

**FACTORS INFLUENCING IMPLEMENTATION OF TEACHER  
PERFORMANCE APPRAISAL IN PUBLIC SECONDARY SCHOOLS IN NZAUI  
SUB COUNTY, MAKUENI COUNTY, KENYA.**

**PATRICE KIOKO KYULE**

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

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## **DECLARATION**

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

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Patrice Kioko Kyule**  
**E55/WTE/20573/2015**

This research project has been submitted for examination with our approval as University supervisors.

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Dr. Gideon Kasivu**

Senior Lecturer

Department of Educational Administration and Planning

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Dr. Isaac Matemu**

Senior Lecturer

Department of Educational Administration and Planning

## **DEDICATION**

I dedicate this work to my lovely wife Mary Kioko and my children Ian, Sharon and Emmanuel and to my parents who made me know the value of education.

## **ACKNOWLEDGEMENT**

I wish to thank the Almighty God who gave me a sound mind and good health to carry out this study.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CORT</b>	:	Code of Regulations for Teachers
<b>CPD</b>	:	Continuing Professional Development
<b>CPG</b>	:	Career Progression Guidelines
<b>DAS</b>	:	Development Appraisal System
<b>FDSE</b>	:	Freed Day Secondary Education
<b>IQMS</b>	:	Integrated Quality Management System
<b>KEMI</b>	:	Kenya Education Management Institute
<b>MOE</b>	:	Ministry of Education
<b>NACOSTI</b>	:	National Commission for Science Technology and Innovation
<b>NCERT</b>	:	National Council of Educational Research and Training
<b>NDLG</b>	:	Nyamasheeke District Local Government
<b>PES</b>	:	Performance Evaluation System
<b>PMS</b>	:	Performance Management System
<b>RoB</b>	:	Republic of Botswana
<b>SPSS</b>	:	Statistical Package for Social Sciences
<b>TPAD</b>	:	Teacher Performance Appraisal and Development
<b>TSC</b>	:	Teachers Service Commission

## **ABSTRACT**

Teacher Execution examination is generally utilized in learning foundations for observing educator's exhibition. The course of the examination has confronted difficulties in their execution which required requirement for enquiry. The reason for this review was to explore the variables affecting the execution of Performance Appraisal for instructors in Public Secondary Schools in Nzau Sub County, Makueni County. The particular goals of the review were to decide the impact of educators' perspectives, instructor preparing, accessibility of instructing and learning assets and staffing levels on execution of instructors' presentation examination in Public Secondary Schools in Nzau Sub County. The review utilized clear study research plan. The objective populace was all directors and instructors of public optional schools in Nzau Sub County, Makueni County. The review utilized separated testing strategy and arbitrary inspecting for instructors and enumeration examining for chiefs to choose 149 educators and 55 directors. Information was gathered utilizing polls. Content legitimacy of the examination instruments was determined by a group of specialists from South Eastern Kenya University and through guiding of the test things while dependability of the polls was found out by a test-re-test strategy where a coefficient of unwavering quality of 0.8 was gotten utilizing the Pearson's item second recipe. Information was examined utilizing Statistical Package for Social Sciences and introduced in recurrence conveyance tables, diagrams, visual charts, rates and figures. The review set up that educators' demeanor, their preparation on Teacher Performance Appraisal and Development accessibility of instructing and learning assets and the degree of staffing in the schools affected the execution of instructor execution evaluation in open optional schools in Nzau Sub County, Makueni County. The review suggests that instructors ought to be satisfactorily prepared on execution examination rehearses and that schools be provided with satisfactory educating and learning assets adequate enough for instructing and learning measure. The review recommends a review be done to examine justifications for why educators and instructor trade guilds oppose instructor execution evaluation.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Introduction**

This chapter dealt with the study background, statement of the study problem, objectives of the study, research question, significance of the research, delimitations of the study, assumption of the study definition of significant terms and organization of the study.

#### **1.2 Background to the Study**

Performance appraisal has been lauded as a tool which has the potential for improving performance of employees in an organization and provides the motivation to achieve desired set goals in an organization. Performance appraisal (PA) is the process through which an organization gets information on how well employees are doing their jobs (Noe & Wright ,2006). Mathis & Jackson (2005) posit that performance should be compared to a set of standards and then communicated to employees. Performance appraisal is also known as employee rating, employee evaluation, performance review, performance evaluation and results appraisal (Mathis & Jackson ,2005). According to Khan, (2008), performance is an objective way to evaluate worker related behaviour. Performance appraisal is widely used for determining wages and salaries, promotion, training and development, providing performance feedback, identifying employee strengths and weaknesses and in learning Institutions teacher performance appraisal is a method of monitoring and evaluating a teacher's performance at the school level. It involves setting performance targets, periodic assessment, feedback evaluation, performance based consultations, gathering information to demonstrate performance, rating of the performance, identification of performance gaps and then planning on teacher development and support measures (TSC, 2015).

The quest for productivity and service delivery in the teaching force gave rise to teacher appraisal system. Appraisal is a detailed and helpful procedure planned to guarantee that all teachers have the skills and backing they need to carry out their role effectively. It aids to ensure that teachers are able to carry on to improve their professional practice and to develop as teachers. The performance appraisal tool for teachers is known as the Teacher

Performance Appraisal and Development (TPAD) and it encompasses both evaluation of performance and mechanism to address performance gaps. Performance appraisal for teachers is expected to provide for fair, objective and consistent teacher evaluation for making crucial management decisions such as assignment of teachers, deployment and promotion, provide for fair, effective and consistent teacher evaluation, give teachers opportunity to improve on their performance competencies, identify teachers' performance gaps and provide support for professional development, reduce stress as there is clarity regarding tasks expectations and regular feedback, improve communication between the teacher and the supervisor, enhance teamwork and relations and help teachers to be in control of their own development (Rob, 2016).

In the United Kingdom, Performance Management System (PMS) has been adopted in schools for improving work performance of teachers (Jones, 2001). According to Tomlinson (2002), a statutory system of performance management for all teachers and head teachers was introduced and embarked upon in 2000 in England. According to Smith (2002), the intention behind the introduction of performance management in the UK schools was to demonstrate commitment to develop all teachers effectively to ensure job satisfaction, high levels of expertise and progression of staff in their profession. Head teacher were required to observe and review teacher's performance. In UK schools, the head teacher is required to plan a meeting with the teacher to discuss how he or she would be appraised. After the meeting the reviewer and reviewee produce a plan outlining the teacher's objectives, observation provisions, and performance benchmarks, along with indication to be used in the review, a timeline for future appraisal, and additional provisions and professional development.

In Cyprus, the Department for Education has released A Model Policy for school managers to use as a guide to develop their teacher evaluation policy in 2012 (Cyprus Department for Education, 2012). The model policy contains two parts: appraisal and capability procedures to provide direction and support, synchronize teaching and appraise education aiming at its promotion and improvement.

This trend is also reflected in some African countries. In Botswana for instance, it was found out that improvement of service and productivity could be achieved through Performance Management Systems (Molefhi, 2015). This is because there had been problems of implementation of the government reforms and programmes (Rob, 2002). The government of Botswana introduced performance management systems in 1999 against a backdrop of public outcry on poor public service delivery including the Education Sector (Rob,2002). The government of Botswana established criteria of expectations of teacher practice for all active educators. Teachers can reflect on these proposed standards in order to inform their own practice. This practice aims at the teacher setting standards which are countersigned by the supervisor and evaluated yearly against set standards of performance.

In South Africa the government introduced Integrated Quality Management System (IQMS) for educational development which promotes teachers professional progress and supports learning programme in which teachers are stimulated to improve and share understandings in the career. The IQMS presented a new methodology to teacher assessment where teachers know what is expected of them, are appraised of their progress in the process and are supported to achieve all prospects (Bisschof and Mathye, 2009). The reason for the growth and application of the IQMS was that the results in learner accomplishment, especially in schools with mostly African students, were substandard and that schools and education administrators were no longer responding to the heightened prospects of parents and society. The performance-based teacher assessment system was therefore important to promoting teaching and learning in schools. The IQMS brought out Development Appraisal System (DAS) which observed at the personal professional growth and growth of the teachers, and the Performance Measurement System (PMS) which appraised specific teachers for salary progression, grade, appointment confirmation and other recompenses.

In Kenya, the government introduced performance management in 2003 as part of its Public Sector Reform Programmed. This move ensured that all public officers with the exception of teachers were put under Performance Management System. TSC introduced

performance management system for its secretariat staff in 2005 as a way of ensuring effective service delivery in the teaching service. In January 2016 the TSC rolled out performance contracting for heads of institutions and Teacher Performance Appraisal and Development (TPAD) for all teachers. Performance appraisal for teachers is provided for in section 11(f) of the TSC Act which requires the commission to monitor the conduct and performance of teachers in the teaching service and in regulation 52 of the Code of Regulation for Teachers (2015) which states that the commission shall develop an open appraisal system for teachers to strengthen supervision and to continuously monitor the performance of teachers in curriculum implementation.

A number of variables have a heavy bearing on the effective implementation of performance appraisal as one of the performance management tools. These variables include but not limited to the attitude of the teachers towards performance appraisal, teacher training, availability of instructional materials and staffing levels as discussed in the ensuing paragraphs. Every organization sets expectations from appraisees and formulates their attitude, behavior and trust ( Chang,2000). Appraiser's behavior and attitude can also affect the behavior of appraisee, belief and attitude to enhance their level of performance (Waryszak & King, 2001). Employee attitude is the most influencing factor form of personality traits especially at workplace (Densten, 2006). The attitude of leaders in this case, the appraiser, plays a vital role in developing the behavior, beliefs and attitude of appraisee (Avolio & Gardner, 2004). Leaders can exercise their official or unofficial power to shape employee jobs (Burries & Chairaburu,2008). To attain the trust of employees, leaders should give confidence to their employees (Firth, Lucy, Mellor, David, Moore, Kathleen, Loquet and Claude, 2004). The appraiser can influence the attitude of subordinate, psychologically influence them to erect a high level of performance and enhance the satisfaction of employees (Burriss & Chiaburu, 2008). From the foregoing, it can be concluded that the attitude of the teacher being the employee plays a major role in the effective implementation of performance appraisal.

After recruitment and job placement, typically a gap remains between what employees know and what they should know. Training about performance appraisal is needed to fill



this knowledge gap that exists before appraisal is done (Krecher, 2005). Employees/appraisee will need guidance on how to prepare for and conduct a self-review discussion. As minimum instructional materials, perhaps in the form of a brief manual should be provided (Mainiero & Tromeo, 2003). Most training in organizations is directed towards upgrading and improving on employee's technical skills. Technical training has become increasingly important today for two reasons; new technology and new structural designs. Training on Performance appraisal is essential now that the concept of performance appraisal is new in the teaching profession. The training should be for both the appraiser and the appraisee.

Teachers are appraised on the availability and use of teaching and learning resources such as charts, models, ICT, realia and other instructional resources. A resource is a useful or valuable possession or quality of a country, organization or person. Lack of any of these would render the schooling experience ineffective (Bizimana & Orodho, 2014). If the schooling experience is ineffective then the effective implementation of performance appraisal will suffer a setback. On the same vein, teachers are required to be innovative so as to supplement these instructional materials for efficient content delivery. Generally, whether provided or innovated, teaching and learning resources are major components of the performance appraisal system.

According to Dyck & Neubert (2010), Staffing is the Human Resource Management process of identifying, attracting, hiring and retaining people with the necessary knowledge, skills and abilities to fulfill the responsibilities of current and future jobs in organization. Effective performance appraisal is a function of the availability of the human resource. It is the teacher who is being appraised, consequently, the appraisee is also a teacher. Therefore, there is need for adequate staffing levels per department together with the guidance and counseling department which forms part of the appraisal process.

From the foregoing, an overwhelming emphasis has been laid towards the importance of performance appraisal as a mechanism towards the improvement of efficiency and

effectiveness in public service. However, it is not clear whether Kenyan secondary schools are effectively implementing performance appraisal. For instance, according to a report by the TSC, Implementation of Performance Appraisal (2017) on the implementation of the TPAD, it was noted that, the teachers' appraisal report had returned a shocking verdict of cooked results, poor dedication of teachers and sheer disinterest that threaten to sabotage performance tools. The report showed that huge discrepancies emerged on teachers and school's data (TSC Implementation of Performance Appraisal 2017).

Besides, there have been protracted court battles pitting the teachers through their teachers' unions either to stop the performance appraisal system or to use another approach to appraise teachers. Further, even after the successful inception of performance appraisal in 2016, academic performance in National Examinations has taken a downward turn. All these raise concerns about the challenges that may be inherent in the teachers' performance appraisal system. This study therefore sets out to find out the factors influencing implementation of teacher performance appraisal in public secondary schools in Nzau Sub County, Makueni County, Kenya.

### **1.3 Statement of the Problem**

Before the year 2016, teachers used to be appraised by principals sending confidential reports about teachers' performance to Teachers Service Commission. The exercise was cumbersome and not objective for it depended on principals' perception of the teacher which led to the introduction of Teacher Performance Appraisal and Development (TPAD) for classroom teachers by TSC in January 2016 as a tool to assess and recommend teachers to be promoted, demoted, disciplined, appointed to the next grade or gauge the general performance of the teacher as per TSC Act (2012) which decrees the commission to monitor the conduct and performance of teachers in the teaching service (TSC, 2016). The move was opposed by teacher trade unions (Kenya National Union of Teachers and Kenya Union of Post Primary Education Teachers) which considered the implementation of performance appraisal as punitive and degrading. Teachers have since its inception lamented that they have been converted into clerks and clerical officers

dealing with documents instead of teaching, noting that performance appraisal system for teachers has been rejected in other parts of the world. They further blame the appraisal documents for the low performance recorded in National Examinations saying teacher delivery has declined. This, they note is because while undergoing performance appraisal, teachers spend more time putting their papers in order at the expense of preparing lessons and teaching which has seriously affected service delivery. This view point has put the teachers at a collision path with the TSC which holds that it can only remunerate and promote teachers based on the appraisal ratings.

Teachers' appraisal has consumed a lot of teachers teaching time. Teachers claim that the Career Progression Guidelines (CPG) contained in the performance appraisal has dampened their morale to perform. Performance Appraisal in Kenyan public secondary schools is a new phenomenon and challenges are bound to affect its effective implementation if not addressed in time. There is no known study in Nzau Sub County on the challenges facing the effective implementation of performance appraisal, though it is clear from the foregoing that performance appraisal has not been without challenges. This study therefore desires to investigate the factors Influencing Implementation of Performance Appraisal for teachers in Public Secondary Schools in Nzau Sub County, Makueni County, Kenya.

#### **1.4 General Objective of the Study**

The general objective of this study was to investigate the factors influencing the implementation of Performance Appraisal for teachers in Public Secondary Schools in Nzau Sub County, Makueni County, Kenya.

##### **1.4.1 Specific Objectives of the Study**

The specific objectives of the study were to;

- i. Determine the influence of teachers' attitudes on implementation of teachers' performance appraisal in public secondary schools in Nzau Sub County.
- ii. Establish the influence of teacher training on implementation of teachers' performance appraisal in public secondary schools in Nzau Sub county

- iii. Determine the influence of availability of teaching and learning resources on implementation of teachers' performance appraisal in public secondary schools of Nzaui Sub County
- iv. Establish the influence of staffing on implementation of teachers' performance appraisal in Public Secondary Schools in Nzaui Sub County.

### **1.5 Research Questions**

The study will be guided by the following research questions;

- i. In what way does teachers' attitudes influence the implementation of teachers' performance appraisal in public secondary schools in Nzaui Sub County?
- ii. To what extent does teacher training influence implementation of teachers' performance appraisal in public secondary schools in Nzaui Sub County?
- iii. What is the influence of the availability of teaching and learning resources on the implementation of teachers' performance appraisal in public secondary schools of Nzaui Sub County?
- iv. What is the influence of staffing levels on the implementation of teachers' performance appraisal in Public Secondary Schools in Nzaui Sub County?

### **1.6 Significance of the Study**

This study provided a basis upon which the TSC can provide basic skills and knowledge for teachers to implement performance appraisal effectively in secondary schools. The study could assist the schools to improve their strategies used in the implementation of performance appraisal. The study finding will inform policy makers at TSC and ministry of education on staffing levels, staff training and provision of teaching resources which are the backbone of teacher appraisal system. The findings can also help PMS coordination in the TSC units at the sub county levels of the challenges needed to be overcome to ensure effective implementation of performance appraisal in order to improve productivity and service delivery. In addition, it can serve as feedback to teaching staff members in their respective schools to make fair judgment of the PA and how the challenges have affected their day to day instructional and supervisory activities. Furthermore, it may contribute to a pool of knowledge on Performance Appraisal and

prompt stakeholders to conduct further investigations into the challenges facing effective implementation of PA in Kenyan secondary schools.

### **1.7 Limitations of the Study**

Limitations of a study involve matters and occurrences that arise in a study that are often outside of the researcher's control. They limit the extent, breadth, and development of a study and sometimes affect the end result and conclusions that can be drawn. For this study, the results might be subjective since the Principals and teachers were required to give information voluntarily, therefore, biased responses might have been recorded. Teachers may give socially acceptable answers for fear of being reprimanded should they give answers that are perceived to be negative to their seniors. To overcome this limitation, confidentiality was enhanced by requiring them not to indicate their identities in the questionnaires. Principals on the other hand may have given overrated information for fear of being seen not in support of implementing performance appraisal; to curb this, the researcher assured them that the information was only to be used for the purposes of the study only. Some respondents were not willing to co-operate in the study; to overcome this, the researcher explained the significance that the study may have on them and that the findings would be used only for the purposes of the study.

### **1.8 Delimitations of the Study**

Orodho (2009) defines delimitations as those characteristics that limit the scope and define the boundaries of a study. The study was delimited to teachers' attitudes, teacher training, availability of teaching and learning resources and staffing levels as the possible factors influencing teacher performance appraisal. The study delimited itself to Nzau Sub County Public Secondary Schools. Further, the study was delimited to responses of Principals and teachers only.

### **1.9 Assumptions of the Study**

The current study was premised on the following assumptions; that all the teachers were fully aware of the Government policy on performance appraisal and that the respondents

participating in the study would cooperate and provide true and correct information to the questions in the questionnaires.

### **1.10 Definition of Significant Terms**

**Implementation of performance appraisal:** refers to the process of executing or putting performance appraisal process into effect in Public secondary schools of Nzau Sub County.

**Performance appraisal:** refers to a systematic, general and periodic process that assesses an individual teacher's job performance and productivity in relation to certain pre-established criteria as set in the TPAD of secondary schools in Nzau sub county.

**Staffing levels:** refers to process of filling vacant teaching positions by appointing the required teachers as per the curriculum based establishment of Public secondary schools of Nzau Sub County.

**Teachers' attitude:** refers to predisposition or tendency of teachers to respond positively or negatively towards performance appraisal in Public secondary schools of Nzau Sub County.

**Teacher training:** refers to organized activity aimed at imparting information and/or instructions to improve performance or help the attainment of required level of knowledge or skills of teachers in Public secondary schools of Nzau Sub County.

**Teaching and learning resources:** refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans in Public secondary schools of Nzau Sub County.

### **1.1.11 Organization of the Study**

The study is comprised of six chapters. Chapter one covered the background to the study, statement of the problem, general and specific objectives of the study, research questions,

significance of the study, delimitations of the study, limitations of the study, assumptions of the study and finally definition of significant terms. Chapter two covered the literature review discussed in sub themes in relation to the objectives of the study, the theoretical and conceptual framework of the study. Chapter three discussed the research methodology which included research design, target population, sampling techniques and sample size, research instruments to be used for the study; their validity and reliability, data collection procedures, data analysis techniques and finally the ethical considerations of the study. Chapter four gave an analysis of the results. Chapter five focused on presentation and discussion of the research findings while chapter six presented conclusions and recommendations of the study.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers a review of related literature organized into sub themes in line with the research objectives as follows; the concept of performance appraisal, influence of teachers' attitudes, teacher training, availability of teaching and learning resources and staffing levels on effective implementation of performance appraisal. A summary of literature review was done and finally theoretical and conceptual framework, Abu-doleh & Weir, (2007).

#### **2.2 Concept of Performance Appraisal**

Dessler (2008) defines performance appraisal as any procedure that involves setting work standards, assessing the employee's actual performance relative to those standards, and providing feedback to the employee with the aim of motivating them to eliminate performance deficiencies or to continue to improve performance. In addition, Coens & Jenkins (2000) suggest that performance appraisal is a mandated process in which, for a specified period of time, an employee's work or components of an employee's work, behaviours or traits are individually rated, judged or described by a rater and the results are maintained by the organization. According to Ijewereme, (2013) performance appraisal is an instrument through which an organization knows the weaknesses and strengths of its employees in order to re-enforce the strengths and improve on the weaknesses for the overall benefit of the employees and the organization. Kumari (2012) indicates that the overall aim of performance appraisal is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of their own skills and contributions within a framework provided by effective leadership. Kumari (2012) further notes that, the primary aims of performance appraisal are empowering, motivating and rewarding employees to do their best, focusing employees' tasks on the right things and doing them correctly. This entails proactively managing and resourcing performance against agreed accountabilities and objectives.



### **2.3 Teachers' Attitude and Implementation of Performance Appraisal**

Newstrom (2010) defines attitudes as the feelings and beliefs that mainly regulate how people perceive their environment, commit themselves to envisioned actions, and eventually behave. Attitudes form a psychological set that touches how we interpret something. KEMI (2016) asserts that there are two views of attitude: dispositional view which suggests that attitude is steady dispositions toward an object. Putting this in mind, attitude have three fundamental components; influence (affecting sense toward the object), cognition (the opinion of the information about the object) along with the purpose a planned behavior toward the object. According to Nuwagaba, Mbabazize and Shukla (2015), attitude is the individual's prevailing tendency to respond favourably or unfavourably to an object, event or a process. Attitudes determine what each individual will see, hear, think and do. The levels of trust employees show to management is consistently and positively correlated with their attitude towards work.

Teacher's attitude could also be negative or positive towards the appraisal system. Negative attitude towards teacher performance appraisal is caused by apparent shortcomings or negative effects that may ensue from it. Research done on the demerits of teacher performance appraisal, indicate that teacher performance appraisal can be a useful tool for dismissing incompetent teachers (Danielson and McGreal ,2000 & Mondy and Noe 2008).The researches further opine that performance appraisal is often professed as a negative, exasperating activity since the appraisal data can be used as a basis for dismiss or downgrade them. This makes teachers have negative attitude towards it. Negative attitude is likely to bring about feelings of discontentment, anxiety, and a sense of prejudicial practices. When the teacher feels that their job is insecure, they tend to develop negative attitude and discernment towards the individuals executing appraisal (Tornero & Taut, 2010).

Teachers acquire positive attitude in their appraisal if they comprehend why it is essential to carry out appraisal and also when they are involved in the designing and operation of performance appraisal system. Good results are only attainable when teachers have positive attitude and awareness towards the appraisal system, since they will be willing to

accept productive censures that will help them have enhanced service deliver (Milanowski & Kimball, 2009). If performance the appraisal is carried out successfully, it will unswervingly influence teachers' attitude and also their enactment and eventually, lead to improved learning outcomes amongst students (Muli, 2010). Teachers should know that performance will be appraised, in a reasonable and equitable fair manner. Teacher's performance also need to be appreciated through proper rewards like salary increase and promotion. These will make them have a positive attitude towards the appraisal programme and them which will make accept appraisal requirements (Decenzo & Robbins, 2003).

Studies done in Iran at Tehran by Behrooz & Salehi (2016) on the impact of teachers' attitude towards the Performance Evaluation System (PES) on job satisfaction and organizational commitment established that, there is a significant positive relationship between teachers' attitude towards performance evaluation on the overall school academic performance. Consequently, improved teachers' attitude towards performance evaluation is associated with higher levels of normative and continuance performance. The results also showed that teachers' attitude towards performance evaluation had a significant effect on organizational performance. As a result, the study concluded that teachers' attitude towards performance evaluation plays an important role in commitment to the organizational goals and aspirations. Improved levels of organizational commitment subsequently lead to improved performance and commitment in employees. These findings are consistent with the findings of studies by Afsharzadeh (2008) and Mazaheri (2006) who found out that performance evaluation results, considering employee attitudes toward evaluation, led to improved levels of continuance motivation, training, employee development, workforce efficiency, and organizational performance.

A study conducted by Nuwagaba, Mbabazize & Shukla (2015) set out to assess the factors affecting implementation of the performance appraisal system at Nyamasheeke District Local Government (NDLG), Rwanda. Findings of this study indicated that the level of trust between the Appraiser and Appraisee is an important factor affecting the appraisal system. Level of trust was found to be determined by; recording of rates and

rater's performance, criticism, objectivity in the appraisal, self-appraisal and trust in the whole process of appraisal by those involved. According to study results, low levels of trust normally lead to ineffective staff performance appraisals but where the raters and rates exhibit high levels of trust, the appraisal exercise is participatory, objective and very effective. This in turn leads to feedback which brings about constructive improvement on performance and meeting performance targets.

In Kenya, empirical research by Oyaro (2013) on factors influencing teachers' attitudes towards performance appraisal in Public Secondary Schools in Imenti North sub County gave pointers to teachers Performance Appraisal. The study looked at the aspects of appraisal among teachers that brought out the issues of attitude as filling teacher performance appraisal documents, observation during lesson attendance and having their attendance register being marked by students. The study involved 40 principals and 423 teachers and it found out that, lack of instant feedback after performance appraisal and delayed feedback negatively affected teachers' attitude towards performance appraisal. With a majority of the teachers 69% agreeing that feedback from performance appraisal was not communicated in good time while majority (60.8%) strongly agreed that the principal did not communicate performance appraisal in a friendly manner. Majority (70.8%) of the teachers agreed that teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated. The data shows that communication of performance appraisal results in time and the manner in which it was done affected teachers attitude towards performance appraisal.

The above cited studies are in tandem with Douglas McGregor's motivation theory X and Y upon which the current study is anchored. Some of the underpinning tenets in the theory being that, relationship of people to their work is a basic one and that their attitude towards their work can vary, and will determine their success or failure. For instance, as DeCenzo & Robbins (2003) note that, if employees can trust their leaders that the appraisal process will be conducted in a fair and equitable manner and expect their performance to be recognized by proper rewards then performance would be enhanced.

Most of the studies reviewed emphasized more on factors affecting attitude of teachers towards performance appraisal. This study therefore, among other factors sets out to establish how attitude of teachers towards performance appraisal affects its implementation.

#### **2.4 Teacher Training and Implementation of Performance Appraisal.**

Training about performance appraisal is important as it seeks to fill the knowledge gap that exists between what employees know and what they should know before appraisal is done. Teachers being appraised need guidance on how to prepare for and conduct a self-review discussion. As minimum instructional materials, perhaps in the form of a brief manual should be provided.

In the United Kingdom's Wales state, all teachers have a professional duty to participate in arrangements for their Continuing Professional Development (CPD) throughout their careers. This is in line with the new professional standards for education practitioners, which is used by all practicing teachers and school leaders in Wales from September 2017 (Welsh Government, 2014). There is no legal minimum requirement for the length of time to be spent on CPD, which may take place both within and outside of working hours; as a consequence, CPD can range from a few hours to several days and sometimes full- or part-time studies over an extended period, in preparation for nationally recognized qualifications. Some of the CPD modes of training identified by the Welsh Government, 2014 included seminars, short courses and workshops. According to the Welsh Government Education Development Plan (2014), the aim was to ensure that there is individual ongoing development, and that access to training as an integral part of school life for teachers is guaranteed.

Studies done in the United Kingdom reveal that training for performance management has not been without challenges. For instance, a study done by South-Worth, (2001) exploring views of 40 Principals involved in performance management training showed that school heads were critical of the strategies used to implement the reforms because there had not been sufficient preparation. There were concerns about training provided to

school managers to prepare them to lead the performance reforms in schools in the United Kingdom. A majority of heads strongly condemned the performance management training programme offered to them by private companies as irrelevant to their Profession. Heads reported of trainers' ill preparedness with some openly confessing that the trainers knew little about the training they were supposed to provide specifically to those in school management.

Empirical research by Bulawa (2011) on "implementation of performance management system in senior secondary schools in Botswana: The perspective of the senior management team" reveals that the training in preparation of performance management uses the cascade approach which from the study proved to be problematic. According to Jacobs & Ross-Eft (2001), cascade training suggests that information flow from one group to another until it reaches the final destination, similar to that of a waterfall. This approach as used in Botswana to train teacher appraisers has been faulted for having a serious limitation of the dilution of training with less and less being understood the further one went down the cascade. Bulawa (2011) argued that the major cause of failure of this approach was its concentration of expertise at the top levels of the cascade to the disadvantage of training at the lower levels. In Botswana the cascade approach had been used when the in-service and pre-service project co-financed by the Ministry of Education and the UK's Development Fund for International Development (DFID) was launched in secondary schools. Bulawa (2011) found training of the teachers to be effective in the implementation of teacher appraisal performance.

A study done by Ngeno (2006) on the challenges facing performance appraisal of secondary school teachers in Bomet Sub County, Kenya identified training as one of the challenges. The study reveals that training of appraisers, as agreed by a majority of the respondents (82%) has an effect on the success or failure of the implementation of performance appraisal. This implied that there was an urgent need to train further appraisers in the Sub-County to improve the performance of teachers. This they note would result in improved performance in terms of examination results.

From the foregoing discourse on the role played by training in the process of performance appraisal, it can be concluded that, training is the best tool to enhance and develop the competencies among the employees and increase their knowledge and skills. The above studies concentrated mainly on how training should be effectively conducted but this study went further to establish the influence of training on the effective implementation of performance appraisal.

### **2.5 Availability of Teaching and Learning Resources and Performance Appraisal**

According to Sherman (2004), schooling require teaching materials such as science apparatus, chemicals, models, realis for appraisal. Lack of any of these would render the appraisal experience ineffective. Lack of any of these would render the schooling experience ineffective teaching and learning resources were considered significant in the implementation of performance management in the United States. A study conducted by Desimone (2002) in Kansas state in the USA, that reviewed and synthesized literature on the comprehensive school reform on performance management, identified teaching and learning and general pedagogical resources as essential to ensuring effective implementation of performance management. This was similar to the situation described by Brown (2005) study in England which noted implementer's concern about lack of resources in schools that were on a programme to implement comprehensive appraisal reforms model for which performance management systems were at the Centre. The study established that where materials were not provided the performance appraisal was adversely affected as teachers were not able to meet their set targets.

Reviewed study by Bizimana & Orodho (2014) in Huye District, Rwanda, on Teaching and Learning Resource Availability and Teachers' Effective Classroom Management and Content Delivery in Secondary Schools established that the challenges of availability and adequacy of learning resources is an impediment to teacher effectiveness in the use of teaching methods as well as focus on individual learner, hence contributing to poor attainment of academic results. Concerning the effects of resource availability on the effectiveness of teaching and learning, Ominde cited in Bizimana & Orodho (2014) aver that availability and effective utilization of teaching and learning resources helps teachers

teach properly in convenient and comfortable surroundings. The study concluded thus; since school facilities are related to students' achievement in the affective and psychomotor skills, it is arguable that schools cannot improve the level of content delivery and achieve high academic achievement levels in circumstances in which critical learning resources are scanty.

Orodho, Waweru, Ndichu and Nthinguri (2013), in their study in Kenya's' Kiambu Sub county concede that in order to improve the effectiveness of their teaching, teachers use techniques and tools like the simple tool as the blackboard and technology techniques and tools as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers to supplement what they can do with their local resources. From the foregoing, it can be noted that effective teaching is inextricably linked to availability and use of teaching and learning resources. Performance appraisal is about setting targets, then measuring performance against the set targets. If teaching and learning resources are not available or inadequate, then teachers may not attain the desired targets and this becomes an impediment to effective implementation of performance appraisal (Orodho, Waweru, Ndichu and Nthinguri 2013).

## **2.6 Staffing levels and Implementation of Performance Appraisal**

According to Dyck & Neubert (2010), staffing is the Human Resource Management process of identifying, attracting, hiring and retaining people with the necessary knowledge, skills and abilities to fulfill the responsibilities of current and future jobs in organization. Implementation of performance appraisal can only be done through staff executing their mandate.

An education improvement plan by the Welsh Government in Britain for 3-19 year olds, to 2020, notes that, excellent teaching and learning comes from motivated, committed, excellent practitioners, who are highly skilled, who combine expert subject knowledge with a deep understanding of the learning process and who continually seek to improve their skills. The Welsh Government recognizes that in order to achieve its education

objectives, getting the right people and adequate staffing is essential (Welsh – Government, 2014).

In line with this, according to the Education Improvement Plan (2014-2020) the Welsh Government increased the entry requirements to Initial Teacher Training (ITT), strengthened the Practising Teacher Standards (PTS) and introduced the Teach First Programme into Wales. In order to address the concerns raised by head teachers that most teachers who leave the ITT lack the necessary preparation for teaching, the Government, according to the plan, admits that getting the entry standards right is essential, but it will not achieve excellent teaching unless it focuses on the ongoing professional development of the workforce. According to Brown (2005) the best professional development is based on reflective practice and learning from others; practitioners are more likely to develop their own classroom practice through observing others, being observed and having the opportunity to see different approaches to learning and teaching in practice. From the foregoing it is clear that the right staffing is critical since teaching and learning is informed by learner performance data and validated research. Besides this continuous staff upgrading prepares the already trained staff to face the challenges on the job.

A study done by Ndirangu & Waiganjo (2015) on the factors affecting the implementation of performance appraisal in selected public secondary schools in Kirinyaga Central Sub County in Kenya, and which was a survey covering a stratified sample of 150 respondents drawn from 450 teachers of the selected schools in Kirinyaga Central Sub County; revealed that staffing was a major challenge in the effective implementation of performance appraisal in secondary schools. Most of the respondents supported by 54% indicated that their schools don't have adequate teachers. These results agree with those of Eslami & Gharakhani (2012) who found out that one of the reasons for performance appraisal failure is lack of adequate human resource. The study recommended that, to improve on teacher's productivity, the Teachers Service Commission of Kenya should ensure adequate staffing to lessen teacher overload and also consider coming up with a well-defined job description for all the teachers to avoid ambiguity. Besides training, adequate teachers should be hired, trained and mandated to



deal with students' discipline related issues, now that discipline has an effect on teachers' performance appraisal. This is premised on the fact that an undisciplined student may not perform well in academics, hence impeding the teachers' achievement of the set performance targets. Staffing, from the above discussion is a key component to the effective implementation of performance appraisal.

## **2.7 Summary of Literature Review**

The reviewed literature has shown that there are several factors which influence teachers' implementation of performance appraisal. The factors reviewed are related to teachers' attitude, teacher training, availability of teaching and learning resources and teacher staffing. Different studies have shown that teachers attitude towards teacher performance appraisal influence the implementation of their performance appraisal (Nuwagaba, Mbabazize and Shukla ,2015) Scholars are in agreement that there is a significant positive relationship between teachers' attitude and performance evaluation of their performance (Behrooz& Salehi 2016).Studies have shown that teacher training about performance appraisal is important as it seeks to fill the knowledge gap that exists between what employees know and what they should know before appraisal is done . Teachers being appraised need guidance on how to prepare for and conduct a self-review discussion (Ndiragu & Waiganjo, 2015).

Studies by Desimone (2002),Brown (2005) and Bizimana & Orodho (2014) reviewed and synthesized literature on the comprehensive school reform on performance management and all agree that availability of teaching and learning resources have significant influence on implementation of performance appraisal. Further review of literature revealed that teacher staffing has a significant impact on teacher performance appraisal. Staffing is a key component to the effective implementation of performance appraisal (Ndirangu & Waiganjo 2015).The reviewed studies concentrated much on teacher performance and appraisal at institutional level. Due to nationalization of the concept of teacher appraisal, a study therefore becomes necessary to evaluate the preparedness by the teachers and the factors that influence its implementation. The study therefore intended to fill the knowledge gap left by the preceding studies.

## **2.8 Theoretical Framework**

The current study was based on Douglas McGregor's theory X and Y. Armstrong, (2006) posits that theory X and Y are associated with the Human Relations Management. Performance appraisal being about human relations and performance, the theory thus suits the current study. Theory X and Y formulate two contrasting views about human nature. Both views have some linking on extrinsic and intrinsic motivation. According to Theory X, employees dislike work and will avoid it whenever they can, employees must be threatened with punishment to make them work, and they need and want direction when they are working, employees have little or no ambition, and they are only interested in security. McGregor's concern was the development of the individual employee in the work environment. Assumptions in Theory Y, provide intellectual foundations that are different from the limited views on human behaviour underlying Theory X.

Theory Y holds that work is a natural activity that employees are capable of self-direction and self-control when they are committed to organizational goals, that employees become committed if they are appropriately rewarded and that employees can learn to seek responsibility. McGregor's theory postulates that satisfaction is a means of acquiring control instead of the traditional punishments associated with hierarchical control. Theories X and Y are included in the current study partly for the interesting viewpoints that managers and supervisors might have about their employees. It would be fascinating to see how employees think that they are being looked at by their managers. A Theory X manager would see the employees from a negative angle. Employees are viewed as lazy, dislike work and will thus avoid it, not creative, will avoid responsibilities and so will seek to be led, have little ambition and the only way to make them work is to threaten them and most employees are self-centred in that they place security above all factors linking extrinsic and intrinsic motivation. So the only way that management can make employees to achieve high performance is to coerce, control and even threaten them. Theory X emphasises strict employee control and the application of extrinsic rewards.

In contrast with Theory X, Theory Y assumes that individuals are not inherently lazy, view work as being as natural as rest or play, will exercise self-direction and self-control

if they are committed to the objectives, can on average learn to accept and even seek responsibility, will exercise self-direction and self-control if they are committed to organizational goals, and that the satisfaction of doing well at work is a powerful motivation on itself. Another reason why Theory X and Y are included in the study is the link to intrinsic and extrinsic motivation. Theory X is related more to extrinsic motivation because of the involvement of punishments while Theory Y relates to intrinsic motivation since employees will become satisfied when they perform well at work.

Hence, Theory Y holds that work is as natural as play and therefore people desire to work. Employees are responsible for accomplishing their own work objectives. Comparable personal rewards are important for employee commitment to achieving work goals. Under favourable conditions, the average employee will seek and accept responsibility. Performance appraisal for teachers sets out to provide teachers with an enabling environment so as to achieve a predetermined set of objectives and pre-set targets. Theory Y holds that employees can be innovative in solving organizational problems, teachers' performance appraisal on the other hand emphasizes on teacher's innovativeness and improvisation of teaching and learning materials. McGregor's Theory X and Y is appealing to Principals who are the immediate teacher supervisors to demonstrate the divergence in management viewpoints toward teachers. As such, Theory X and Y have been extremely helpful in promoting management understanding of supervisory styles and employee motivational assumptions, which is also the underlying presumption of teacher performance appraisal and development. Just as McGregor's Theory X and Y postulate, some employees like work while others hate it, this study is likely to bring forth similar findings that some teachers are self-motivated, creative, love responsibilities and have ambitions to achieve, while others are the opposite.

## 2.9 Conceptual Framework

The researcher conceptualizes the dependent and independent variables as shown in Figure 2.1

### Independent Variables

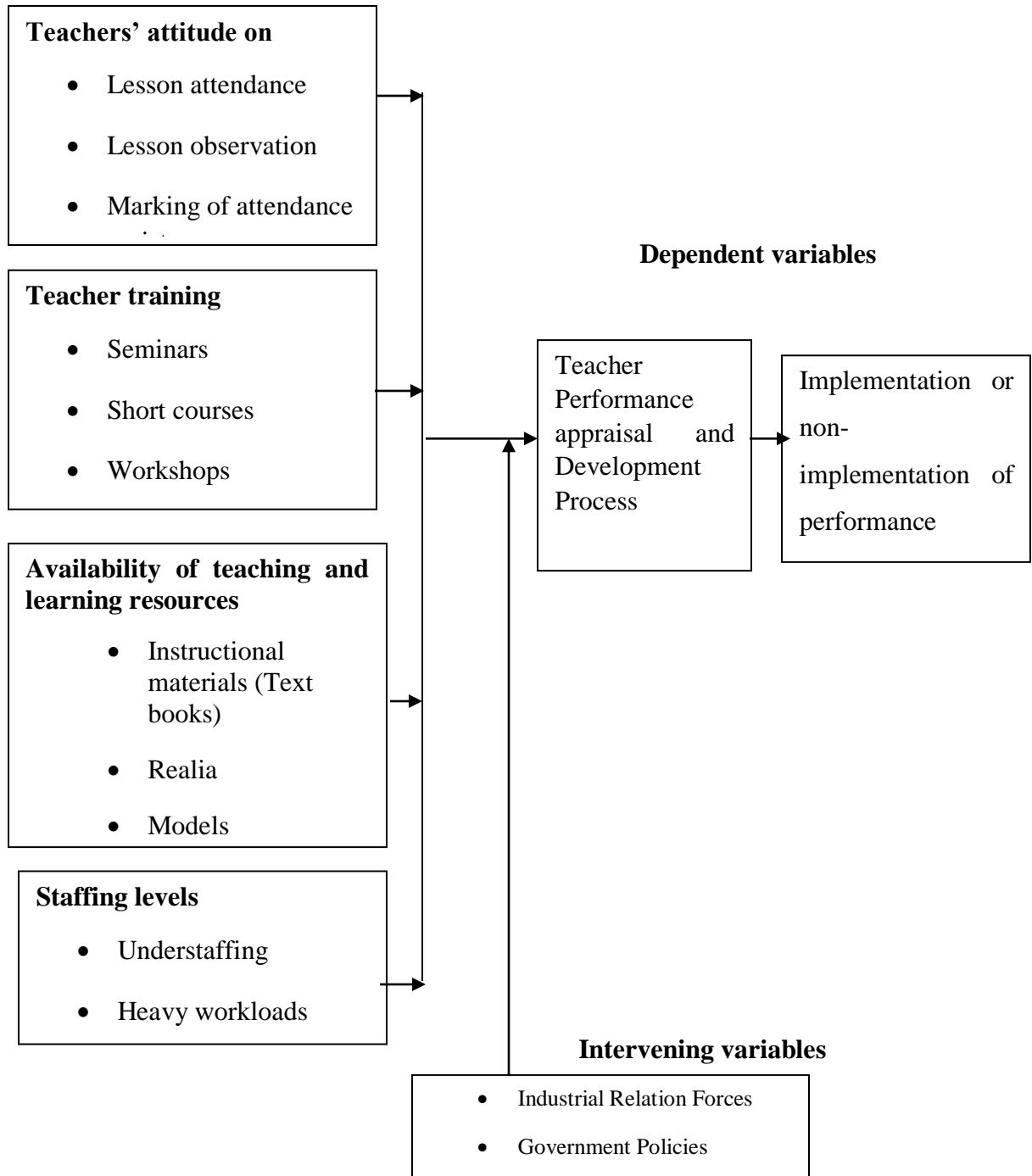


Figure 2.1 Conceptual Framework on Factors influencing implementation of PA

The independent variables of the current study include teachers' attitude factors like their lesson attendance, lesson observation and marking of teacher's class attendance register. If the teachers have a negative attitude toward their teaching responsibilities, then implementation of performance appraisal will not be effective. Adequate training through seminars, workshops and short courses for teacher is important if the implementation of the performance appraisal is to be effective. During the training, the teachers are sensitized on their expectations, their obligations and responsibilities. This clears any ambiguity that may hinder the effective implementation of performance appraisal. Availability and use of teaching and learning materials like text books, charts and models greatly boosts effectiveness of teaching outcomes. This goes a long way in helping the appraisee to attain the set targets in the performance appraisal system. This therefore, becomes a key variable to the effective implementation of performance appraisal.

Staffing which is a component of management practices ensures that the right employee is assigned the right task. An institution with adequate and appropriate staffing who are not overloaded will have individual teachers achieving the set targets. The implementation of teachers' performance appraisal may be affected by Government policies and industrial relations situation prevailing in the country at that particular time. The interplay of independent variable and the dependent variable may lead to implementation or non-implementation performance appraisal

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

#### **3.1 Introduction**

This chapter comprises of the research methodology for the study. The chapter covered the research design, target population, sampling techniques and sample size, research instruments, validity of research instruments, reliability of research instruments, data collecting procedures, data analysis techniques and ethical considerations.

#### **3.2 Research Design**

According to Kothari (2002) a research design is a plan of action for collecting data, organizing and analyzing it with objective of combining the relevance of research results. The study used descriptive survey design. Descriptive design allowed the generalization of findings from a sample to a wider representation of the population. According to Mugenda & Mugenda (2008) descriptive survey design is appropriate when the researcher is not able to manipulate the variables for the simple reason that they have already occurred. This design was thus applicable in the current study for it helped in collecting data from Principals and teachers on factors influencing implementation of performance appraisal.

#### **3.3 Target Population**

Saunders, Lewis, and Thornhill (2007) define target population as all the members to which a researcher wishes to generalize the results of the research study. The target population for the current study was all the Principals and teachers of Nzau Sub County Public Secondary Schools. The sub county has 55 public secondary schools spread in three divisions, namely Matiliku, Mbitini and Nguu each with 14, 25 and 16 public secondary schools respectively. The target population was thus all the 55 Principals and 496 teachers in the sub county.

#### **3.4 Sampling Techniques and Sample Size**

Chandran (2004) describes sample as a small proportion of an entire population. The sample is therefore used to make a generalization of the characteristics being investigated

within the entire population. Nzau sub county was stratified into three divisions; Matiliku, Mbitini and Nguu. Mugenda & Mugenda (2008) notes that at least 30% of sample size is recommended as adequate sample size in social sciences. Therefore 30% of teachers in each division was chosen to participate in the study. This gave a total of 38, 75 and 36 teachers in Matiliku, Mbitini and Nguu division respectively. Proportionate allocation method was then used to choose a proportionate number of teachers in each school in the three divisions. Each school in Matiliku had 3 teachers, Mbitini 3 teachers and Nguu 2 teachers participating in the study. Random sampling was used to choose teachers from each of the sampled schools. Purposive sampling used to include all Principals. According to Orodho (2009), the main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable one to answer research questions. The study thus involved all the 55 Principals in the Sub County. In total, the sample size comprised of 55 Principals and 149 teachers giving a total of 204 respondents. The total sample size constituted of 204 respondents.

**Table 3.1 Sample Size for the Study**

<b>Division</b>	<b>Target Population</b>		<b>Sample size</b>		<b>Totals</b>
	<b>Principals</b>	<b>Teachers</b>	<b>Principals</b>	<b>Teachers</b>	
Matiliku	14	125	14	38	52
Mbitini	25	250	25	75	100
Nguu	16	121	16	36	52
<b>Totals</b>	<b>55</b>	<b>496</b>	<b>55</b>	<b>149</b>	<b>204</b>

### **3.5 Research Instruments**

The research instrument that was used in the study was questionnaire. The choice of questionnaire technique was informed by Gray (2004) and Orodho (2009) who agree that, questionnaires have the ability to collect large amount of information in a reasonably quick period of time, from a large number of people and the questions can be easily analyzed. Further, Gray (2004) observes that through questionnaires, the respondents are not influenced or tempted to impress by exaggerated responses or socially desirable responses hence they have higher response rates. This is because anonymity can be

achieved through questionnaires. The questionnaires for the Principals and teachers had five Sections. Section A collected biographic data about the Principals and teachers such as gender, age, qualifications and length of service and the length of stay in the current station. Section B collected information on teachers' attitude towards performance appraisal, Section C gathered information on teacher training, section D collected data on availability of teaching and learning resources and Section E collected information on the schools' staffing levels.

### **3.6 Validity of Research Instruments**

Oso and Onen (2008) define validity as the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure (Kothari, 2008). Therefore, to establish content validity of the questionnaire, it was given to a team of supervisors from South Eastern Kenya University to evaluate the relevance of each item in the instrument as per research objectives. Discussions between the researcher and supervisors was held, adjustments were made to address areas of concern until the supervisors approved them as relevant. To ensure content validity of the instruments, piloting was done, Connelly (2008) notes that at most 10% of the sample size is ideal for piloting thus two schools in the Sub County that was not to be included in the sample was used for piloting.

### **3.7 Reliability of Research Instruments**

Reliability refers to the ability of an instrument to give the same results when subjected to the same subject at different times Kothari (2008). According to Black (1999) and Orodho (2009) for a research instrument to be reliable it must consistently measure what it is set to measure. The researcher used test- retest method to determine the reliability of the research instruments. The developed instruments were administered twice at an interval of one week to two Principals and three teachers of two schools which would not be included in the research study. Orodho (2009) notes that at least 1% of the sample size is ideal in determining the reliability of research instruments using the test-retest method.



Pearson's Product Moment Formula was used to calculate the correlation coefficient between the two tests. The formula used is as given below.

Where  $r$  is Pearson's coefficient of correlation coefficient

$N$  -is the number of respondents completing the questionnaires

$X$  -Scores of the 1st administration

$Y$  -Scores of the 2nd administration

According to Orodho (2009) a coefficient correlation ( $r$ ) of about 0.8 and above is considered high enough to judge the instrument as being reliable.

### **3.8 Data Collecting Procedures**

The researcher got an introduction letter from South Eastern Kenya University, Board of Post Graduate Studies (BPS). A research permit was then obtained from the National Commission of Science, Technology and Innovation (NACOSTI). The researcher presented copies of the research permit to Nzau Deputy County Commissioner then to Nzau Sub County Director of Education in order to obtain the necessary authority to proceed with the study. The researcher then booked appointment with the sampled schools through the Principals to visit and administered the questionnaires. The questionnaires were given to the Principals and Teachers, and a later date was set for them to be collected. On the appointed day the researcher collected the questionnaire.

### **3.9 Data Analysis Techniques**

Mugenda & Mugenda (2008) notes that, data analysis techniques include the editing, coding, transcription and verification of data. Data obtained from the research study, was analyzed by cross checking the questionnaires to ascertain their accuracy, completeness and uniformity of information. Quantitative data was processed through editing, coding and entering it into computer for analysis using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) version 17. The data was presented in pie charts, bar graphs and frequency distribution tables.

### **3.10 Ethical Considerations**

Ethics deals with the moral issues that surround research, especially how data will be used, informed consent, respondents' rights, confidentiality and mutual respect. The researcher needs to know what is right and what is wrong when dealing with the respondents. Unsanctioned collection of data is unethical and therefore the researcher sought necessary permissions from the relevant authorities. The researcher ensured voluntary participation of respondents. The researcher further ensured that respondents participated on the basis of informed consent. Privacy and anonymity of respondents was ensured by requiring the respondents not to write their identification on the questionnaire. This went a long way in creating a conducive environment and mutual understanding about the research between the researcher and the respondents. This enhanced the quality of the responses and encouraged the respondents to make trustworthy remarks.

## **CHAPTER FOUR**

### **4.0 RESEARCH RESULTS**

#### **4.1 Introduction**

This chapter comprises of presentation of the research results. The study investigated the factors influencing the implementation of Performance Appraisal for teachers in Public Secondary Schools in Nzau Sub County, Makueni Count: Determine the influence of teachers' attitudes, teacher training, availability of teaching and learning resources and staffing on the implementation of performance appraisal in Public Secondary Schools in Nzau Sub County, Makueni County. Data was collected from both secondary school principals and teachers in the sampled schools within the sub county. Descriptive statistics was used to analyze quantitative data. Frequencies and percentages obtained were presented in figures and tables. The analysis started by discussing instrument response rate, followed by data on the demographic information of the respondents and analysis and presentation of the results of the factors influencing the implementation of Performance Appraisal for teachers in Public Secondary Schools in Nzau Sub county. The results were analyzed and presented as per the objectives of the study.

#### **4.2 Instrument Return Rate**

The study sought for information on the factors influencing the implementation of Performance Appraisal for teachers in Public Secondary Schools in Nzau Sub County. Questionnaires were administered to principals and teachers in the selected public secondary schools in the sub county. A total of 55 principals and 149 teachers participated in the study. Out of these 50 principals representing 90.9% and 140 teachers representing 94% completed and returned the questionnaires. This instrument return rate was found to be satisfactory as posited by Orodho, (2009) who suggests 70% instrument return rate is very good in research. The researcher created good rapport which contributed to this high response rate. Further, the researcher distributed the questionnaires in person and ensured prompt distribution and collection of the filled questionnaires from all the respondents. The researcher also made telephone follow up contacts with the respondents to ensure the questionnaires were ready for collection. Best

and Kahn (2006) support the use of committed follow up strategies to increase instrument return rate. The information is provided in Table 4.1.

**Table 4.1 Instrument return rate**

<b>Respondent</b>	<b>Instruments administers</b>	<b>Instruments filled and returned</b>	<b>%return rate</b>
Principals	55	50	90.9
Teachers	149	140	94
<b>Totals</b>	<b>195</b>	<b>190</b>	<b>92.5(Average return rate)</b>

### **4.3 Demographic information of the respondents.**

The study sought the demographic information from both the principals and the teachers. The demographic information sought from the principals and teachers was on their gender, age, highest professional qualification and their teaching experience and the number of years they had taught at their current station. The researcher found it important to understand the demographic information of the respondents in order to help explain the variation on the factors influencing implementation of Performance Appraisal for teachers in Public Secondary Schools. They were summarized and presented in Tables 4.2, 4.3, 4.4 and 4.5 respectively.

#### **4.3.1 Gender of teachers and principals**

The gender of the respondent was of interest to the study. The researcher wanted to ensure participation of both gender in the study, and bring out variation in the opinion on the factors influencing the implementation of Performance Appraisal for teachers in Public Secondary Schools. The gender of the respondents was intended to seek for information on gender staffing levels of public schools in the sub county. The information on their gender was as summarized in Table 4.2.

**Table 4.2 Gender of teachers and principals**

Gender	Teachers		Principal	
	Frequency F %	Percentage %	Frequency (F)	Percentage %
Male	80	51.1	28	56
Female	60	48.9	22	44
<b>Total</b>	<b>140</b>	<b>100</b>	<b>50</b>	<b>100</b>

The information presented in Table 4.2 showed that respondents of both gender participated in the study. The findings in Table 4.1 revealed that majority of the teachers (80) were males constituting 51.1 percent of the total while the females were only 60 comprising of 46.9 percent of the total. The information showed that schools in Nzau Sub County had teacher staffing in both gender, however, the male teachers were more than the female teachers. Nzau Sub County being a Semi-Arid area could be affected by staffing of female teachers due to variation in the practice of gender discrimination in posting of teachers to arid and semi-arid regions of the country. The principals gender distribution comprised of 28 (56%) males and 22 (44%) females. The information showed that headship of public secondary schools in Nzau sub County had staffing in both gender in conformity to Ministry of Education gender policy of a third representation of either gender in appointments.

#### **4.3.2 Age of respondents**

The study also sought for the distribution of the ages of the respondents. In line with the study, the age of the teachers acted as an indicator that the researcher felt could determine perception and characteristics of the teachers as they implement performance appraisals. The results were presented in the Table 4.3.

**Table 4.3 Age of teachers, principals**

Age bracket	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
20-30 years	17	12.1	0	0
31-35years	28	20	0	0
36-40 years	35	25	1	2
41-45 years	31	22.1	13	26
46-50 years	17	12.1	14	28
Above 51 years	12	8.7	22	44
<b>Total</b>	<b>140</b>	<b>100</b>	<b>50</b>	<b>100</b>

The information presented in Table 4.3 showed that most of the teachers 35 (25%) were within age bracket of 36-40 years while 12 (8.7%) were above 51 years age bracket. The rest of the teachers fell in age brackets of 20-30, 36-40, 41-45 and 46-50 represented by 12.1 %, 20 %, 22.1% and 12.1% respectively. The teachers' ages showed that all the teachers who participated in the study were distributed evenly across all age groups and therefore could provide required responses on factors influencing the implementation of Performance Appraisal for teachers in Public Secondary Schools in Nzau Sub-County. The table also indicated that 22 (44%) of the principals were above 50 years, 14 (28%) were aged between 46-50 years, while 13 (26%) were aged between 46-45 years. The age brackets 21-30 and 31-35 had no respondents. The distributions showed that the principals were aged and therefore stable to respond to research questionnaires.

#### **4.3.3 Highest academic qualification**

The study similarly sought for the academic qualification of the respondents. The information on academic qualification was vital for it would establish the respondent's knowledge and expertise in the management and administration of teacher appraisal practices. The responses were presented in table 4.4.

**Table 4.4 Academic qualification of teachers and principals**

Academic qualification	Principals		Teachers	
	Frequency <b>F</b>	Percentage%	Frequency <b>(F)</b>	Percentage <b>%</b>
Diploma in Education	1	2	12	8.6
B.Ed. Arts/Science	30	60	110	78.6
B.Sc /BA (PGDE)	7	14	15	10.7
Master in Education	12	24	3	2.1
PhD	0	0	0	0
<b>Total</b>	<b>50</b>	<b>100</b>	<b>140</b>	<b>100</b>

The analysis shown in Table 4.4 indicated that majority of the teachers 110 (78.6 %) and principals 30 (60%) had Bachelor of education degree (B.Ed Arts and B.Ed Science) qualification which is the required qualification for secondary school teachers. Similarly, 7 (14%) of principals and 15 (10.7%) of the teachers were also degree holders with PGDE. Twelve principals represented by (24%) and 3 (2.1%) of the teachers had Master in Education degree qualification. This showed that both teachers and principals had upgraded their qualification and gained more expertise in their field of professionalism. The distribution also revealed that 12 (8.6%) of teachers and 1 (2%) of the principals had diploma in education. The data presented revealed that all the principals and teachers in secondary schools in Nzau Sub County had the basic qualifications to teach in secondary schools as required by the TSC policy which stipulates that Diploma in education certificate is the basic qualification to teach in secondary schools. None of the respondents had PhD qualifications. The information indicated that all the principals and teachers teaching in secondary schools in Nzau Sub County were professionally trained and qualified with the required competence and skills for teaching hence with the capacity to respond to issues of teacher appraisal implementation in their workplace.

#### 4.3.4 Years of teaching and teaching experience

The principals and teachers were also asked to indicate their teaching experience. The researcher sought the experience of the respondents in order to link well with how the respondents were conversant with their job requirements and how effectively they could respond to the research questions from an informed point of view. The results were presented in table 4.5

**Table 4.5 Years of Teaching Experience**

Responses	Teachers		Principals	
	Frequency (F)	Percentage %	Frequency (F)	Percentage %
0-5 years	24	17.1	0	0
6-10 years	40	28.6	0	0
11-15 years	37	26.5	7	14
16-20 years	23	16.4	23	46
Over 20 years	16	11.4	20	40
<b>Total</b>	<b>140</b>	<b>100</b>	<b>50</b>	<b>100</b>

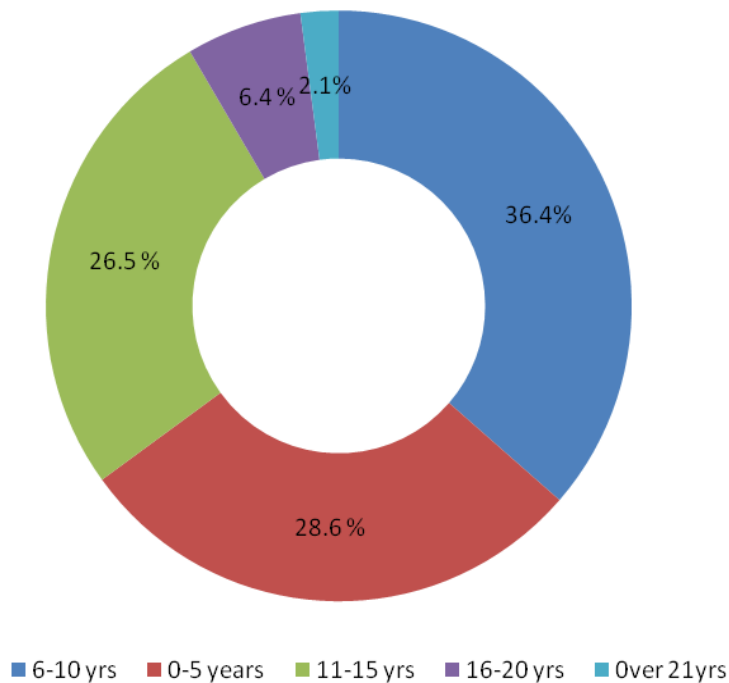
The data presented in table 4.5 revealed that majority of the teachers 37 (26.5%) had served for between 11-15 years, while 7(14%) of the principals had served for the same period of time. Majority of the principals 23 (46%) had an experience of between 16-20 years while 23 (16.4%) of the teachers had the same teaching experience. None of the principals had served for between 0-5 and 6-10 while the teachers who served for that period were 24 (17.1%) and 40(28.6%) respectively. The distribution also indicated that 16 (11.4%) of teachers and 20 (40%) of the principals had teaching experience of over 20 years. The information presented showed that the principals and the teachers had sufficient experience in service that could allow them to be well informed of their teaching responsibilities and that they were knowledgeable on teacher appraisal implementation.



### 4.3.5 Length of teachers stays in current station

The teachers were asked to indicate how long they had served as teachers in their current station. The researcher believed that the experience of the teachers in their current station made them to be conversant with the dynamics of teaching in that particular school which could give a pointer on practices of interaction with the teacher appraisal tool. The results are presented in figure 4.1.

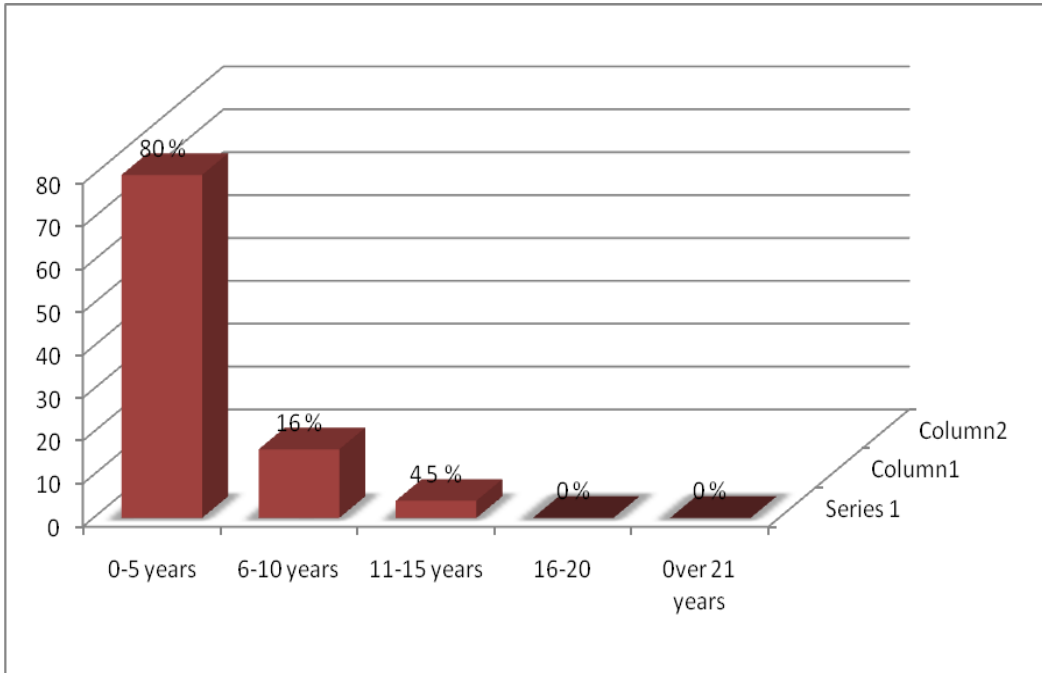
**Figure 4.1. Length of teachers stay in current station**



From the analysis in Figure 4.1, 36.4 percent of the teachers had been in their current station for between 6-10 years while 28.6% of them had been in that station for between 0-5 years. Similarly, 26.5% of them had stayed in that current station for between 10-15 years. A smaller number of the teachers represented by 6.4% and 2.1% had stayed in their current station between 16-20 years and over 21 years respectively. This period of stay in their current station was considered long enough for teachers to develop competence in matters of teacher appraisal implementation.

On the same note, the principals were requested to indicate the length they had stayed in the current station. The information is presented in figure 4.2.

**Figure 4.2 Principals length of stay in their current station**



The results in figure 4.2 shows that majority of the principals (40) forming 80% of principals had served in their current stations for less than five years while 16% (8) of them had served for a period of 6-10 years. Similarly, 4% (2) of the principals had served in their current stations for periods of 11-15 years. None of the principals had stayed in their current station for between 16-20 years and above twenty years. The information presented reveal that majority of principals had been in their current stations for less than ten years which conforms with the current TSC policy that a principal should not serve in the same station for a period of more than 10 years. The length of stay presented was considered long enough for principals to respond to questions on teacher appraisal since teacher appraisal practice was recently introduced in secondary schools in Kenya.

#### **4.4 Presentation of findings by each objective.**

##### **4.4.1. Influence of teachers' attitudes towards implementation of performance appraisal**

In line with the first objective, the study sought to determine the Influence of teachers' attitudes towards implementation of performance appraisal in public secondary schools in Nzau Sub county. The principals and teachers were asked to indicate the extent to which they felt the teacher's attitude influenced performance appraisal. They were requested to indicate their degree of agreement with the statements related to the teacher's attitude influencing the implementation of performance appraisal. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. The responses are as presented in table 4.7.

**Table 4.6 Principal’s responses on teacher’s attitude influencing implementation of performance appraisal**

Statement	Principals responses								Total	
	SA		A		D		SD		F	%
	F	%	F	%	F	%	F	%		
Teachers fill the TPAD documents in time	5	10	23	46	20	40	2	4	<b>50</b>	<b>100</b>
Teachers are comfortable with lesson attendance registers that are marked by class representatives	6	12	20	40	14	28	10	20	<b>50</b>	<b>100</b>
Teachers complain about lesson observation	25	46	24	48	3	6	0	0	<b>50</b>	<b>100</b>
Teachers use teaching aids in teaching even when not being observed	34	68	14	28	3	6	0	0	<b>50</b>	<b>100</b>
Teachers engage in community linkage activities as a requirement for appraisal	22	44	15	30	6	12	7	14	<b>50</b>	<b>100</b>

The research results presented in Table 4.6 revealed that teacher’s attitude influence teacher performance at varying levels. The data show that 5 (10%) and 23 (46%) of the principals, strongly agreed and agreed to the statement respectively that teachers fill the TPAD documents in time while 20 principals representing 40% disagreed to the statement. Only a small number of the principals (2) representing 4% of the principals strongly disagreed that teachers fill the TPAD documents in time. The data also showed that teachers are comfortable with lesson attendance registers that are marked by class representatives at varying levels with 6 (12%) and 20 (40%) of the principals strongly

agreeing and agreeing to the statement. However, almost half of the principals, 14 (28%) and 10 (20%) disagreed and strongly disagreed that teachers are comfortable with lesson attendance registers that are marked by class representatives. On whether teachers complain about lesson observation, 25(46%), 24 (48%),3 (6%) of the principals strongly agreed, agreed and disagreed with the statement respectively. None of the principals strongly disagreed with the statement that teachers complain about lesson observation. The principals were further asked whether Teachers use teaching aids in teaching even when not being observed. Thirty-four of them representing 68% strongly agreed to the statement while 14 (28%),3 (6%) agreed and disagreed respectively to the statement. Similarly, none of the principals strongly disagreed to the statement that Teachers use teaching aids in teaching even when not being observed. The statement whether teachers engage in community linkage activities as a requirement for appraisal was also given to the principals out of which 22 (44%) and 15 (30%) respectively strongly agreed and agreed to the statement. On the contrary, 6(12%) and 7(14%) disagreed and strongly disagreed respectively to the statement that teachers engage in community linkage activities as a requirement for appraisal.

The teachers were also asked to indicate the extent to which they felt their attitude influenced performance appraisal. They were requested to indicate their degree of agreement with the statements related to their attitude influencing the implementation of performance appraisal. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. The responses are as presented in table 4.8 .

**Table 4.7 Teachers attitude influencing implementation of performance appraisal**

Statement	Teachers responses								Total	
	SA		A		D		SD		F	%
	F	%	F	%	F	%	F	%		
I fill the TPAD documents in time	13	9.3	67	47.9	53	37.9	7	4.9	<b>140</b>	<b>100</b>
I am comfortable with lesson attendance registers that are marked by class representatives	18	12.9	55	39.3	42	30	25	17.9	<b>140</b>	<b>100</b>
I complain about lesson observation	63	45	69	49.3	7	5	1	1	<b>140</b>	<b>100</b>
I use teaching aids in teaching even when not being observed	91	65	42	30	7	5	0	0	<b>140</b>	<b>100</b>
I engage in community linkage activities as a requirement for appraisal	56	41	48	34.3	14	10	22	15.7	<b>140</b>	<b>100</b>

The data presented in Table 4.7 shows that teachers attitude influence their performance at different strengths. The information indicates that 13 (9.3%) and 67 (47.9%) of the teachers, strongly agreed and agreed to the statement respectively that they fill the TPAD documents in time while 53 teachers representing 37.9% disagreed to the statement. A small number of teachers (7) representing 4.9 % of the teachers strongly disagreed that they fill the TPAD documents in time. The analysis also indicated that teachers are comfortable with lesson attendance registers that are marked by class representatives at different levels with 18 (12.9%) and 55 (39.3%) of the principals strongly agreeing and

agreeing to the statement. However, 42 (30%) and 25 (17.9%) disagreed and strongly disagreed that they are comfortable with lesson attendance registers that are marked by class representatives.

On whether the teachers complain about lesson observation, 63 (45%), 69 (49.3%), 7 (5%) of the teachers strongly agreed, agreed and disagreed with the statement respectively. Only one teacher representing one percent strongly disagreed with the statement that they complain about lesson observation. The teachers were further asked whether they use teaching aids in teaching even when not being observed. Ninety-one of the teachers representing 65% strongly agreed to the statement while 42 (30%), 7 (5%) agreed and disagreed respectively to the statement. None of the teachers strongly disagreed to the statement that they use teaching aids in teaching even when not being observed. The teachers were also given statement that they engage in community linkage activities as a requirement for appraisal to respond to. Fifty-six teachers accounting for 41% and 48 (34.3) % respectively strongly agreed and agreed to the statement. However, 14 (10%) and 22 (15.7%) disagreed and strongly disagreed respectively to the statement that they engage in community linkage activities as a requirement for appraisal.

#### **4.4.1.1 Influence of teachers' attitudes towards implementation of performance appraisal**

Both the teachers and the principals were requested to indicate the extent to which they felt the teachers' attitude influenced the implementation of performance appraisal. The findings were as contained in Table 4.6.

**Table 4.8 Teachers' attitudes towards implementation of performance appraisal**

<b>Responses</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Very influential	25	50	74	52.9
Influential	23	46	62	44.3
Less influential	2	4	4	2.8
Not influential	0	0	0	0
<b>Total</b>	<b>50</b>	<b>100</b>	<b>140</b>	<b>100</b>

The information shown in Table 4.8 indicates that majority 25 (50%) of school principals and majority 74 (52.9%) of the teachers were of the opinion that teacher's attitude is very influential in the implementation of teacher's appraisal. Similarly, 23 (46%) of the principals and 62 (44.3%) of the teachers said teacher's attitude was an influential determiner in the implementation of performance appraisal. Only a small number of the principals representing 4% and 2.8% of teachers felt that teacher's attitude was less influential in determining the implementation of performance appraisal. None of the teachers and principal said that teacher's attitude was not influential in determining the implementation of performance appraisal in public secondary schools in Nzau Sub county.

#### **4.4.2. Influence of teacher training on implementation of performance appraisal**

The second objective of the study sought to establish the Influence of teacher training on implementation of performance appraisal in public secondary schools in Nzau Sub County.

##### **4.4.2.1 Status of TPAD training in schools**

The study sought to establish whether the teachers had undergone training on TPAD in the sampled schools. The principals were requested to indicate whether teachers in their schools had undergone TPAD training. Similarly, the teachers were asked to indicate whether they had undergone TPAD training too. The study aimed at establishing if the



respondents had prior knowledge of TPAD to enable them in implementation of the performance appraisal. The results were as presented in Table 4.1.0.

**Table 4.9 Status of teachers training on TPAD**

Responses	Teachers		Principals	
	Frequency (F)	Percentage %	Frequency (F)	Percentage %
Yes	84	60	30	60
No	56	40	20	40
<b>Total</b>	<b>140</b>	<b>100</b>	<b>50</b>	<b>100</b>

The data analyzed in Table 4.9 showed that majority of the principals said their teachers had undergone TPAD training as attested by 30 (60%) of the principals who said their teachers had been trained as opposed 20 (40%) of the principals who said that their teachers had not been trained. Similarly, 84 (60%) of the teachers confirmed that they were trained in TPAD while 56 (40%) said that they had not undergone TPAD training.

#### **4.4.2.2 Trainings attended by teachers**

The study further sought to establish if the teachers had attended training and the types of training the teachers in their schools had attended. The principals were also requested to indicate if the teachers had attended training and the types of training they had attended. Their responses were summarized in Table 4.1.2.

**Table 4.10 Table showing trainings attended by teachers**

Type of training	Teachers						Principals					
	Yes		No		Total		Yes		No		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Short courses	105	75	35	25	<b>140</b>	<b>100</b>	35	70	1	30	<b>5</b>	<b>100</b>
									5		<b>0</b>	
Resource person visit to schools	23	45	75	55	<b>140</b>	<b>100</b>	22	44	2	56	<b>5</b>	<b>100</b>
									8		<b>0</b>	
Open forums at school	70	50	70	50	<b>140</b>	<b>100</b>	40	80	1	20	<b>5</b>	<b>100</b>
									0		<b>0</b>	
Workshops	105	75	35	25	<b>140</b>	<b>100</b>	36	72	1	28	<b>5</b>	<b>100</b>
									4		<b>0</b>	
Seminars	105	75	35	25	<b>140</b>	<b>100</b>	37	74	1	26	<b>5</b>	<b>100</b>
									3		<b>0</b>	

The information shown in Table 4.10 indicates that all the teachers in Nzau Sub County had at least attended some training on teacher appraisal. The results indicated poor attendance of the teachers to training done by resource person visiting the schools with 23 (45%) of teachers having attended while 75 teachers representing 55% had not attended. Similarly, 22 (44%) of the principals affirmed that their teachers had attended exposure to training by resource person visiting the schools while 28 (56%) contradicted the assertion. Short courses training, workshops and seminars were attended by 105 (75%) of the teachers while 35 (25%) of the teachers said that they did not attend each of the three outlined types of training. On the same trainings, 35 (70%), 36 (72%) and 37 (74%) of the principals affirmed that their teachers had attended while 15 (30%), 14 (28%) and 13 (26%) of the principals said that their teachers had not attended those trainings. Open forums at school were attended by 70 (50%) of the teachers while the other half did not attend. Likewise, majority of the principals representing 40(80%) said that their teachers had open forums as part of training while only 10 (20%) said that their teachers did not attend open forums at school as part of training of teachers on appraisal implementation.

#### 4.4.2.3 Impact of Training on implementation of teacher performance appraisal

The principals and the teachers were further asked their degree of agreement on how the training had positively impacted on effective implementation of teachers' performance appraisal. The results are presented in Table 4.13 and 4.14.

**Table 4.11 Teachers' degree of agreement on impact of training on implementation of teacher performance appraisal**

Statement	Teachers									
	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Impact of training on implementation of performance appraisal.	105	75	35	25	0	0	0	0	140	100

Tables 4.11 reveal that majority of the teachers represented by 105(75%) strongly agreed that teacher training had significant impact on implementation of teacher performance appraisal. Similarly, 35 (25%) of the teachers agreed that teacher training impacted on implementation of performance appraisal.

**Table 4.12 Principals' degree of agreement on impact of training on implementation of teacher performance appraisal**

Statement	Principals									
	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Teacher training impact on implementation of performance appraisal.	47	84	8	16	0	0	0	0	50	100

Table 4.12 reveal that majority of the principals 47 (84%) strongly agreed that teacher training had significant impact on implementation of teacher performance appraisal. Similarly, 8 (16%) of the principal agreed that teacher training impacted on implementation of performance appraisal.

#### **4.4.2.4 Influence of teacher training on implementation of teacher performance appraisal**

The teachers and the principals were requested to indicate how influential they felt teacher training influenced the implementation of performance appraisal in public secondary schools in Nzau Sub County. The findings were as contained in Table 4.1.5.

**Table 4.13 Influence of teacher training on implementation of teacher appraisal.**

<b>Responses</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Very influential	30	60	112	80
Influential	20	40	28	20
Less influential	0	0	0	0
Not influential	0	0	0	0
<b>Total</b>	<b>50</b>	<b>100</b>	<b>140</b>	<b>100</b>

The analysis presented in Table 4.13 reveal that majority 30 (60%) of school principals and majority 112 (80%) of the teachers affirmed that teacher training was very influential in implementation of teacher appraisal. While 20 (40%) of the principals and 28 (20%) of the teachers said teacher training was influential in the implementation of performance appraisal. None of the respondents felt that teacher’s training was less influential or not influential at all in determining the implementation of performance appraisal.

#### **4.4.3 Influence of availability of teaching and learning resources on implementation of performance appraisal**

The third objective of the study sought to determine the influence of availability of teaching and learning resources on implementation of performance appraisal in public

secondary schools in Nzau Sub County. The teachers and principals were asked indicate whether there were teaching and learning resources in the school. The study wished to establish if there were the resources which could enable the teachers implement teacher performance appraisal. The results were as contained in Table 4.1.6.

**Table 4.14 Availability of teaching and learning resources in schools**

Responses	Teachers		Principals	
	Frequency (F)	Percentage %	Frequency (F)	Percentage %
Yes	140	100	50	100
No	0	0	0	0
<b>Total</b>	<b>140</b>	<b>100</b>	<b>50</b>	<b>100</b>

The findings in Table 4.14 reveals that teaching and learning resources were available in all public secondary schools in Nzau Sub County as was supported by 100% of both the teachers and principals respectively. None of either teachers or principals indicated the unavailability of the teaching and learning resource. This information indicated that teachers had a better chance to implement teacher performance appraisal.

#### **4.4.3.1 Types and adequacy of teaching and learning resources**

The study also desired to establish the type of teaching materials in the schools and their adequacy. Both the principals and teachers were requested to indicate the type and adequacy of the said resources. The information on the types and adequacy of teaching and learning resources was important to the study for it gave a pointer on the ability of the teachers to implement teacher performance appraisal. Their responses were summarized in Table 4.1.8 and 4.1.9 .

**Table 4.15 Table showing teachers' response on types and adequacy of teaching and learning resources.**

<b>T/Learning Resources</b>	<b>Very adequate</b>		<b>Adequate</b>		<b>Not adequate</b>		<b>Total</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>F</b>
Text books	76	54.3	64	45.7	0	0	<b>140</b>	<b>100</b>
Charts	80	57.1	60	42.9	0	0	<b>140</b>	<b>100</b>
Models	50	35.7	90	64.3	0	0	<b>140</b>	<b>100</b>
Science Apparatus	71.	50.7	69	49.3	0	0	<b>140</b>	<b>100</b>
Chemicals	78	55.7	45	44.3	0	0	<b>140</b>	<b>100</b>

The data analyzed in Table 4.15 show that all the teachers in Nzau Sub County confirmed the adequacy of teaching and learning materials at various numbers. The analysis indicated that 76 (54.3%) and 64 (45.7%) of teachers said that text books were both very adequate and adequate respectively. Charts were rated as very adequate and adequate by 57.1% and 42.9% of teachers. Asked whether teaching models were adequate, 35.7% and 64.3% of teachers said the models were both very adequate and adequate respectively. The adequacy of chemicals in the schools were confirmed as both very adequate and adequate by 55.7 and 49.3% of teachers. Science apparatus were reported as both very adequate and adequate by 50.7% and 49.3% respectively. None of the teachers pointed out that text books, charts, models chemicals and science equipment were not adequate in all public secondary schools that participated in the study.

**Table 4.16 Table showing principals’ response on types and adequacy of teaching and learning resources.**

T/Learning Resources	Very adequate				Not adequate		Total	
	Adequate		Adequate		F	%	F	F
	F	%	F	%				
Text books	27	54	23	46	0	0	<b>50</b>	<b>100</b>
Charts	35	70	15	30	0	0	<b>50</b>	<b>100</b>
Models	18	36	32	64	0	0	<b>50</b>	<b>100</b>
Science Apparatus	25	50	25	50	0	0	<b>50</b>	<b>100</b>
Chemicals	28	56	22	44	0	0	<b>50</b>	<b>100</b>

The data analyzed in 4.16 show that all the principals in Nzau Sub County confirmed the adequacy of teaching and learning materials at various numbers. The analysis indicated that 27 (54%) and 23 (46%) of the principals said that text books were both very adequate and adequate respectively while none of principals confirmed that the text books were not adequate. Charts were rated as very adequate and adequate by 70% and 30% of principals respectively. None of the principals said that they were not adequate. No respondent said that the models were not adequate. The adequacy of chemicals in the schools were confirmed as both very adequate and adequate by 56% and 44% of the principals alike. Science apparatus were rated as both very adequate and adequate by half of the principals. None of the principals pointed out that science equipment was not adequate in all public secondary schools in Nzau Sub count that participated in the study.

#### **4.4.3.2 Effectiveness of teaching and learning resources on implementation of teacher performance appraisal**

The principals and the teachers were further asked their degree of agreement on the Effectiveness of teaching and learning resources on implementation of teacher performance appraisal. The data is presented in Table 4.2.1. and 4.2.2.

**Table 4.17 Teachers’ degree of agreement on effectiveness of teaching and learning resources on implementation of teacher performance appraisal.**

Statement	Teachers									
	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Effectiveness of teaching and learning resources on implementation of performance appraisal.	100	71.4	40	28.6	0	0	0	0	140	100

Information presented in Tables 4.17 indicate that majority of the teachers represented by 100 (71.4%) strongly agreed that adequacy of teaching and learning resources was very effective in implementation of performance appraisal. On the same note 40 (28.6%) of the teachers agreed that teacher training was effective in implementation of performance appraisal.



**Table 4.18 Principals’ degree of agreement on Effectiveness of teaching and learning resources on implementation of teacher performance appraisal**

Statement	Principals									
	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Effectiveness of teaching and learning resources on implementation of performance appraisal.	43	86	7	14	0	0	0	0	50	100

Information presented in 4.18 indicate that majority of the principals 43 (86%) strongly agreed that adequacy of teaching and learning resources was very effective in implementation of performance appraisal. On the same note 7 (14%) of the principal agreed that teacher training was effective in implementation of performance appraisal.

**4.4.3.3 Influence of availability of teaching and learning resources on implementation of teacher performance appraisal**

The teachers and the principals were requested to indicate their opinion on how influential the availability of teaching and learning resources was on implementation of teacher performance appraisal in public secondary schools in Nzau Sub County. The results were as contained in Table 4.2.3

**Table 4.19 Influence availability of teaching and learning resources on implementation of teacher performance appraisal.**

<b>Responses</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Very influential	40	80	118	84.3
Influential	10	20	22	15.7
Less influential	0	0	0	0
Not influential	0	0	0	0
<b>Total</b>	<b>50</b>	<b>100</b>	<b>140</b>	<b>100</b>

Table 4.19 reveals that majority 40 (80%) of school principals and majority 118 (84.3%) of the teachers attested that adequacy of teaching and learning resources was very influential in implementation of teacher performance appraisal. Similarly, 10 principals representing 20% and 22 teachers representing 15.7% of the teachers confirmed that adequacy of teaching and learning resources was influential in the implementation of performance appraisal. None of the teachers and principals said that adequacy of teaching and learning resources was less influential or not influential at all in determining the implementation of performance appraisal.

#### **4.4.4. Influence of staffing levels on implementation of performance appraisal**

The fourth objective of the study sought to establish the Influence of staffing levels on implementation of performance appraisal in public secondary schools in Nzau Sub County. Staffing levels in the school was important to the study for it gave a pointer on the extend of implementation of teacher performance appraisal. The principals and the teachers were asked to respond to some statements on degree to the extent to which they agreed to some staffing issues about the teachers. Their responses are summarized in table 4.2.4 and 4.2.

**Table 4.20. Teacher responses on staffing issues in among teachers in Nazi Sub County**

Statement	Teachers									
	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
There is adequate teacher staffing from the TSC	0	0	112	80	28	20	0	0	140	100
There is a shortage of teachers in the school	42	30	84	60	14	10	0	0	140	100
Teachers have heavy teaching loads	42	30	98	70	0	0	0	0	140	100

The information captured in Table 4.20 revealed that 112 (80%) and 28 (20%) of the teachers agreed and disagreed respectively that there was adequate teacher staffing from the TSC while none of them either strongly agreed or strongly disagreed that there was adequate teacher staffing from the TSC. Shortage of teachers in the schools was rated as a problem with 42 (30%), and 84 (60%) of teachers strongly agreeing and also agreeing that there was shortage of staffing in public secondary schools in Nzaiu Sub county. Only a small proportion comprising of 14 (10%) of teachers disagreed with the statement. None of the teachers strongly disagreed that there was no shortage of teachers in public secondary schools in Nzaiu Sub County. On teacher’s workload 42 (30%) and 98 (70%) of teachers strongly agreed and agreed respectively that teachers had heavy teaching loads. All the teachers disagreed and strongly disagreed that teachers had no heavy teaching load.

The principals were also requested to rate the extent to which they agreed to some staffing issues about the teachers. Their responses are recorded in table 4.21

**Table 4.21 Responses by Principals on staffing levels**

Statement	Principals									
	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
There is adequate teacher staffing from the TSC	0	0	41	82	9	18	0	0	50	100
There is a shortage of teachers in the school	16	32	26	52	4	8	0	0	50	100
Teachers have heavy teaching loads	14	28	36	72	0	0	0	0	50	100

The data recorded in Table 4.21 revealed that 41 (82%) and 9 (18%) of the principals agreed and also disagreed respectively that there was adequate staffing of teachers in public secondary schools in Nzaui sub county. Likewise, none of the principals strongly agreed that there was adequate staffing in the schools. They strongly disagreed as well to the statement that there was adequate staffing of teachers in public secondary schools in Nzaui Sub County. On whether there was a shortage of teachers in the schools, 16 (32%) and 26 (52%) strongly agreed and agreed that there was a shortage of teachers in the schools, while 4 (8%) disagreed to the statement. None of the teachers strongly disagreed that there wasn't a problem of staffing in schools in public secondary schools in Nzaui Sub county. Teachers were rated to have a heavy workload by 14 (28. %) and 36 (72%) who strongly agreed and also agreed respectively that there was shortage of teachers in the school. All the principals strongly disagreed and likewise disagreed to the statement that there was adequate staffing of teachers in public secondary schools in Nzaui Sub county.

#### 4.4.4.1 Influence of staffing levels on implementation of teacher performance appraisal

The study also sought from the teachers and the principal's information on their opinion on how influential the staffing levels was on implementation of teacher performance appraisal in public secondary schools in Nzau Sub County. The results are contained in Table 4.2.6.

**Table 4.22 Influence of staffing levels on implementation of teacher performance appraisal**

<b>Responses</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Very influential	38	76	119	85
Influential	12	24	21	15
Less influential	0	0	0	0
Not influential	0	0	0	0
<b>Total</b>	<b>50</b>	<b>100</b>	<b>140</b>	<b>100</b>

The data captured in Table 4.22 reveals that majority 38 (76%) of school principals and majority 119 (85%) of the teachers confirmed that teacher staffing levels was very influential in implementation of teacher performance appraisal. Likewise, 12 principals representing 24% and 21 teachers representing 15% of the teachers affirmed that teacher staffing levels was influential in the implementation of performance appraisal. None of the teachers and principals said that teacher staffing levels in public secondary schools in Nzau Sub County were less influential or not influential at all in determining the implementation of performance appraisal

## **CHAPTER FIVE**

### **5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS**

#### **5.1 Introduction**

This chapter presents discussion and interpretation of research findings, derived from the research results. The general objective of this study was to investigate the factors influencing the implementation of Performance Appraisal for teachers in Public Secondary Schools in Nzau Sub County, Makueni County. The Specific objectives of the Study were to determine the influence of teachers' attitudes on implementation of performance appraisal in public secondary schools in Nzau Sub County, establish the influence of teacher training on implementation of performance appraisal in public secondary schools in Nzau Sub county, determine the influence of availability of teaching and learning resources on implementation of performance appraisal in public secondary schools of Nzau Sub County, and establish the influence of staffing on the implementation of performance appraisal in Public Secondary Schools in Nzau Sub County. Data was collected from both secondary school principals and teachers in the sampled schools within the sub county. This section provides interpretation of the major findings of the study based on the research objectives.

#### **5.2 Influence of teachers' attitudes on implementation of performance appraisal**

The first objective of the study sought to determine the Influence of teachers' attitudes on implementation of performance appraisal in public secondary schools in Nzau Sub County. The results of the first objective revealed that 59 % and 9.3 % of both principals and teachers strongly agreed while 46% and 47.9% agreed respectively that, teachers fill the TPAD documents in time. The data also show that 40% and 37.9 % of the principals and teachers disagreed that teachers fill the TPAD documents in time. This implies teachers have adopted the concept of filling TPAD documents in public secondary schools in Nzau Sub County though not fully. Both the principals and teachers strongly agreed and also agreed that teachers are comfortable with lesson attendance registers that are marked by class representatives by 12% and 12.9% and 40% and 39.3% respectively. On the centrally 28% of principals 30% of teachers however disagreed that teachers are comfortable with lesson attendance registers that are marked by class

representatives. The results indicate that although teachers have adopted the register marking, their attitude of the monitoring of their performance is still low in public secondary schools Nzau Sub County. Teachers were found to complain about lesson observation as evidenced by 46% and 45% of both principals and teachers who strongly agreed while 48% of principals and 49.3 % of teachers also agreed respectively. The information obtained in this statement connotes that teachers have a problem when they are observed while teaching.

Class observation improves teachers' preparedness and at the same time gives a positive critique to teachers' lesson delivery. On whether teachers use teaching aids in teaching even when not being observed, 68% and 65 % of both principals and teachers strongly agreed to the assertion while 28% and 30% of both teachers and principals agreed to the opinion. This implies teachers are using learning and teaching aids in lesson observation which gives clarity in lesson presentation. The respondents strongly agreed and agreed that teachers engage in community linkage activities as a requirement for appraisal at 44%,41% and 30%, 34.3 respectively implying that teachers were interlinking with the outside community which is a requirement of performance appraisal. The general output on the analysis show that teacher's attitude plays a significant role in the implementation of performance appraisal. The analysis also indicates that teachers' attitude on the issue of performance appraisal is not well developed and are not fully supportive of performance appraisal practice. This may connote negative attitude which research indicates negates the implementation of teacher's performance appraisal. The findings concur with assertions of Tornero & Taut (2010) which asserts that when the teacher feels demotivated they develop negative attitude and discernment towards the individuals executing performance appraisal.

The findings presented on teachers' attitude concur with an empirical research done by Oyaró (2013) on factors influencing teachers' attitudes towards performance appraisal in Public Secondary Schools in Imenti North sub County which established that the aspects of appraisal among teachers that brought out the issues of attitude included filling teacher performance appraisal documents, observation during lesson attendance and having their

attendance register being marked by students. The study further revealed that these elements about teacher appraisal affected teacher's attitude towards performance appraisal.

Majority of both school principal and teachers forming 50%) and 52.9% respectively affirmed that teacher's attitude is very influential in the implementation of teacher's appraisal. From the analysis it was very evident that teachers' attitude influenced implementation of performance appraisal in public secondary schools in Nzau Sub County. This position is supported by studies done in Iran at Tehran by Behrooz & Salehi (2016) on the impact of teachers' attitude towards the Performance Evaluation System (PES) on job satisfaction and organizational commitment that established that, there is a significant positive relationship between teachers' attitude and performance evaluation.

### **5.3 Influence of teacher training on implementation of performance appraisal**

The second objective of the study sought to establish the influence of teacher training on implementation of performance appraisal in public secondary schools in Nzau Sub County. The findings revealed that the Status of TPAD training in schools was well developed with 60% of both teachers and principals confirming the statement. This implied that training of teachers on TPAD had taken off though not fully embraced in public secondary schools in Nzau Sub County. The study established that principals and teachers had knowledge of TPAD that enabled them in implementation of the performance appraisal. The exposure to training concurs with a suggestion posted by Kreitner (2005) who posits that training about performance appraisal is important as it seeks to fill the knowledge gap that exists between what employees know and what they should know before appraisal is done.

The study further established that that all the teachers in Nzau Sub County had at least attended some training on teacher appraisal. The results indicated poor attendance of the teachers to training done by resource person visiting the schools with only 45% of teachers and 44%) of the principals affirming that resource persons visit the schools to train teachers on teacher performance appraisal. This scenario could be such because



teachers are normally committed with their duties. Besides this, TPAD training is the sole responsibility of TSC, not individual schools. Short courses training, workshops and seminars were well attended by 75% of the teachers in the three types of training while 70%, 72% and 74% of the principals affirmed that their teachers had attended these trainings. These types of courses were popular because they are structured and facilitated by TSC which is the agency charged with responsibility of inducting teachers on TPAD.

Open forums was a popular means of training with 80% of the principals and 50% of teachers saying it was part of their training on TPAD. The popularity of this type of induction was because it was conducted in the school by the principals after attending seminars on TPAD. This is done as part of induction to TPAD training in the school. The low attendance of teachers in some types of training could be because they were carried during the school term and most of the teachers were busy teaching. The training also involves overhead costs which many schools may not afford hence the low attendance. The information reveals that teachers had been trained on implementation of performance appraisal through various methods though with varying attendance numbers. The trainings attended by teachers are important for they inform the teachers being appraised on how to prepare for and conduct a self-appraisal.

Majority of the teachers represented by 75% and 84% of the principals strongly agreed that teacher training had significant impact on implementation of teacher performance appraisal. Similarly, 16% of the principals and 25% of the teachers respectively agreed that teacher training impacted on implementation of performance appraisal. This position implies that training of human resource in TPAD management is a key factor for successful implementation of teacher appraisal. These findings correspond with findings by Bulawa (2011) which found out that training of teachers has an effect in the implementation of teacher appraisal performance.

The teachers and the principals affirmed that teacher training was very influential in implementation of teacher appraisal with affirmation levels of 60% and 80% respectively. Likewise, 40% and 20% of the teachers attested that teacher training was influential in

the implementation of performance appraisal. The output analyzed confirms that teacher training influences implementation of teacher performance appraisal. The findings of this study supports the findings of a study done by Ngeno (2006) on the challenges facing performance appraisal of secondary school teachers in Bomet Sub County, Kenya which revealed that training of appraisees has an impact on the success of the implementation of performance appraisal.

#### **5.4 Influence of availability of teaching and learning resources on implementation of performance appraisal.**

The third objective of the study sought to determine the influence of availability of teaching and learning resources on implementation of performance appraisal in public secondary schools in Nzau Sub County. The study findings revealed that teaching and learning resources were available in all public secondary schools in Nzau Sub County as supported by 100% of teachers and principals respectively. The availability of the teaching and learning could be because the Ministry of Education supplies teaching and learning materials to schools through Tuition fund of the FDSE. This information indicated that teachers had a better chance to implement teacher performance appraisal. The availability of teaching and learning resources are vital components of performance appraisal as advanced by Sherman (2004) who argued that schooling would require teaching material such as science apparatus, chemicals, models, realia for appraisal Lack of any of these would render the appraisal experience ineffective.

Teaching and learning resources were considered significant in the implementation of performance management in the United States; a position posited by a study conducted by Desimone (2002) in Kansas state in the USA, that reviewed and synthesized literature on the comprehensive school reform on performance management and identified teaching and learning and general pedagogical resources as essential to ensuring effective implementation of performance management

On the types of teaching and learning materials and their adequacy in public secondary schools in public secondary schools in Nzau Sub County, the study established that text

books, charts, teaching models, chemicals and science apparatus were very adequate and adequate by varying percentages as confirmed by high proportion of both teachers and principals. This was due to MOE policy of providing teaching and learning materials through Tuition funds through FSDE. The materials adequacy could be due to MOE provision of infrastructural funds provided to schools for equipping laboratories and also through funding from pockets of poverty funds given to schools since Nzau Sub County falls under hardship area. The information presented in the analysis therefore implies that the respondents worked in workstations with adequate teaching and learning materials and therefore were better suited to implement teacher performance appraisal. Teaching and learning resources were considered significant in the implementation of performance management in the United States; a position posited by a study conducted by Desimone (2002) in Kansas state in the USA, that reviewed and synthesized literature on the comprehensive school reform on performance management and identified teaching and learning and general pedagogical resources as essential to ensuring effective implementation of performance management.

These findings were also similar to the situation described by Brown (2005) in his study in England which noted implementer's concern about lack of resources in schools that were on a programme to implement comprehensive appraisal reforms model for which performance management systems were at the Centre. The study established that where materials were not provided the performance appraisal was adversely affected as teachers were not able to meet their set targets.

The effectiveness of teaching and learning resources on implementation of teacher performance appraisal was also of interest to the study. The study found out that majority of the teachers representing 71.4% and 86% of the principals strongly agreed that availability of teaching and learning resources were effective in implementation of performance appraisal. This implied that the availability and adequacy of teaching and learning resources were the tools used to implement performance appraisal. The information confirms that availability of teaching and learning resources was effective in

determining the implementation of teacher performance appraisal in public secondary schools in Nzau Sub County.

The findings of the study reaffirm a position posited by (Orodho, Waweru, Ndichu and Nthinguri 2013) who over that performance appraisal is about setting targets, then measuring performance against the set targets. If teaching and learning resources are not available or are inadequate, then teachers may not attain the desired targets and this becomes an impediment to effective implementation of performance appraisal

The study also posited that adequacy of teaching and learning resources was very influential in implementation of teacher performance appraisal as supported by 80% of school principals and 84.3 % of the teachers. This is because the teaching and learning materials were the tools with which teachers are appraised with. This revelation is supported by the assertion by Bizimana & Orodho (2014) who assert that effective performance appraisal is a function of the availability of teaching and learning resources. The lack of physical resources inevitably hampers the teaching; depress the spirit of the children and the enthusiasm of the teachers (Orodho, Waweru, Ndichu and Nthinguri 2013).

### **5.5 Influence of staffing levels on implementation of performance appraisal**

The fourth objective of the study sought to establish the influence of staffing levels on implementation of performance appraisal in public secondary schools in Nzau Sub County. On this issue the study revealed that there was shortage of teachers in the Sub County with 80% and 82% of the teachers and principals agreeing to the shortage of staffing in the schools. The study also found out that teachers had heavy workload with 70% of teachers and 72% of principal affirming that teachers had heavy workload. The shortage of teachers was due to the policy by MOE and TSC to freeze mass recruitment of teachers. TSC only employs teachers to replace the retiring and those leaving the service due to natural attrition.

The heavy workload could also be due to increase in enrolments due to government policy of subsidies in Education through FSDE and also the policy of 100% transition to secondary schools from primary schools. It is recognized that for performance appraisal to be effective and achieve its objectives, there should be adequate staffing as recommended by The Welsh Government (2014) that takes cognizance that in order to achieve its education objectives, getting the right people in appropriate staffing is essential.

The study also established that teacher staffing levels was very influential in implementation of teacher performance appraisal; - a position confirmed by 76% of school principals and 85% of the teachers. Similarly, 24% and 15% of the teachers attested that teacher staffing levels was influential in the implementation of performance appraisal. The data presented confirms that teacher staffing levels influences implementation of teacher performance appraisal in public secondary schools in Nzau Sub County. Teachers are appraised through performance of their work. Poor staffing level will be an obstacle in efficiency of the teachers.

High workloads reduce the effectiveness of the teacher hence affecting the implementation of performance appraisal. A similar view held by findings of a study done by Ndirangu & Waiganjo (2015) on the factors affecting the implementation of performance appraisal in selected public secondary schools in Kirinyaga Central Sub County in Kenya, revealed that staffing was a major challenge in the effective implementation of performance appraisal in secondary schools being the reasons for poor performance appraisal failure is lack of adequate human resource.

## **CHAPTER SIX**

### **6.0 CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter presents conclusions and recommendations of the study based on the research findings and concludes by offering suggestions for further research. The study conclusions are presented as per the objectives of the study.

#### **6.2 Influence of teachers' attitudes on implementation of performance appraisal**

The first objective was to determine the Influence of teachers' attitudes on implementation of performance appraisal in public secondary schools in Nzau Sub County. From the findings of this objective it can be concluded that teachers' attitudes is manifested in the ways in which the teachers handle documents that appraise them like filling the TPAD documents in time, response to lesson attendance registers that are marked by class representatives, lesson observation, use of teaching aids in teaching even when not being observed and engaging community in community linkage activities. It can also be concluded that teachers' attitude on the issue of performance appraisal is not well developed and that they are not fully supportive of performance appraisal practice. From the findings it can be concluded that teachers' attitude influence implementation of performance appraisal in public secondary schools in Nzau Sub County.

#### **6.3 Influence of teacher training on implementation of performance appraisal**

The second objective of the study sought to establish the influence of teacher training on implementation of performance appraisal in public secondary schools in Nzau Sub County. The study found out that the Status of TPAD training in schools was well and that the principals and teachers had knowledge of TPAD that enabled them in implementation of the performance appraisal. The study also concludes all the teachers in Nzau Sub County had at least attended some training on teacher appraisal. The study further concludes that teacher training had significant impact on implementation of teacher performance appraisal. Finally, the study concludes that teacher training influences the implementation of performance appraisal.

#### **6.4 Influence of availability of teaching and learning resources on implementation of performance appraisal**

The third objective of the study aimed to determine the influence of availability of teaching and learning resources on implementation of performance appraisal in public secondary schools in Nzau Sub County. The study conclusion showed that teaching and learning resources were available and adequate in all public secondary schools in Nzau Sub County. The study further concluded that the teaching and learning resources were effective in implementation of teacher performance appraisal. The study therefore, concludes that availability and adequacy of teaching and learning resources influences implementation of teacher performance appraisal in public secondary schools in Nzau Sub County.

#### **6.5 Influence of staffing levels on implementation of performance appraisal**

The fourth objective of the study had the aim to establish the influence of staffing levels on implementation of performance appraisal in public secondary schools in Nzau Sub County. The study concluded that there was shortage of teachers in the Sub County that they had heavy workload. The study also concluded that teacher staffing levels influence implementation of teacher performance appraisal in public secondary schools in Nzau Sub County.

#### **6.6 Recommendations of the study**

Based on the findings of the study the study recommends

- i. Teachers should be adequately trained on performance appraisal practices. This can be done through capacity building programs such as clinics and seminars and workshops with a structured curriculum. Teachers service commission and the Ministry of education should mount these training to enable the teachers cope up with the demands of TPAD.
- ii. The ministry of Education should supply Schools with adequate teaching and learning resources sufficient enough for teaching and learning process. This will enable the teachers to be able to meet the expectations and performance outlined in the appraisal exercise.

- iii. The TSC should recruit and post adequate staff to all schools to ease understaffing and high teacher teaching overload. This will reduce overloading to teachers thus creating sufficient time for the teacher to work toward attainment of performance targets.
- iv. Ministry of Education and Teachers service commission should mount motivational programmes to teachers so that can reduce negative attitude and embrace the teacher appraisal positively.

### **6.7 Suggestion for Further Research**

- i. A study should be done to investigate reasons why teachers and teacher labour unions resist teacher performance appraisal.
- ii. A study to be done to investigate the inconsistencies faced while filing Teacher appraisal documents.



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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Patrice K Kyule  
South Eastern Kenya University  
PO BOX 170-90200  
Kitui-Kenya.

To  
The Principal,  
Dear Sir/Madam,

#### RE: PERMISSION TO COLLECT RESEARCH DATA

I am a MASTER of Education Degree finalist at the South Eastern Kenya University specializing in Educational Administration. I am currently undertaking research as a requirement for the award of the Degree. The research is on 'Factors Influencing Effective Implementation of Performance Appraisal in Public Secondary Schools in Nzau Sub County'. Your school has been chosen to participate in the study. Am therefore requesting you to participate in the study together with the selected teachers. The data collected will be used for the current study only and will be held in confidence. Thank you for your cooperation.

**Yours Faithfully,**

**Patrice Kioko Kyule**  
**E55/WTE/20573/2015**

## APPENDIX II: PRINCIPALS' QUESTIONNAIRE

Kindly read the questions below carefully and give the responses by ticking (√) where appropriate. This study is purely for academic purposes and all information given shall be treated with utmost confidentiality.

### SECTION A: Personal Information

1. Kindly indicate your gender. Male  Female
2. Kindly indicate your age. 25-30 years  31-40 years   
41-50 years  above 51 years
3. Kindly indicate your highest academic qualification.  
Diploma in Education  Bachelor of Education (B.ED Arts/Science)   
BA/BSc (PGDE)  Master's in Education  PhD
4. Kindly indicate your teaching experience 0-5 years  6-10 years   
11-15 years  16-20 years  Over 21 years
5. How many years have you been a principal in the current school?  
0-5 years  6-10 years   
11-15 years  16-20 years  Over 21 years

**SECTION B: Influence of teachers' attitudes on implementation of performance appraisal**

6. By use of a tick (✓) kindly indicate the extent to which the following statements related to teacher's attitude influence implementation of performance appraisal. Indicate your responses as; **SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree.**

Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
Teachers fill the TPAD documents in time				
Teachers are comfortable with lesson attendance registers that are marked by class representatives				
Teachers complain about lesson observation				
Teachers use teaching aids in teaching even when not being observed				
Teachers engage in community linkage activities as a requirement for appraisal				

7. How influential is teachers' attitude in implementation of teachers' performance appraisal?

Very influential ( ), Influential ( ), Less Influential ( ), Not at all ( )



**SECTION C: Influence of teacher training on implementation of performance appraisal**

8. Kindly indicate if teachers in your school have undergone TPAD training. Indicate your responses as yes /No

Yes [ ] No [ ]

9. By use of a tick (√) kindly indicate if teachers have attended the listed kind of training on TPAD. Indicate your responses as Yes /No

Types of training	Yes	No
Seminars		
Short Courses		
Capacity building workshops		
Resource person visiting the school		
Open forums with the Principal		

10. By use of a tick (√) rate the extent of your agreement on the impact of these training in influencing teachers' implementation of performance appraisal. Key **SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree.**

	Strongly Agree	Agree	Strongly Disagree	Disagree
Training has impact on implementation of performance appraisal.				

11. How Influential is teacher training on implementation of teachers' performance appraisal?

Very influential ( ), Influential ( ), Less Influential ( ), Not at all ( )

**SECTION D: Influence of availability of Teaching and Learning Resources on implementation of teachers Performance Appraisal.**

11. Do you have teaching and learning resources in your school? Yes [  ]

No [  ]

12. Kindly rate the adequacy of the listed teaching and learning resources in your school?

	Very adequate	Adequate	Not adequate
Text books			
Charts			
Models			
Science Apparatus			
Chemicals			

13. By use of a tick (√) rate the extent of your agreement on the effectiveness of the teaching and learning resources in implementation of teachers performance appraisal.

**Key SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree.**

	Strongly Agree	Agree	Strongly Disagree	Disagree
Effectiveness of teaching and learning resources in implementation of performance appraisal.				

14. How influential is the availability of Teaching and Learning Resources on implementation of teachers Performance Appraisal?

Very influential (  ), Influential (  ), Less Influential (  ), Not at all (  )

**SECTION E: Influence of staffing levels on Implementation of teachers' Performance Appraisal**

15. By use of a tick (√) kindly indicate the extent to which the following statements related to teacher staffing influence implementation of teacher performance appraisal . Indicate your responses as; **SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree.**

	Strongly Agree	Agree	Strongly Disagree	Disagree
There is adequate teacher staffing from the TSC				
There is a shortage of teachers in the school				
Teachers have heavy teaching loads				

16. How Influential is staffing levels on Implementation of teachers' Performance Appraisal?

Very influential ( ), Influential ( ), Less Influential ( ), Not at all ( )

Thank you for participating

### APPENDIX III: TEACHERS' QUESTIONNAIRE

Kindly read the questions below carefully and give the responses by ticking (√) where appropriate. This study is purely for academic purposes and all information given shall be treated with utmost confidentiality.

#### SECTION A: Personal Information

1. Kindly indicate your gender. Male  Female
2. Kindly indicate your age. 25-30 years  31-40 years   
41-50 years  above 51 years
3. Kindly indicate your highest academic qualification.  
Diploma in Education  Bachelor of Education (B.ED Arts/Science)   
BA/BSc (PGDE)  Master's in Education  PhD
4. Kindly indicate your teaching experience 0-5 years  6-10 years   
11-15 years  16-20 years  Over 21 years
5. How many years have you been a principal in the current school?  
0-5 years  6-10 year   
11-15 years  16-20 years  Over 21 years

**SECTION B: Influence of teachers' attitudes on implementation of performance appraisal**

6. By use of a tick (✓) kindly indicate the extent to which the following statements related to teacher's attitude influence implementation of performance appraisal . Indicate your responses as; **SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree.**

Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
Teachers fill the TPAD documents in time				
Teachers are comfortable with lesson attendance registers that are marked by class representatives				
Teachers complain about lesson observation				
Teachers use teaching aids in teaching even when not being observed				
Teachers engage in community linkage activities as a requirement for appraisal				

7. How influential is teachers' attitude in implementation of teachers' performance appraisal?

**SECTION C: Influence of teacher training on implementation of performance appraisal**

8. Kindly indicate if you have undergone TPAD training. Indicate your responses as Yes /No

Yes [ ] No [ ]

9. By use of a tick (√) kindly you have attended the listed kind of training on TPAD. Indicate your responses as Yes /No

Types of training	Yes	No
Seminars		
Short Courses		
Capacity building workshops		
Resource person visiting the school		
Open forums with the Principal		

10. By use of a tick (√) rate the extent of your agreement on the impact of these training in influencing teachers' implementation of performance appraisal. Key **SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree.**

	Strongly Agree	Agree	Strongly Disagree	Disagree
Training has impact on implementation of performance appraisal.				

11. How Influential is teacher training on implementation of teachers' performance appraisal ?

**SECTION D: Influence of availability of Teaching and Learning Resources on implementation of teachers Performance Appraisal.**

11. Do you have teaching and learning resources in your school?

Yes [ ] No [ ]

12. Kindly rate the adequacy of the listed teaching and learning resources in your school?

	Very adequate	Adequate	Not adequate
Text books			
Charts			
Models			
Science Apparatus			
) Chemicals			

13. By use of a tick (√) rate the extent of your agreement on the effectiveness of the teaching and learning resources in implementation of teachers performance appraisal.

**Key SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree.**

	Strongly Agree	Agree	Strongly Disagree	Disagree
Effectiveness of teaching and learning resources in implementation of performance appraisal.				

14. How influential is the availability of Teaching and Learning Resources on implementation of teachers Performance Appraisal?

Very influential ( ), Influential ( ), Less Influential ( ), Not at all ( )

**SECTION E: Influence of staffing levels on Implementation of teachers' Performance Appraisal**

15. By use of a tick (√) kindly indicate the extent to which the following statements related to teacher staffing influence implementation of teacher performance appraisal . Indicate your responses as; **SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree.**

	Strongly Agree	Agree	Strongly Disagree	Disagree
There is adequate teacher staffing from the TSC				
There is a shortage of teachers in the school				
Teachers have heavy teaching loads				

16. How influential is staffing levels on implementation of Teachers' performance Appraisal?

Very influential ( ), Influential ( ), Less Influential ( ), Not at all ( )

Thank you for participating



**APPENDIX IV: PERMISSION TO PROCEED FOR DATA  
COLLECTION BY SEKU**



**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](mailto:info@seku.ac.ke)

TEL: 020-4213859 (KITUI)  
Email: [directorbps@seku.ac.ke](mailto:directorbps@seku.ac.ke)

Our Ref: E55/WTE/20573/2015

DATE: 8<sup>th</sup> January 2020

Kyule Patrice Kioko  
Re g. No. E55/WTE/20573/2015  
Masters of Education in Educational Administration and Planning  
C/O Director Wote Campus

Dear Kyule,

**RE: PERMISSION TO PROCEED FOR DATA COLLECTION**

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

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. Gideon Kasivu and Dr. Isaac Matemu. 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. Felix N. Kioli**  
**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. Gideon Kasivu  
Dr. Isaac Matemu  
BPS Office - To file

APPENDIX V: PERMISSION FOR DATA COLLECTION BY NACOSTI

Republic of Kenya  
National Commission for Science, Technology and Innovation  
Ref No: 707268

**RESEARCH LICENSE**




**This is to Certify that Mr., PATRICE KIOKO KYULE of South Eastern Kenya University, has been licensed to conduct research in Makueni on the topic: FACTORS INFLUENCING IMPLEMENTATION OF PERFORMANCE APPRAISAL FOR TEACHERS IN PUBLIC SECONDARY SCHOOLS IN NZAUI SUB COUNTY, MAKUENI COUNTY for the period ending : 23/March/2021.**

License No: NACOSTIP/20/3996

707268  
Applicant Identification Number

**Director General**  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.**

**APPENDIX VI: PERMISSION TO COLLECT DATA BY COUNTY EDUCATION  
OFFICE- MAKUENI COUNTY**



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

Email: [edemakueni@gmail.com](mailto:edemakueni@gmail.com)  
When replying please quote

County Education Office  
P.O. Box 41  
MAKUENI.

MKN/C/ED/5/33/ VOLII/25

15<sup>th</sup> Jan, 2020

Patrice Kioko Kyule  
South Eastern Kenya University

**RESEARCH AUTHORISATION FOR PATRICE KIOKO KYULE**

Reference is hereby made to letter from National Commission for Science Technology and Innovation (**NACOSTI**) dated 23/3/2020, authorizing you to carry out research on **"Factors influencing implementation of performance appraisal for teachers in public secondary schools in Nzau Sub County, Makueni County"** for a period ending **23/3/2021**.

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



Dr. Arodil Samson  
For County Director of Education  
**Makueni**



**APPENDIX VII: PERMISSION TO COLLECT DATA BY SUB COUNTY  
COMMISSION OFFICE- NZAUI**



**THE PRESIDENCY**

**MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL  
GOVERNMENT**

**NZAUI SUB-COUNTY**

Telegrams:

**DEPUTY COUNTY COMMISSIONER**

Telephone:.....

**P.O BOX 1-**

90140

Email:nzauide@yahoo.com

**MATILIKU**

When replying please quote

**Ref: NZU/ED/12/1/VOL.1/234**

***Date: 15<sup>th</sup> /01/2020***

**TO WHOM IT MAY CONCERN**

**RE: AUTHORITY TO COLLECT DATA**

**PATRICE KIOKO KYULE**

The above named person is a student in South Eastern Kenya University, he is collecting data on “FACTORS INFLUENCING IMPLEMENTATION OF PERFORMANCE APPRAISAL FOR TEACHERS IN PUBLIC SECONDARY SCHOOLS IN NZAUI SUB COUNTY IN MAKUENI COUNTY”

Please accord him the necessary assistance.

A handwritten signature in blue ink, appearing to read 'C.K. Laboso', on a light blue background.

**C.K.LABOSO**

**DEPUTY COUNTY COMMISSIONER**

**NZAUI SUB-COUNTY.**

**APPENDIX VIII: PERMISSION TO COLLECT DATA BY NZAUI SUB  
COUNTY EDUCATION OFFICE  
MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY**

Telegrams: "Education Nzai"

EDUCATION OFFICE

Telephone: 0722547117

Fax:

Email : deonzai@yahoo.com

MATILIKU.

**REPUBLIC OF KENYA**

When replying please quote



SUB-COUNTY

NZAUI SUB - COUNTY

P. O. BOX 30 - 90140

**Ref NO:** NZ /ED.G /17/ VOL.3 /150

**DATE:** 17/01/2020

**TO WHOM IT MAY CONCERN**

**RE: AUTHORITY TO COLLECT DATA**

**PATRICE KIOKO KYULE**

The above named person is a student in South Eastern Kenya University, he is collecting data on "FACTORS INFLUENCING IMPLEMENTATION OF PERFORMANCE APPRAISAL FOR TEACHERS IN PUBLIC SECONDARY SCHOOLS IN NZAUI SUB COUNTY IN MAKUENI COUNTY"

Please accord him the necessary assistance.

**FOR: S.A. ARAI**

**SUB-COUNTY DIRECTOR OF EDUCATION**

**NZAUI.**