency of performance appraisal feedback in the school is adequate. The respondents also agreed that (mean \approx 4.00; stddev > 1.000) they are effectively involved in endorsing my performance appraisal report in the school before it is send to TSC. Moreover majority of the respondents agreed (mean \approx 4.00; stddev < 1.000) that Sending their performance appraisal report to the teacher service commission by the principal is effectively done. In addition majority of the respondents agreed that (mean \approx 4.00; stddev < 1.000) that performance appraisal feedback helps them to effectively identify my professional strength and weakness. Finally majority of the respondents agreed (mean \approx 4.00; stddev < 1.000) that performance appraisal feedback is used to inform intervention needed to improve my performance in the school. The standard deviation

ranged between 0.61229 and 1.14000 indicating that the dispersion of the respondents from the mean was minimal. This implies that the variance of the highest respondents and the lowest respondents was small. This finding was in line with results by Asiego and Gathii, (2014) who found out that most head teachers, who were used as the performance appraisers had no training on performance appraisal

Aspect relating to the Effectiveness of Performance Appraisers in School

In addition the researcher sought to determine the aspect relating to the effectiveness of performance appraisal in school. The findings are presented in Table 3.

Table 3: Aspect relating to the Effectiveness of Performance Appraisers in School

	N	Min	Max	Mean	Std.
My school performance appraisal have adequate knowledge on teacher performance	79	1	5	3.4706	1.41920
My performance appraiser seems to possess skills required for effective appraisal	79	1	5	3.5490	1.33137
My performance appraiser is trained based on the way they conduct performance appraisal	79	1	5	4.3529	.82033
My performance appraiser is easy to relate with during the process of appraisal	79	1	5	4.2157	.87895
My appraiser involves me in all aspect of performance appraisal process.	79	1	5	3.0980	1.17055

The sampled teachers were in agreement that school performance appraisal have adequate knowledge on teacher performance (mean \approx 3.00; stddev $>$ 1.000). It was also observed that performance appraiser seems to possess skills required for effective appraisal (mean \approx 4.00; stddev $>$ 1.000). In addition, respondents agreed that performance appraiser is trained based on the way they conduct performance appraisal (mean \approx 4.00; stddev $<$ 1.000). The teachers also agreed that performance appraiser is easy to relate with during the process of appraisal (mean \approx 4.00; stddev $<$ 1.000). Finally majority of the teaches agreed that appraiser involve the teachers in all aspect of performance appraisal process (mean \approx 3.00; stddev $>$ 1.000). The standard deviation ranged between 1.41920 and 0.82033 indicating that the dispersion of the respondents from the mean was small. This implies that the variance of the highest respondents and the lowest respondents was minimal.

CONCLUSIONS

The researcher concluded that the purpose of PA in our school is effectively linked to the teacher's job description. The TPA system effectively provides information which may assist to improve the work of a teacher. The TPA system aims more at aiding the school management to make decisions on teachers other than their professional development.

The researcher concluded that school performance appraiser have adequate knowledge on teacher performance in addition performance appraiser seems to possess skills required for effective appraisal. Performance appraiser is trained based on the way they conduct performance appraisal. Performance appraiser is easy to relate with during the process of appraisal further

Finally the researcher concluded that forms of teachers' performance appraisal feedback used in schools are effective. Teachers are effectively involved in discussing their performance appraisal feedback in our school. Performance appraisal feedback provided, helps the teachers to effectively identify their professional strength and weakness. The frequency of providing teachers with their performance appraisal feedback is adequate

RECOMMENDATIONS

The researcher recommended that teachers should be effectively involved in discussing performance appraisal feedback in addition the frequency of performance appraisal feedback should be adequate. Teachers should be provided with performance appraisal feedback so as to help them identify professional strength and weakness.

Finally the researcher recommended that performance appraisers should possess adequate knowledge on teacher performance further the appraisers should have skills required for effective appraisal. Appraisers should be trained on how to conduct performance appraisal. The researcher recommended that teacher should be involved in all aspect of performance appraisal process.

LIMITATIONS OF THE CURRENT STUDY

- Questionnaires were the primary instruments for collecting data in this study. Moreover, the respondents will thrive in the freedom of choosing their responses thereby becoming a hindrance to the study.
- This study only covered Nakuru town sub-county and therefore the factors addresses may not be the same to other part of the nation
- A larger population was not the goal of the study. This means that the results of this study were limited to the extent that generalizations was made.

SUGGESTIONS FOR FURTHER RESEARCH

The researcher suggested that further studies should be conducted to determine the influence of utilization of modern instructional techniques on the improvement of students' academic performance.

REFERENCES

- Armstrong, M. (2003). *A handbook of Human Resource management practices* (9th edition) Kogan.
- Asiago, D and Gathii, A. (2014). Teachers' perceptions of performance appraisal practices in Public secondary schools in Limuru district. *International Journal of Education and Research*, 2 (4), 1-12.
- Asira, G. (2011). Teachers' perception about performance appraisal system in the Oftinso Municipality Education Directorate. Unpublished Master of Education thesis. University of cape coast:
- Babbie, E., Muton, J. and Prozesky, B. (2001). *The practice of Social Research*. South Africa: Oxford.
- Beadwell, J., and Claydown, T. (2007). *Human Resource Management 5th edition. A Contemporary Approach*. England: Pentice Hall.
- Begi, N. (2009). *Research, monitoring and evaluation*. Nairobi: Blesmo Research.
- Bernardin, H. J., & Beatty, R. W. (1984). *Performance appraisal: Assessing human performance at work*. Boston: Kent.
- Billikopt, G. (2010). The negotiated performance appraisal model: Enhancing Supervisor's sub-ordinate communication and conflict resolution. *A Research and Application Journal* No. (10).
- Borg, W. R. Gall. 1989. *Educational Research: An Introduction, Fifth Edition*. New York: Longman.
- Boswell, W. R., and Boudreau, J. W. (1997). Employee attitudinal effects of perceived Performance appraisal use. Cornell University: CAHRS Paper series.
- Cascio, W. F. (1992). *Managing human resources*: New York: McGraw – Hill.
- Cleveland, J., Murphy, K., and Williams, R. (1989). "Multiple uses of performance Appraisals: Prevalence and correlated", *Journal of Applied Psychology* 74,130- 135.
- Constitution review of commission of Kenya (2003): Gender in the draft bill of the constitution of Kenya: <http://www.ielve.org/content/w0301.pdf>.
- Copeland, B. R. (2014). International trade and the environment: policy reform in a polluted small open economy. *Journal of environmental economics and management*, 26(1), 44-65.
- Daoanis, L.E (2012). Performance Appraisal System: It's Implication to Employee Performance. *International Journal of Economics and Management Sciences*, 2(3), 55-62.
- Darling – Hammond, L. Wise, A. E., and Pease, S. R. (2013). Teacher evaluation in the Organizational context. A review of the literature. *Review Educational Research*, 53(3), 285-328.
- Darling H.L. (2011). Teacher quality and student achievement; A review of state Policy evidence. Seattle center for the study of teaching and policy: University of Washington.
- Datche, A. E. (2007). Factors affecting the teacher performance appraisal system: a case of public Secondary Schools in Mombasa District (Doctoral dissertation, Kenyatta University).
- Datche, E.A. (2007). Factors affecting the teachers' performance appraisal. A case of Public Secondary school in Mombasa district. Unpublished Master of Education thesis. Kenyatta University:
- Dessler, G. (2008). (11th Ed). *Human Resource Management*. Newjersy: Pearson. Hall.
- Diehl, P. L., & Gay, L. R. (2012). *Research methods for business and management*. New York: McMillan.
- Drummond, D. C. (2001). Theories of drug craving, ancient and modern. *Addiction*, 96(1), 33-46.
- Dunnette, M. D., & Fleishman, E. A. (Eds.). (2014). *Human Performance and Productivity: Volumes 1, 2, and 3*. Psychology Press.

- Dutche, E. A. (2007). Factors affecting the teachers' performance appraisal: A case of public secondary schools in Mombasa district. Unpublished Master of Education thesis. Kenyatta University.
- Elverfeldt, A. (2005). Performance appraisal. How to improve its effectiveness. Unpublished Master of Education Dissertation. University of Twente.
- Figazzolo, L. (2013). The use and misuse of Teacher appraisals: An overview of cases in the developed world. Education international Institute.
- Fletcher, C. (2001) "Performance Appraisal and management." The Developing Research Agenda," Journal of Occupational and Organizational Psychology, Vol.74, pp 473 – 487.
- Flores, M. A. (2010). Teachers' performance appraisal in Portugal: The (Im) possibilities of a contested mode. Mediterranean Journal of Education studies Vol. 15(1) pp4 – 60.
- Fraenkel, J. R. and Wallen, N. E. (2009) (7th ed). How to Design and Evaluate Research in Education. New York: McGraw – Hill.
- Gatemi, M. W. (2004). The impact of appraisal on teachers' performance in Kenya. A case Study of Girls' Secondary Schools teachers in Nairobi Province.
- Gichuhi, D. M. (2011). The effects of performance appraisal on teachers' development: a Case of secondary schools teachers of Laikipia West district, Kenya. Unpublished Master of Education Thesis. Kenyatta University.
- Gomez-Mejia, L.R., Balkin, D.B and Cardy, R.L. (2004). Managing Human Resource, 4th Edition: London; Pearson Education.
- Grote, D. (2002). Performance Appraisal. An ideal system, a perfect form. Executive Excellence. Newsletter.
- Grote, J. (2003). Conflicting generations: A new theory of family business rivalry. Family business review, 16(2), 113-124.
- Grover, J. W, Chingos, M.M and Lindquist, K.M (2014) Evaluating Teachers with Classroom Observations: Lessons Learned in Four Districts. Brown centre on education policy. Brookings.
- Haddad, W. D. and Demskys T. (1995) Education policy – planning process. An applied Framework Paris: UNESCO.
- Hillman, L. W., Schwandt, D. R, and Bartz, D.E. (1990). Enhancing staff members Horne H. & Pierce A. (1996). A practical guide to staff development and appraisal in schools. London: Kogan Page.
- Hillman, L. W., Schwandt, D. R, and Bartz, D.E. (1990). Enhancing staff members London, M. (2003). Job feedback: giving, seeking and using feedback for performance Improvement (2nd edition) Newjersey: Lawrence Erlbaum Associates.
- Ikramullah, M. (2012). Purpose of performance appraisal system. A perceptual study of civil Servants in District Dera Ismail Khan-Pakistan. International journal of business Management Vol. 7.No.3.
- Indiana University of Human Resource, (2011) www.indiana.edu. Accessed on 26/4/2013
- Iraki, M. W. (2013). Teachers' perceptions of the Role of performance appraisal in Enhancing teaching and learning. A case of public secondary schools in Kiambu County. Unpublished Master of Education Thesis. Kenyatta University:
- Jacob, B. and Lefgren, L (2008). Can principals identify effective teachers? Evidence of Subjective performance evaluation in education "Journal of Labour Economics 26(1) 101 – 136.
- Jensen, B. & Reinchl J. (2010). The OECD Teaching and Learning International Survey (TALIS) and teacher education for Diversity, Educating Teachers for Diversity: Meeting the Challenges, OECD.
- Jensen, B., (2011). Better Teacher Appraisal and feedback; improving performance. Grattan Institute.
- Jordan, J. L. and Nasis, D. B. (1992), "Preference for performance appraisal based on Method used, type of rater and purpose of evaluation", Psychological Report, 70, 96.3 – 969.
- Joshua, M,T; Joshua, A.M and Kritsonis, W.,A (2006). Use of Student Achievement Scores as Basis for Assessing Teachers' Instructional Effectiveness: Issues and Research Results. National Forum of Teacher Education Journal, 16 (3).1-13.
- Kombo, D. K. and Dolno, L. A. (2006). Project and Thesis writing: An Introduction. Nairobi: Pauline Publications Africa.
- Lady, F. J., and Farr, J. L. (1980). Performance Rating. Psychology Bulletin, 87, 72– 107.
- Lalampa, M. (2008) Performance Appraisal, HELB Review issue No.11, Nairobi.

- Latham, G. P., & Locke, E. A. (1979). Goal setting—A motivational technique that works. *Organizational dynamics*, 8(2), 68-80.
- Latham, G., & Wexley, K. K. (1994). Increasing productivity through performance appraisal.
- Ling, S. W., (2005). Teachers' perceptions of the appraisal system in Hongkong Secondary School in relation to professional development. Unpublished Master of Education dissertation, university of Hong Kong.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*, 57(9), 705.
- MacGreal, T. L., (1988). Evaluation for enhancing Instructions: Linking teacher evaluation and staff development.
- Stronge, J. H. (2010). *Teacher Evaluation and school Improvement*.
- Marangu, D. K., Kimani, J. N., Msafiri, F., & Roimen, H. P. (2008). Mapping Prosopis species in Baringo District. Department of Resources Survey and Remote Sensing (No. 173). Technical Report.
- Martin, K., & Acuna, C. (2002). SPSS for institutional researchers. In Workshop for the Association of Independent Colleges and Universities in Pennsylvania, Bucknell University, Lewisburg, PA.
- Mathis, R. W., and Jackson, J. H. (2004). *Human resource management* Singapore: Thomson.
- Milliman, J., Taylor, S., & Czaplewski, A. J. (2002). Cross-cultural performance feedback in multinational enterprises: Opportunity for organizational learning. *People and Strategy*, 25(3), 29.
- Mitchell, T. M. (2004). The role of unlabeled data in supervised learning. In *Language, Knowledge, and Representation* (pp. 103-111). Springer, Dordrecht.
- Monyatsi P.P. (2003). Teacher appraisal: An evaluation of practice in Botswana secondary schools. Unpublished Doctor of Education thesis. University of South Africa: Pretoria.
- Mugenda, A. G. (2008). *Social science research: Theory and principles*. Nairobi: Applied.
- Mugenda, O. M., and Mugenda, A. G. (1999). *Research methods: Qualitative and Quantitative approaches*. Nairobi. Act press.
- Mugwe.(2010). Teachers perceptions of performance appraisal practices. A case of public Secondary schools in Limuru District. Unpublished Master of Education project, university of Nairobi.
- Muli, R. M. (2011). The impact of Performance Appraisal on secondary school Teachers Professional Development in Kitui West (Kenya): Unpublished Master of Education project. Kenyatta University.
- Murton.A. Inman, M., and Osullivan, N. (2010). *Unlocking Human Resource Management*. London: Hodder Educations.
- Nachmias, C. F., & Nachmias, D. (1996). Research designs: cross-sectional and quasi-experimental designs. *Research methods in the social sciences*, 125-151.
- Neely, A. D., Adams, C., & Kennerley, M. (2002). *The performance prism: The scorecard for measuring and managing business success*. London: Financial Times/Prentice Hall.
- Njoka, B. K. (2009). Relationship between management needs of secondary school head teachers and In-service Training offered. A case of Merit South and Maara Districts, Kenya. Unpublished M. Ed Thesis Chuka University College.
- Nkambule, S. G. (2010). How school management teams' view and experience implementation of the Integrated Quality Management System (Doctoral dissertation, University of Pretoria).
- Nyatera, V. O. (2011). Headteachers and Teachers perceptions regarding staff Performance appraisal. Unpublished Master of Education thesis, Kenyatta University.
- Odhiambo, G. O. (2005). Teacher appraisal: the experiences of Kenyan secondary school teachers. *Journal of Educational Administration*, 43(4), 402-416.
- OECD, (2013). *OECD review of Evaluation and assessment in Education Synergies for Better Learning. An International Perspective on Evaluation and Assessment*.
- Omayo, B. S. (2010). Influence of appraisal systems that headteachers use on performance of secondary school teaches in Borabu district in Kenya. Unpublished M.B.A, thesis, University of Nairobi:
- Onyango, G. A. (2001). Competencies needed by secondary school headteachers and Implications for pre service and In-service Education. A case of Nairobi and Kakamega Districts. Unpublished Doctor of Education Thesis, Kenyatta University.

- Orodho, A. (2009). Elements of education and social science research methods, Maseno, Kenya: Kanzja.
- Oso, W. Y., & Onen, D. (2008). A General Guide Line to Writing Research Project and Report. A Handbook for the Beginning Researchers. Makerere University, Kampala.
- Parrill, S. (1999). Revisiting Rating Format research: computer based rating Formats and Components of accuracy. Virginia Polytechnic and State Institute.
- Pierce, J. L., & Newstrom, J. W. (2011). Leaders and the Leadership Process: Readings. Self.
- Pintrich, P. R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. Educational psychology review, 16(4), 385-407.
- Prat, K. and Stenning, R. (1989). Managing staff appraisal in schools. Training manual. London: Chapman and Hall.
- Rao, T. V. (2004). Performance management and Appraisal systems. New Delhi, Response Books Publisher.
- Robert, G. (2003), Employee performance appraisal system participation. A technique that Works. Personnel Management Journal, 32 (1) 89-98.
- Russel, J. S., and Goode, D., L., (1988), "An analysis of manager's reactions to their own Performance appraisal feedback" Journal of applied psychology. 73, 6367.
- Sasson, J. R., Alvero, A. M., & Austin, J. (2006). Effects of process and human performance improvement strategies. Journal of Organizational Behavior Management, 26(3), 43-78.
- Schwandt, T. A., & Schwandt, T. A. (2001). Dictionary of qualitative inquiry.
- Sindhi, S. A. (2013). 360 Degree Performance Appraisal in school: a means of quality Education. Counter currents. Org.
- Stephen P. Robbins, & David A. Decenzo. (1995). Fundamentals of management: essential concepts and applications. Prentice Hall.
- Stronge, J. H., Helm, V. M., & Tucker, P. D. (1995). Evaluation Handbook for Professional Support Personnel. Kalamazoo, MI: Center for Research on Educational Accountability and Teacher Evaluation, Western Michigan University
- Thiry, K. J. (2009). Factors that affect peer raters Accuracy in multi-rater feedback system. Unpublished Doctor of philosophy Dissertation. Capella University.
- Trochim, W. M. (2006). Qualitative measures. Research measures knowledgebase, 361.
- Vroom, V. H. (1964). Work and motivation.
- Wanzare, Z., & Ward, K. L. (2000). Rethinking staff development in Kenya: Agenda for the twenty-first century. International Journal of Educational Management, 14(6), 265-275.
- Wendy, R. and Boudream, W (2000), "Employee satisfaction with performance appraisals and appraisers. The role of perceived appraisal use". Human Resource Development, Quarterly Vol. 1.No. 3.
- Whisker, G. (2001). The Post Graduate Research handbook. New York: Palgrave.