

**INSTITUTIONAL BASED FACTORS INFLUENCING IMPLEMENTATION OF
TEACHERS' PERFORMANCE APPRAISAL IN PUBLIC SECONDARY
SCHOOLS IN MAKUENI SUB COUNTY, MAKUENI COUNTY,
KENYA**

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**A Research Project Submitted in Fulfillment of the Requirements for the Degree of
Master of Education in Educational Administration of South Eastern Kenya
University**

2022

DECLARATION

I understand that plagiarism is an offence and I therefore declare that this project report is my original work and has not been presented to any other institution for any other award.

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DEDICATION

This project is a dedication to my spouse and parents for their prayers and support. God bless them highly.

ACKNOWLEDGEMENTS

The journey has not been easy but through the power of the Almighty God I made it through. It is with much regard that I thank Dr. Janet Mulwa in a special way for the steadfast support she accorded me throughout my project work. I appreciate your mentorship, patience and encouragement that made me to hold on to this work to the end. You ensured that I perfected every bit of my work. I will be forever grateful. I would like to thank Prof. Jonathan Muema Mwanja for ensuring that my work was up to expectations. I thank all the staff at Wote Campus for their backing towards the victory of my work, may God bless you.

Thank you Dr. Kasivu and the Board of Post graduate Studies for the advice and ensuring that I got the supporting documents that enabled me to collect data in time. Thank you all lecturers who taught and supported me in various ways throughout this academic journey. I want to thank the Teachers Service Commission Human Resource Office and the Teachers Service Commission Makueni Sub County Office, head teachers as well as public secondary school teachers who were participants in this study. I appreciate my colleagues at work and specifically madam Rhoda Edward for her support and constant encouragement throughout my academic journey.

Thank you to my family members, my parents Stephen Mbuvi and Joyce Stephen, Mother in-law Christine Yulu and my spouse Ambrose Yulu, sisters, brothers and all relatives and friends for their backing throughout the project work. I'm grateful to all and I hope the attainment of this degree will bring achievement and fulfillment in our family. God bless you all.

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ABBREVIATIONS AND ACRONYMS

AIP	:	American Institute of Physics
AITSL	:	Australian Institute for Teaching and School Leadership
BPS	:	Board of Post Graduate Studies
DoE	:	Department of Education
IQMs	:	Integrated Quality Management systems
KCSE	:	Kenya Certificate of Secondary Education
Med	:	Master of Education
NACOSTI	:	National Commission for Science, Technology and Innovation
NQTs	:	Newly Qualified Teachers
OECD	:	Organization for Economic Cooperation and Development
PA	:	Performance Appraisal
PGDE	:	Post Graduate Diploma in Education
SPSS	:	Statistical Package for Social Sciences
TSC	:	Teachers Service Commission
USA	:	United States of America
WES	:	Work Environment Scale

ABSTRACT

This study investigated institutional based factors influencing implementation of teachers' performance appraisal in public secondary schools in Makueni sub-county. Study objectives established the influence of performance feedback practices, reward management systems, training of teachers and school work environment on implementing teachers' performance appraisal in public Secondary Schools in Makueni Sub-County. Locke's goal setting theory underpinned the study. Descriptive survey research design targeted a population of 609 subjects consisting of principals and teachers of public secondary schools, Teachers Service Commission Human Resource Officer and Teachers Service Commission Sub County Director. Stratified proportionate sampling, simple random sampling, census and purposive sampling techniques helped to select a sample of 80 subjects. Questionnaires and interview schedule assisted to collect data. Instrument validity and reliability were determined through a pilot study and repeat interviews and Cronbach's Alpha and test re-test technique respectively. Data analysis was done by descriptive and inferential statistics aided by SPSS computer software. Frequency distribution tables and cross tabulation tables were used for quantitative data presentation. Qualitative data was organized into themes based on study objectives and presented in a narrative form. Pearson's product moment correlation (r) indicated a positive and statistically significant relationship between the variables. All parameters investigated indicated a positive and significant correlation $r > + 0.5$ and p -values less than 0.05. The study therefore concluded that performance feedback practices, reward management systems, training of teachers and school work environment positively and significantly influenced implementation of teachers' performance appraisal. The study recommended a timely and regular feedback, training, rewards and a good working environment for teachers in public schools to enhance the implementation of teachers' performance appraisal.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Performance appraisal (PA) according to Juneja (2020) is a methodical evaluation of workers performance in order to comprehend their abilities for growth as well as development. Every organization according to Kagema and Irungu (2018) has a purpose towards maximum performance and the staff members are the main driving forces. Obisi (2011) stated that organizational performance efficiency and effectiveness can be achieved through continuous appraisal. However, according to Grubb (2015) performance appraisal does not produce the results expected and should be abolished. This implied that performance appraisal is still a contentious issue. While the intenseness of transformation hastens and the importance of keeping pace with it increases (Day, 2013) greater transparency requires schools to contend in a world economy. According to Elliot (2015) improving achievement and giving quality academic experience for learners is the most key outcome expected of educational institutions with instructor quality seen as the highly significant school aspect affecting learners' accomplishment.

Stewart (2013) observed that, for appraisals to be consequent they need to be in connection to professional development, measurements of feedback need to be designed jointly with teachers, greater emphasis should be laid on implementation and good training for the evaluators to make appraisals reliable. In addition, Stewart (2013) noted that, how the assessment of individual teachers connects to the evaluation of schools demands careful thought as the conditions for effectual teaching may differ from school to school. There are areas of discord according to Stewart (2013) including connection of performance to rewards and that poorly created evaluation systems can build an environment of fear and resistance amongst teachers and may hinder creativity.

According to OECD (2013) teacher evaluation could be a priority for enhancing the attention on teaching quality and familiarity with the varied parameters of effective performance assessment becomes necessary. The question facing many countries according to Stewart (2013) is not if to have a teacher evaluation system but how to get it

correctly. Stewart (2013) further noted that regardless of the strongly held beliefs there is limited research on what can work. OECD (2013) defined teacher appraisal as an evaluation of teachers in order to determine their competency for improvement. Figazzolo (2013) observed that when teacher evaluation policies are envisaged in collaboration with teachers and their unions, teachers' trust is earned. Elliot (2015) noted that evaluating teachers is a fundamental step in the drive to enhance teaching and learning effectiveness as well as to raise educational standards.

Figazzolo (2013) affirmed that, the importance of assessment is giving feedback for tutors to enhance their proficient capabilities. On the contrary, the Australian Institute for Teaching and School Leadership Limited (2012) indicated that, school instructors in Australia do not receive the feedback they require to get better but evaluation is done for managerial needs. This conforms to Elliot (2015) who established that feedback and suitable performance evaluation is not constantly given within Australian learning institutions. Dinham (2013) observed that in Australia, new teachers are not well prepared when they start permanent teaching leading to a theory practice gap. According to Ingvarson et al. (2007) Australia has no school based performance pay schemes established yet.

A study by Makia (2008) on school assessment system in Japan: Focus on the perception of principals and vice principals, the principals were regarded as highly competent which assisted them to recognize chances for self-appraisal. The study recommended that training in the form of in service activities, workshops and courses are needed to ensure teachers acquire skills and knowledge. The Organization for Economic Cooperation and Development OECD (2010) established that Japanese teachers are expected to perfect their teaching methods through interaction with one another. Teachers study groups evaluate a teacher's performance and make suggestions for improvement. Further, OECD (2010) revealed that, teachers in Japan are offered induction programs for new teachers and paid study leaves for additional training.

According to Beavis (2003) several countries in the United States have employed pay for performance plans to transform the traditional salary scales. Figazzolo (2013) observed that, additional external evaluators and other teachers are being couched to work as appraisers as the demand for evaluators continues to rise. This is consistent with a study by Petrone (1990) on evaluation of teacher performance a nationwide status report of type, content and length of time of training teachers for public schools at Iowa State University in Ames United States, which revealed the need to improve the knowledge domain of the evaluator and teachers through providing fundamental content. According to Tuma et al. (2018) in USA a larger number of teachers were given regular feedback which enhanced their teaching practice.

The Center for Development and Enterprise (2015) observed that the Integrated Quality Management System (IQMS) in South Africa had faced challenges including, inadequacy advocacy program of the system in schools, poor training, inadequate leadership by head teachers and resistance to the process by teachers. This conforms to a study by Mpungose and Ngwenya (2014) on management of performance of teachers and its appraisal dilemmas for principals in South African schools, which revealed hostility, negativity and resistance from the teachers making it difficult to implement the IQMS. According to CDE (2015) in a study on evaluation of teachers in South African schools, pay was not regarded as an impetus for performance. Schools offered a once off bonus and competitive ranking to teachers though most public learning institutions lacked the monetary resources.

Mathwasa (2012) in an assessment of teacher performance appraisal implementation in Zimbabwe Bulawayo Metropolitan Province observed that educators resisted the imported appraisal system citing need of a pilot test, improper training and requirement for a meaningful reward which disappointed implementers who found it hard to apply in their every day work. This conforms to Machingambi et al. (2013) on perceived performance management system implementation challenges in Zimbabwean secondary schools. The study revealed absence of instruction on performance administration, misuse of the scheme by school head teachers, failing of school administration to offer staff development

programs, absence of meaningful reward and inadequate resources as the major hindrances to implementation of the system.

Namuddu (2010) studied systems for staff appraisal and teachers' performance at Agakhan schools within Kampala, Uganda and found a significant interrelationship between teachers based evaluations and performance of teachers. Malunda et al. (2016) studied evaluation of teachers and pedagogical practices quality in Uganda and recommended a continuous evaluation of teachers and training of head teachers on effective staff appraisal. This is consistent with Mugizi et al. (2020) who studied practices of development of talent and work engagement of in-service teachers at a Western Uganda private university and revealed that appraisal of performance, training and promotions are crucial to teachers' work engagement and recommended frequent coaching for all teachers.

According to the United Nations Educational Scientific and Cultural Organization UNESCO (2021) teachers are among the highest influencers as well as strong forces for excellence, fairness and access in schooling. UNESCO focuses on the provision of properly trained teachers backed by Sustainable Development Goal number four based on quality education by way of the education 2030 Frame work for Action. The frame work emphasizes on certified teachers by enhanced recruitment, training, retention, status, motivation and work conditions. Along with UNESCO, the International Labor Organization ILO advances ideals of quality teaching through teaching staff (Liang, 2022). According to the Kenya Public Service Commission (2016) staff performance assessment system is founded on the principle of planning work, setting targets, feedback as well as reporting and is connected to recruiting, placing, training and advancement, job progression, rewarding and sanction. Performance, Rewards and Sanctions framework for public service gives a clear procedure for rewarding exemplary performance and sanctioning poor performance where rewards and sanctions are under the Staff Performance Appraisal System (SPAS).

The Kenya Integrated Performance Management Policy was developed to provide a frame work for guiding performance management practices in Kenya's public sector. The policy

is important for ensuring structural transformations, sustainable economic progress and socio-economic development needed in Kenya. In addition, it would help improve service delivery to reach the rights and needs of Kenyans (Kenya public service commission, 2021). Since independence, the Kenyan government has dedicated itself towards improving the standards of schooling as a basic human right, towards fighting shortage and achieving national development (Ministry of Education, 2008). According to the National council for law reporting (2013) the Basic Education Act Kenya grants every Kenyan child a right to a free and mandatory basic schooling with equitable access, quality and relevance and accountability in the institutions of basic education.

TSC Act Regulation 52 under the 2010 Kenyan constitution stipulates that the Teachers Service Commission (TSC) shall use an open evaluation system for all teachers (Iraki, 2013). The Teachers' Service Commission code of regulation for teachers (2015) section (52) mandates heads of schools to oversee performance appraisal of their teachers, use appraisal reports for promotions, deployments as well as other awards, identify needs for training and carry out corrective measures for performance that is unsatisfactory and come up with and revise criteria, and tools for performance appraisal occasionally. The regulations require teachers in secondary schools to be appraised by heads of departments, the deputy head teacher or the head teacher.

TSC uses the Teachers' Performance Appraisal and Development (TPAD) tool for evaluating the Kenyan teacher. Teachers' Service Commission (2022) stated that the TPAD is a performance evaluation method which examines a teacher's performance based on outlined standards. The new TPAD tool according to Teachers Service Commission (2022) has 5 standards namely: teacher conduct, teacher's professional development, comprehensive learning environment, professionalism, professional knowledge and practice, and involvement in professional learning community. According to Owino (2019) The Teacher Performance Appraisal and Development (TSC TPAD) helps improve teaching competencies for teachers through participating in the assessment of own performance and enhancing supervision as well as monitoring. Owino (2019) stated that teacher evaluation is currently being carried out online.

Kagama and Irungu (2018) analyzed teacher performance appraisals and their influence on teacher performance in Kenyan secondary schools, the finding of the study was that teacher evaluation affected teacher performance. The conclusion was that appraisals could be used for motivating teachers and thereby improving students' performance. A study by Nyamwaya and Okemwa (2019) on the influence teachers' performance appraisal has in Kenya's public secondary schools in Nakuru town; the study established that the aim of teacher performance assessment is to aide school administration make decisions on tutors apart from their professional growth. The study recommended that the system should put together proficient development and liability of teacher work performance in its goal.

Kareithi (2018) carried out a study on the effect of performance appraisal system on performance of secondary school teachers in Kirinyaga's West sub county Kenya, which established a positively significant association amidst practices for setting goals, rewarding system practices, performance feedback practice and teachers performance. Recommendations were that, teachers ought to participate in setting goals to enable them realize the base upon which they are being appraised. Alube (2015) studied factors influencing implementation of teachers' performance appraisal systems: A case of public secondary schools in West lands constituency, Kenya, where the study established that understanding of the evaluation techniques differs across the teachers and that some staff is not familiar with the procedures. This is consistent with a study by Arnodah (2013) on improvement of teachers through peer evaluation of teachers in Kenyan schools, which revealed that below half of the teachers had received in-service coaching. A study by Kiprop (2018) on rewards and performances of the teachers of public secondary institutions in Kericho County, Kenya, unveiled that rewards enhance teachers' performance significantly.

Previous studies by Mpungose and Ngwenya (2014), Machingambi et al. (2013), Namuddu (2010), Malunda et al. (2016), Mugizi et al. (2020), Kagama and Irungu (2018), Nyamwaya and Okemwa (2019), Kareithi (2018), Alube (2015), and Arnodah (2013), revealed that there might be additional factors influencing teachers' performance appraisal. This study however investigated institutional based factors influencing implementation of

teachers' performance appraisal in public secondary schools in Makueni Sub County. The independent variables investigated included: performance feedback practices, reward management systems, training of teachers and school work environment while the dependent variable was implementation of teachers' performance appraisal.

According to Karugaba (2015) if performance appraisal feedback for teachers is granted timely and frequently, it could upgrade performance of secondary schooling. Karugaba (2015) further noted that it was important for supervisors to conduct joint sessions for mutual goal setting, evaluation standards and constructive feedback. This is in conformity with Alube (2015) who established that feedback influence teachers' performance appraisal.

According to Yamoah (2013) employees will be directed to the organization's goals when their anticipations of a reward system which is just and fair are met. This concur with a study by Oganda et al. (2020) who established that a rewarding system of an organization ought to be equivalent to the energy that each staff gives and be at par with firms of the same level in an economy. Oganda et al. (2020) further indicated that offers of rewards founded on non- performance should be subsequent to a fair and correct assessment of the impact on its recipient.

Omar (2014) stated that in service training enables teachers to upgrade their skill and understanding which enhances coaching and learning resulting to improved work performance. According to Omar (2014) this enables teachers to face new demands and transformations in the educational realm which elevates teachers' professionalism. This agrees with Kamau et al. (2018) who acknowledged that all evaluators must be sufficiently couched on the application of instruments in order to avoid them from being used as a formality.

In line with Danya et al. (2018) teachers' perception of their proficient fit is connected to self-efficacy for instruction thereby providing additional evidence on the significance of mentorship and promotion of strong interrelationship amongst teachers and colleagues.

Ministry of Education MoE (2008) indicated that school environments which are safe and secure with adequate and well maintained facilities, high levels of interaction amongst school management, tutors, students and the community upholds quality learning and teaching.

Makueni Sub County is justified for the current study because factors influencing implementing of teachers' performance assessment did not feature in most other studies such as Yamoah (2013), Oganda et al. (2020), Omar (2014), Danya et al. (2018). To fill up a knowledge gap, this study focused on the influence of feedback practices, reward management systems, training of teachers and school working environment on teachers' performance appraisal implementation in public secondary schools in Makueni Sub-county. Other studies such as Kamau et al. (2018), Karugaba (2015) and Alube (2015), related to this study were carried out in different settings and as a result this study differs from theirs. Additionally, there is no known study done in Makueni Sub County on institution based factors influencing implementation of teachers' performance appraisal despite the challenges of implementing the appraisals in the sub county.

1.2 Statement of the problem

Even with the dedication by TSC to enact teachers' performance, factors influencing enforcement of teachers' performance assessment stay mostly under-explored. According to Iraki (2013) appraisal of performance has positive influence towards teaching and learning in schools when well enforced. Figazolli (2013) noted that despite extensive application of teacher evaluation, teachers have raised concerns regarding the approaches employed to carry it out and concerning its effect on their job and self drive. Teachers' Service Commission Makueni Sub County office, (2022) observed that since inception, implementing of the performance evaluation for teachers' in Makueni Sub County had faced a number of challenges: teachers unions constantly opposed the TPAD causing resistance from teachers, teachers felt that appraisals were different from their actual work and did not support fully the process, some teachers lacked full understanding of the process, appraiser and appraised targets depicted colluded results, schools lacked internet connections, increased workloads due to increased enrolment, some teachers were not

being appraised and TSC feedback was not reaching teachers. Covid-19 interrupted teaching and learning thereby affected how the TPAD was being implemented.

Though according to the authorities there might be other factors sabotaging implementation of teachers' performance appraisal in learning institutions, bad feedback practices, and poor reward management systems, inadequate training of teachers on performance appraisal and a poor school work environment could be affecting execution of teachers' performance appraisal in the sub county. In order to resolve the problem, Teachers' Service Commission Makueni Sub County office (2022) stated that TSC officials in the Sub County have been holding many meetings with Boards of management and principals. Symposiums, clinics and trainings for teachers have been held and also open days to recognize teachers' efforts. Mechanisms to ensure that teachers get feedback directly are underway and team teaching is being encouraged.

Various studies done by Osati (2019), in Homabay County and Kamau (2019), in Maara Sub County left a gap in that the studies were done in different settings. However, the topic for the current study is different from theirs and the study was done in a different setting. This justifies the need for the study on Institutional Based Factors Influencing Implementation of Teachers' Performance Appraisal in Public Secondary Schools in Makueni Sub County, Makueni County, Kenya in order to fill a knowledge gap.

1.3 General study objective

This study investigated institutional based factors influencing implementation of teachers' performance appraisal in public secondary schools in Makueni sub-County, Makueni County, Kenya.

1.3.1 Specific Study objectives

This study employed the following specific study objectives:

- i. To establish the influence of performance feedback practices on implementation of teachers' performance appraisal in Public secondary schools in Makueni Sub-County.

- ii. To examine the influence of reward management systems on implementation of teachers' performance appraisal in Public Secondary schools in Makueni sub-County.
- iii. To determine the influence of training of teachers on implementation of teachers' performance appraisal in public Secondary schools in Makueni Sub County.
- iv. To examine the influence of school work environment on implementation of teachers' Performance appraisal in public secondary Schools in Makueni Sub-County.

1.4. Research Hypotheses

The following were the research hypotheses:

H0 There is no statistically significant relationship between performance feedback practices and implementation of teachers' performance appraisal in public secondary schools in Makueni Sub County.

H1 Performance feedback practices influence implementation of teachers' performance appraisal in public secondary schools in Makueni Sub County.

H0 There is no statistically significant relationship between reward management systems and implementation of teachers' performance appraisal in public secondary schools in Makueni Sub County.

H1 Reward management systems influenced implementing of teachers' performance appraisal in public secondary schools in Makueni Sub County.

H0 There is no statistically significant relationship between training of teachers' and implementation of teachers' performance appraisal in public secondary schools in Makueni sub county.

H1 Training of teachers influences implementing of teachers' performance appraisal in public secondary schools in Makueni Sub County.

H0 There is no statistically significant relationship between school work environment and implementation of teachers' performance appraisal in public secondary schools in Makueni Sub County.

H1 School work environment influences implementation of teachers' performance appraisal in public secondary schools in Makueni Sub County.

1.5 Significance of the study

Information gathered in this study is important because the Ministry of Education, Teachers Service Commission (TSC), principals of schools, and teachers could be made aware of institutional factors impacting on implementation of performance appraisal for teachers. This could enhance the way in which teachers' performance appraisal is carried out in public secondary schools in Makueni sub County. Evidence based research on teachers' performance appraisal is limited and therefore this research could form a foundation for future research on teacher performance appraisal and its effectiveness. The study could be used to give current information to the TSC and other scholars on emerging issues on implementing of teachers' performance appraisal. This study could be used to solve trending issues in teachers' appraisal by offering advice to the stakeholders in the education sector. TSC may consider the concerns and input of teachers on redesigning the current performance appraisal towards an effective appraisal in the future.

The Teachers Service Commission could be guided on areas that require upgrading in implementation of performance appraisal for teachers. Teachers could acknowledge the significance of teacher appraisal as a self-development tool. Ministry of education, TSC and principals of secondary schools would be acquainted on those factors leading to unsatisfactory implementation of teachers' performance appraisal.

1.6 Limitation of the Study

According to Simon (2011) limitations can be defined as possible weaknesses in a study which are out of the researcher's control. Teachers and principals could overrate or underrate themselves when filling in questionnaires leading to wrong conclusions for the study. To overcome this, information was collected from many teachers and principals to get more details on the subject. Respondents could withhold information from the researcher which was overcome by assuring them of confidentiality. The selected schools could be wide spread in different localities thereby increasing the cost of data collection in terms of time and money. This was overcome by proper time management and budgeting. Covid -19 pandemic could make it hard to visit schools and TSC offices. This was overcome by observing covid-19 protocols. A compacted school calendar due to effects of

covid-19 could make teachers too busy to fill in the questionnaires. This was overcome by explaining the significance of the study to teachers and allowing them adequate time to fill the questionnaires.

1.7 Delimitation of the study

Simon (2011) defined delimitations as attributes that restrict the scope and defines the confines of the study. This study investigated institutional based factors influencing teachers' performance appraisal implementation in public secondary Schools in Makueni sub County. The factors investigated included; performance feedback practices, reward management systems, training of teachers and school work environment. Views were collected from teachers and principals who are employees of Teachers' Service Commission, TSC Human Resource Officer Makueni Sub County as well as the TSC Sub County Director Makueni sub county. Private schools got omitted from this study since their principals and teachers are not employed by the Teachers Service Commission.

1.8 Assumptions of the study

Assumptions are aspects outside the researchers control but when they cease to exist the research becomes irrelevant (Simon, 2011). This study assumed that teachers' performance appraisal would continue being of importance in the teaching profession and that teachers' performance appraisal was implemented in secondary schools by principals, deputy school heads, departmental heads as well as subject heads as stipulated by TSC. It was presumed that participants would give honest facts and that research findings would be inferred to other public secondary institutions in Makueni sub-County.

1.9. Definition of significant terms

Performance Appraisal: refers to an organized assessment of teachers' achievements to find out their capabilities for further development.

Reward Management: refers to the effecting of policies to enable rewarding of teachers fairly and consistently.

Performance feedback: refers to information given to teachers concerning their performance.

Training of Teachers: refers to teaching a teacher a particular skill or behavior.

School Work Environment: refers to situations in the teachers' work place.

1.10 Organization of the study

This study was arranged in six chapters. Chapter one consisted of; Background to the study, Statement of the problem, General objective of the study, Specific objectives of the study, Research hypotheses, Significance of the study, Limitations of the study, Delimitations of the study, Assumptions of the study, Definitions of significant terms and Organization of the study. Chapter two comprised of review of related literature based on study subthemes, summary of related literature review, theoretical framework as well as the conceptual framework. Chapter three consisted of the research methodology. It included: Research design, Target population, Sampling techniques and sample size, Research instruments, Validity of research instruments, Reliability of research instruments, Data collection procedures, Data analysis techniques and Ethical considerations. Chapter four included data analysis and presentation of research findings basing on objectives of the study. Chapter five comprised of discussion and interpretation of research findings. Chapter six consisted of conclusions, recommendations and suggestions for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter consisted of literature review on parameters investigated under factors influencing implementing of teachers' performance appraisal which included: performance feedback practices; reward management systems; training of teachers; school work environment and also a summary of related literature review, theoretical and conceptual frameworks.

2.2 Performance Feedback Practices and Implementation of Teachers' Performance Appraisal

According to Wiggins (2012) feedback is information on what we are doing in our endeavor to reach a goal. Owuonda et al. (2020) established that teachers ought to be involved in devising of the teachers' performance evaluation tool to develop a positivist mindset against their performance review. Kluger and De Nisi (1996) however established that, feedback would rather than enhancing performance weaken employees' performance. Gibson (2020) added that teachers were to a smaller extent affirmative on the usefulness of targets and had a feeling that their time was used on goal setting.

A study by Linhares et al. (2017) on teaching evaluation by teachers out of Brazil and Portugal: A comparative analysis, the study was build up from a qualitative perspective and was explanative. Responses were collected from two groups of teachers. Seventeen teachers formed the first group from Aveiro city and its environs, Portugal's central region and 266 teachers formed the second group from Brazil's Sergipe state at Northeast region. Questionnaires were used as tools of data collection. Answers were compared using WebQDA software and theoretical references. The study identified a strong need to explore and talk about teacher evaluation with teachers. Linhares et al. (2017) left gaps that this study sought after to fill. Firstly, it was carried out in a different setting from this study and it majorly dwelt on the qualitative approach while this study applied both quantitative and qualitative approach. The study applied WebQDA qualitative analysis software while this study used SPSS computer software for quantitative data analysis and analyzed qualitative

data based on themes. The study did not pay attention to whether feedback management practices influenced implementation of teachers' performance appraisal that this study focused on.

A study by Virani (2015) on school teachers' performance evaluation model: A perspective from India used quantitative and qualitative methods. Fifty schools were selected as samples and represented various curricula from Mumbai suburbs' English medium schools. One thousand and three hundred stake holders responded. Stratified random sampling techniques were used. Charlotte Danielson Model was used to develop tools of collecting data which were administered to students, parents, teachers and principals. Interviews and discussions were employed to collect data. Factor analysis was applied to analyze quantitative information. Triangulation for both quantitative as well as qualitative information was adopted. The study recommended teachers to be given specifics on role clarity and descriptions for their jobs before they are appraised. The study by Virani (2015) did not focus on whether clarity of roles and job descriptions influenced implementation of teachers' performance appraisal thereby leaving a gap.

Panhoon and Wongwanich (2013) did a study on teacher feedback analysis for enhancing teaching quality in Thailand's primary schools. Collection of qualitative and quantitative data was done on targeted groups in pioneer schools of Chonburi region. Promptness check for the O-NET, classroom observation, lesson plan re-examination, teacher self-review, teachers' interviews, and records for national test scores during the previous three years were used to gather information. Instrument validity and consistency was tested by fifteen researchers who gave good qualities. Gathered data was analyzed through descriptive statistics as well as content analysis.

The study established that teachers were receiving instructional feedback with shallow outcomes. The study recommended teachers to constantly offer feedback to each other and that givers of feedback and the takers ought to be broad minded and apply feedback to the job. Further, the study recommended that in schools, a feedback system for raising teaching standards for teachers should be founded on analysis of teachers and learners data deduced

from assessments. This would help target group strengths and weaknesses to be taken into consideration and enhancements made in the correct direction and in an effective way. The study by Panhoon and Wongwanich (2013) was done in primary schools while this study was administered in public secondary schools and additionally used questionnaires to gather data. The study also did not consider the influence of performance feedback practices on implementing of teacher's performance evaluation a gap that this study filled.

Kyakulumbye (2013) investigated the effect the appraisal system had on the performance of employees in chosen private schools within Uganda and focused on head teachers, deputies and teaching staff. A sample size of 120 informants was computed through Krejcie and Morgan table. A cross sectional structure and questionnaires were employed for data collection. Pearson's coefficient revealed a strong positive significant interrelationship amidst appraisal feedback and staff performance indicating that the more the appraisal feedback in schools the better the staff performance. Private schools were recommended to clearly observe guidelines for coming up with performance goals like clear assigning of responsibilities, communicating priorities and making timely and constant judgments that lead to favorable outcomes. Kyakulumbye (2013) did not focus on whether feedback influenced execution of teachers' performance assessment within state owned secondary institutions a gap which this study filled. The study was also done in private schools while this study was done in government owned secondary institutions. Kyakulumbye (2013) never used an interview which was employed in this study to gather more facts for analysis.

Karugaba (2015) studied performance appraisal feedback for teachers and its effectiveness in secondary education performance: The case of selected secondary schools that are public in Tanzania's Bukoba Municipal Council. The target was secondary school teachers. The study utilized a qualitative approach. Purposive sampling as well as stratified random sampling was employed to select 76 informants. Data was gathered using interviews and questionnaires. Descriptive and also narrative analyses were utilized to examine data. The study discovered that in secondary schools in Bukoba municipal council teachers' performance evaluation feedback was ineffective as teachers were not granted timely as well as regular feedback on performance to improve secondary education performance.

The study recommended regular training for supervisors to give them sufficient knowledge and develop their capability for effectual performance evaluation system in secondary education. Karugaba (2015) did not pay attention on the influence of performance feedback on enforcing of teachers' performance assessment a gap that this study filled. This study also used a larger sample size of 80 to collect more data for analysis.

Gichuki (2015) did a study on the perception of teachers on the effectiveness of performance appraisal system in public secondary schools in Gilgil and Naivasha Districts. The target population consisted of 50 school heads, fifty deputy principals and 434 teachers. Purposive and simple random sampling was applied to pick 120 participants for the sample. Questionnaires were employed to gather information which got analyzed by way of descriptive statistics and content analysis. Analyzed outcomes were presented thematically as a narrative, in the form of frequency tables, pie charts and as bar graphs. A problem was revealed in the communication of the performance feedback amongst the appraisers and appraised and also from Teachers Service Commission which made teachers find performance evaluation as of no gain. Recommendations were made for in-service training for the head teachers, deputy head teachers as well as for teachers on performance evaluation to define its objective in learning institutions. More recommendations were made on the use of different ways of evaluating teachers and improving communication of feedback amidst TSC and teachers. This aspect was investigated in a different setting in Makueni Sub County to fill a gap. Additionally, stratified proportionate sampling procedure was employed to get a proportional representation of all categories of respondents in the target population that Gichuki (2015) overlooked.

A study by Kagema and Irungu (2018) on an analysis of teachers' performance appraisals and how they influenced the performance of teachers' in Kenya's secondary schools, applied stratified sampling and simple random sampling techniques where 460 teachers in Kirinyaga and Murang'a counties were selected into the sample. Interview schedules and questionnaires were piloted and employed as data gathering apparatus. Cronbach's alpha was applied to test reliability. The study noted that the appraisal ought to be reviewed with the appraised but in case of differences amidst the supervisor and the teachers then the

appraisal outcomes could be prejudiced. The current study utilized purposive and census sampling to select the TSC human resource officer and the TSC sub county director who were key informants which the researchers overlooked. Additionally, Kagema and Irungu's (2018) literature did not focus on whether performance feedback influenced implementation of teachers' performance appraisal thereby leaving a gap.

2.3 Reward Management Systems and Implementation of Teacher Performance

Appraisal

Reward management is the conceptualization and application of approaches that focus on rewarding people equitably, with fairness and consistency (Wikipedia, 2020). Mwangi (2015) established that pay based on performance increased teacher motivation to better student accomplishment. This agreed with Mwangi and Njuguna (2019) who indicated that teachers are contented with extrinsic rewards like bonuses, pay, and allowances. However, Kohn (1993) observed that higher pay does not bring about a superior performance. In addition, Thomas and Gabriel (2008) revealed that financial rewards are not the principal sources of motivation but they increase the motivational effect of some other factors.

These findings by Kohn (1993), and Thomas and Gabriel (2008), agree with a study by Roland and Fryer (2011), on incentives for teachers and achievement of students: Evidence from Public schools in New York City. Schools voted to take part and were randomly ascribed into experimental or comparison groups. In year one the final treatment sample was 233 schools and 163 comparison schools, in the second year 191 schools voted to participate and 189 schools voted to get involved in year three. Regression was applied on assessment scores. The study revealed that there was no evidence that tutor behavior is altered by incentives a finding that this study investigated in a dissimilar setting in Makueni sub county to fill a gap.

A study by Zatti (2019) on teaching performance evaluation policy in Brazilian state education networks, theoretical foundations guiding the analysis were studies by Herbert Marcuse on modern industrial society logic of development and its inconsistencies and the analyzes advanced by Robert Castel on the current changes in relations at work and its

insecurities in modern society. The survey was conducted in 14 states out of 24 Brazilian states which applied ADD (Teaching Performance Assessment). Assiduity and frequency were unified in the analysis and data expressed in a graph. The study conclusions were that remuneration hikes, granting or offering financial awards to a part of professionals over others does not embody a way to value the career and the work of teaching. Additionally, the conditions under which teaching takes place within schools are different indicating that results achieved in standardized tests also differ. The study recommended that public administration should invest adequate resources in order to provide good remuneration to all and structures fitting to the advancement of quality education. Zatti (2019) study did not focus on how reward management systems influenced implementing of teachers' performance review, additionally the study established that financial awards do not enhance the teaching work aspects this study investigated in a different setting in Makueni Sub county, Kenya to fill a gap.

A study by Fung and Gordon (2016) on rewarding education leaders and educators in research-intense universities in United Kingdom, a mixed method multilevel approach to collection of data was applied. Two Focus groups and 16 semi structured interviews were used for collecting information. One interview was conducted with an executive search company assigned with facilitating senior academic appointments. Interviews and focus groups were carried out according to the British Educational Research Association BERA ethical code. Systematic analysis and triangulation was done. Interviews were transcribed and analyzed thematically. The study recommended that; staffs with substantial positions as education leaders or tutors should be offered opportunities to climb to the senior most posts based on their input to the educational mission of the institution, reviewing processes of promotion to ensure a diverse promotion panels, reviewing prizing and awarding to ensure equality and reward mutual as well as personal contribution and success. The study by Fung and Gordon (2016) used interviews and focus groups to collect data while this study employed questionnaires and interviewing schedules and chose the sample by means of stratified proportionate sampling, simple random sampling, purposive sampling and census sampling. Fung and Gordon (2016) did not pay attention to whether rewards

influenced implementation of teachers' performance appraisal thereby leaving a gap that this study filled.

A study by Kim (2017) on mobilizing and transforming of the policy on teacher pay for performance in South Korea used policy mobility and transformation frameworks and written texts to collect data. Policy documents by proponents and opponents of teacher pay for performance were examined. Documents were selected with regard to authenticity, relevance, representativeness and time appropriateness. Data was collected from policy documents on teachers' pay, the central government, and headquarters of advocacy organizations and from local branches of advocacy organizations. Documents were obtained through the government agencies' official website to ensure authenticity and credibility of data. Data processing was through reading the documents many times and examining the important aspects and translating the documents to English language. The study concluded that teacher pay for performance policy had not been executed as policy makers had projected but had constantly been amended as a result of opposition from teachers' unions. The results of the study indicated no rewards for teachers who performed better than others which could affect negatively their work morale. These aspects were investigated in public high schools in Makueni Sub County to fill a gap. Kim (2017) did not investigate views from teachers and principals which were done in the current study using questionnaires to assemble more information for examination.

Samuel and Berhanu (2019) carried out a study on the practice and challenge of appraising performance appraisals of teachers' in Woloita zone's, government preparatory schools in Southern Ethiopia. Descriptive survey research design targeting 506 subjects was applied. 122 teachers got chosen through Simple random sampling. Availability sampling method was employed to single out 6 administrative vice principals, 6 principals and 6 supervisors. Questionnaires and interviews were applied to collect data. Data analysis was carried out by way of the mean, standard deviation, frequency and percentage. The study revealed failure to reward teachers who perform better which could affect teachers' work morale. This could lead to negative views on the evaluation system implemented in the learning institutions. The study recommended education officers and school principals to be

responsible for teacher rewards. Samuel and Berhanu (2019) applied simple random sampling to pick teachers while this study in addition employed stratified proportionate sampling to establish a proportionate representation of the population. Further, to fill a gap, this study was done in a different setting to investigate whether reward management systems influenced implementation of teachers' performance appraisal an aspect that Samuel & Berhanu (2019) overlooked.

An exploratory study by Yamoah (2013) on rewarding and job performance of Ghana public schools, the approach used was that of a case study. Data was gathered and analyzing done with regard to descriptive statistics. 50 respondents were purposively selected into the sample. Collection of data was carried out using questionnaires which were structured. Descriptions of respondents' opinions were accomplished through percentages and frequencies. Pearson chi-Square results revealed a significant association amidst rewards for teachers and job performance. Recommendations made included school management to initiate additional reward programs for example lunch that is free and also loans as a means to increasing performance of teachers. This study utilized a greater sample of 80 subjects. Interview aided in investigating whether reward management systems influenced teachers' performance appraisal implementation that Yamoah (2013) overlooked in order to fill a gap.

Oganda et al. (2020) did a study on the contribution of rewards systems to teachers' job satisfaction in secondary schools in Kikuyu Sub County. The target population was 17 secondary schools (public) and the accessible population comprised of seventeen school heads, two ministries of education officials, 17 Boards of management, two Teachers service commission officials, learners were 170 and teachers were 362. The sample consisted of 381 subjects where both probability and non- probability sampling measures were employed to select target groups due to variety in characteristics describing the population targeted. The study employed a convergent parallel mixed research structure. Under this approach, explanatory Sequential design was used to gather data that was qualitative. For quantitative data collecting, questionnaires were adopted and interview guides were used for collection of qualitative data. Both instruments were subjected to

content validity. Qualitative as well as quantitative approaches were applied in data analysis aided by SPSS to come up with frequencies, mean, standard deviation and percentages to sum up the facts. Linear regression analysis helped to determine the relationship amidst parameters. Frequency distribution tables were employed to present information.

The study concluded that, rewards based on performance motivated teachers, and increased their efficiency and productiveness. The study recommended timely rewarding based on merit, coming up with activities which are motivating to teachers and allocating resources for them. Further the study recommended sensitization of the teachers' employer about the value of rewarding systems that are based on performance and that TSC ought to promote teachers based on merit but not on years of service. The study revealed promotion, timely rewards, issuing of rewards based on merit and activities that could motivate teachers as acts that would motivate teachers towards their work aspects that this study established in a different setting in secondary schools that are public in Makueni Sub County to fill the gap.

Kituyi et al. (2014) did a study on an examination of school based rewarding systems effectiveness in improving performance of teachers in Kenyan secondary institutions. Survey research design was used and simple random modeling method applied to select 10 schools and 30 teachers from Kitale County. Data gathering was done with the help of questionnaires and descriptive statistics got applied to analyze data. The study revealed that, a greater number of reward systems that are school based existed in different schools however a larger number of teachers favored financial tokens over and above other rewarding systems. School head teachers were considered the largest barrier to the effectual gratification of the reward systems that are school based aspects that this study investigated in Makueni Sub County. The study concluded that schools with firmly set reward systems posted captivating advancement in their entire performance. This study used a larger sample size of 80 subjects and investigated the influence of rewards on implementation of teachers' performance appraisal an aspect that Kituyi et al. (2014) overlooked thereby leaving a gap.

2.4 Training of Teachers and Implementation of Teacher Performance Appraisal

According to Omar (2014) a training program involves teaching people skills, knowledge or attitude that enable them perform their duties and engage larger and more challenging roles. Makia (2008) recommended that training in the form of in service activities, workshops and courses are required to ensure teachers acquire skills and knowledge. Gilbert (2011) further stated that, given performance appraisals help teachers to connect professional learning to standards as well as personal goals, mastering how this fit in an evaluation cycle is of importance. Day (2013) indicated that putting the weight of evaluating teachers and helping them to develop on one person without the needed training will most likely lead to failure.

Sjolie and Ostern (2020) studied criticism of student teachers on teacher education- through the lens of practice architecture in Norway, on 24 student teachers. Semi-structured interviews, focus groups and questionnaires helped to assemble both qualitative and quantitative facts where analysis was done through anonymizing interviews as well as importing into NVivo. Content analysis and narrative analysis was conducted. Participants felt that teacher education lacked free choosing and level of control leading to mistrust which led to frustration and internal resistance amongst numerous respondents. The study revealed complaints among stakeholders on the inapplicability of teachers' education which was thought majorly to be theoretical. Sjolie and Ostern (2020) did not focus on how training teachers influenced teachers' performance appraisal implementation in public secondary schools thereby leaving a gap which this study filled.

A study by Ozgenel and Mert (2019) on the role teacher performance has on effectiveness of schools conducted in Istanbul, relational survey model was employed. 426 teachers participated voluntarily. Data was collected using teacher performance evaluation scales and school effectiveness scale. The data got analyzed through correlation, t test, regression and ANOVA. The study concluded that to increase teacher effectiveness, training ought to be offered on their professional abilities and achievements. The study by Ozgenel and Mert (2019) overlooked the impact of training of teachers on implementing of teachers' performance appraisal and hence left a gap that this study investigated on. The current

study further collected data using questionnaires and interview schedule which got analyzed aided by SPSS computer software.

Aslam (2011) in a study on teachers' performance evaluation in universities: contemporary issues as well as challenges within Pakistan used a case study approach on one public and one private university of Pakistan. Quantitative and qualitative analysis was adopted and interviews and questionnaires employed for data collection. The research indicated that lack of training on evaluating performance was a potential barrier for effective performance evaluation systems in Universities of Pakistan. The study by Aslam (2011) created a gap in that it used a case study approach on two universities while this study applied a descriptive survey design and utilized stratified proportionate sampling to have a proportionate representation of subjects in the sample. Simple random sampling, purposive and census sampling were employed in the present study to pick the sample. The study was done in Universities in Pakistan while the present study was administered in public secondary schools in Makeni Sub County, Kenya and hence left a gap that this study sought to fill.

Monyatsi et al. (2006) studied teacher perception of the effectiveness of teacher appraisal in Botswana. Quantitative and qualitative methods were employed in the study. Semi structured interviews and questionnaires were applied in collection of data. The sample included two school clusters in the southern region of Botswana and involved 607 teachers of secondary schools. Two school heads, two deputy principals, two department heads, two senior tutors and two associate teachers were selected purposively. Analysis of the questionnaire data was computerized and transcribing of tape recordings of the interviews was done. Validity was assured via triangulation and survey data were verified by data from interview. Field notes taken during interviews verified the data collected during interviews.

The study observed that numerous tutors did not comprehend the aim and practice of the present evaluation procedure due to absence of training as well as orientation and that managerial plus training aspect ought to be enhanced. Opinions from teachers indicated

that evaluation is a process that demeans teachers, is very threatening and oppressive, leading to considerable emotion amongst teachers, seeks information that is never used and is therefore of no purpose. The results of the study established that the current teachers' evaluation method is inefficient and endangering as it is neither carried out frequently nor done by competent evaluators. According to Monyatsi et al. (2006) measures to determine whether teachers are carrying out their job as required ought to exhibit and respect the professional standing of teachers. Monyatsi et al. (2006) identified the need to train teachers to understand the purpose and practice of performance appraisal an aspect that this study investigated in a different setting in Makueni Sub County.

Tshabalala and Mapolisa (2013) studied problems head teachers and teachers face in implementing of performance appraisals in Zimbabwe: Teachers and heads of schools perceptions in the district of Nkayi. Descriptive survey research adopted targeted secondary and primary school teachers totaling 1,100. A random sample method was utilized to select 200 participants and collection of data was accomplished through a questionnaire. The study concluded that both school heads and teachers perceived performance managing as a misuse of time. The study pointed out lack of crucial capabilities for head teachers and teachers to carry out performance management and inadequate resources to effectively implement the system an aspect that this study investigated in Makueni Sub County and further used interviews and stratified proportionate sampling to fill a gap.

A study by Kamau et al. (2018) on challenges of implementation of performance appraisals and their impact on delivery of service in high schools within Githuguri Sub County employed a survey research design. The population targeted comprised of, 31 head teachers, 31 government owned high schools, and 604 public secondary school tutors who are TSC employees. 200 participants were selected through random sampling, stratified sampling and purposively. Questionnaires got utilized in data gathering and analysis done both qualitatively and quantitatively. Kamau et al. (2018) disclosed that adequate coaching had not been given to teachers prior to inception of the Performance Appraisal an aspect

that this study examined in a diverse setting in Makueni Sub County and in addition used interviews to collect more data for analysis.

Oyaro (2016) studied factors that affect teachers' attitude towards appraisal of performance in state owned high schools within Imenti North sub county. Descriptive survey research adopted targeted forty head teachers and 423 teachers. A sample of 32 and 127 secondary school principals and teachers respectively were selected randomly. The research established that a large number of teachers had not been trained on performance evaluation an aspect that this study investigated in a different setting in Makueni Sub County. Oyaro (2016) also suggested a further study on implementation of the new performance contracting a reason as to why this study was done.

2.5 School Work Environment and Implementation of Teachers' Performance

Appraisal.

Work environment is all things forming part of the employees' engagement with the work (Poh, 2017). A negative work environment makes it difficult for teachers to carry out their work (Garcia and Weiss, 2019). This was in agreement with Wubbels et al. (2012) who indicated that tutors learn where head teachers promote accommodative and safe cultures for schools. Gong and Subramaniam (2018) supported the argument that leadership style that is transactional founded on authority that is bureaucratic and organizational standards provide employees with less autonomy and flexibility. Huerto and Hasegawa (2014) established that as a result of inadequacies of equipment and training in learning institutions, teachers had faced challenges in utilizing Information and Communications Technology. This was supported by Isaboke (2018) who established that school instructors had little ICT use for education purposes due to shortage of proper ICT skill and understanding and recommended training of teachers on ICT application and teacher training curriculum with ICT pedagogy.

Kiptum (2018) established that physical facilities for schools, working environment and class room organization positively affected satisfaction of teachers. Orji and Enyiamaka (2018) revealed that interpersonal relationships determine teachers' commitment level and

guarantee overall organizational performance. This is consistent with Gemora (2014) who indicated that interpersonal skills and teaching performance are interrelated and interconnected. Akporehe (2011) indicated that enhancing the work environment of high school teachers will improve their productivity and quality of education.

Candra et al. (2020) did a study on the influence work environment, teacher work commitment and school leadership had on the performance of secondary school tutors within Pringsewu district Indonesia. The target population was 131 teachers. Proportional random sampling was employed to pick 98 respondents. Spearman correlation was utilized to test the hypotheses. The study discovered that principal leadership and the school environment did not influence teacher performance. Candra et al. (2020) introduced aspects of the school work environment like leadership that this study investigated in a different setting in Makueni sub county. However, the researchers did not focus on how school work environment influenced implementing of performance appraisal of teachers' a relationship that this study investigated. The study emphasized on views from teachers only while this study additionally investigated head teachers, the TSC human resource officer and the TSC sub county director to collect more data for analysis where Pearson's correlation helped determine the relationships.

A study by Wang and Chen (2016) on the better for evaluation of teachers: The discourse in Taiwan's evaluation of teachers used the case study approach and utilized the qualitatively narrative inquiry technique to collect facts in the nature of interviews, observations, records and documents. The study recommended on improving the school administrative units to have leadership, discussion and listening skills. These aspects were investigated in a different setting in Makueni sub-County to fill a gap.

A study by Ozegenel et al. (2020) on improving performance of teachers: school principals' leadership qualities in public secondary schools in Istanbul, relational survey paradigm was employed, 358 teachers voluntarily participated. Teacher performance evaluation scale, Participant information form and leadership qualifications scale were used as data collection tools. Descriptive, kurtosis, skewness and Cronbach's Alpha reliability of the

scales got determined. ANOVA, T-test, regression and correlation were applied in analysis of data. The study concluded that there was a positively medium and significant relationship amidst school principals' effective leadership qualities and the performance of tutors. These conclusions were investigated in Makueni Sub County to fill a gap. This study selected the sample through stratified proportionate sampling, simple random sampling and purposive and census sampling and employed questionnaires as well as interview schedules to gather more data for analyzing.

In a study by Danya et al. (2018) on school work environmental effects on motivation of math teachers' for teaching: A theoretical self-determination perspective, directed by the theory of self-determination the study examined the degree to which aspects of teachers' school working environment forecast their intrinsic value and self-efficacy for teaching. The informants were 217 k-12 in-service teachers of mathematics working in Texas public schools and representing 21 school Texas districts. Teachers invited through emails and entered into a raffle took a survey executed through Qualtrics. Bivariate correlations were employed as a basis for study findings. Investigation results were that teachers' perception of their professional fit are related to self-efficacy for teaching thus providing more evidence on the significance of mentoring and promoting strong relationships amidst teachers and colleagues. The results revealed that head teacher's backing positively predicted teachers' intrinsic value for teaching and their self-efficacy.

The study concluded that it is necessary for shareholders to find methods of enhancing the social parameters of the organizational climate for the purpose of developing schools that are receptive to schooling. Further it was noted that principals ought to encourage a culture based on trust which empower teachers. The study identified interpersonal relations and principal's support as factors of the school work environment aspects that this study investigated in Makueni Sub County. The study by Danya et al. (2018) however emphasized more on the effect school environment had on teachers' motivation to teach and overlooked the school work environments influence on implementation of teachers' performance appraisal thereby leaving a gap that this study filled.

A study by Kuncoro and Dardiri (2017) on American Institute of Physics (AIP) conference proceedings on engineering education and green construction for a future which is sustainable, studied performance of teachers and working environment in educational process within Vocational Schools. Target population was 167 vocational high school teachers in the area of technology in Indonesia's eastern region. A sample size of 32 teachers was selected randomly. Observations and questionnaires helped in data collection. Correlation tests and descriptive analysis were applied to process collected information. Tests of linearity and normality were employed. Regression analysis assisted by SPSS was established. Kuncoro and Dardiri (2017) did not find any correlation existing between work environment and teacher performance an aspect this study examined in a different setting in public high schools in Makueni Sub County. In addition, the present study utilized a larger sample size of 80 and further used interviews to collect more data for analysis to fill a gap.

Orji and Enyiamaka (2018) did a study on work environment effects on commitment of teachers to duty in chosen secondary schools of South Eastern part of Nigeria. Field survey research design targeted 156 teachers. Questionnaires were utilized to collect primary data from 112 respondents. Pearson's product moment correlation coefficient and multiple regression procedures were applied to analyzing of data. The study established that work load, interpersonal relationship, and physical working condition influence teachers' level of commitment. Further, the study also concluded that the higher the workload level the more the commitment of teachers to the work process hence stopping redundancy at work place. The study revealed that communication does not significantly influence teachers' commitment level. The literature by Orji and Enyiamaka (2018) identified aspects of the work environment including work load, interpersonal relationship and physical working condition that the present study investigated in a dissimilar setting in Makueni sub County to fill a gap. Orji and Enyiamaka (2018) focused on effect of work environment on commitment level of teachers and did not pay attention to whether school work environment influenced implementation of teachers' performance appraisal that this study investigated.

A study by Kigenyi et al. (2017) on school environment and performance of public primary school teachers' in Bugisu, Uganda, was underpinned by the two factor theory by Herzberg. The population consisted of head teachers, district education officers, teachers, members of the schools' management committee and district inspectors of schools. A descriptive cross sectional survey design got employed which utilized both qualitative and quantitative procedures as a way of triangulation. Multistage sampling was applied and involved the use of simple random sampling in selected schools, cluster sampling for males and females and simple random sampling applied on the clusters. Purposive sampling method was used to select district education officials, district school inspectors and the directorate of education standards staff. Questionnaires and interviews were used for information gathering from a sample size of 630 subjects. Means and standard deviation were generated through SPSS. The study disclosed that school environment have a statistically significant impact on performance of teachers'. The study concluded that an enhancement of the school environment resulted to a significant growth in the performance of teachers. The study by Kigenyi et al. (2017) did not pay attention to whether school environment had influenced how teachers' performance appraisal was being implemented thereby leaving a gap. The researchers also underpinned the study on Herzberg's two factor theories while this study was founded on Edwin Locke's goal setting theory and hence left a gap.

Wanjala (2018) did a study on socio-psychological work environment's impact on teachers' job commitment within public primary schools in Mwatate Sub-County. Descriptive survey design was employed and targeted 63 school heads and 315 tutors. The sample size was made of 17 heads of schools plus 95 teachers who got randomly sampled. Questionnaires helped in data gathering and descriptive statistics got utilized for analyzing data. The study revealed a significant association amidst working conditions and job commitment level. The research recommended the education ministry to enhance a socio psychological working environment in government owned primary learning centres and come up with strategies that enhance effective, normative, and continuation tutor's commitment scale together with teacher and pupil contact time. The study by Wanjala (2018) created a gap in that it was done in primary education centres while the present

study was executed in government owned secondary institutions. Additionally, this study used interview schedule to gather facts from the TSC human resource officer as well as the TSC sub county director which helped collect more data for analysis. The current study examined whether school work environment had influenced implementing of teachers' performance appraisal an aspect that Wanjala (2018) overlooked.

Sogoni (2017) did a study on how the working environment influenced teacher performance in public high schools in Bungoma south case study. The target population was 749 subjects. 107 participants were selected through simple random, stratified and purposeful sampling procedures. Previous literature and questionnaires helped in data gathering. Quantitative data got analyzed through descriptive statistics and APA tables helped to present the results. According to the study consultative as well as participative leadership, physical facilities and ICT integration positively influenced teacher performance while vertical flow of information negatively influenced performance of teachers compared to horizontal and free information flow aspects that this research investigated in Makueni Sub County. Sogoni's (2017) literature overlooked the influence of school work environment on enforcing of teacher performance evaluation in public high schools thereby leaving gaps that this research filled and in addition used interviews to collect more data for analysis.

2.6. Summary of related literature review

A greater number of researchers were in agreement that, feedback, rewards, training of teachers and school work environment influence teacher performance while others were of a different opinion. Owuonda et al. (2020), Linhares et al. (2017), (2015), Panhoon and Wongwanich (2013), and Kyakulumbye (2013), supported performance feedback while Karugaba (2015), Gichuki (2015), Kluger and DeNisi (1996) and Gibson (2020) found performance feedback to be of no importance. The researchers did not focus on whether feedback influenced the way teachers' performance appraisal in secondary public schools was being implemented thus leaving a gap that this study filled.

Mwangi (2015), Mwangi and Njuguna (2019), Fung and Gordon (2016), Kim (2017), Samuel and Berhanu (2019), Yamoah (2013), Oganda et al. (2020), Kituyi, Musau and Thinguri (2014) supported rewarding of teachers. However, Kohn (1993), Thomas and Gabriel (2008), Roland and Fryer (2011) and Zatti (2019) did not see the need to reward teachers. The researchers did not pay attention to whether reward management systems influenced implementation of teachers' appraisal of performance an aspect that this study investigated in Makueni Sub County public high schools to fill a gap.

Tshabalala and Mapolisa (2013), Oyaro (2016), Kamau et al. (2018), Aslam (2011), Ozgenel and Mert (2019) supported training for teachers while Sjolie and Ostern (2020), Monyatsi et al. (2006) did not see the importance of training teachers. Aspects identified by the researchers on training of teachers were investigated in a different setting in Makueni Sub County to fill a gap.

Chen and Wang (2016), Ozegenel et al. (2020), Sogoni (2017), Danya et al.(2018), Orji and Enyiamaka (2018), Kigenyi et al. (2017) and Wanjala (2018) indicated the importance of a good school environment. However, Kuncoro and Dardiri (2017) did not find any relation between work environment and teachers' performance. A study by Candra et al. (2020) indicated no influence between principal's leadership and school environment and teacher performance. The researchers did not focus on whether the school work environment influenced the way teachers' performance appraisal was carried out in public secondary institutions aspects this study established in a different setting in secondary public schools in Makueni sub county to fill a gap. Most researchers did not focus on institutional based factors influencing implementation of teachers' performance appraisal. The researchers overlooked the influence of performance feedback practices, reward management systems, training of teachers and school work environment on implementing of performance appraisals for teachers in public secondary institutions thereby leaving gaps that this study sought to fill.

2.7. Theoretical frame work

This study was based on Locke's goal setting theory of motivation. Goal setting is associated to performance of tasks (Juneja, 2011). Characteristics of goal according to Juneja (2011) are: Specific and clear goals, the willpower to work towards the attainment of goals, staff participation in goals, improved and appropriate feedback of outcomes, as well as challenging and realistic goals. The theory has strengths according to Juneja (2011) as it helps complete work quickly and improves feedback quality. The theory has some weaknesses according to Juneja (2011) in that organizations goals are in conflict with the management goals and may lead to incongruous action drift, very demanding and complicated goals prompt riskier behavior and that absence of skills can fail and sabotage performance.

The theory's critics include Ordoñez, et al. (2009) who stated that the theory is over prescribed which may lead to unintended side effects and improper behavior can result out of motivating staff to meet specific and difficult goals. However, O'Neil and Drillings (1994), stated that giving gradual awards toward goal accomplishment as well as organizational control systems and ascertaining work place ethics would help mitigate the problems. According to Simons and Chabris (1999) focusing too much on a particular task or goal can cause one fall short of an important aspect of the environment. Janiceck (2016) stated that goals may take the place of independent thinking and personal initiative.

Despite the weaknesses, Locke's Goal setting theory fits and is important for this study due to its relevance to the factors of this study which include performance feedback practices, reward management systems, training of teachers and school work environment. Schools need to embrace the goal setting theory as goals motivate task performance. Teachers require involvement in goal setting and appropriate feedback of appraisal results, rewards, training towards the goals and an ethical work place to effectively implement performance appraisals.

2.8. Conceptual frame work.

A conceptual frame work for this study was portrayed in figure 2.1.

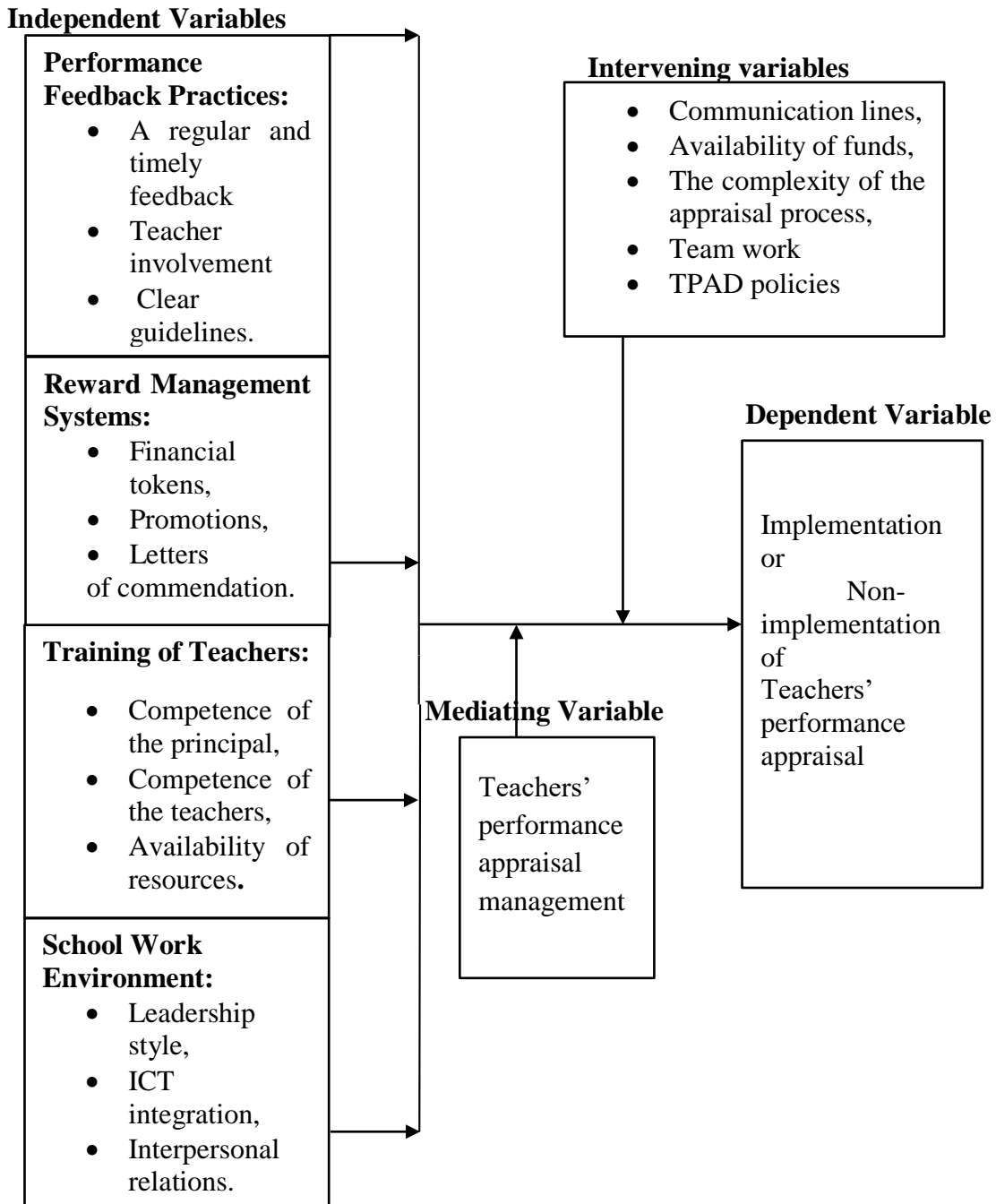


Figure 2.1 A Conceptual Framework Presenting the Interrelationship Among Variables Influencing Implementation of Teachers' Performance Appraisal.

The conceptual framework presented the association amidst independent and dependent variables. The independent variables included performance feedback practices which consisted of regular and timely feedback, teacher involvement, and clear guidelines; reward management systems which included financial tokens, promotions and letters of commendation; training of teachers which included competence of principal, competence of teachers, availability of resources and school work environment which included leadership style, ICT integration and interpersonal relations. Such variables were expected to have an influence on implementing of teachers' performance appraisal which turned out to be the dependent variable. Teachers' performance appraisal management was the mediating variable which according to Tsang (2015) explains the relation amid dependent and independent variables and acts like a mechanism through which independent variables produces change upon a dependent variable.

Intervening variables for this study were communication lines, availability of funds, complexity of the appraisal process, team work and TPAD policies which determined the influence of feedback management practices, reward management systems, training of teachers and school work environment on implementation of teachers' performance appraisal. The effect of intervening variables was avoided through random sampling where subjects were randomly assigned to groups so that not all subjects of one kind went into one group (Wright and Lake, 2015). The interrelationship among variables could lead to implementation or non-implementation of the performance appraisal of teachers.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1. Introduction

This chapter focused on explaining approaches adopted to accomplish the research. It covered; the research design, target population, sampling techniques and sample size. It further dealt with research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and also ethical considerations.

3.2 Research design

Kombo and Tromp (2013) defined a research design to be the structure of the research. A descriptive survey design was embraced to help in gathering qualitative as well as quantitative data. Orodho (2003) identified descriptive survey research design to be an approach of gathering facts through interviewing or administering a questionnaire to sampled subjects. According to Mugenda (2008) survey designs assist in collecting information that helps investigate cause and effect amid variables. Mugenda and Mugenda (2003) stated that a descriptive survey design helps in collecting information and reporting without controlling variables. Questionnaires plus interview schedules were utilized in gathering data. Orodho (2005) advocated the use of questionnaires as they help collect vast information within a short time. Descriptive survey research design became suitable for the current study since it enabled collecting of data on teachers' performance appraisal as it is on the ground without manipulating the variables. This enabled determination of the relationship that existed between performance feedback practices, reward management systems, training of teachers and school work environment and implementation of teachers' performance appraisal.

3.3. Target population

Mugenda (2003) defined a target population as people on which an investigator can infer the outcome of the research. During the time of this study according to Makueni Sub County Education office (2019) Makueni Sub County comprised of 4 boarding boys' only secondary schools, 4 boarding secondary institutions for girls', 23 mixed gender day and

boarding high schools and 13 mixed day public high schools. Additionally, TSC Makueni Sub County Office (2018) reported that Makueni Sub-County comprised of 44 principals and 563 teachers in the government owned secondary schools who are employees of Teachers Service Commission. The teachers included 112 teachers from girls' schools, 136 in boys' schools, 169 in mixed day and boarding and 146 teachers in mixed day secondary institutions. TSC Makueni Sub County Office (2018) reported that there was one TSC Human Resource Officer and one TSC sub county director in the sub county. Therefore, the targeted population for the present study involved 44 principals and 563 teachers from the four groups of public secondary schools, one TSC Human Resource Officer in Makueni Sub County and one TSC sub county director.

3.4 Sampling Techniques and sample size

According to Kombo and Tromp (2013) sampling is a technique of picking a number of subjects from a population where the chosen individuals has components representing the whole group. Makueni Sub County consisted of 4 categories of secondary schools as reported by (Makueni Sub County Education Office, 2019). This research stratified secondary institutions in to boarding for boys, boarding for girls, mixed day and boarding and mixed day. To ensure a proportional representation of the principals from these schools into the sample, stratified proportionate sampling was done. Trek (2019) indicated that stratified proportionate sampling ensures that the sample size of every stratum is a proportional representation of the population of the stratum. Since a sample size of 50 % is acceptable for calculating a sample size according to Mwanja and Murithi (2017) $50/100 \times 44 = 22$ secondary school principals. To represent all secondary school principals from the categories in the sample size according to Investopedia (2019)

$$\text{Sample size for stratum} = \frac{\text{Sample size} \times \text{Stratum size}}{\text{Population}}$$

Therefore, $22/44 \times 4 = 2$ boys' boarding head teachers, $22/44 \times 4 = 2$ girls' boarding school heads, $22/44 \times 23 = 11.5 \sim 12$ mixed day and boarding school heads and $22/44 \times 13 = 6.5 \sim 7$ mixed day school head teachers. The principals were then selected from the school categories through simple random sampling without replacement. Depersio (2018) stated

that simple random sampling minimizes sampling bias and makes it easy to generalize results due to representativeness of the sample selected.

Mugenda and Mugenda (2003) noted that, the greater the population size the lesser the percentage applied in calculating the sample. This study therefore used 10% to calculate the sample size of secondary school teachers. Out of a total 563 secondary school teachers, 56 of them were randomly chosen for the study from the four secondary schools categories. Thus: $10/100 \times 563 = 56.3 \sim 56$ secondary school teachers. To have a proportionate representation, a sample size for each stratum was calculated (Investopedia, 2019). Therefore $56/563 \times 112 = 11.1 \sim 11$ teachers from the girls boarding stratum, $56/563 \times 136 = 13.5 \sim 14$ teachers from boys boarding, $56/563 \times 169 = 16.8 \sim 17$ teachers from mixed day and boarding and $56/563 \times 146 = 14.5 \sim 15$ teachers from mixed day schools. The teachers were then selected way of simple random sampling without replacement.

Census and Purposive sampling procedure was employed in this study to select one TSC Human Resource Officer and one TSC sub county director because of the number and because of possessing key information useful for the study. According to Palinkas, et al. (2015) purposeful sampling enables establish and select cases rich in information relevant to the phenomenon of importance. Robinson (2014) indicated that purposive sampling is a deliberate choosing of respondents founded on capability to explain certain concepts or themes. According to OECD Statistics (2001) a census is a survey conducted on the full set of objects of a given population. Mugenda and Mugenda (2003) established that where populations are too low, census is the most preferable technique. In this study a total sample of 80 subjects was used who were regarded as adequate since they represented all extremes of the target population. The size of the sample was depicted in table 3.1.

Table 3.1 Sample size

Respondents	Target population	Sample size	percent
Principals	44	22	50
Teachers	563	56	10
TSC Human Resource Officer	1	1	100
TSC Sub County Director	1	1	100
Total	609	80	13.1%

According to Mugenda and Mugenda (2003) a sample size of between 10% to 30% could be good enough if well chosen. Table 3.1 portrays a sample size of 13.1 % which is 80 subjects out of a population of 609 subjects thus $80/609 \times 100 = 13.1\%$. This sample size was considered adequate for data collection and analysis.

3.5 Research instruments

Eng (2013) identified an instrument for research as what one uses to collect information to answer research questions. The present study utilized questionnaires as well as an interview schedule for data collection because questionnaires could help collect immense information within a short time (Orodho, 2005), while the interview schedule helped collect more and accurate data (Luenendock, 2019) from key informants. A questionnaire is a drafted document comprising of questions intended to solicit data fitting for analysis (Acharya, 2010). Open ended and closed ended questions were incorporated in the questionnaires for teachers as well as those for principals. The questionnaires were organized in to sections which included: Section A consisting of back ground information of principals and teachers, Section B performance feedback practices, Section C reward management systems, Section D training of teachers and section E school work environment as concerns executing of performance evaluation of teachers in public secondary learning institutions.

According to Mugenda and Mugenda (2003) interview schedules are prearranged questions that the interviewer uses for inquiry during interviews. The interview schedule helped collect views and opinions from the TSC Human Resource Officer Makueni Sub County

and the TSC Makueni Sub county director on factors influencing implementing of teachers' performance appraisal. Open and closed ended questions were utilized for this study and were centered on the study objectives. Four main questions were asked which revolved around performance feedback, reward management systems, training of teachers and school work environment and their influence on implementing of teachers' performance appraisal in public secondary education centres in the sub-county.

3.6. Validity of research instruments.

Validity is the extent to which a research tool measures what it is intended to measure (Bordeianu and Danila, 2013). The study used face and content validity to validate research instruments. Face validity according to Johnson (2013) refers to the extent to which tests appear to measure what they are intended to measure. In this study, face validity was enhanced through expert judgment. Expert judgment is a method of making decisions based on knowledge from authorities in a particular branch of knowledge (Abidemi, 2016). University supervisors gave opinions according to University expectations. Mugenda and Mugenda (1999) indicated that the content linked approach measure the extent to which questions reflected specific objectives of the study.

Mugenda and Mugenda (2003) stated that, a questionnaire should be tried out to a sample which resembles the actual sample and subjects in the sample ought not to be employed in the actual study. In the field, Validity of questionnaires for this research was established through a pilot study in schools resembling the actual sample and which did not take part in the main study. In line with Mugenda and Mugenda (2003) a pilot test is a technique applied in testing the research instruments prior to carrying out the research where the pretest sample is 1% up to 10% based on the size of the sample. Since the total sample for this study was 80 subjects, 10% was appropriate to calculate the pretest sample size (Mugenda and Mugenda, 2003). Therefore, $10/100 \times 80 = 8$ subjects. These included 4 principals and 4 teachers who were randomly selected from the four categories of secondary schools which included one boarding for girls, one boarding for boys, one mixed sex day and boarding and one mixed gender day secondary school. A set of questionnaires were administered to determine the questionnaire suitability for the research and to

approximate the period of time required for the study. This made it possible to redesign and rewrite the questionnaire which enabled the researcher to establish the association amid the independent and dependent variables.

The interview schedule was validated through giving it to colleagues who helped to check on relevance, ambiguity and clarity of questions. The supervisors then evaluated the interview schedule and opinions made were integrated into the instrument. Repeat interviews with the TSC human resource officer and the TSC sub county director were also contacted which helped build rapport with the officers and gain experience on interviews. Interview questions were then adjusted to suit research objectives. Validating tools of research in the field according to Mulwa (2014) helped to determine whether the instruments had adequately covered the topic under investigation.

3.7 Reliability of research instruments.

Reliability measures consistency of results from a test (Kombo and Tromp, 2013). Cronbach's Alpha (α) was employed to calculate internal reliability coefficient of variables based on the responses on a five point Likert scale aided by SPSS. According to Bujang et al. (2018) a lesser sample size than 30 could be used to achieve a desired effect of 0.7 The questionnaires of eight participants for the pretest sample (10% of sample size) used during the pilot study helped calculate reliability (Mugenda and Mugenda, 2003). A reliability coefficient of 0.7 or over is satisfactory (Mugenda and Mugenda, 2003). This was consistent with Chan (2013), who indicated that if Cronbach's Alpha Coefficient is below 0.7 for some subsets then there is need to delete some questions in the subset to raise Cronbach's alpha to above 0.7. Table 3.2 presents reliability test scores.

Table 3.2: Cronbach's Alpha (a) Reliability coefficient of variables

Variables of the Study	Number of Item No.	Cronbach's Alpha (a)	Comment
Principals			
Performance feedback practices	3	0.752	Accept
Reward management	3	0.768	Accept
Training of teachers	3	0.721	Accept
School work environment	3	0.879	Accept
Cronbach's Alpha(a) Coefficient mean	3	0.780	Accept
Teachers			
Performance feedback practices	3	0.733	Accept
Reward management	3	0.777	Accept
Training of teachers	3	0.788	Accept
School work environment	3	0.702	Accept
Cronbach's Alpha(a) Coefficient mean	3	0.750	Accept

The results of this study in table 3.2 indicated a reliability of 0.780 based on principals' responses and 0.750 for teachers' responses. This was an indicator that the questionnaires were reliable. The reliability of the interview schedule was established through the test re-test technique to ascertain consistency in responses from the participants. Lavrakas (2008) defined test-retest reliability as a statistical approach which gauges measurement errors by repetition of the measurement procedure on the very same subjects under identical conditions and correlating the observations made. In this study test re-test reliability was accomplished through interview-reinter view method.

3.8. Data collection procedures

Kombo and Tromp (2013) stated that data collection is the gathering of information to justify opinions. Introduction letter and permission to proceed to data collection was obtained from the Board of Post Graduate Studies (BPS), South Eastern Kenya University Main Campus Kitui-Kwa Vonza. A license for data collection was obtained from NACOSTI (National Commission for Science, Technology and Innovation). Authority to

gather data was sought from the County Commissioner for Makueni and the County Director of Education for Makueni and copied to the Deputy County Commissioner and the Sub County Director of Education for Makueni Sub County respectively. An introduction letter was presented to the respondents together with the data collection tools for purposes of seeking their participation in the research.

Prior arrangements were made with principals on the administration of questionnaires and with the TSC Human Resource Officer and the TSC sub county director for interviews through paying courtesy calls into their offices. Sampled schools were visited and the respondents were given questionnaires to fill within the agreed time. Those respondents who could not complete the questionnaires in time were permitted extra time. Face to face interviews were done with the TSC Human Resource Officer and the TSC sub county director Makueni Sub County. Document analysis was done to strengthen the research where data was collected from the sub county education office on school categories and the TSC human resource office on principals and teachers' numbers.

3.9 Data analysis techniques

In line with Kombo and Tromp (2013) data analysis includes exploring what has been collected in a research or test and coming up with conclusions and assumptions. When data was gathered from the field, coding was done, it was then keyed in to the computer and analyzed both qualitatively and quantitatively using descriptive and inferential statistics assisted by the Statistical Package for Social Sciences (SPSS) computer software. A Correlation test was done for establishing the relationship existing amidst the variables. Namusonge (2010) stated that correlation analysis is done to gauge the degree of interdependence between variables. The researcher further indicated that when variables are correlated, a change in one variable is followed by a proportional change in the other variable.

According to Namusonge (2010) where a set of values are independent r is 0, when the parameters are dependent then r equals 1, where the value for r is close to 1 then it indicates a strong association among the variables and when r is close to 0 then it is an indicator of

a weak relationship. According to Jaadi (2019) a correlation of between 0.90 up to 1.00 or -0.90 to -1.00 points to a very high positive or negative relationship, 0.7 to 0.90 or -0.7 up to -0.90 denotes a high positive or negative interdependence, between 0.50 to 0.70 and -0.50 to -0.70 is a moderate positive and negative association respectively, 0.30 to 0.50 as well as -0.30 to -0.50 indicates a low positive as well as negative association, 0.00 up to 0.3 or 0.00 up to -0.30 shows insignificant correlation.

Pearson's product moment correlation r was applied to examine the strength and direction of association amidst the independent and dependent variables. Correlation was determined at $p < .05$ in a two tailed test. Correlation analysis helped in ascertaining the degree of association between feedback, rewards, training of teachers and school work environment and implementation of teachers' performance appraisal. Frequency distribution tables and cross tabulation tables were employed to present quantitative data. Responses given by the Human resource officer and the TSC Sub County director during the interviews were compared. Qualitative data was arranged into themes founded on study objectives and presented in a narrative form.

3.10. Ethical considerations.

Mugenda and Mugenda (2003) stated that ethics is a division of philosophy that looks at ones actions and controls behavior. Ethical considerations observed in this study included maintaining confidentiality and privacy by use of individual numbers or codes, obtaining back ground information on a respondent which avoided psychological harm and obtaining voluntary and knowledgeable assent from the subjects based on truth and disclosure of all facts about the research and its use. To ensure well informed acceptance and voluntary teacher participation, clearance to conduct the research was sought from the head teachers. Principals and teachers were given copies of the introduction letter which informed them on the aim and significance of the research. The participants were guaranteed of confidentiality by asking them not to write down their names on questionnaires. Honesty, integrity and legal requirements on data collecting procedures were regarded to protect the standing of the study. Covid-19 protocols were observed during data collection. Statistical

techniques were employed without care for favorable results. All research findings were revealed.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

This study investigated institutional based factors influencing teachers' performance appraisal implementation in public secondary schools of Makueni Sub County in Makueni County Kenya. The aim of the study was to; determine the influence of performance feedback practices, reward management systems, training of teachers and school work environment on implementing of teachers' performance appraisal in public secondary schools in Makueni Sub County. This chapter presents the findings of analyzed data. The study used descriptive and inferential statistics to present the findings according to research objectives and study variables.

4.2 Questionnaire return rate

Mugenda and Mugenda (2003) defined questionnaire return rate as the number of participants who brought back tools for the study out of the entire number of respondents contacted. Respondents for this study included; 22 secondary school principals, 56 secondary school teachers from the schools, one Teachers' Service Commission Human Resource Officer and one TSC sub county director. 78 questionnaires were administered to 22 principals and 56 teachers in their respective secondary schools. Table 4.1 presents results of questionnaire return rate.

Table 4.1: Questionnaires return rate

Respondents	Questionnaires returned	Questionnaires not returned	Total
Principals	20(90.1%)	2(9.9%)	22(100%)
Teachers	56(100%)	0(0%)	56(100%)
Total	76 (97.4%)	2(2.6%)	78(100%)

Out of the 78 questionnaires issued to respondents, 76 got filled and returned bringing a response rate of 97.4%. According to Mugenda and Mugenda (2003) a response rating of fifty percent is enough for data analysis as well as reporting, a 60 percent rate is good and

a response rate of seventy percent and over is very good for use in data analysis. This study had a response rate above 70 percent which was considered as very good for data analysis. The high questionnaire response rate was attributed to visiting of the respondents, creating rapport and then giving the intent of the study. Questionnaires were administered and collected the same day. For those respondents who were busy, the filled questionnaires were collected at a later date.

4.3 Performance feedback and implementation of teachers’ performance appraisal

This study established whether performance feedback practices influence implementing of teachers’ performance appraisal in public secondary schools in Makueni Sub County. To achieve this objective, the principals were requested to indicate to what level they agreed with the Likert scale statements in table 4.2 using 1 Strongly Disagree, 2 Disagree, 3 Undecided, 4 Agree and 5 Strongly Agree.

Table 4.2: Principals’ responses on performance feedback practices

STATEMENTS	1	2	3	4	5	Total	%
	F %	F %	F %	F %	F %		
1. Timely and regular feedback has influenced enforcing of teachers’ performance evaluation in the school.	2 (10%)	3(13%)	2(10)	8(40%)	5(25)	20	(100%)
2. Being involved in setting of appraisal targets has influenced administering of teachers’ performance assessment in the school.	3(15%)	2(10%)	1(5%)	9(45%)	5(25%)	20	(100%)
3. Clear guidelines influence enforcement of teachers’ performance review in the school.	4(20%)	1(5%)	1(5%)	11(55%)	3(15%)	20	(100%)

From table 4.2, majority (40%) of the principals agreed with the statement that timely and regular feedback had influenced implementing of performance appraisal for teachers' in the schools, while 25% of them strongly agreed that timely and regular feedback influenced implementing of teachers' appraisal in the school. Another 10% were undecided while 8.9% of the principals disagreed that timely and regular feedback has influenced administering of teachers' performance review in the school. 10% of principals indicated that they strongly disagreed with the statement.

The second parameter on how performance feedback influences administering of teachers' performance appraisal was involving teachers. 9(45%) principals agreed that being involved in setting of appraisal targets had influenced enforcement of teachers' performance review, while 25% of them strongly agreed that being involved in setting of appraisal targets had influenced execution of teachers' performance evaluation. One (5%) principal was undecided whether being involved in setting of appraisal targets had influenced enactment of teachers' performance evaluation, while another 10% of them disagreed that being involved in setting of appraisal targets had influenced implementation of teachers' performance appraisal. 15% of the principals strongly disagreed that being involved in setting of appraisal targets had influenced execution of teachers' performance evaluation.

The third parameter on the influence of performance feedback on implementation of teachers' performance appraisal was clear guidelines. 55% of the principals agreed that clear guidelines had an influence on the way teachers' evaluation of their performance was being enforced in schools, while 15% of them strongly agreed that clear guidelines influenced implementation of teachers' performance assessment in school. The findings indicated that 5 % of the principals were undecided that clear guidelines influenced execution of the teaching staff performance evaluation within the school. Principals who disagreed that clear guidelines influenced execution of teachers' performance evaluation in the school were 5% while another 20% of the principals strongly disagreed that clear guidelines had an influence on how teachers' performance evaluation was being enforced

in school. Clear guidelines had the highest rating among the principals. Teachers gave their responses and the results were as shown in table 4.3.

Table 4.3 Teacher’s responses on performance feedback practices

STATEMENT	1	2	3	4	5	Total	%
	F %	F %	F %	F %	F %		
1. Timely and regular feedback has influenced implementing of teachers’ performance assessment in the school.	2(3.6%)	5(8.9%)	5(8.9%)	29(51.8%)	15(26.8%)	56	(100%)
2. Being involved in setting of targets influenced the way in which teachers’ performance review is implemented in the school.	5 (5.8%)	6(10.7%)	8(14.3%)	25(44.6%)	12(21.4%)	56	(100%)
3. Clear guidelines influence administering of teachers’ performance review in the school.	3(5.4%)	5 (8.9%)	7(12.5%)	24(42.9%)	17(30.4)	56	(100)

The findings of this study in table 4.3 indicated that 29(51.8%) teachers agreed that timely and regular feedback influenced implementation of teachers' performance evaluation in the school, while 26.8% of them strongly agreed that timely and regular feedback influence administering of teachers' performance assessment in the school; another 5 (8.9%) teachers were not decided. 8.9% of the teachers disagreed that timely and regular feedback had influenced enforcement of teachers' performance assessment within the school, while 3.6% of them strongly disagreed whether timely and regular feedback had any influence on the way teachers' performance review was enacted.

The second parameter on the way performance feedback influenced implementing of teachers' performance review was involving teachers when setting targets. 25(44.6%) teachers agreed that being involved in setting targets had an influence on the way administering of teachers' performance appraisal was being done. Another 21.4% of them strongly agreed that being involved in setting of appraisal targets had influenced execution of teachers' performance evaluation, while 14.3% of the teachers were undecided whether being involved in setting of targets had an influence on enforcement of teachers' performance review or not. 10.7% of the teachers disagreed that being involved in setting of targets had influenced enactment of teachers' performance evaluation, while 5.8% of them strongly disagreed that being involved in setting of targets for appraisal had influenced administering of teachers' performance appraisal.

The third aspect on whether performance feedback influenced execution of teachers' performance evaluation was clear guidelines. 42.9% of the teachers agreed that clear guidelines were influencing implementing of teachers' performance evaluation in the school, while 30.4% of them strongly agreed that clear guidelines influenced how teachers' performance evaluation in school was being executed, another 12.5% were not decided whether clear guidelines influenced how they enforced appraisals in the school. 8.9% of the teachers disagreed that clear guidelines influenced administering of teachers' performance appraisal within the school, while 5.4% of them strongly disagreed that clear guidelines influenced how performance appraisal in school was being administered. Teachers rated timely and regular feedback highest among other variables.

When requested to indicate whether feedback practices influenced performance appraisal, majority of the teachers reported that it enhanced dialogue between principals and teachers. This dialogue helped the teachers to identify the gaps in the appraisal and also motivated the teachers. They further suggested that performance feedback can be improved if there was regular and timely feedback with clear guidelines. The same sentiments were given by principals though they added that teachers should take part in the feedback exercise. From the interviews the TSC Human Resource Officer Makueni Sub County reported that, performance feedback Practices had influenced the way teachers' performance appraisal was being implemented in public secondary institutions. He added that, "feedback involves informing people about their performance and for that reason appraisal and feedback had strongly and positively influenced teachers and their work because they all want a good report to be given about them".

The TSC sub county director indicated that performance feedback can influence implementation of teachers' performance appraisal and added that, "When feedback does not reach teachers through their principals, the teachers keep repeating mistakes". The study established the relationship and the significance level existing between performance feedback practices and teachers' performance appraisal implementation using Pearson's correlation analysis on principals' responses. The results were displayed in table 4.4.

Table 4.4 Correlation for principals’ responses on performance feedback practices and implementation of teachers’ performance appraisal

		Feedback practices	Implementation of teacher’s performance appraisal
Feedback practices	Pearson’s Correlation	1	.601(**)
	Sig. (2-tailed)		.000
	N	20	20
Implementation of teachers’ performance appraisal	Pearson’s Correlation	.601(**)	1
	Sig. (2-tailed)	.000	
	N	20	20

** Correlation was calculated at $p < 0.05$

The findings of this study in table 4.4 indicated a strong positive association $r(20) = 0.601$, $p < 0.05$ between performance feedback practices and implementing of teachers’ performance appraisal. These results also indicated that performance feedback practices significantly influenced implementation of teachers’ performance appraisal. This meant that the more the feedback the better the implementation of teachers’ performance appraisal and vice versa. The study also investigated aspects under performance feedback and their relationship with implementation of teachers’ performance appraisal based on principals’ responses. The results were depicted in table 4.5.

Table 4.5 Correlation for Principals’ Responses on Aspects under Performance Feedback and Implementation of Teachers’ Performance Appraisal

		Timely and regular feedback	and involving teachers	Clear guidelines	Implementation of teachers performance appraisal
Timely and regular feedback	Pearson Correlation		1		
	Sig. (2-tailed)				
	N		20		
Involving teachers	Pearson Correlation	.622(**)	1		
	Sig. (2-tailed)	.000			
	N	20	20		
Clear guidelines	Pearson Correlation	.521(**)	.766(**)	1	
	Sig. (2-tailed)	.003	.000		
	N	20	20	20	
Implementation of Teachers’ performance appraisal	Pearson Correlation	.704(**)	.712(**)	.632(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	20	20	20	20

** Correlation was calculated at $p < 0.05$

The results of the findings of this study in table 4.5 established a strong positive relationship $r > + 0.5$ and $p < 0.05$. Thus $r(20) = 0.704$, $p < 0.05$ for regular and timely feedback, $r(20) = 0.712$, $p < 0.05$ for involving teachers and $r(20) = 0.632$, $p < 0.05$ for clear guidelines.

This implied that all aspects under performance feedback from principals' responses significantly influenced implementing of teachers' performance appraisal. The aspect with the highest correlation from principals' responses was involving teachers. Clear guidelines had the least correlation. The study determined the relationship between performance feedback practices along with implementing of teachers' performance appraisal using Pearson's correlation analysis based on teachers' responses. The results were displayed in table 4.6.

Table 4.6: Correlation for teachers' responses on performance feedback practices and implementation of teachers' performance appraisal

		Feedback practices	Implementation of teachers' performance appraisal
Feedback practices	Pearson's Correlation	1	.546(**)
	Sig. (2-tailed)		.000
	N	56	56
Implementation of teachers' performance appraisal	Pearson's Correlation	.546(**)	1
	Sig. (2-tailed)	.000	
	N	56	56

** Correlation was calculated at $p < 0.05$.

The findings of this study in table 4.6 displayed a strong positive relationship $r(56) = 0.546$, $p < 0.05$ between performance feedback practices and how teachers' performance appraisal was being implemented. This implied that based on teachers' responses performance feedback practices significantly influenced the way in which teachers' performance appraisal was being implemented. This was an

indicator that the more the feedback the better the implementation of teachers' performance appraisal and vice versa. This agreed with the results for the principals' responses. Correlation for teachers' responses on aspects under performance feedback was determined and the results were as displayed in table 4.7.

Table 4.7 Correlation for Teachers' Responses on Aspects under Performance Feedback and Implementation of Teachers' Performance Appraisal

		Timely and regular feedback	Involving teachers	Clear guidelines	Implementation of teachers' performance appraisal
Timely and regular feedback	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	56			
Involving teachers	Pearson Correlation	.549(**)	1		
	Sig. (2-tailed)	.000			
	N	56	56		
Clear guidelines	Pearson Correlation	.472(**)	.766(**)	1	
	Sig. (2-tailed)	.003	.000		
	N	56	56	56	
Implementation of teachers' performance appraisal	Pearson Correlation	.783(**)	.744(**)	.665(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	56	56	56	56

** Correlation was calculated at $p < 0.05$

The results of the findings of this study in table 4.7 indicated a strong positive correlation of all aspects under performance feedback with implementation of teachers' performance appraisal based on teachers' responses. Timely and regular feedback at $r(56) = 0.783$, $p < 0.05$, involving teachers at $r(56) = 0.744$, $p < 0.05$ and clear guidelines at $r(56) = 0.665$, $p < 0.05$. This had the implication that all aspects under performance feedback practices significantly influenced the implementing of the performance appraisal for teachers. Timely and regular feedback had the highest correlation from teachers' responses while clear guidelines had the least correlation. All parameters tested under performance feedback practices depicted $r > +0.5$ and $p < 0.05$. The current study therefore rejected the null hypothesis on performance feedback.

4.4 Reward management systems and implementation of teachers' performance appraisal

This study examined whether reward management systems influenced how teachers' performance appraisal was being implemented in public secondary institutions in Makueni sub-county. In order to meet the objective, participants were asked to state the degree to which they agreed with statements in the Likert scale in table 4.8 and 4.9 using 1 Strongly Disagree, 2 Disagree, 3 Undecided, 4 Agree and 5 Strongly Agree. The results of the responses are as indicated in table 4.8.

Table 4.8: Principals’ responses on reward management systems and implementation of teachers’ performance appraisal

STATEMENT	1	2	3	4	5	Total (%)
	F (%)	F (%)	F (%)	F (%)	F (%)	
1. Financial tokens influence enforcement of teachers’ performance evaluation in the school.	2(10%)	3 (15%)	1(5%)	8(40%)	6(30%)	20(100%)
2. Promotions have influenced administering of teachers’ performance assessment within the school.	5(25%)	3(15%)	1(5%)	7(35%)	4(20%)	20(100%)
3. Letters of commendation have influenced administration of teachers’ performance examination inside the school.	3(15%)	2(10%)	2(10%)	8(40%)	5(25%)	20(100%)

The results of the findings of this study in table 4.8 pointed out that majority (40%) of the principals agreed that, financial tokens had influence on implementation of teachers’ appraisals in the school, while 30% of them strongly agreed that, financial tokens have influenced the way teachers’ performance review was executed within the school. Another 5% of the principals were undecided whether financial tokens had influence on how teachers’ performance review was implemented in the school. 3(15%) principals disagreed that, financial tokens were influencing administering of teachers’ performance assessment

in the schools. 10% of the principals strongly disagreed that, financial tokens had any influence on enforcement of teachers' performance review in the school.

The second aspect on the influence of reward management systems on implementation of teachers' performance appraisal was promotions. 35% of the Principals agreed that promotions had influence on execution of teachers' performance appraisal in the school. Principals who strongly agreed promotions had influenced the way in which implementation of teachers' performance evaluation was executed in the school were 4(20%). Another 5% of them were undecided that promotions influenced how teachers' performance assessment was being carried out in the school, while 25% of them strongly disagreed that promotions have influenced teachers' performance review enforcement in the school.

The third aspect on the way reward management systems influenced teachers' appraisal performance implementation was letters of commendation. 40% of the principals agreed that letters of commendation have influenced how teachers' performance evaluation was executed within the school. 25 % in respect to the principals' views strongly agreed that letters of commendation have influenced enforcement of teachers' appraisal in the school. Two (10%) principals were undecided that letters of commendation have influenced implementing of teachers' performance reviews in schools, while 10% disagreed that letters of commendation have influence on how teachers' performance evaluation implementation was being done in public learning institutions. 15% of the principals strongly disagreed that letters of commendation had any influence on implementation of teachers' performance evaluation in the schools. Financial tokens and letters of commendation had the highest rating among the school heads. Teachers responded to the influence of reward management systems on implementation of teachers' performance appraisal and the results were as indicated in table 4.9.

Table 4.9: Teacher’s responses on reward management systems and implementation of teachers’ performance appraisal

STATEMENTS	1	2	3	4	5	TOTAL
	F %	F %	F %	F %	F %	(%)
1. Financial tokens influence teachers’ performance appraisal implementation in the school.	6(10.7%)	8(14.3%)	5(8.9%)	25(44.6%)	12(21.4%)	56(100%)
2. Promotions have influenced implementation of teachers’ performance appraisal in the school.	14(25%)	8(14.3%)	6(10.7%)	20(35.7%)	8(14.3%)	56(100%)
3. Letters of commendation have influenced how teachers’ performance appraisal is implemented in the school.	10(17.9%)	8(14.3%)	8(14.3%)	21(27.5%)	9(16.1%)	56(100%)

The findings of this study in table 4.9 revealed that 25(44.6%) teachers agreed that, financial tokens have influenced implementation of teachers’ performance appraisal in the school. 12(21.4%) teachers strongly agreed that, financial tokens have influenced the way in which teachers’ performance assessment was enforced in the school, while 8.9% of the

teachers were undecided whether financial tokens have influenced implementation of teachers' performance review inside the school. Other 8(14.3%) teachers disagreed that, financial tokens have an influence on implementing of teachers' evaluation in schools, while 10.7% of them strongly disagreed that, financial tokens had influenced how the appraisal of teachers' performance was being executed within the school.

The second aspect on whether reward management systems influenced implementation of teachers' performance evaluation was promotions. 35.7% of the teachers agreed that promotions have influenced the way in which teachers' performance review was implemented in the school, while 8(14.3%) teachers strongly disagreed that promotions influenced how teachers' performance appraisal was carried out in school. Another 6(10.7%) of them were undecided that promotions have influenced implementing of the assessment of teachers' performance inside the school. 14.3% of the teachers disagreed that promotions had an impact on teachers' performance appraisal execution in the school, while 14(25%) teachers strongly disagreed that promotions influenced how evaluation of performance for teachers was being carried out within the school.

The third parameter in respect to the way reward management systems influenced teachers' performance appraisal implementation was letters of commendation. 27.5% of the teachers agreed that letters of commendation had an influence on implementation of teachers' performance evaluation within the school, while 16.1% of them strongly agreed that letters of commendation have influence on implementation of teachers' review of their work in school. Another 14.3% were undecided whether letters of commendation had any influence on execution of teachers' performance review in the school, while 8(14.3%) of them disagreed that letters of commendation have influenced enactment of teachers' performance assessment in the school. 17.9% of the teachers strongly disagreed that letters of commendation had influence on implementing of teachers' performance evaluation in the school. Financial tokens had the highest rating based on teachers' responses among other aspects.

When asked how rewards influence performance appraisal, majority of the principals suggested that, parents should be encouraged to pay more money for the reward kitty so that rewarding system can be improved. The principals also indicated that when teachers are rewarded they are motivated to implement teachers' performance appraisal. They added that where tutors are not compensated for their achievements, there is demotivation and laxity in implementation of performance appraisal. When asked how rewards influence performance appraisal, majority of the teachers reported that it motivated them to work harder. The teachers also reported that, the awards given to them in school include; money, certificates, trips and commendation letters. However, some teachers proposed that apart from the above rewards they would have preferred to be promoted for their good performance.

From the interviews, the TSC Human Resource Officer agreed that reward management systems influence how teachers' performance appraisal was being implemented in public high schools. The officer was further asked to explain the way reward management systems had influenced the enforcement of teachers' performance assessment in secondary public institutions in Makeni Sub County. He said that Teachers performance based rewards impacted the performance of teachers through motivating them and heightening their performance thereby improving teachers' productivity and efficiency. He further recommended that schools should always come up with rewards for teachers based on merit timely rewards as this will motivate teachers. He noted that, schools with strong reward focused performance system posted a magnificent improvement in their overall performance. The TSC sub county director indicated that, "rewards are a way of motivating teachers". He noted that though TSC open days were interrupted by the covid-19 pandemic, they helped in recognizing the efforts of teachers. This study established the association amid reward management systems and implementation of teachers' performance appraisal using Pearson's correlation analysis as disclosed in table 4.10.

Table 4.10: Correlation for principal’s responses on reward management systems and implementation of teachers’ performance appraisal

		Reward management systems	Implementation of teacher’s performance appraisal
Reward management systems	Pearson’s Correlation	1	.621(**)
	Sig. (2-tailed)		.000
	N	20	20
Implementation of teachers’ performance appraisal	Pearson’s Correlation	.621(**)	1
	Sig. (2-tailed)	.000	
	N	20	20

** Correlation was calculated at $p < 0.05$

The findings of the study in table 4.10 revealed a strong positive correlation $r(20) = 0.621$, $p < 0.05$ amid reward management systems and implementation of teachers’ performance appraisal. These results implied that reward management systems significantly influenced implementation of teachers’ performance appraisal based on responses from principals. This meant that the more the reward the better the enforcement of teachers’ performance appraisal. Further, this study determined correlation for principals’ responses on aspects under reward management. The results were as displayed in table 4.11

Table 4.11: Correlation for Principals' Responses on Aspects under Reward management and Implementation of Teachers' Performance Appraisal

		Letters of commendation	Financial tokens	Promotions	Implementation of teacher's performance appraisal
Letters of commendation	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	20			
Financial tokens	Pearson Correlation	.555(**)	1		
	Sig. (2-tailed)	.000			
	N	20	20		
Promotions	Pearson Correlation	.554(**)	.723(**)	1	
	Sig. (2-tailed)	.003	.000		
	N	20	20	20	
Implementation of Teachers' performance appraisal	Pearson Correlation	.821(**)	.603(**)	.855(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	20	20	20	20

** Correlation was calculated at $p < 0.05$

The results of the findings of this study in table 4.11 indicated that all aspects under reward management systems had a strongly positive correlation with implementation of teachers' performance appraisal. Letters of commendation at $r(20) = 0.821$, $p < 0.05$, financial tokens at $r(20) = 0.603$, $p < 0.05$ and promotions at $r(20) = 0.855$, $p < 0.05$. This was an indicator that all variables under reward management systems significantly influenced how teachers' performance appraisal was being implemented in secondary schools. From the principals' responses, promotions had the highest positive correlation with implementation of teachers' performance appraisal,

followed by letters of commendation and lastly financial tokens. This study further investigated the association amidst reward management systems and implementation of teachers' performance appraisal using teachers' responses. The results were portrayed in table 4.12.

Table 4.12: Correlation for teachers' responses on reward management systems and implementation of teachers' performance appraisal

		Reward management	Implementation of teacher's performance appraisal
Reward management systems	Pearson Correlation	1	.662(**)
	Sig. (2-tailed)		.000
	N	56	56
Implementation of teachers' performance appraisal	Pearson Correlation	.662(**)	1
	Sig. (2-tailed)	.000	
	N	56	56

** Correlation was calculated at $p < 0.05$

The findings of this study in table 4.12 suggested a strong positive relationship $r(56) = 0.662$, $p < 0.05$ amidst reward management systems and teachers' performance appraisal implementation. This indicated that based on teachers' responses, reward management systems significantly influenced implementation of the performance appraisal for teachers. This was an indicator that the more the

reward the better the implementation of teachers' performance appraisal. This study further analyzed the responses of teachers on aspects under reward management through Pearson's correlation. The results were disclosed in table 4.13.

Table 4.13: Correlation for Teachers' Responses on Aspects under Reward Management Systems and Implementation Teachers' Performance Appraisal

		Letters of commendation	Financial tokens	Promotions	Implementation of teachers' performance appraisal
Letters of commendation	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	56			
Financial tokens	Pearson Correlation	.649(**)	1		
	Sig. (2-tailed)	.000			
	N	56	56		
Promotions	Pearson Correlation	.454(**)	.794(**)	1	
	Sig. (2-tailed)	.003	.000		
	N	56	56	56	
Implementation of teachers' performance appraisal	Pearson Correlation	.855(**)	.652(**)	.844(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	56	56	56	56

** Correlation was calculated at $p < 0.05$

The findings of this study in table 4.13 indicated that Letters of commendation, financial tokens and promotions were positively related to implementation of teachers' performance appraisal. Pearson's correlation analysis depicted the following correlation results: Letters of commendation $r(56) = 0.855, p < 0.05$, financial tokens $r(56) = 0.652, p < 0.05$ and promotions $r(56) = 0.844, p < 0.05$. This revealed that all aspects under reward management systems with respect to teachers' responses significantly influenced reward management systems. Letters of commendation had the highest correlation amongst teachers' responses followed by promotions while financial tokens had the lowest influence on implementing of teachers' performance appraisal. All aspects tested in this study under reward management systems indicated $r > + 0.5$ and $p < 0.05$ and consequently the null hypothesis on reward management was rejected.

4.5 Training of teachers and implementation of teachers' performance appraisal

This study determined the influence of training teachers on implementation of teachers' performance appraisal in public secondary schools in Makueni Sub- County. To arrive at this objective, participants were required to denote their degree of acceptance with the views in the Likert scale in table 4.14 using Strongly Disagree(1), Disagree(2), Undecided(3), Agree(4) and Strongly Agree(5).

Table 4.14: Principals’ responses on training of teachers and implementation of teachers’ performance appraisal

STATEMENT	1	2	3	4	5	Total (%)
	F %	F %	F%	F %	F %	
Competence of the principal has influenced teachers’ performance evaluation implementation at the school.	3(15%)	4(20%)	1(5%)	2(10%)	10(50%)	20(100%)
Teachers’ competence influence administering of teachers’ performance assessment in the institution.	2(10%)	3(15%)	1(5%)	4(20%)	10(50%)	20(100%)
Availability of resources has influenced effecting of teachers’ performance appraisal in school.	1(5%)	3(15%)	3(15%)	8(40%)	5(25%)	20(100%)

From the results of the study, table 4.14 revealed that, 10 (50%) principals strongly agreed that competence of the principal has influenced how teachers’ performance appraisal in the school was being implemented, while 10% and another 20% agreed and disagreed respectively that competence of the principal had influenced the way teachers’ performance review was executed in the school. 3(15%) principals strongly disagreed that competence

of the principal determined the execution of teachers' performance assessment in the institution, while 1(5%) principal was undecided whether competence of the principal had an influence on the administering of teachers' performance examination within the school.

The second aspect on the influence of training of teachers on implementation of teachers' performance appraisal was teachers' competence. 50% of the principals strongly agreed that teachers' competence influenced how evaluation of teachers' performance was being implemented inside the school, while 10(20%) and 4(15%) principals agreed and disagreed respectively that teachers' competence has an impact on realization of teachers' performance assessment inside the school. Another 10% of them strongly disagreed that teachers' competence has determined the accomplishment of the assessment of teachers' achievements within the school, while 5% of the Principals were not decided whether teachers' competence had any impact on the way teachers' performance examination was executed in the school.

The third aspect on the effect of training of teachers on implementing of teachers' performance appraisal was availability of resources where 40% of the principals agreed that availability of resources influenced enactment of teachers' performance evaluation within the school. 5(25%) principals strongly agreed that availability of resources influenced how teachers' performance assessment was being enforced inside the school, while 15% of the principals were undecided that availability of resources has influence on application of teachers' performance appraisal inside the school. Another 15% of them disagreed that availability of resources had influenced how teachers' performance evaluation was being carried out inside the school. 5% of the principals strongly disagreed that availability of resources had influenced the perpetration of teachers' performance examination inside the school. Competence of the principal and teachers' competence had the highest rating among the principals. This study established whether training of teachers' influence implementation of teachers' performance appraisal based on teachers' responses. The results are as indicated in table 4.15.

Table 4.15: Responses of teachers' on training of teachers and teachers' performance appraisal implementation

	(1)	(2)	(3)	(4)	(5)	Total (%)
STATEMENT	F %	F %	F %	F %	F %	
Competence of the principal had influence on application of teachers' performance assessment in the school.	9(16%)	11(19.6%)	6(10.7%)	14(25%)	16(28.6%)	56(100%)
Teachers' competence has influenced enactment of teachers' performance assessment in the school.	8(14.3%)	7(12.5%)	6 (10.7%)	17(30.4%)	18(32.1%)	56(100%)
Resources availability has influenced enforcement of teachers' performance examination in the school.	4(7.1%)	9(16.0%)	5(8.9%)	23(41.1%)	15(26.8%)	56(100%)

Findings of this study in table 4.15 pointed out that, 16(28.6%) teachers strongly agreed that competence of the principal had influenced the way teachers' evaluation of their work

was being carried out within the school while 25% of them agreed that competence of the principal had influenced administering of teachers' performance appraisal in the school. Another 19.6% of the teachers disagreed that competence of the principal influenced how teachers' performance appraisal was being enacted in the school, while 9(16%) teachers strongly disagreed that competence of the principal influence how teachers' appraisal of their performance was being implemented inside the school. 10.7% were undecided that competence of the principal had influence on implementing of teachers' performance evaluation in the school.

The second aspect on the influence of training of teachers on effecting of teachers' performance appraisal was teachers' competence. 32.1% of the teachers agreed that teachers' competence influence enactment of teachers' performance review in the school, while 30.4% of them strongly agreed that teachers' competence influence implementation of teachers' performance assessment in the school. Another 12.5% of the teachers disagreed that teachers' competence has influenced achievement of teachers' performance evaluation in the school, while 14.3% strongly disagreed that teachers' competence influenced administration of teachers' performance examination in the school. 10.7% of the teachers were undecided that teachers' competence impacted on execution of teachers' performance appraisal in the school.

The third parameter on the effect of training of teachers on enforcement of teachers performance evaluation was availability of resources where 41.1% of the teachers agreed that availability of resources influence implementing of teachers' performance assessment in the school, while 26.8% of them strongly agreed that availability of resources had influenced the way teachers' performance evaluation was being administered within the school and another 8.9% were undecided that availability of resources had influenced how teachers' performance appraisal was being enacted in the school. In respect to the teachers views 16% of them disagreed that availability of resources had influence on enforcement of teachers' performance review inside the school, while 7.1% of the teachers strongly disagreed that availability of resources had influenced how teachers' performance assessment in the school was being executed. Availability of resources had the highest

rating in respect to teachers' responses compared to competence of the principal and teachers competence.

When required to give their opinion on training of teachers' majority of the principals proposed that training of teachers can be improved by making it more regular. The teachers were further requested to give their views on how training of teachers affected implementation of teachers' performance appraisal. Majority of the teachers noted that, training equips teachers with right information and awareness on performance appraisal. They also proposed that there should be regular training on performance appraisal.

From the interviews, the TSC Human Resource Officer reported that, training of teachers had an impact on how teachers' performance evaluation was being implemented in public high schools of Makueni Sub-County. The TSC Human Resource Officer added that, although there had not been adequate training given to teachers, training of teachers on performance appraisal is ongoing. He also said that a training program helps teachers to acquire the art and proficiency for executing their responsibilities and undertake greater and more demanding roles. The TSC sub county director indicated that training of teachers on performance appraisal influence implementation of teachers' performance appraisal. He further indicated that, "if the trainer for teachers is not well informed teachers get misinformed". He added that mechanisms are under way to ensure that information reaches teachers directly. This study further established the interrelationship amid training of teachers and implementing of teachers' performance appraisal using Pearson's correlation analysis on the responses of principals. The results of the findings were presented in table 4.16.

Table 4.16: Correlation for responses of principals' on training of teachers and implementation of teachers' performance appraisal

		Training of teachers	Implementation of teacher's performance appraisal
Training of teachers	Pearson's Correlation	1	.700(**)
	Sig. (2-tailed test)		.000
	N	20	20
Implementation Of teachers' performance appraisal	Pearson's Correlation	.700(**)	1
	Sig. (2-tailed)	.000	
	N	20	20

** Correlation was calculated at $p < 0.05$

The findings of this study in the table 4.16 indicated a strong positive interrelationship $r(20) = 0.700$, $p < 0.05$ existing amidst training of teachers and execution of teachers' performance appraisal. This implied that training of teachers significantly influenced implementation of teachers' performance appraisal. The meaning was that the more the training the better the implementation of teachers' performance appraisal. This study further determined the association between aspects under training of teachers and implementation of teachers' performance appraisal. The results were as shown in table 4.17.

Table 4.17: Correlation for Principals’ responses on aspects under teachers’ training and implementation of teachers’ performance appraisal

		Competence of the principal	Teacher’s competence	Availability of resources	Implementation of teacher’s performance appraisal
Competence of the principal	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	20			
Teachers’ competence	Pearson Correlation	.549(**)	1		
	Sig. (2-tailed)	.000			
	N	20	20		
Availability of resources	Pearson Correlation	.472(**)	.766(**)	1	
	Sig. (2-tailed)	.003	.000		
	N	20	20	20	
Implementation of Teachers’ performance appraisal	Pearson Correlation	.608(**)	.504(**)	.604(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	20	20	20	20

** Correlation was calculated at $p < 0.05$

The findings in table 4.17 indicated that the aspects are positively related to implementing of teachers’ performance appraisal. Pearson’s correlation indicated competence of the principal at $r(20) = 0.608$, $p < 0.05$, competence of the teachers at $r(20) = 0.504$, $p < 0.05$ and availability of resources at $r(20) = 0.604$, $p < 0.05$. The results implied that all aspects under training of teachers’ significantly influenced

implementation of teachers' performance appraisal. This finding revealed that, competence of the principals had the highest correlation followed by availability of resources while competence of the teachers had the lowest influence on implementation of teachers' performance appraisal. This study further calculated Pearson's correlation based on teachers' responses. The results were disclosed in table 4.18.

Table 4.18: Correlation for teachers' responses on training of teachers and implementation of teachers' performance appraisal

		Training of teachers	Implementation of teacher's performance appraisal
Training of teachers	Pearson's Correlation	1	.732(**)
	Sig. (2-tailed test)		.000
	N	56	56
Implementation of teachers' performance appraisal	Pearson's Correlation	.732(**)	1
	Sig. (2-tailed test)	.000	
	N	56	56

** Correlation was calculated at $p < 0.05$

The results of the findings of this study in table 4.18 indicated a strong positive correlation $r(56) = 0.732, p < 0.05$ amid training of teachers and implementing of teachers' performance appraisal. This implied that training of teachers significantly influenced implementation of teachers' performance appraisal. This meant that the more the training the better the implementation of teachers'

performance appraisal. This study investigated Pearson’s correlation based on teachers’ responses on aspects under training of teachers and implementation of teachers’ performance appraisal. The results were displayed in table 4.19.

Table 4.19: Correlation for teachers’ responses on aspects under training of teachers’ and implementation of teachers’ performance appraisal

		Competence of the principal	Teacher’s competence	Availability of resources	Implementation of teacher’s performance appraisal
Competence of the principal	Pearson Correlation	1			
	Sig. (2-tailed)				
Teachers’ competence	N	56			
	Pearson Correlation	.549(**)	1		
Availability of resources	Sig. (2-tailed)	.000			
	N	56	56		
Implementation of teachers’ performance appraisal	Pearson Correlation	.472(**)	.766(**)	1	
	Sig. (2-tailed)	.003	.000		
	N	56	56	56	
	Pearson Correlation	.674(**)	.422(**)	.663(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	56	56	56	56

** Correlation was determined at $p < 0.05$

The findings of this study in table 4.19 indicated that competence of the principal, competence of the teachers and availability of resources were positively related with implementing teachers’ performance appraisal. Pearson’s correlation analysis on teacher

responses indicated the following results: Competence of the principal $r(56) = 0.674, p < 0.05$, competence of teachers' $r(56) = 0.422, p < 0.05$ and availability of resources $r(56) = 0.663, p < 0.05$. This finding revealed that all aspects under training of teachers significantly influence implementing of teachers' performance appraisal in public secondary schools in Makueni Sub County. The results of the finding of this study established that, competence of the principal had the highest correlation followed by availability of resources while competence of teachers had the least relationship with implementation of teachers' performance appraisal based on teachers' responses. The null hypothesis on training of teachers in this study was rejected since all aspects tested depicted $r > + 0.5$ and p values less than 0.05.

4.6 School work environment and implementation of teachers' performance appraisal

This study examined the influence school work environment had on implementation of teachers' performance appraisal in public secondary schools in Makueni Sub-County. Respondents were invited to rank the comments in the Likert scale in table 4.20 using 1- Strongly Disagree, 2- Disagree, 3 - Undecided, 4- Agree and 5-Strongly Agree.

Table 4.20: Principals’ responses on school work environment and implementation of teachers’ performance appraisal

STATEMENTS	1		2		3		4		5		Total (%)
	F	%	F	%	F	%	F	%	F	%	
1. Leadership style has influence on administering of teachers’ performance review inside the school.	2	(10%)	2	(10%)	1	(5%)	8	(40%)	7	(35%)	20(100%)
2. ICT integration has influenced enforcing of teachers’ performance assessment within the school.	1	(5 %)	2	(10%)	2	(10%)	9	(45%)	6	(30%)	20(100%)
3. Interpersonal relations have influenced how teachers’ performance assessment was carried out in the school	2	(10%)	2	(10%)	3	(15%)	11	(55%)	2	(10%)	20(100%)

Findings of the study in table 4.20, disclosed that 7(35%) principals strongly agreed that leadership style had influenced how review of teachers’ performance was carried out in the school. In respect to the principals’ views, 40% agreed that leadership style had an influence on administering of teachers’ performance evaluation inside the school, another 10% of them disagreed that leadership style had any impact on execution of teachers’ performance assessment in the school. While another 10% strongly disagreed that leadership style had influenced enactment of teachers’ performance examination in the school. Five percent (5%) of the principals were undecided that leadership style had influenced how teachers’ performance assessment was executed within the school.

Also majority 9(45%) principals agreed that ICT integration had influenced how teachers' performance examination was administered in the school. 6(30%) principals strongly agreed that ICT integration had influenced how teachers' performance evaluation was enacted within the school. In relation to the principals' opinions, 10% were undecided that ICT integration had prompted the way in which teachers' assessment of their work was administered inside the school. 10% of the principals disagreed that ICT integration had an influence on administering of teachers' performance assessment inside the school. In respect to their views, 1(5%) principal strongly disagreed that ICT integration had influence on administering of teachers' performance review in the school.

The third aspect on the influence of school work environment on teachers' performance assessment was interpersonal relations. 55% of the principals agreed that interpersonal relations influence enforcement of teachers' performance review inside the school, while 10% of them strongly agreed that interpersonal relations influence enforcement of teachers' performance assessment in the school. Another 10% disagreed that interpersonal relations had influence on enactment of teachers' performance examination in the school. According to the principals' perspectives, 10% of them strongly disagreed that interpersonal relations have influenced realization of teachers' performance evaluation in the school while 15% of the principals were undecided that interpersonal relations influence administering of teacher performance evaluation within the school. Interpersonal relations were ranked highest by the principals followed by ICT and lastly leadership styles. The results for teachers' views on school work environment were presented in table 4.21

Table 4.21: Teacher’s responses on school work environment and implementation of teachers’ performance appraisal

STATEMENTS	1	2	3	4	5	Total (%)
	F %	F %	F %	F %	F %	
1. Leadership style has influenced enforcement of teachers’ performance assessment within the school.	3(5.4%)	7(12.5%)	5(8.9%)	30(53.6%)	11(19.6%)	56(100%)
2. ICT integration has influenced enactment of teachers’ performance review inside the school.	2(3.6%)	6(10.7%)	5(8.9%)	28(50%)	15(26.9%)	56(100%)
3. Interpersonal relations have influenced administering of teachers’ performance evaluation in the school	6(10.7%)	7(12.5%)	6(10.7%)	29(51.8%)	8(14.3%)	56(100%)

The results of the findings as portrayed in table 4.21 indicated 11(19.6%) teachers strongly agreed that leadership style had influence over enforcement of teachers’ performance

assessment within the school. 53.6 % of the teachers agreed that leadership style had an influence on the way teachers' performance review in the school was being administered, while 7(12.5%) teachers disagreed that leadership style influenced enactment of teachers' performance evaluation within the school. Another 5.4% of them strongly disagreed that leadership style had influence on execution of teachers' performance appraisal in the school. 8.9% of the teachers were undecided that leadership style had influenced realization of teachers' performance appraisal inside the school.

In respect to the teachers' views on how ICT integration had influenced enforcement of teachers' performance review in school, 50% of them agreed that ICT integration had an influence on enactment of teachers' performance evaluation in schools. 15(26.9%) teachers strongly agreed that ICT integration had influenced execution of teachers' performance appraisal within the school, while another 8.9% of them were undecided that ICT integration had any impact on realization of teachers' performance assessment in the school. 10.7% of the teachers disagreed that ICT integration had influenced application of teachers' performance review at the school, while 3.6% of them strongly disagreed that ICT integration had influenced administering of teachers' performance evaluation inside the school.

Regarding the views of teachers on the influence school work environment had on application of teachers' performance review, the third parameter was interpersonal relations where 51.8% of them agreed that interpersonal relations had influenced enforcement of teachers' performance review at the school, while 14.3% of the teachers strongly agreed that interpersonal relations have influence over teachers' performance evaluation implementation in the school. Another 12.5% of teachers disagreed that interpersonal relations had an influenced how appraisal of teachers' work within the school was carried out, while 10.7% of the teachers strongly disagreed that interpersonal relations had impact on administering of teachers' performance assessment inside the school. 10.7% of the teachers were undecided that interpersonal relations had influenced enactment of teachers' performance evaluation in the school. Teachers rated leadership style highest at 53.5% followed by interpersonal relations at 51.8% and lastly ICT integration at 50%.

The study required teachers to give their views on how school work environment influenced implementation of teachers' performance appraisal. Majority of the teachers reported that, good work environment improves the teachers' morale to continue with implementing of teachers' performance review within the school as well as improving team work. The teachers further suggested that school working environment could be improved by respecting one another and improving relationship between the principal and teachers as well as among teachers themselves and among teachers and students. They also highlighted that they faced a challenge of internet connectivity and low internet. There was also no enough time for implementation of teachers' performance appraisal due to very huge workloads.

The principals proposed that, school work environment can be improved through availing adequate facilities and improving interpersonal relations by frequent meetings and dialogue and employing more staff to ease workloads. From the interviews, when asked whether school work environment had influenced enforcement of teachers' performance evaluation in public secondary schools, the TSC Human Resource Officer reported that, school work environment had an influence on administering of teachers' performance evaluation in public high schools in Makueni Sub-County. He also said that, work environment is everything involving the employee's work itself and therefore a good work environment will influence teachers' performance appraisal in secondary schools. He noted that increased enrolments in schools had increased teachers' workloads.

According to the TSC sub county director the school work environment influences implementation of teachers' performance appraisal. He added that, "where there is cooperation and team work it becomes easier to implement performance appraisal, where head teachers are knowledgeable they are able to guide teachers appropriately and when they are not knowledgeable they create gaps in the implementation of teachers' performance appraisal". The TSC sub county director noted that it was important for head teachers to encourage team teaching as it makes it easier to implement the TPAD. He added that some challenges existed in schools in relation to implementation of teachers' performance appraisal in terms of increased workloads, internet connectivity problems and

also resistance from teachers led by their unions. This study further established the relationship between work environment and implementation of teachers' performance appraisal using Pearson's correlation analysis. The results for principal's correlation were shown in the table 4.22.

Table 4.22: Correlation for principals' responses on school work environment and implementation of teacher performance appraisal

		Work environment	Implementation of teacher's performance
Work environment	Pearson's Correlation	1	.644(**)
	Sig. (2-tailed test)		.000
	N	20	20
Implementation of teachers' performance appraisal	Pearson's Correlation	.644(**)	1
Work environment	Pearson's Correlation	1	.644(**)
	Sig. (2-tailed test)		.000

** Correlation was calculated at $p < 0.05$

The findings of the study presented in table 4.22 revealed a strong positive interrelationship $r(20) = 0.644$, $p < 0.05$ existing between work environment and implementation of teachers' performance appraisal. This meant that school work environment had a significant influence on implementation of teachers' performance appraisal in public secondary schools in Makueni Sub County. This was an indication that the better the working environment the better the implementation of teachers' performance evaluation. This study further analyzed the responses of principals on aspects under school work environment. Pearson's correlation results were portrayed in table 4.23.

Table 4.23: Correlation for principals' responses on aspects under school environment and implementation of teachers' performance appraisal

		Leadership style	ICT integration	Interpersonal relationships	Implementation of Teachers' performance appraisal
Leadership style	Pearson Correlation				
	Sig. (2-tailed)				
	N	20			
ICT integration	Pearson Correlation	.549(**)	1		
	Sig. (2-tailed)	.000			
	N	20	20		
Interpersonal relations	Pearson Correlation	.472(**)	.766(**)	1	
	Sig. (2-tailed)	.003	.000		
	N	20	20	20	
Implementation of Teachers' performance appraisal	Pearson Correlation	.657(**)	.508(**)	.666(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	20	20	20	20

** Correlation was calculated at $p < 0.05$

The results of this study shown in table 4.23 disclosed that all aspects under school work environment positively correlated to implementation of teachers' performance appraisal. The results indicated leadership style at $r(20) = 0.657, p < 0.05$, ICT at $r(20) = 0.508, p < 0.05$ and interpersonal relations at $r(20) = 0.666, p < 0.05$. This meant that based on principals' responses, all aspects under school work environment significantly influenced implementation of teachers' performance appraisal. From the results, Pearson's correlation analysis on principals' responses indicated a higher correlation for interpersonal relationships followed by leadership style and lastly ICT integration. Correlation results for teachers responses on school work environment were displayed in table 4.24.

Table 4.24: Correlation for teachers’ responses on school work environment and implementation of teachers’ performance appraisal

		Work environment	Implementation of teachers’ performance appraisal
Work environment	Pearson’s Correlation	1	.681(**)
	Sig. (2-tailed test)		.000
	N	56	56
Implementation of teachers’ performance appraisal	Pearson’s Correlation	.681(**)	1
	Sig. (2-tailed test)		.000
	N	56	56
Work environment	Pearson’s Correlation	1	.681(**)
	Sig. (2-tailed test)		.000
	N	56	56

** Correlation is determined at $p < 0.05$

The findings of this study in table 4.24 revealed a strong positive correlation $r(56) = 0.681, p < 0.05$ amidst school work environment and implementing of teachers’ performance appraisal. This meant that the better the working environment the better the implementation of teachers’ performance appraisal. These results implied that with respect to teachers’ responses, school work environment had a significant influence over implementation of teachers’ performance appraisal in public secondary institutions in Makueni Sub County. This study further used teachers’ responses to analyze the correlation for aspects under school work environment. Pearson’s correlation analysis results were displayed in table 4.25.

Table 4.25: Correlation for teachers’ responses on aspects under school work environment and implementation of teachers’ performance appraisal

		Leadership style	ICT integration	Interpersonal relations	Implementation of teachers’ performance appraisal
Leadership style	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	56			
ICT integration	Pearson Correlation	.549(**)	1		
	Sig. (2-tailed)	.000			
	N	56	56		
Interpersonal relations	Pearson Correlation	.472(**)	.766(**)	1	
	Sig. (2-tailed)	.003	.000		
	N	56	56	56	
Implementation of teachers’ performance appraisal	Pearson Correlation	.621(**)	.501(**)	.662(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	56	56	56	56

** Correlation is calculated at $p < 0.05$.

The results of the findings in table 4.25 indicated that Leadership styles, ICT integration and interpersonal relations were positively related with implementation of teachers’ performance appraisal. Pearson’s correlation analysis indicated Leadership styles $r(56) = 0.621, p < 0.05$, ICT integration $r(56) = 0.501, p < 0.05$, and $r(56) = 0.662, p < 0.05$ for interpersonal relations. These results revealed that all aspects under school work environment significantly influenced implementation of teachers’ performance appraisal. The findings of this study established that interpersonal relations had the highest correlation with implementation of teachers’ performance appraisal

followed by leadership styles and lastly ICT integration based on teachers' responses. This study established that all parameters investigated under school work environment depicted $r > + 0.5$ and p values less than 0.05 and therefore the null hypothesis was rejected.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

The chapter is composed of discussions and interpretations of research findings on the basis of study objectives.

5.2 Performance feedback practices and implementation of teachers' performance appraisal

The results of this study established that 51.8% of teachers agreed that timely and regular feedback had influence on implementing of teachers' performance evaluation within the school, with 44.6% of them agreeing that involving teachers in setting of appraisal targets would influence enforcement of teachers' performance assessment while another 42.9% agreed that clear guidelines on performance appraisal in the school would influence execution of teachers' performance review. 40% of the principals agreed that timely and regular feedback had influence on enforcing of teachers' performance appraisal in the school, with 45% of them agreeing that involving teachers in setting of appraisal targets would influence how teachers' performance evaluation was being implemented. Majority 55% of the principals agreed that having clear guidelines on performance appraisal within the school would influence executing of teachers' performance assessment. Principals had a higher ranking for clear guidelines followed by involving teachers and lastly timely and regular feedback.

Majority of the teachers rated timely and regular feedback highest amongst involving teachers and clear guidelines. This finding conformed to Kyakulumbye (2013). When asked to give their views on performance feedback and implementation of teachers' performance appraisal, majority of the teachers reported that performance feedback enhanced dialogue between principals and teachers. This dialogue helped teachers to identify the gaps in the appraisal and also motivated the teachers. They further suggested that performance feedback can be improved if there was regular and timely feedback with clear guidelines. The teachers' recommendations agreed with the sentiments given by

majority of the principals that performance feedback was necessary though they added that teachers should be involved in the feedback process.

From the interviews, the TSC Human Resource Officer Makueni Sub County reported that, performance feedback practices influence enforcement of teachers' performance review in public secondary institutions. In this response he also added that feedback has a strong positive influence on teachers and their work because they all want a good report to be given about them. The TSC sub county director noted that performance feedback can influence execution of teachers' performance appraisal and added that when feedback does not reach teachers through their principals, teachers repeat mistakes in their performance evaluation thereby interfering with its implementation. This is in conformity with Alube (2015).

The findings of the study from Pearson's correlation analysis on teachers' responses established a positive correlation $r(56) = .546, p < .05$ amidst performance feedback practices and administration of teachers' performance appraisal. These analysis results were similar to those of the principals where the study established a positive association $r(20) = 0.601, p < 0.05$ amid performance feedback practices and enactment of teachers' performance appraisal. This meant that the more the feedback the better the implementation of teachers' performance appraisal and vice versa.

This research further determined Pearson's correlation analysis $r(20) = 0.704, p < 0.05$ for regular and timely feedback, $r(20) = 0.712, p < 0.05$ for involving teachers and $r(20) = 0.632, p < 0.05$ for clear guidelines. All aspects under performance feedback management practices were positively correlated with implementation of teachers' performance appraisal based on principals' responses. The aspect with the highest correlation from principals' responses was involving teachers. Based on teachers' responses, timely and regular feedback at $r(56) = 0.783, p < 0.05$, involving teachers at $r(56) = 0.744, p < 0.05$ and clear guidelines at $r(56) = 0.665, p < 0.05$. All aspects under performance feedback based on teachers' responses were positively correlated with implementation of teachers' performance appraisal. Timely and regular feedback had the highest correlation. This study

therefore established a statistically significant positive influence between performance feedback practices and implementing of teachers' performance appraisal with all aspects depicting $r > + 0.5$ and p values less than 0.05. These results agreed with Kyakulumbye (2013), Alube (2015), Linhares et al. (2017), Virani (2015), Panhoon and Wongwanich (2013), who supported performance feedback. The findings of this study were however, contrary to Karugaba (2015), Gichuki (2015), Kluger and DeNisi (1996), who observed that feedback, was of no use, is non-profitable and weakens performance.

5.3 Reward management systems and implementation of teachers' performance appraisals.

Majority of the teachers (44.6%) agreed that, financial tokens influenced teachers' performance appraisal implementation within the school while 35.7% and 27.5 % of the teachers agreed that promotions and letters of commendation had influenced how teachers' performance evaluation was carried out inside the school respectively. 40% of the principals agreed that, financial tokens influenced administering of teachers' performance review in the school while another 35% and 40% of them agreed that promotions and letters of commendation have prompted execution of teachers' performance assessment in the school respectively. This revealed that more teachers preferred financial tokens while more principals preferred both financial tokens and letters of commendation as methods of rewarding good performance. This research finding concurs to a study by Kituyi et al. (2014) which established that a greater number of teachers preferred financial tokens over other reward systems.

When asked how rewards influence performance appraisal, majority of the teachers reported that it motivated them to work harder. They also reported that, the awards given to them in school include; money, certificates, trips and commendation letters. However, some teachers preferred promotions for their good performance. The recommendations by teachers agreed with the principals who indicated that rewards motivated teachers and proposed a reward kitty funded by stakeholders to improve rewarding systems in schools. From the interviews, the Human Resource officer agreed that reward management systems influence execution of teachers' performance evaluation in public secondary schools. The

officer further indicated that teachers' performance based rewards influenced teachers' performance through motivating them and improving their performance, efficiency, and productivity. He added that the schools should always come up with rewards for teachers based on merit timely rewards and this will motivate teachers. The TSC sub county director indicated that rewards are a way of motivating teachers. He noted that TSC open days before covid-19 pandemic, helped in rewarding the efforts of teachers. These recommendations from teachers, principals, the Human Resource officer and TSC sub county director are consistent with a study by Oganda et al. (2020) which supported rewarding of teachers.

The correlation results from teachers' responses revealed a positive relationship $r(56) = .662, p < 0.05$ existing between reward management systems and teachers' performance appraisal implementation. These results were similar to those of principals' where the results indicated a positive association $r(20) = 0.621, p < .05$ amid reward management systems and administration of teachers' performance evaluation. This meant that the more the reward the better the implementation of teachers' performance appraisal. The study further investigated correlation for aspects under reward management systems. From principals' responses letters of commendation at $r(20) = 0.821, p < 0.05$, financial tokens at $r(20) = 0.603, p < 0.05$ and promotions at $r(20) = 0.855, p < 0.05$. From the teachers' responses letters of commendation $r(56) = 0.855, p < 0.05$, financial tokens $r(56) = 0.652, p < 0.05$ and promotions $r(56) = 0.844, p < 0.05$. All aspects were positively correlated with implementation of teachers' performance appraisal. For both the principals and teachers, financial tokens had the least correlation. These results agreed with Thomas and Gabriel (2008).

This study established that reward management systems had a positive and significant correlation with implementation of teachers' performance appraisal with all parameters indicating $r > + 0.5$ and p values less than 0.05. The results agree with Fung & Gordon (2016), Kim (2017), Samuel and Berhanu (2019), Yamoah (2013), Oganda et al. (2020), Kiprop (2018), who supported rewarding of teachers. The results of this study however, contradicted studies by Kohn (1993), Thomas and Gabriel (2008), Roland and Fryer (2011)

and Zatti (2019) who did not find any relationship between rewards and teachers' performance.

5.4 Training of teachers and implementation of teachers' performance appraisal

41.1% of the teachers agreed that availability of resources influenced implementation of teachers' performance appraisal while another 32.1% and 28.6% of them agreed teachers' competence and competence of the principal influenced implementation of teachers' performance appraisal respectively. 40% of the principals agreed that availability of resources influenced implementation of teachers' performance appraisal while 50% and 50% of them strongly agreed that teachers competence and competence of the principal influenced implementation of teachers' performance appraisal respectively. Majority of the teachers rated availability of resources highest amongst competence of both the principal and teachers. This is consistent with Machingambi et al. (2013). Principals rated competence of both the principal and teacher equally high compared to availability of resources. This rating by principals agreed with a study by Malunda et al. (2016), Mugizi et al. (2020), Machingambi et al. (2013), and Makia (2008), which supported the need for training teachers and principals.

The teachers were further requested to provide their views on the influence training of teachers had on teachers' performance appraisal implementation. A large number of teachers noted that, training equips teachers with the right information and awareness on performance appraisal. They also proposed that there should be regular training on performance appraisal. The recommendations by teachers concur with those of the principals who proposed that training of teachers can be improved by making it more regular. From the interviews the TSC Human Resource Officer indicated that, training of teachers had an impact on the execution of teachers' performance evaluation in public secondary institutions in Makueni Sub County. He also added that a training program helps teachers to gain skills; knowledge and attitude which enable them perform their responsibilities and carry out difficult duties.

The TSC sub county director indicated that training of teachers on performance appraisal influenced implementation of teachers' performance appraisal. He further revealed the need for trainers to be rightly informed to avoid misinforming the teachers. He added that mechanisms are under way to ensure that information from TSC reach teachers directly. These recommendations were consistent with a study by Gichuki (2015) who recommended in-service training for the principals, and all teachers on performance evaluation to explain its aim in schools. This agreed with Mugizi et al (2020) who supported teacher training.

This study established from Pearson's correlation analysis, a positive correlation $r(56) = .732, p < .05$ amid training of teachers and the way in which teachers' performance appraisal was being implemented in schools. These results were similar to Pearson's correlation on principals' responses which indicated a positive association $r(20) = 0.700, p < 0.05$ existing between training of teachers and effecting of teachers' performance appraisal. This meant that the more the training the better the implementation of teachers' performance appraisal. This study investigated correlation on aspects under training of teachers based on principals' responses. Pearson's correlation indicated competence of the principal at $r(20) = 0.608, p < 0.05$, competence of teachers at $r(20) = 0.504, p < 0.05$ and availability of resources at $r(20) = 0.604, p < 0.05$. Based on teachers responses Pearson's correlation indicated, competence of the principal $r(56) = 0.674, p < 0.05$, competence of teachers $r(56) = 0.422, p < 0.05$ and availability of resources $r(56) = 0.663, p < 0.05$. All aspects had a positive correlation with implementing of teachers' performance appraisal. Competence of the teachers had the least correlation from both principals and teachers' responses while competence of the principal had a higher correlation for both principals and teachers.

This study established a positively significant correlation between training of teachers and implementation of teachers' performance appraisal with all parameters indicating $r > + 0.5$ and p values less than 0.05. These results agree with Ozgenel and Mert (2019), Omar (2014), Machingambi et al. (2013), Mathwasa (2012), Kamau et al. (2018), Tshabalala and Mapolisa (2013), Oyaro (2016), who supported training of teachers on performance

appraisal. However, the findings of this study contradicted studies by Sjolie and Ostern (2020) and Monyatsi et al. (2006) who revealed absence of free choice as well as level of control, lack of trust and inefficiencies in training of teachers.

5.5 School work environment and implementation of teachers' performance appraisal.

Most of the teachers (53.6%) agreed that leadership style influenced implementation of teachers' performance appraisal in the school. Also 50% and 51.8% of the teachers agreed that ICT integration and interpersonal relations had influenced implementation of teachers' performance appraisal inside the school respectively. 40% of the principals agreed that leadership style influence implementation of teachers' performance appraisal within the school while another 45% and 55% of them agreed that ICT integration and interpersonal relations have influenced implementation of teachers' performance evaluation within the school respectively.

The findings of this study, disclosed that most teachers rated leadership style highest amongst ICT integration and interpersonal skills. This is consistent with a study by Sogoni (2017) which revealed that leadership that allowed consultation and participation, positively influenced performance of teachers. Principals rated interpersonal skills highest compared to leadership style and ICT integration. This rating by principals is consistent with Ministry of Education (2008) which indicated that upper levels of interactions amongst school administrators, teachers, learners and the community cultivates quality learning and teaching.

A large number of the teachers disclosed that good work environment improves teachers' morale to continue enforcing teachers' performance evaluation inside the school and also improves team work. The teachers further suggested that school working environment could be improved by respecting one another and improving the relationship between the principal and teachers as well as among teachers themselves. They also highlighted that they faced a challenge of internet connectivity and also low internet. Teachers added that there was no enough time for implementation of teachers' performance appraisal due to

very huge workloads. These suggestions by teachers concurred with the recommendations by principals who proposed that, school work environment can be improved through availing adequate facilities and improving interpersonal relations by frequent meetings and dialogue. The principals also pointed out the need to employ more teachers to ease on workloads.

From the interviews, the TSC Human Resource Officer noted that, school environment impacted how teachers' performance evaluation was carried out in schools in the sub county. He also indicated that, a good work environment will influence teachers' performance evaluation in public secondary schools in the sub county of Makueni. He noted an increased workload for teachers emanating from increase in enrolments. The TSC Sub County director agreed that school work environment influences execution of teachers' performance evaluation. He noted that with cooperation and team work it becomes easier to administer performance appraisal, where head teachers are knowledgeable they are able to guide teachers appropriately and when they are not knowledgeable they create gaps in the implementation of teachers' performance appraisal. The TSC sub county director indicated that it was necessary for head teachers to encourage team teaching as it makes it easier to implement the TPAD. He further noted some challenges with implementation of teachers' performance appraisal which included poor internet connectivity in schools, delayed feedback to teachers, and heavy workloads for teachers. These recommendations by teachers, principals, the Human Resource officer and TSC sub county director agree and are consistent with a study by Sogoni (2017) and Danya et al. (2018) who supported a healthy work environment.

From the findings of the study, Pearson's correlation analysis results from teachers' responses revealed a positive interrelationship $r(56) = .681, p < 0.05$ existing between work environment and enforcement of teachers' performance appraisal. These outcomes related to the principals' results which revealed a positive association $r(20) = 0.644, p < 0.05$ amidst school work environment and administering of teachers' performance appraisal. This meant that the better the working environment the better the implementation of teachers' performance appraisal. From principals responses on aspects under school

work environment, Pearson's correlation indicated leadership style at $r(20) = 0.657, p < 0.05$, ICT at $r(20) = 0.508, p < 0.05$ and interpersonal relationship at $r(20) = 0.666, p < 0.05$. From teachers' responses Pearson's correlation indicated leadership style $r(56) = 0.621, p < 0.05$, ICT integration $r(56) = 0.501, p < 0.05$, and $r(56) = 0.662, p < 0.05$ for interpersonal relations. All aspects under school work environment were positively correlated with implementing of teachers' performance appraisal. For both principals and teachers' interpersonal relations indicated the highest correlation while ICT integration had the least correlation.

This study established that school work environment had a positively significant correlation with implementation of teachers' performance appraisal. All parameters indicated $r > + 0.5$ and p values less than 0.05. The results agree with, Ozegenel et al. (2020), Kigenyi et al. (2017), Wanjala (2018), Chen and Wang (2016), Danya et al. (2018) and Sogoni (2017) who supported a good work environment for improved performance. The findings of this study are contrary to Kuncoro and Dardiri (2017) and Candra et al. (2020) who did not find any relationship amidst work environment and teacher job performance.

CHAPTER SIX

6.0 CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 Introduction

This chapter consists of conclusions of the study, recommendations on the basis of research findings and suggestions for further research.

6.2. Conclusions of the study

The current study concluded the following based on findings as per the research objectives:

6.2.1 Performance feedback practices and implementation of teachers' performance appraisal

The study concluded that Performance feedback influence how teachers' performance appraisal was implemented in public secondary schools in Makueni Sub-County. This can be accomplished by having clear guidelines on performance appraisal, timely and regular feedback and involving teachers in setting of appraisal targets in the school. The study found a positively significant association existing between feedback practices on performance and teachers' performance appraisal implementation.

6.2.2 Reward management systems and implementation of teachers' performance appraisal

Conclusions of this study were that, financial tokens, promotions and letters of commendation influenced enforcement of performance appraisal for teachers in secondary schools that are public within Makueni Sub County. The results of the study established a positively significant relation between reward management systems and implementation of teachers' performance appraisal in the schools.

6.2.3 Training of teachers and implementation of teachers' performance appraisal

The research concluded that, principal's competence, competence of teachers and availability of resources has an impact on administering of teachers' performance assessment in the public secondary institutions within Makueni Sub County. The study

revealed a positive and significant association amid training of teachers and enforcement of teachers' performance evaluation. This study therefore concluded that training of teachers' on performance appraisal influenced implementing of teachers' performance appraisal.

6.2.4 School work environment and implementation of teachers' performance appraisal.

This study concluded that, leadership style, ICT integration and interpersonal relations have influenced the way in which teachers' performance appraisal in public secondary schools in Makueni sub-county was being implemented. Also, this study established a positively significant correlation existing between school work environments and implementing of teachers' performance appraisal in public secondary schools in the sub county. This study therefore concluded that school work environment influence implementation of teachers' performance appraisal. From the findings of this research, all parameters investigated indicated $r > + 0.5$ and p values less than 0.05. This study therefore rejected all null hypotheses. Conclusions made were that performance feedback practices, reward management systems, training of teachers and the school work environment had a positive and statistically significant influence on implementation of teachers' performance appraisal in public secondary schools in Makueni sub county, Makueni County, Kenya.

6.3. Recommendations of the study

The study recommended the following as per study objectives:

This study recommended TSC to offer performance feedback to teachers. This should include sensitizing head teachers on the significance of regular and timely performance feedback. Further, the study recommended school heads to involve teachers in coming up with appraisal targets and have clear guidelines on performance appraisal.

Secondary school Boards of Management ought to be encouraged to come up with ways of rewarding teachers for their outstanding performance. These rewards can take the monetary form as well as issuing of commendation letters. This will motivate teachers to

work hard and improve their performance. The Teachers Service Commission should also re-introduce the open days to continue rewarding teachers' efforts.

This study proposed that, the ministry of education has a duty to create awareness amongst teachers on the importance of performance appraisals in their schools. This can be done by holding frequent training for both secondary school principals as well as teachers. This training will help the principals and teachers to acquire new skills for performance appraisal.

The school administration should ensure that there is a good working environment for teachers by having frequent meetings to allow them to discuss freely the issues affecting them. This study recommended employment of more teaching staff to ease teachers' workloads. This study also recommends solving of the internet connectivity problems with the TPAD online system to ease online filling of the TPAD.

6.4 Suggestions for further research

The subsequent study areas were advanced by this study to present opportunities for other studies related to this study and form areas of reference for future research.

- i. A study on community based factors that influence execution of teachers' performance evaluation in public secondary institutions.
- ii. A study on teacher based factors that affect enforcement of teachers' performance assessment in public high schools.
- iii. A study on principals' personal characteristics influencing administering of performance appraisal for teachers in government owned learning institutions.
- iv. A study on Boards of Management's influence on enforcement of teachers' performance evaluation in public schools.
- v. A study on students' perspective on the usefulness of teachers' performance review on learning in public schools.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER TO THE RESPONDENTS

Caren Mwikali Makumi,
South Eastern Kenya University (SEKU),
School of Education,
Department of Educational Administration and Planning,
P. O. Box 170,
Kitui.
11th Feb. 2020.

Dear Sir /Madam,

RE: INTRODUCTION TO THE RESPONDENTS

I am a student pursuing a Master of Education degree in Educational Administration of South Eastern Kenya University. As part of the requirements for the award of the degree, I intend to carry out a study on institutional based factors influencing implementation of teachers' performance appraisal in public secondary schools in Makueni Sub County, Makueni County, Kenya. It is my request that you will respond to the questionnaires or interview schedule honestly. All information provided shall be treated as confidential.

Yours faithfully,

Caren M. Makumi.

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

Please respond to the questions freely and with utmost honesty. Avoid writing your name on the questionnaire. All information you provide shall be considered confidential.

SECTION A: Respondents back ground data

Please use a tick (✓) to indicate relevant answer in the provided boxes.

1. Please indicate your age category in years: Below 40 41-50 51-60
2. Please indicate your gender: Female Male
3. Please state your highest education qualification: Dip in Educ. Bachelor of Ed. Master of Ed. others specify
4. For how many years did you serve as a teacher before promotion to a principal?
5. Please state your schools category. Boys’ boarding Girls’ boarding Mixed day and boarding Mixed day

SECTION B Performance feedback practices

Please tick the number that best expresses your view on performance feedback practices.

KEY: 1Strongly Disagree, 2 Disagree, 3 Undecided, 4Agree, 5Strongly Agree

	STATEMENT	1	2	3	4	5
6	Timely and regular feedback has influenced enforcement of teachers’ performance evaluation within the school.					
7	Involving teachers has influenced enactment of teachers’ performance review inside the school.					
8	Clear guidelines have influenced realization of teachers’ performance assessment in the school.					

9. How could performance feedback be improved in public secondary schools?.....

SECTION C: Reward management systems

Please tick the figure that represents your sentiments on reward management. KEY: 1Strongly disagree, 2 disagree, 3 undecided, 4agree, 5Strongly Agree

	Statement	1	2	3	4	5
10	Financial tokens have impacted on the exertion of teachers’ performance review inside the school.					
11	Promotions have influenced administration of teachers’ performance evaluation in the school.					
12	Letters of commendation has influenced execution of teachers’ performance appraisal in the school.					

13. How could reward management systems be improved in public secondary schools?

.....

.....

.....

.....

SECTION D. Training of teachers

Please tick the digit which suits your belief on training of teachers. KEY: 1Strongly Disagree, 2 Disagree,3 Undecided,4Agree, 5Strongly Agree

	STATEMENT	1	2	3	4	5
14	Competence of the principal has influenced realization of teachers’ performance evaluation within the school.					
15	Teachers’ competence has influenced carrying out of teachers’ performance review inside the school.					
16	Availability of resources has an impact on enforcement of teachers’ performance appraisal in the school.					

17. How could training of teachers be improved in public secondary schools?.....

.....

SECTION E: Work environment

Please tick the figure that describes your view on school work environment

KEY: 1-Strongly Disagree, 2 Disagree, 3 Undecided, 4Agree, 5 Strongly Agree

	Statement	1	2	3	4	5
18	Leadership style has influenced administration of teachers' performance evaluation in the school.					
19	ICT integration has influenced how teachers' performance review is carried out in school.					
20	Interpersonal relations have influenced execution of teachers' performance appraisal wit in the school					

21. How could school work environment be improved in public high schools?.....

.....

.....

.....

22. What challenges do you find when implementing teachers' performance appraisal?.....

.....

.....

.....

Thank you for cooperating

APPENDIX III: TEACHERS' QUESTIONNAIRE

Please answer the questions honestly and avoid writing your name in the questionnaire. The information that you will provide will be regarded as highly confidential.

SECTION A: Background data for teachers

Please use a tick (✓) to indicate relevant answers in the boxes.

1. Please indicate own age in years. Below 35 36- 45years 46 and above
2. Please mark yourself gender. Male Female
3. Please tick years of service as a TSC teacher. Below 10 11-20 21 and above
4. Please state your highest education level. Dip in Ed PGDE Bed Med others...
5. Please state your current job grade.
6. For how long have you been in this grade?
7. Please identify the category of your school Boys' boarding sec. Girls' boarding sec. Mixed day and Boarding sec. Mixed day secondary school

SECTION B: Performance feedback practices

8. Performance feedback practices influence implementation of teachers' performance appraisal Yes No

Please mark using a tick the number that describes your view on performance feedback practices. **KEY:** 1 Strongly Disagree; 2 Disagree; 3 Undecided; 4 Agree; 5 Strongly Agree

	STATEMENT	1	2	3	4	5
9	Timely and regular feedback has influenced implementation of teachers' performance appraisal in the school.					
10	Being involved in setting of appraisal targets has influenced implementation of teachers' performance appraisal in the school.					
11	Clear guidelines influence implementation of teachers' performance appraisal in the school.					

12. I receive performance feedback Yes No
13. How do performance feedback practices influence administration of teachers' performance evaluation in public high schools in Makueni Sub County?
14. How could performance feedback be improved in public secondary schools?.....

SECTION C: Reward management systems

15. Reward management systems influence enforcement of teachers’ performance appraisal Yes No

Please tick the digit that suits your belief on reward management. KEY. **1**Strongly Disagree, **2** Disagree, **3** Undecided, **4**Agree, **5**Strongly Agree

	Statement	1	2	3	4	5
16	Financial tokens have influence on enforcement of teachers’ performance evaluation with in the school.					
17	Promotions have influenced execution of teachers’ performance review inside the school.					
18	Letters of commendation have influenced carrying out of teachers’ performance appraisal in the school.					

- 19. I receive performance rewards for work well done Yes No
- 20. In what way do reward management systems influence administration of teachers’ performance evaluation in public high schools in Makueni sub county?.....
- 21. In what way could reward management be improved in public secondary schools?...
- 22. What performance rewards are offered in your school?.....
- 23. What performance rewards would you prefer offered in your school?.....

SECTION D: Training of teachers

24. Training of teachers influence implementation of teachers’ performance appraisal
 Yes No

Please mark the figure that best describes your view on training of teachers.

KEY: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, (5) strongly Agree.

	STATEMENT	1	2	3	4	5
25	Competence of the principal has influenced enforcement of teachers' performance examination in the school.					
26	Teachers' competence has influenced enactment of teachers' performance evaluation in the school.					
27	Availability of resources has influenced the way in which teachers' performance appraisal is implemented within the school.					

28. I have been trained on teachers' performance appraisal Yes No

29. What influence does training of teachers have on execution of teachers' performance evaluation?

30. What could be improved in training of teachers to enhance implementation of teachers' performance appraisal in public secondary institutions?.....

31. Kindly tick to identify the level to which you understand teachers' performance appraisal process. A.30% B 50% C70% D90% E100%

SECTION E: School work environment

32. School work environment influence implementation of teachers performance appraisal
Yes No

Kindly mark using a tick the number that best describes your view on school work environment.

KEY 1-Strongly Disagree, 2 Disagree, 3 Undecided, 4Agree, 5 Strongly Agree

	Statements	1	2	3	4	5
33	Leadership style influence how teachers' performance evaluation is implemented in school.					
34	ICT integration influence enforcement of teachers' performance review in school					
35	Interpersonal relations influence implementation of teachers' assessment within the school.					

36. How does school work environment influence effecting of teachers' performance appraisal in public secondary learning institutions in Makueni sub- County?
37. How could the school work environment be improved to enhance administration of teachers' performance assessment in public secondary schools?.....
38. What challenges do you face during implementation of teachers' performance appraisal?.....

I thank you for your cooperation

**APPENDIX IV: TEACHERS SERVICE COMMISSION HUMAN RESOURCE
OFFICER AND SUB-COUNTY DIRECTOR MAKUENI SUB- COUNTY
INTERVIEW SCHEDULE.**

1. Do Performance Feedback Practices influence how teachers’ performance evaluation is administered in public secondary learning institutions? Yes [] No []

Please explain how performance feedback practices have influenced execution of teachers’ performance assessment in public secondary schools in Makueni sub-county.....

2. Do reward management systems impact enforcement of teachers’ performance review in public high schools? Yes [] No []

Please explain in what way reward management systems have influenced execution of teachers’ performance assessment in public secondary schools in the sub county.
.....

3. Does Training of teachers influence implementation of teachers’ performance appraisal in public secondary institutions? Yes [] No []

Please explain in which way training of teachers have influenced realization of teachers’ performance evaluation in public secondary learning institutions in Makueni sub county.....

4. School work environmental factors influence the way in which teachers’ performance review is implemented in public high schools. Yes [] No []

Please explain how school work environment influence administration of teachers’ performance assessment in public secondary schools in the sub county.....

What challenges are faced in schools which limit performance appraisal implementation?.....

APPENDIX V: AUTHORIZATION FOR RESEARCH COUNTY DIRECTOR OF
EDUCATION



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone:

Fax:

Email:cdemakuent@gmail.com

When replying please quote

Ref No. MKN/C/ED/5/33/VOL.II/59

COUNTY DIRECTOR OF EDUCATION
MAKUENI COUNTY
P.O. BOX 41 - 90300
MAKUENI

9th February ,2021

Caren Mwikali Makumi
South Eastern Kenya University
P.O Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION FOR CAREN MWIKALI MAKUMI

This office is in receipt of letter from the Director General, National Commission for Science, Technology and Innovation (NACOSTI) authorizing you to carry out research on “ **Institutional Based Factors Influencing Implementation of Teachers Performance Appraisal in Public Secondary Schools in Makueni Sub-County, Makueni County**” for the period ending **4th February, 2022.**

Following this authorization, you are allowed to proceed with your research as requested.

Robinson K. Kiarri
For County Director of Education
MAKUENI COUNTY.



**APPENDIX VI: RESEARCH AUTHORIZATION MAKUENI COUNTY
COMMISSIONER**



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF
NATIONAL GOVERNMENT**

Telegram:
Telephone:
Fax:
Email: makuenicc@yahoo.com

COUNTY COMMISSIONER
MAKUENI COUNTY
P.O. Box 1-90300
MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.IV/58

9th February, 2021

Ms. Caren Mwikali Makumi
SOUTH EASTERN KENYA UNIVERSITY

RE: RESEARCH AUTHORIZATION

Reference is made to Director General National Commission for Science, Technology and Innovation letter Ref. NACOSTI/P/21/8829 dated 4th February 2021 on the above underlined subject matter.

You are hereby authorized to undertake research on *"Institutional Based Factors Influencing Implementation of Teachers Performance Appraisal in Public Schools in Makueni Sub County, Makueni County,"* for the period ending 4th February, 2022.

By a copy of this letter the Deputy County Commissioner Makueni sub-county is requested to give you the necessary assistance.

P.N. NYORO
FOR: COUNTY COMMISSIONER
MAKUENI



Cc:
County Director of Education
MAKUENI COUNTY

Deputy County Commissioner
MAKUENI SUB -COUNTY

APPENDIX VII: RESEARCH LICENSE

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 503314	Date of Issue: 04/February/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. CAREN MWIKALI MAKUMI of South Eastern Kenya University, has been licensed to conduct research in Makueni on the topic: INSTITUTIONAL BASED FACTORS INFLUENCING IMPLEMENTATION OF TEACHERS PERFORMANCE APPRAISAL IN PUBLIC SECONDARY SCHOOLS IN MAKUENI SUB COUNTY, MAKUENI COUNTY Kenya for the period ending : 04/February/2022.</p>	
License No: NACOSTI/P/21/8829	
503314 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

APPENDIX VIII: PERMISSION FOR DATA COLLECTION BOARD OF POST GRADUATE STUDIES (BPS) SOUTH EASTERN KENYA UNIVERSITY

*File to BPS
30/10/2020*



SOUTH EASTERN KENYA UNIVERSITY

OFFICE OF THE DIRECTOR

BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200

KITUI, KENYA

Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI)

Email: directorbps@seku.ac.ke

Our Ref: E55/WTE-IB/20664/2015

DATE: 28th October 2020

Caren Mwikali Makumi

Re g. No. E55/WTE-IB/20664/2015

Masters of Education in Educational Administration and Planning

C/O Director Wote Campus

Dear Makumi,

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled: *"Institutional Bases Factors Influencing Implementation of Performance Appraisal in Public Secondary Schools in Makuani Sub-County, Makuani County, Kenya"*.

Following a successful presentation of your Masters Proposal, the School of Education, Humanities and Social Sciences in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Janet Mulwa and Prof. Jonathan Mwanja. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (*SEKU/ARSA/BPS/F-02*) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection exercise as a critical stage in your Master of Education in Educational Administration and Planning.

Prof. David M. Malonza

Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File)

Dean, School of Education, Humanities and Social Sciences

Chairman, Department of Education Administration and Planning

Director, Wote Campus

Dr. Janet Mulwa

Prof. Jonathan Mwanja

BPS Office - To file

ARID TO GREEN



ISO 9001: 2015 CERTIFIED



TRANSFORMING LIVES