

Abstract

The current study purposed to establish the influence of performance feedback practices on implementation of teachers' performance appraisal in Public secondary schools in Makueni Sub-County, Kenya. The study objectives sought to investigate the influence of timely and regular feedback, involving teachers and clear guidelines on implementing of performance appraisal of teachers in public Secondary Schools in Makueni Sub-County. This study was underpinned on Goal setting theory. Descriptive survey research design was adopted targeting 44 head teachers of public secondary schools, 563 secondary school teachers and 1 Teachers' Service Commission Human Resource Officer. Stratified Proportionate Sampling and simple random sampling methods got employed to select 22 principals and 56 teachers from the secondary schools. Census and purposive sampling techniques were applied to select 1 Teachers Service Commission Human Resource Officer. Questionnaires and interview schedule were adopted as tools for data collection. Validity and reliability of instruments was established by way of a pilot study and Split-half technique respectively. Data was analyzed qualitatively and quantitatively with the help of descriptive as well as inferential statistics with the aid of SPSS computer software. Quantitative data was presented by way of cross tabulation tables and frequency distribution tables. Qualitative data was organized into themes based on study objectives and presented in a narrative form. Correlation analysis was done using Pearson's Product moment Correlation (r). Analysis on Principals and teachers' responses indicated a positive interrelationship ($r(20) = 0.704$, $r(20) = 0.712$, $r(20) = 0.632$ and $r(56) = 0.783$, $r(56) = 0.744$, $r(56) = 0.665$ all at $p < 0.05$) existing between timely and regular feedback, involving teachers as well as clear guidelines and implementing of teachers' performance appraisal respectively. The study concluded that regular and timely feedback, involving teachers and clear guidelines have positive influence on implementation of performance appraisal for teachers and need to be practiced in schools.