

**TEACHERS' RESPONSE TO PERFORMANCE APPRAISALS; THE CASE OF
SECONDARY SCHOOLTEACHERS IN NYERI COUNTY.**

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Dr. Paul Kamau (for Dr. Mary Kinyanjui)

Signed Date.....

Mr. Erick Manga

Signed Date.....

DEDICATION

In a special way, I would like to dedicate this work to two important people in my life. To my parents, Mr. Peter Agalo Midimo and Mrs. Jane Atieno Agalo. You have been the most wonderful parents I have ever seen and would never have asked for more. The two of you are perfect! You have been my strength, pillar and inspiration at all times. You have molded me and made me whom I am today.

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ABSTRACT

The purpose of the study was to understand teachers' response to appraisal as a tool for improving learning in public secondary schools in Nyeri County. The study was based on the following objectives: to describe the nature of the ongoing appraisal system as a tool of improving learning in Kenya; to investigate if teachers were trained on the purpose of the ongoing appraisal as a tool of improving learning; to examine how teachers' characteristics influence their response to an appraisal; to describe teachers' views and concerns on the ongoing appraisals and examine their alternative proposals in designing an effective appraisal system. The study utilized a descriptive research design targeting 2501 teachers employed by the TSC and working in the 212 public secondary schools in Nyeri County. In addition, the study also targeted TSC officials. Stratified random sampling was first used to select 10 out of the 212 schools in Nyeri County. Stratified random sampling ensured that the national, county and extra county schools were included in the sample. 5 out of at least 40 teachers in the school from each of the sampled schools above were randomly selected. 2 out of 10 Principals from the sampled schools above were randomly selected. 2 out of at least 10 HODs from each of the sampled schools above and 1 Sub County Director from Mathira out of the 6 TSC sub county director was randomly selected. Nyeri County has only one TSC Deputy County Director, who was included in the sample. Closed and open ended questionnaires were used to collect data from the teachers. The study also relied on key informant interview and focused group discussion to find additional information required to address the specific objectives. Data gathered was analyzed using both qualitative and quantitative techniques. The study established that some of the major methods used in conducting the appraisal included student evaluations, classroom observation, and self evaluations. The study also found out that most teachers were not subjected to thorough training hence they did not understand the purpose of the current appraisal system. The study further established that teacher's age, gender, work experience and professional training did not differentiate how teachers' responded to the appraisal. Some few teachers were positive while majority were negative about the appraisal. The latter complained of the poor training conducted before the introduction of the appraisal system and its time consuming nature as well as its failure to capture relevant aspects to the teaching experience and the isolation of teachers' from involvement in its design. The study therefore recommends that in order to enhance the acceptance level of an appraisal process, proper training on the function of teacher appraisals should be underscored by the TSC, paper work be reduced and capture the relevant features of the teaching profession in the appraisal.

ACRONYMS

HOD	Head of Department
FGDs	Focused Group Discussions
M O E	Ministry of Education
KNUT	Kenya National Union of Teachers
PA	performance Appraisal
PA	Performance Appraisal
ROK	Republic of Kenya
SMT	Senior Management Teams
TSC	Teachers Service Commission
TPAD	Teacher Performance Appraisal and Development
BARS	Behavioural Anchored Ratings scales
BOM	Management by Objectives
OECD	Organization for Economic Co-operation and Development
KNUT	Kenya National union of teachers
KUPPET	Kenya union of Post- Primary Education Teachers
KNEC	Kenya National Examination Council
SPSS	Statistical Package for the Social Sciences
KCSE	Kenya Certificate of Secondary Education

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1.0 CHAPTER ONE: INTRODUCTION

1.1 Introduction

The study aimed to understand teachers' response to performance appraisals as a tool of improving learning in Kenyan public secondary schools. There is an ongoing performance appraisal introduced into the education system in 2013 as a pilot study and was rolled out nationally in 2016 by the Teachers Service Commission. It is a tool used by the Commission to measure the quality and effectiveness of teachers with the aim to improve learning.

The researcher sought to understand teachers' response to the appraisal approach as exercised by the Commission in terms of its acceptance or rejection. If teachers have not accepted the practice of appraisals, the researcher would further investigate why it is so. The study specifically focused on secondary school teachers in Nyeri County. The discussion in this chapter is organized into five sub-sections which include the study's background, problem statement, research questions, objectives and justification.

1.2 Background to the study

Developing countries have not only adequately recognized education as a promising path for individuals to realize better and more productive lives; but, also, as a primary driver of national economic development (Glennerster *et al.*, 2011). However, there have been challenges such as teachers absenteeism that have compromised the quality of teaching in the education sector (Bruns *et al.*, 2011). This has paved way for the introduction of various quality assurance measures like performance appraisals so as to improve the standard and quality of education.

A performance appraisal is an official management system that facilitates the evaluation of individual's discharge of assigned duties within an organization in order to gain human capital advantage (Daoanis, 2012). It involves a process of creating work standards, evaluating employees' performance in relation to the work standards, and giving feedback on the performance with the aim of improving on areas of weaknesses (Yee and Chen, 2009). In the education sphere, a performance appraisal has served to evaluate teachers' current and past performance against certain set standards (Dessler, 2000). Among the aspects that it evaluates

include the teacher work output, knowledge, skills, character, and individual contribution to a learning institution (Yee and Chen 2009).

The major aim of an appraisal is to develop teachers in order to improve their delivery in teaching by correcting personal weaknesses to a more effective working habit; providing feedback about progress; and receiving guidance and support (Daoanis, 2012). Appraisals have thus been used globally to make teachers accountable in a visible way to employers, students and parents (Middlewood and Cardona, 2001). In England, for instance, a teacher appraisal was used to assist teachers in their professional development and career planning (Bartlet, 2000); whereas, in Kenya, the Commission's annual staff appraisal report indicates usage of appraisals to assess teachers' performance comprehensively and objectively with reference to job description (TSC/TPAD/01).

Appraisal reports derived from the exercise, besides facilitating an analysis of training needs for teachers, equally guide the determination of promotions and demotions (TSC annual staff appraisal report, TSC/TPAD/01). Kenya's tradition of teachers' performance appraisals was inaugurated early at independence, as for example, in 1964 when Ominde proposed policy recommendations depicting aspects of education. One such suggestion stated that teachers performance be evaluated through inspections. This necessitated the Government of Kenya to initiate inspectoral evaluation of schools and teachers to improve standards of education (Ominde, 1964).

Furthermore, Chapter 211, Section 18 of the 1980 Education Act, entrusted the Ministry of Education—through its professional arm then known as the Inspectorate (later renamed Directorate of Quality Assurance and Standards in 2003)—with the provision of quality education. The Act allowed the Minister to appoint inspectors from the Ministry's pertinent Departments or serving teachers with the directive to visit and inspect any school, at anytime—with or without notice—and to report on the state of the school (Republic of Kenya 1980, 2012). The schools were inspected to determine if the curriculum was properly implemented, and whether teachers were competent professionals.

Despite hard work by the inspectorate, there were challenges that frustrated its efforts to monitor and evaluate teacher performance in learning institutions. These included insufficient financial resources to facilitate the transportation of inspectors and the fact that assessors lacked the necessary skills to appraise teachers (Republic of Kenya, 2012). Koech's revelation of the predicament that had befallen the education system as of 1999 was an informed failure by the Ministry to provide professional guidance to the key people who deliver education. As a consequence, teachers had developed low morale because of the nature of what was considered a 'confidential' appraisal system (Republic of Kenya, 1999).

The system encouraged Principals to submit written reports to the Commission about a teacher's performance without formal or informal reference to the teacher about the content of the report. In view of the then prevailing circumstances, alternative ways were sought to improve the quality of teaching and learning in Kenya's secondary schools. In 2005, with the publication of the revised Code of Regulation for Teachers (TSC, 2005), the teacher appraisal policy changed from confidential to an open appraisal system. The Commission, in administering the open appraisal system, required heads of institutions to provide an overall role in the performance appraisal for teachers in their respective institutions (TSC, 2014).

The desire by the Commission to improve the open teacher appraisal system and its outcome lead to the introduction of an appraisal system known as Teacher Performance Appraisal and Development in 2014 (TSC/TPAD/01). The teacher appraisal went through a pilot study process between 2013 and 2016 before it was unveiled nationally. The TSC/TPAD/01 indicated that the purpose of the ongoing appraisal was to review and improve teaching standards through a systematic appraisal approach, with a view to evaluate teachers' performance and promote professional development so as to enhance learning outcomes. To this day its objectives remain to provide quality education to learners in all public institutions, to provide an opportunity for teachers to improve their performance competencies, to analyze performance gaps, to provide support for professional development, and to provide a fair, effective and consistent teacher evaluation (TSC/TPAD/01).

It is also indicated in the TPAD tool that performance competency areas such as professional knowledge and application, time management, innovation and creativity, learner protection,

discipline and teacher conducts, professional development and collaboration with parents, among other areas, form the basis of the appraisal and development plan. In addition, termly appraisal reports would be used to constitute the annual appraisal report (TSC/TPAD/01).

The ongoing appraisal procedure is as depicted herein. Teachers are appraised by the Head of Department, in whose absence the Deputy Principal steps in; whereas, appraisal reports are confirmed by the Principal. Head of Departments are in turn appraised by Deputy Principals, whereas, appraisal reports are confirmed by the Principal. Deputy Principals are appraised by Principals; whereas, appraisal reports are confirmed by Sub County Directors. Principals are appraised by Sub County Directors; whereas, appraisal reports are confirmed by County Directors.

The above notwithstanding, it is worthy of mention that not all features about the current appraisal system are stated in the TPAD tool. Arising from this is the lack of clarity whether the objectives and procedures stated on the TPAD tool are as a matter of principle practiced. Therefore, this study sought to establish reactions to the following concerns: The nature and teachers responses to the ongoing appraisal.

1.3 Problem Statement

Since independence, appraisals for teachers, remains a vital part of the education system in Kenya. Existing literature recognizes the potential benefits of such appraisals for they have proved to be effective in increasing teacher's productivity thereby improving students' performance and contribution to national development (Montgomery 2012, Gary, 2003). However, studies conducted in Kenya by Odhiambo (2005) and Wanzare (2012) have shown difficulties in determining the relationship between appraising teachers and effective learning. This is evident as teachers have raised concerns about appraisals thus posing a challenge in implementing set objectives which ideally would improve teachers' performance (Wanzare, 2012).

Against such an understanding was the Commission's introduction of appraisal reforms in 2016. However, KNUT and KUPPET union officials objected to the move even when a KNUT

analysis of 2016 KCSE results indicated poor performance with over 300,000 students scoring grades of "D" and "E" (KNUT, 2016). Cited too were high levels of absenteeism among teachers in Kenyan secondary schools (Bruns *et al.*, 2011). And while contestation is manifest between the Commission and teachers' unions, responses for or against the current appraisal system from teachers are yet to be factored.

1.4 Hypotheses

HO1: The nature of an appraisal has no significant relationship with a teacher's response to the appraisal as a tool of improving learning.

HO2: Teachers understanding of the purpose of an appraisal has no significant relationship with teachers' response to appraisal as a tool of improving learning

HO3: Teachers' characteristics have no significant relationship with teachers' response to appraisals.

HO4: Teachers views and alternative proposal on appraisals has no significant relationship with teachers response to evaluations

1.5 Research Questions

This study sought to answer one overall and four specific questions. The overall research question was; what are teachers' responses to appraisal as a reform in the education sector? In order to address the overall research question the study sought to address four specific questions. They include; what is the nature of the current appraisal system? Were the teachers' trained on the purpose of the current appraisal as a tool of improving learning? Does age, gender, professional training and duration of service affect response to the ongoing appraisals among Kenya secondary school teachers? What views, concerns, and proposals on the current appraisal process are advanced by Kenyan secondary school teachers?

1.6 Overall and Specific Research Objective

To investigate teachers response to performance appraisals.

Specific Research Objectives

- a) To describe the nature of the current appraisal system as a tool of improving learning in Kenya
- b) To investigate if teachers were trained on the purpose of the current appraisal as a tool of improving learning.
- c) To examine how teacher's characteristics influence their response to appraisals.
- d) To describe teacher's views and concerns on the current appraisals as a tool of evaluation and examine their alternative proposals in designing an effective appraisal system.

1.7 Justification of the study

The study sought to analyze teachers' responses on appraisals as tools of improving learning in Kenya. It is assumed that the information gathered will be useful to the TSC in pointing out whether the ongoing appraisal is effective or not. This will in turn help managers improve the nature of it to an effective appraisal tool.

The study is also useful in finding out if teachers support or oppose performance appraisals. Understanding the rationale for or against teachers' assessment is a step in the right direction since TSC may consider their concerns and inputs in the redesign of the ongoing appraisal in realizing an effective appraisal system in the near future. Finally there persists a scarcity of evidence-based research on teachers appraisals in third world country education sectors especially Kenya. Therefore, the study will be used to give current information to the TSC and other scholars on emerging issues about teacher appraisals. Further still it can be used to solve trending issues on appraisal by advising stakeholders (such as teachers and TSC) in the education sector on areas that need improvement.

2.0 CHAPTER TWO: LITRATURE REVIEW

2.1 Introduction

This chapter provides a review of theoretical and empirical literature that is related to the variables under study. The review of existing literature is presented under the following sub-headings: theoretical models of appraisals, nature of appraisal systems, teachers' understanding of appraisals and finally teacher's views on appraisals. The theoretical and conceptual frameworks are also presented in this chapter.

2.2 Theoretical Literature Review

2.2.1 Models of Appraisals

Formative appraisals

Both Montgomery (2013) and Lau (2016) point out that appraisals can be formative, summative or both. A formative approach is usually concerned with staff development in the sense that it helps teachers to identify and solve an instructional problem for purposes of improving their professional and pedagogical skills. Also, as noted by Alberta Teachers Association (1995), formative evaluation plays an important role in the promotion and professional growth of teachers.

Murdock (2000) argues that the formative model has gained some acceptance from teachers and teachers unions because of some factors. First, since it's concerned with the professional growth of teachers, it has been viewed as a genuine two-way process for both the appraiser and appraisee. Second, the key characteristic of the model is that it allows negotiations to take place thus creating an atmosphere of trust and confidence between stakeholders in the education sector (Murdock, 2000). Additionally, participation by teachers in contributing to the instruments and procedures used to evaluate their performance leads to motivation and empowerment thus giving them an opportunity to understand the goals and objectives of the appraisal (Murdock, 2000).

Summative appraisals

A summative approach compares the performance of a teacher with external criteria and then makes judgments of either “pass” or “fail”. That is to say, the summative or accountability model can be managerial, control oriented and judgmental (Montgomery 2012). It makes judgments on teachers’ overall work performance over a period of time. Its activity has caused anxiety, stress and defensiveness among teachers.

Bartlett (2000) contends that the summative model has been disliked by teachers for several reasons. First, its key characteristics have been viewed as a burden since they are more concerned with competence. Second, it is designed to bring about an effective link between pay, responsibilities and performance. Third, it is judgmental and teachers have been concerned about the competency of those making judgments. Fourth, the model elicits defensiveness since teachers fight to preserve their interest and not those of the clients. Finally, it provides evidence for corrective actions to be taken against teachers.

It is important to note that difficulties arise when using appraisals that feature only one type of procedure—formative or summative—since the two complement each other (Montgomery 2012). On the other hand (DeClercq 2008) points out that tension has always existed between formative and summative models especially when both are expected to function jointly. For instance, the formative model is trusted by teachers and viewed as a genuine process while the summative model exhibits mistrust among teachers. This makes it problematic to utilize the two approaches as attempts to separate these dimensions of an appraisal, with the intention to pursue them in isolation, have not been successful.

Philosophy of appraisals

Literature reviewed portrays the formative appraisal both as an acceptable as well as a “good” assessment whereas summative assessments are viewed as unwelcome assessments (Lau, 2016). The researcher criticizes Lau’s position and instead argues that only evidence-backed research can clearly help identify with either position. In addition, Lau points that research has unintentionally created a harmful distinction between summative and formative assessments in the attempt of improving performance. Therefore in highlighting the interconnectedness between

the two, tutors in higher education may want to rethink the use of the two in their assessments practices.

In summary it has been underscored that the two complement each other and cannot be separated (Middlewood and Cardona, 2001). This is because the integration of an accountability and development model in performance appraisal systems offers possibilities for learning institutions to create a link between teachers' performance and the achievement of effective educational outcomes that are crucial for students and the professional development of teachers and indeed national development. To achieve the above, several hurdles must be recognized and dealt with. Only then can performance improvement be realized since the appraisal system now puts into account both the needs of individuals and schools into account. Therefore, there is the need to create a proper balance between the teachers' and the Commission's concerns in order to achieve intended teacher appraisal's objective (Middlewood and Cardona, 2001).

All literature used above inform my study; this is because in identifying formative and summative appraisals, it directly points out the features of an appraisal something the current study is interested in. The literature also points that the appraisal's managerial, control oriented and judgmental nature could be reason as to why teachers oppose appraisals. The literatures could help understand some of the possible reasons teachers in Kenya do not appreciate appraisals. However literature used does not give detailed information on aspects and nature of an appraisal. The current study would therefore seek to understand the methods used, frequency and measures taken during and after appraisal and examine teachers' views on it in a more detailed way.

2.3 EMPIRICAL LITRATURE REVIEW

2.3.1 NATURE OF AN APPRAISAL

2.3.2 Way in which Appraisal is conducted

Appraisals have been used in various organizations in different parts of the world; Kenya is not an exemption (DeNisi and Smith, 2014). They provide an opportunity for employees' performance to be evaluated with an aim of enhancing service delivery (DeNisi and Smith, 2014). In evaluating employees' performance, organizations have either used formal, informal or

both formal-informal systems of appraisals (Bernardin *et al.*, 2013; Oke, 2016; Khoury and Analoui 2004).

In designing appraisals systems, the stakeholders must put into consideration the nature of the appraisal which speaks about the process in which it is conducted, methods used and some of the aspects it evaluates. Similarly Bernardin *et al.* (2013) points that, the nature of an appraisal may be described using two main aspects. First, is the process in which appraisals are conducted in which it identifies the appraisers and appraisees. Second, is the content of an appraisal that targets aspects of performance (Bernardin *et al.*, 2013). This study discussed in details the two aspects.

Accordingly, formal appraisal is a systematic way of evaluating an employee normally done before the end of the term. It began with self appraisals where appraisees evaluated themselves based on their performance, after which they recorded their achievements, areas of weaknesses, factors that influenced their performance and measures they thought could be done to address the situation. The two authors added that, formal method of evaluation depended on getting information about the appraisee from different sources (students, peers, direct superior, indirect superiors—such as deans and H.O.Ds). On the other hand, an informal appraisal did not have a systematic way of evaluating an employee (it did not have a start or end point). In addition one found difficulties in identifying the appraisers and appraises (Khoury and Analoui, 2004).

Khoury and Analoui study's objective was to examine teachers' perceptions of the effectiveness of the appraisal as conducted in the institution. Data was gathered through the use of various tools such as personal observation, literature review, survey and semi- structured interviews. The study found out that the whole faculty members' perceptions of the effectiveness of the appraisals process in the five Palestinian public Universities were described as not effective and members were dissatisfied in how it was conducted.

Based on staffs' dissatisfaction, the study suggested that formal and informal appraisal system be adopted in order to improve performance appraisal process. The study agrees that an appraisal could be conducted in a formal or informal way. One of the strengths in Khourys and Analoui study is the use of observation as a way of collecting data. This enabled them to view what was

really happening on the ground hence getting a more valid data. My study however did not use observation in data collection; this is because the researcher was not sure if evaluations will be conducted at the time of research.

Despite the fact that their study builds part of my study, its focus was more on giving suggestions of a new model that could be adopted. It did not look into details about the nature of the appraisal as conducted in their institution; my study will explore the nature of appraisal in every angle. This study will use Oke (2016) findings which identified the appraisers as the immediate supervisor, self, peers and external qualified person to identify the appraisers in the ongoing teacher appraisal in Kenya. Despite its importance, it was realized that the study did not describe the process and procedures on how appraisals were conducted, an aspect this study would investigate.

2.3.3 Methods used to evaluate employees in appraisals

Existing literature recognizes two categories of methods applied in conducting teachers' appraisals. They include traditional and modern techniques (Ashima and Sundar, 2013). Traditional techniques considered ranking methods, critical incident, and narrative essays—among others. Modern methods include management by objective (MBO), 360 Degree, behavioural anchored ratings (BARs), and 720 degrees—among others.

Ashima and Sundar (2013) contend that most of the traditional techniques are, today, no longer in use. They instead advocate use of modern methods in appraisals. Management by objective is a modern method and comprises 3 building blocks namely: objective formulation, execution process and performance feedback (Wu, 2005). The method evaluates an employee's achievement of specific set objectives. The other modern method used is behavioural anchored rating which is a process through which the supervisor rates an employee based on his or her behaviour on a numerical scale. The specific focus is on the desirable and undesirable incidents of work behaviour which form basis of discussions. Among its disadvantages is that the scale's independence is unreliable (Wu, 2005).

360 – Degree performance appraisal is another modern tool that allows an employer to know employees performance on the task assigned (Espinilla *et al.*,2013). It provides information about the employee's performance as obtained from different sources of people who work

closely with the evaluated employee. Similarly (Ashima and Sundar, 2013) contend that the most popular method used by many organizations in India is the 360 Degree. It relies on getting information about an employee's performance from different sources such as the employees' superiors, colleagues, subordinates and sometimes customers (Jafari *et al.*, 2009).

In addition the employee can also present information about his performance through self assessments (Artzt *et al.*, 2015). The assessment refers to the kind of evaluative questions a teacher asks him or herself in relation to the lessons they have already taught and objectives they set to achieve. During self assessments they can make judgements on their strengths and weaknesses in regards to taught lessons, how well they have covered the syllabus and find ways to maintain or improve performance. In their argument Artzt *et al.* (2015) contend that taking personal initiative to improve one's performance always leads to a lot of excellence. For example when a mathematics teacher keeps asking him or herself questions such as "what do I need to do?" "How am I doing?" and "how well did I do" and respond appropriately to such questions, their service delivery may be proficient than those who do not ask themselves such questions (Artzt *et al.*, 2015)

Despite its usefulness, various weaknesses have been pointed out that limit the performance of the 360 - degree performance appraisals. They include the fact that the final results are hard to interpret in the right manner because quantitative assessments do not always represent qualitative information in a correct way. Also, the fact that evaluation process is defined on strict evaluation frameworks that do not allow reviewers to make rich information about the employees' performance (Espinilla *et al.*,2013). Other limitation as explained by Ashima and Sundar (2013) is that, getting information from various sources can be time consuming, costly and damaging to the self-esteem of employees—especially when feedback is negative and brutal.

After identifying weaknesses' of the 360 degree performance appraisal, a paper by Espinilla *et al.* (2013) proposed an integrated model for 360 performance appraisal. The article proposed a heterogeneous evaluation framework which allowed the appraiser to evaluate the employees from different points of view as well as using multiple expression domains. It identified the appraisers as a set of supervisors, peers and the customers, who first evaluated them based on certain work criteria.

Their article also showed a real case study on a multinational clothing company to illustrate the usefulness and effectiveness of the 360 proposed integrated model. Opinion about employees' performance was obtained from the supervisors, colleagues, workers, clients and employees themselves. Once the evaluation framework had been fixed and the reviewers had expressed their opinions about employee's work performance. Information was then gathered to attain a collective view of their work performance. Afterwards, the information was crucial in determining employees' promotion, demotion and the need for a refresher course. This study agrees with the methods used in appraisal as stated in the above literature.

The case study by Espinilla *et al.* (2013) points out the 360 degree performance appraisal method, this makes the researcher to investigate further if the method is conducted on the ongoing teacher appraisal in Kenya. The most interesting part of the study by Espinilla *et al.* (2013) is that, it illustrates how the 360 degree performance appraisal is conducted. Unlike the other literature used above. The study did not just seek to know methods used to evaluate teachers but used an example by Espinilla *et al.* (2013) to investigate performance aspects the appraisals evaluate.

Teacher observation

Peer observation and classroom observation are methods used in appraising teachers. This method gives an opportunity to a colleague and allows them to visit a class in order to observe the pedagogical skills of the other teacher. A study by Divall *et al.* (2012) indicated that peer observation was also a method used in assessing teachers.

According to the article, the process for peer observation and evaluation of teaching programmes consisted of pre observation meeting, post observation meetings, post student assessment meetings and classrooms observation. The findings by Dival *et al.*, (2012) revealed that majority teachers felt that peer observation was a good way of evaluating teachers because it helped them receive feedback with concrete suggestions for improving their pedagogical and instructional skills. On the other hand, Wanzare (2012) contend that classroom observation has been the most practical and commonly used method in Kenya to obtain information on teachers' pedagogical skills and that it is valuable tool for improving the quality of teaching.

This study has mixed views about peer and classroom observation as a good way of identifying teacher's pedagogical weaknesses. The study disagrees because in some cases where teachers are good friends, the observer may not be objective in identifying weaknesses hence not helping the status quo. Therefore, this study will focus on investigating if peer evaluation is a component of the teacher appraisal in Kenya and probe more on it.

2.3.4 WORK ASPECTS THAT APPRAISALS EVALUTE.

To rate the work performance of an employee in any organization, the appraisal must put into consideration all the relevant work criteria of an employee performance. According to the police department there are at least three areas in which employees work output could be measured. They include the focus of the appraisal, types of criteria and the performance level descriptors (Bernardin *et al.*, 2013).

The focus of an appraisal can either concentrate on the person who performed the job function (person oriented) or the work of a certain job function (work oriented) (Bernardin *et al.*, 2013). According to the researcher an effective performance appraisal is the one that focuses on work, especially one that increases productivity other than personal traits such as integrity, discipline, loyalty and perseverance.

There are at least six criteria's in any work activity in which performance of employees can be measured (Kane and Kane 1993). They include: the quantity, quality, timeliness, cost effectiveness, need for supervision and interpersonal impact. Similarly, Phillips (2016) reveals that productivity, quality of service, time management, and customer satisfaction are among aspects that one is evaluated on. According to Phillips (2016) most human resource executives in USA appraise employees using the above criteria with the belief that performance will improve positively. The study agrees that when appraising teachers, the appraiser should focus on the work performed but disagrees that appraisers should also focus on the personal traits because it may not be objective hence enhance stereotyping and some sought of biasness.

Literature by (Bernardin *et al.*, 2013, Phillips, 2016, Kane and Kane 1993) are of importance to this study because they point out the nature of an appraisal by highlighting the work aspects (productivity, time management and personal traits among others) it measures. The literature was useful in investigating evaluated work aspects on the ongoing teacher appraisal in Kenya.

Despite the importance, literature by Bernardin *et al.* (2013) was more interested in finding out how appraisal are conducted among police officers hence not giving the true picture of what happens in the education sector. This study therefore focused on investigating how appraisals are conducted in the teaching fraternity.

2.3.5 Measures taken before or after appraisals

There are measures that should be taken after and during the appraisal process key among them, engaging employees which a study by Mone and London (2014) found out that it may be useful in creating an enabling environment that enhances feedback and employee's development besides promoting self direction for continuous learning. The study emphasized that employees' feedback plays a very important role in the creation of a harmonious working environment. Similarly a study in Kenya by Mwangi *et al.* (2015) established that employees required regular feedback from managers on their performance.

Other measures taken after appraisals as indicated by Oke (2016) and Espinilla *et al.*, (2013) include guidance and counselling, promotion, demotion as well as recommendation for instructional training. According to Piper and Zuilkowski (2015) there is need to provide teachers with instructional support by training them more on pedagogy even though this is not done occasionally.

A recent study in Kenya by KNEC (2013) found out teacher advisory center tutor's training role had been completely removed. Instead, they were involved in other activities other than providing pedagogical support such as monitoring exams, holding meetings with parents, and other task that did not require them to go to the classrooms.

Moreover, the study found out the tutors' perceived provision of instructional support as less prestigious than administrative duties thus preferred other duties to pedagogical responsibilities. The study also underscores the significance of implementing recommendation of appraisal outcome.

The relevance of all the literature used above is that it provides insights into measures such as instructional training that can improve teacher performance. Furthermore, the observation by

Piper and Simmons is critical in understanding why teacher training has not been quite successful in Kenya. Despite this, they seem not to shade much information on other measures such as teacher promotion and guidance and counseling taken. It is against this background that this study sought to explore measures taken after appraisals and the extent to which ongoing appraisal system has incorporated teacher training.

2.4 Teacher's understanding on the purpose and meaning of an appraisal

Teachers' understanding of the purpose of an appraisal may have a great impact on its effectiveness and implementation process. As a result, clarity of purpose is critical for teachers to implement its objectives hence making it a more effective tool. For example, a study by Gratton (2004) to ascertain teachers' perceptions of the purpose of the appraisal system in use at large urban secondary schools in New Zealand and how these perceptions impacted on its implementation found out that teachers had no consistent sense of the Ministry of Education purpose for teacher appraisal. As a result, they had brief comments on the same.

When prompted to respond how clear the purpose had been explained (Using a five-point Likert scale "1 – being not clearly" and "5 – being very clearly"; the results were scattered, with a mean of 2.51, indicating that while few felt it had been effectively explained; several did not. This confirmed the confusion over the purpose. Other findings revealed that teachers gave no clear answers as to how they had learned of the purpose of appraisals and most of them had formulated individual views on its purpose. This implied lack of proper communication to teachers about the purpose. It could thus, be deduced that, the fact that teachers did not understand its purpose, their commitments to its objective were reduced hence not improving performance.

This study did not however explore factors that may have influenced teachers' understanding on the purpose. In addition, it did not investigate whether there was a structured way of educating teachers on the purpose of an appraisal. Despite these shortcomings, the findings underscore the significance of communicating clearly purposes of appraisal to teachers. This study equally sought to establish factors that undermine teachers' understanding of appraisals.

It is important for teachers and principals to have a shared understanding of the evaluations policy in schools. This can only be achieved if teachers, principals and other managers of appraisals have an interaction about the evaluation policy and negotiate meanings about the nature of the policy (Vekeman *et al.*, 2015). One has to realize that before a shared understanding is established, discrepancy may occur between teachers' expectations of the evaluations and initial standards put by the managers of the appraisal policy. For example, the main objective of the appraisal policy by the Flemish Government was to appreciate and improve teachers' practices. When this policy was imposed by the Government in 2007, teachers did not welcome the idea and were suspicious of it. They felt that it had been put to attack, control and sanction them hence creating a mismatch of teachers' expectations of the appraisal and its initial purpose (Vekeman *et al.*, 2015). This experience further highlights what happens in schools as far as appraisals are concerned. This study equally sought to examine whether the same happens with Kenyan teachers.

In another case, a study conducted by Brown *et al.* (2010) to examine the role of low-quality performance appraisal experiences on three human resource management outcomes revealed the following: Cluster 1—labelled “low-quality performance appraisal experiences”—exhibited the lowest level of trust among supervisors with a mean of 2.61: 1.91 felt there was poor communication on the role of appraisals; 2.18 expressed lack of clarity about their employer's expectation from them whereas; 2.58 felt it was less fair. Cluster 3—consisting 991 employees and labelled “high-quality performance appraisal experiences”—reported a high-level of trust among supervisors with a mean of 4.49: 3.381 feeling that they had received good communication on appraisals; 4.49 expressed clarity about their performance expectations, while 4.27 perceived the PA to be fair.

These findings revealed that in the absence of high-quality appraisals; appraisers should expect employees not to reciprocate with regard to their obligation. In addition, the employees are less likely to understand appraisal's goals hence lack of commitment to it. Brown (2010) findings may explain why some Kenyan teachers resist the ongoing appraisal processes, which is due to low performance appraisal experiences. This article builds to this study by investigating whether

the purpose of the ongoing appraisal was made clear to them. In addition the researcher would seek to understand whether there was a proper communication on the purpose of the appraisals.

Studies done in Africa by Monyatsi (2003) investigating teachers' perception of the effectiveness of teacher appraisal in Botswana showed that secondary school teachers' views in the survey was that the appraisal system served no purpose in Botswana leading to lack of general teacher commitment to the process and negative attitude towards it. The study however did not seek to find the clarity of an appraisal's purpose in its implementation. It also did not explore why teachers in Botswana did not view appraisals as effective tools of improving learning in the country's secondary schools. Despite these observations, the literature compliments the study because it directly provides answers to the question as to why teachers may dispute appraisals. It particularly found out clearly that the interviewed teachers did not understand the purpose of an appraisal. This study sought to find information from TSC officials and secondary school teachers on whether there is a shared understanding of an appraisal's purpose.

In another case study by Agyare *et al.* (2016) that sought to find out the impact of performance appraisals on employees organizational commitment in a microfinance institutions in Ghana revealed that an employee commitment to appraisals will depend on their involvement in designing the appraisal tools and clarity of its purpose. This meant, there was a positive relationship between employees' organizational commitment and their involvement in formulating appraisals tools and the clarity of its purpose.

Gary (2003) points out that by allowing employees to participate in goal setting, perceived ownership is enhanced and clarity of goals is understood. It is during this stage that they can voice out their concerns and also get a chance for any misunderstanding to be clarified. Allowing employees to engage in goal setting will provide a space where knowledge is shared in creating good measures and goals of the tool (Kim and Holzer, 2016). In addition it will enhance the understanding of the whole appraisal process and teachers may be committed to it.

The literature by Agyare *et al.* (2016) is useful to this study because it highlights employees' participations in appraisals as a factor that enhances their commitment. Participation brings a

sense of ownership and helps them to understand its purpose. This study sought to establish whether teachers were fully involved in the appraisal process.

2.5 Teachers views and concerns on appraisals

Teacher's positive views on appraisals

There are various studies that have exhibited positive views on performance appraisals. For example, a study by Kyriacou (1997) found out that appraisers viewed appraisals as of great value both to them and appraisee. Similarly, a study by Hult and Edström (2016) established that teachers did not have a problem with self evaluation because it enabled them improve their teaching skills besides getting motivated during the evaluations. It is also noted by Adler (2015) that appraisals help improve productivity among employees (Adler 2015).

A study by Odhiambo (2005) on 'Teacher Appraisal: The Experiences of Kenyan Secondary Schools' found out the following as the most common advantages of appraisals: a potential contributor to quality education, capacity to identify developmental needs, encouraging hard work and accountability, and the ability to motivate and boost teachers' morale by giving them promotion. Whereas this study underlines some positive aspects of appraisals, it only relies on the views of one side of the actors to arrive on the same. This study sought to address this gap of seeking views from various actors.

Teachers Insurgency

Appraisees in some cases have disrupted the introduction and implementation of reforms like appraisals in the education sector. These disruptions have been caused by teachers' views and concerns about certain reforms as an imposition and a threat to their career. For example, in England when appraisals for teachers were made compulsory in 1991; studies showed that teachers raised suspicion about motives of their government's introduction of appraisals in the education sector (Bartlett, 2000).

A study by Bartlett (1998) revealed a negative scenario when the views of all staff involved in the appraisal were considered. Bartlett pointed out that teachers saw no value of appraisals and felt threatened by its motives. Majority echoed suspicion about the motives of the government in

the introduction of appraisals hence indicating high levels of mistrust which hindered the desire to promote professional development.

Appraisees had acknowledged the fact that appraisal information could be used against them by appraisers in the future. For instance, the accountability model which is judgmental may concentrate on what wrong was done than the right thing hence may compromise the careers of teachers. This has in turn caused fear among teachers of an appraisal's possible consequences hence making it difficult for them to embrace the evaluation process. Some appraisees felt controlled and had very little to gain from the process because it was done for management purposes and not addressing teachers needs (Bartlett, 1998).

Similarly an article by Alder (2015) articulates that despite so many years of research on performance appraisal, dissatisfaction with the tool still persistent in many organizations. More than 90% of managers, employees feel that it does not achieve the expected results because of various loopholes that will be listed in this literature (Alder, 2015). The pros and cons of retaining performance ratings were the subject of a lively debate at the 2015 society for industrial and organizational psychology conference in Philadelphia (Adler, 2015).

The article points out some of the issues and concerns raised by the panelist in the debate. Some of the reasons for eliminating performance ratings that emerged from the debate were the disagreements that occurred when multiple appraisers evaluated the same performance hence causing a lot of confusions. Second, the failure of appraisals to evaluate adequate criteria for measuring performance. Third, the weak and inconsistent feedback that was not accepted or took long to be acted upon. Adler (2015) states that employees may refuse to accept their feedback especially if they feel unfairly judged. Fourth, the weak relationship between performance ratings research and practice in organizations. This means that research may point that, a good appraisal motivates employees, yet in practice that does not happen.

Bartlett's study enables the researcher to focus on teachers views and concerns about appraisals. In addition teachers' views on his study articulated some concerns such as "they felt controlled" and "viewed appraisals as a threat to their career". One realizes that these concerns and fears could be the reasons as to why appraisals are being opposed in Kenya. The researcher foresees

the same views in the study. Bartlett's study remains important because it reflects how life is within the school along with associated issues of powers and influence; hence, it is poised to enable the researcher understand how an appraisal is perceived differently by senior managers, appraisers and appraisees.

Another important aspect that this study would emulate from Bartlett's study is the use of formal arranged interviews which may enable the researcher acquire more reach information. This is because a formal arranged interview may allow a face to face interview, which gives one an opportunity to ask as many questions as possible.

Adler's article will build on the current study by investigating if the same reasons thought by panellists apply to teachers in Kenya. The researcher would seek to know if disagreements occur among evaluators and establish if the current appraisal system evaluate adequate criteria's of performance.

In another case, Kubow and DeBard (2000) conducted a research on teacher perceptions of proficiency testing in Ohio Suburban School District. Teachers perceived that proficiency testing had definitely impacted their professional environment. It was realized that that 96% of the teachers felt that proficiency testing was imposed upon them, and there were no prior consultations of teachers' knowledge regarding what was best for their students.

Teachers also raised concerns that there were too many factors that they did not have control over; such as parental influence on a child's education and family social economic status which was thought to be interfering with students' education (Kubow and De Bard 2000). This meant that by neglecting to recognize other factors that influenced children's learning, the bulk of responsibilities for proficiencies were thus placed on teachers. This created mistrust between policy makers and educators. Also, part of the problem identified was that the real purpose of proficiency testing policy remained unclear.

The reviewed literature is crucial to this study because it articulated concerns of teachers' as to why proficiency testing was not a reliable tool for measuring their effectiveness. The researcher expects the same concerns as articulated by teachers in Kubow and DeBard study. Owing to the realization that proficiency testing is a form of teacher evaluation, one can therefore perceive it

as complimenting this study. However, the above did not find out whether teachers' perceptions on proficiency testing varied by age, gender, academic qualification, or work experience. In contrast, the study under proposition sought to explore whether teachers' perceptions on evaluation are influenced by the above themes.

In another case, a broad research by Hult and Edström (2016) that was more focused on finding teachers' views of internal and external evaluations as practiced in various schools. Teachers explained that external evaluations had unclear objectives and that too much time was needed to do this kind of evaluations. Majority of teachers explained that there was too much paper work and increased work load in these evaluations.

The literature by Hult and Edström (2016) indicated that teachers were concerned about the clarity of external evaluation objectives and time consumed on it; a concern this study would factor. This study also replicated the choice of respondents based on years of teaching experience so as to know if views on appraisals differed with experience. Nevertheless, it's important to note that the author mainly relied on female respondents hence a possibility of biased views. This study sought to address this gap by ensuring gender balance representation in sampling of the respondents.

Studies done in Africa have also showed various views of teachers about appraisals. For example, Monyatsi *et al.*, (2006) conducted a study in Botswana about teacher's perceptions on the effectiveness of existing teacher appraisal. The findings established that a majority of the respondent supported the view that the appraisal process is exploited to serve the interest of the Senior Management Team (SMT) that uses it for control and retrenchment purposes.

The empirical findings in Monyatsi *et al.* (2006) study showed that, according to some educators, the appraisal process administered by the relevant authorities was perceived oppressive since it punished and reprimanded teachers—a sort of “witch hunting” exercise. Similarly a study by Odhiambo (2005) revealed that teachers felt that there was a possibility of appraisals being open to abuse by Head Teachers. The fear of teachers appraisals also emanated from such appraisal's threatening nature—threatening in the sense that it led to poor relationships between appraisers and appraises owing to its subjectivity. Some teachers claimed that appraisals had led to

demotivation and low morale in their schools and that available opportunities for them to enhance their skills and confidence were pathetically limited. They observed that the Ministry was still promoting incompetent teachers despite appraisal results showing their incompetence (Odhiambo, 2005).

In addition, Agyare *et al.* (2016) revealed that employee's job satisfaction was affected by the fairness of the appraisal system, the linkage of appraisals to promotions and feedback about their performance. The study also revealed that there was a direct relationship between employee's commitment to appraisals and their involvement in the formulation and designing of the appraisal tool.

A review of Monyatsi *et al.* (2006) is of importance to this study because it articulates teacher's views on appraisal effectiveness and as a result elevates their concerns as to why they reject appraisals. The current study would seek to know whether teachers in Kenya feel threatened or intimidated by the ongoing appraisal as evident in Monyatsi study. However, despite its importance, its specific focus that was to only evaluate teacher appraisal meant that, teachers' suggestions were never considered as a way of improving teacher appraisals. This necessitates the need for a study that will seek to understand teachers' views and concerns and also give them an opportunity to suggest how to improve teachers' appraisals.

Odhiambo's (2005) literature is useful because it points out teachers' concerns and the weaknesses of appraisals that existed at the time the study was conducted. This study sought to rely on its objective (which is to explore the advantages and disadvantages of appraisals) to investigate the positive and negative views of teachers about the ongoing appraisals in Kenya. Despite such efforts, the study's benefits were guided by the objective: 'to explore the advantages and disadvantages of teacher performance appraisal'. However, it did not specifically find out whether teachers' responses were influenced by gender; an aspect this study sought to establish.

2.6 Theoretic framework.

Cognitive evaluation theory/Cognitive Appraisal theory

This study was based on cognitive evaluation theory of emotions that was originally proposed by Stanley Schachter in 1964, and later developed by other scholars. It states that a person's evaluative judgement of a certain situation will to a large extent impact on his emotional response towards it (Schachter 1964). That is to say, cognitive factor like appraisals can make an individual to have a variety of emotions such as anger, frustration or may be excitement about it. The key tenet of the theory as described by Deci and Ryan (1985) is that, it explains the effect of external consequences on intrinsic motivated behaviour of an employee.

Deci and Ryan (1980) explain that intrinsically motivated behaviour allows a person to feel competent and have some sought of determination. The theory states that when a person is intrinsically motivated, it always comes within one self hence he or she becomes more motivated. However when he receives external rewards he begins to perceive that he or she is doing the activity for external rewards hence feeling less intrinsically motivated. Note that external activity such as feedback may affect how they get motivated.

The other tenet of the theory that affects intrinsic motivation is, if an employee feels like his competence and determination are being diminished by external activities such as feedback; their intrinsic motivation decreases. On the other hand external activities that boost this feelings, may enhance self determination and competency while punishments that weakness competency and self determination ends up reducing intrinsic motivation. For example experiments have showed that positive feedbacks have made employees to work with some sought of motivation while negative ones have decreased their motivation. (Deci, Casio and Krusell 1973).

The authors argue that every reward has two aspects. The first is the controlling aspect while the second aspect is that which gives information about competence and self determination. That the controlling and informational aspect will determine the reaction of an employee (Deci, 1975). The theory can be used in learning institutions to explain teachers' response on appraisals. That external activity such as appraisal will determine their reactions to it. To mean that if it is well designed, teachers understand its meaning and positive feedback is given; teachers will be

intrinsically motivated. But if the external activities such as appraisals do not enhance competence, if teachers don't understand its purpose, if it's a control freak, teachers become less motivated and may feel frustrated by it hence rejecting the tool.

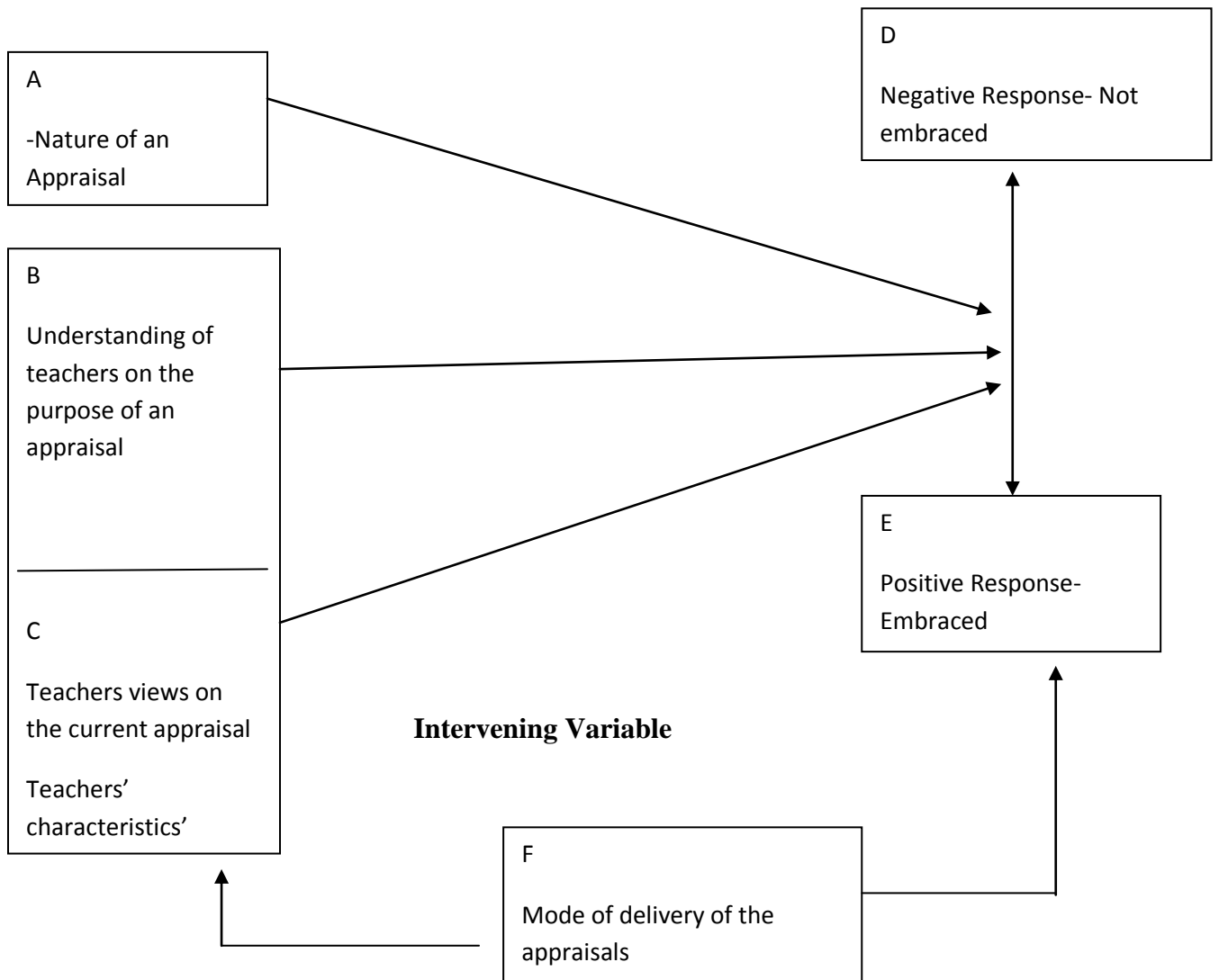
2.7 Conceptual Framework

Figure 1 Conceptual Framework

Teacher response \longrightarrow Dependent Variable.

Independent Variables:

Dependent: Teachers Response



The conceptual framework above shows a diagrammatic representation of the inter-relationship between independent, dependent and the intervening variables. Diagram A, B and C represent the independent variable, while D and E represent the dependent variable and F represent the Intervening variable. The nature of an appraisal in terms of its organization, features and how it is conducted is expected to determine teachers' response on appraisal. Teachers can either accept or oppose appraisal.

Diagram B explains that in cases where teachers have been trained and understand the purpose of appraisals, it is often embraced hence increasing productivity that affects learning positively. On the other hand if its purpose is unclear, they may be negative towards it. The negative response may maintain the status quo in learning and teaching.

Diagram C explains that teachers' views and concerns may make them to accept appraisals or not. It also explains that teachers' characteristics in terms of their age, year of experience as teachers, academic qualification and gender may influence how they respond to appraisals. Note that the mode of delivery determines teachers' response to appraisals. In the event that appraisal are not accepted teachers may advance their alternative suggestions which they think will be useful in helping TSC design an effective appraisal that can improve learning in schools.

3.0 CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter highlights in detail the research design utilized by the study to realize its overall objectives. It discusses the rationale of the research design and choice of research method. Details of field work including how the methods were applied, site and case selection, target population, sampling design, data collection strategies and data analysis are also detailed.

3.2 Research Design

The researcher used a descriptive research design. The descriptive nature enabled the study to obtain the desired information by describing in details teachers' responses on appraisal. The researcher administered questionnaires to collect data in order to describe the nature of existing conditions. The questionnaire consisted of close-ended and open-ended questions. For close-ended questions, Likert scale was used to measure the intensity of teachers' views about appraisals (Bryman 2012). Open-ended questions were used to capture qualitative data which required more explanations from respondents. Interview guides were also used to collect data.

The Likert scale required teachers to declare their position about certain statements on a five point Likert scale. The scale ranged from 1-5, representing: "1 – strongly agree", "2 – agree", "3 – disagree", "4 – strongly disagree", and; "5 – undecided". The mid-point of the scale was a score of 2.5, i.e., it was a neutral point (neither "agree" nor "disagree"). Scores below 2.5 implied that respondents agreed with the statements; while scores above 2.5 implied a majority respondents were in disagreement with the statements.

3.3 Target population and sampling designs

In line with the Ministry of Education Statistical Booklet of 2014, the target population of the study included all the 2501 teachers and 212 Principals both male and female who are employed by the TSC and serving in the 212 public secondary schools in Nyeri county. According to the Ministry of Education Statistical Booklet, the teachers are professionally trained with bachelors, diploma and masters degree.

3.3.1 Sampling Design

Out of the 212 schools, stratified sample was used to select 10 secondary schools using the government classification of schools (Bryman, 2012). These categories represented national secondary schools, county schools formerly known as provincial secondary schools and extra county schools formerly known as district schools in Nyeri County. As a result of the stratified sampling, 2 national, 4 county and 4 extra county schools were selected to make a total of 10 schools. Note that the 10 sampled schools were picked from at least the six sub counties in Nyeri County. They included: Mathira, Kieni, Nyeri Town, Mukuruweini, Tetu and Othaya.

The researcher then used the 10 sampled schools above to select teachers who were to be included in the sample study. Out of the 2501 teachers in Public Secondary Schools in Nyeri County, 5 out of at least 40 teachers per the 10 sampled secondary schools above were selected using simple random sampling with the help of a school list of TSC teachers provided by the Principals. The names of the teachers had already been assigned numbers so the researcher generated 5 random numbers by picking without looking at the list to obtain 5 teachers in each sampled school above. This would make a total of 50 teachers. 2 HODs and 2 Principals were, in addition, also randomly selected from the 10 sampled schools above using the list of HODs provided by the Principals.

Furthermore, 2 TSC County Officials were included in the study's sample; with, the T.S.C Deputy-County Director been purposively selected whereas the sub-County Director been randomly selected from a list of 6 sub-County Director.

Given the time and resources the researcher did not require including more than six key informants. The researcher only needed 2 HODs, 2 TSC officials and 2 Principals to be included as the key informants.

In selecting the Principals, the researcher assigned the 10 sampled schools above numbers and used simple random sampling to pick 2 schools. After which 2 Principals from the 2 picked schools were included in the sample. Principals were easy to select because a school has only one Principal.

3.4 Site and Case Selection

3.4.1 Study Site

The country Kenya was ideal for this research because TSC had rolled out the appraisal and it is being implemented by most schools in Kenya. The study was done in Nyeri County located in what was formerly known as Central province of Kenya. It is located in the central region of Kenya and the largest town in the county is Nyeri. The county has six sub- constituencies. Which include Tetu, Kieni, Mathira, Othaya, Mukurweini and Nyeri town. According to the Ministry of Education Statistical booklet of 2014, Nyeri County has 212 public secondary schools. The schools have been classified according to the Government classification of schools namely; national, extra county, county and sub county schools. 2501 teachers are employed by the TSC and work in these schools. One factor influenced the researcher's choice of the county. Nyeri County was one of the six counties in which a pilot study of the ongoing appraisal was conducted from 2013 to 2015 hence ideal in determining the responses towards the appraisal.

3.4.2 Data collection Strategy

This section discusses in detail the strategies deployed in this study to ensure a successful data collection exercise. Discussions in this section focus on data required to answer the specific questions, their sources and means of collection.

3.4.3 Information required addressing specific questions

The process of data collection started with identification of required information to address specific research question.

Specific research question one: What is the nature of the current appraisal system?

Addressing this question required identification of the features and characteristics of an appraisal. The key issues the study focused on included the frequency at which the appraisal was conducted, the person conducting the appraisal, how the appraisal process was conducted along with key aspects appraised.

Specific research question two: What is the teacher's understanding of the purpose of an appraisal?

The study required the following information to address the second specific research question: whether there was training and awareness campaigns on the purpose of an appraisal.

Specific research question three: What are teachers' views on the current appraisals as a tool of evaluation and what alternative proposals do they advance in designing an effective appraisal?

The study required the following information to answer the third question: concerns and views of teachers about an appraisal; challenges and weaknesses associated with the administration of an appraisal; achievements of an appraisal realized in other countries that could guide teachers to give alternative suggestions of what could be advanced, and; previous experiences among teachers of an appraisal that will help identify any weakness.

3.4.4 Data Sources

The study relied on both primary and secondary sources of evidence. Primary data was used to obtain information from original sources. These included: teachers, Principals, HODs and TSC officials. Teachers took part in the study because the appraisal process targeted them as appraisees. Principals and HODs were selected because they were the immediate supervisors and would thus act as appraisers. TSC sub-County and County Directors were selected because of their duty to appraise Principals and confirm appraisal reports, respectively. Secondary data was used to collect relevant materials related to the variables under study. These were used to compliment the primary sources of information. They included journals, dissertations, news papers, text books, and internet.

3.4.5 Instruments

The study relied on three types of interviews for data collection. These included: in-depth questionnaires, key informant interviews and focus group discussions (FGDs). The researcher conducted a total of 50 in-depth interviews involving 5 teachers from the 10 sampled secondary schools in order to attain a better understanding of issues under investigation. Interviewing teachers was crucial because appraisals target them hence the need to establish their perceptions.

Key informant interviews collected opinions and experiences from a range of actors who had more information on appraisals. These helped test areas that would rather be hard to investigate if the questionnaire approach was only considered. Key informants involved 2 Principals, 2 HODs, 1 T.S.C Deputy County Director and 1 sub-County Director; making a total of 6 key informants.

The researcher conducted two FGDs with the same teachers who were earlier selected from the 10 sampled schools. This is because at the time of research most schools were almost closing or had closed and most teachers were not within the school. Note, each of the 2 FGDs involved six participants and were conducted in schools where the 2 HODs were randomly selected (1 HOD and 5 teachers that earlier on had been administered the face-to-face, in-depth questionnaire by the researcher). This was done in order to get a total of six participants in each FGD. All the FGDs were conducted towards the end of in-depth interviews in the school compound. The data collection process thus involved a total of 56 respondents. 50 teachers and 6 key informants. The researcher had notified participants of their selection and inclusion in the FGDs.

Focused group discussions were used because the researcher was interested in the ways in which respondents discussed the topic as members of group rather than simply individuals. They were also used to find out how teachers responded to each other's views and how a common consensus would be built out of interactions that took place within a group (Bryman, 2008). The FGDs would further enhance participation in the research process. It is important to note that participants were picked based on gender, and years of experience in the teaching profession.

3.4.6 Nature of the questionnaire

The Questionnaire for the teachers was divided into four parts. Part one collected personal information of the teachers' age, gender, teaching experience and professional qualification. The second part contained questions on the nature of appraisals such as the frequency in which appraisals were conducted and aspects it evaluated. Part three gathered information on whether teachers had an understanding of the purpose of appraisals. They were asked whether they knew the purpose of appraisal. Part four gathered information about teachers' positive or negative views on appraisal.

The interview guide for the principal contained questions on the nature of the current appraisal, their views on it, their understanding of the tool and some of the challenges they experienced in administering the appraisals. In general, the interview schedule had probing questions covering all the objectives of the study.

3.5 Data Analysis

The study used both quantitative and qualitative procedures to analyze data. Qualitative research identifies various analytical steps as key in data analysis. The data was first organized into a manageable (i.e. accessible and retrievable) form. It was organized into broad categories. Thematic areas under discussions, for instance aspects teachers are evaluated on by the appraisers. In responding to the question, there were responses that reoccurred more than one time, which were grouped together to come up with frequency counts and percentages calculated based on total number of responses.

The process of quantitative analysis started with coding of closed ended questions. An important aspect worth noting is the kind of information one received varies with respect to questions (Bryman, 2012). Some questions yielded responses in terms of real numbers, those in a dichotomous form and those in rank order. These considerations called for classification of responses into different types of variables namely: interval, ordinal, nominal and dichotomous.

The type of variable the data was, determined the analysis used by the researcher. After coding the closed ended questions, data was entered in to SPSS and analysed using various descriptive statistics such as mean, frequencies and crosstabs. Therefore the study used Univariate analysis, in which; for instance, frequency counts, means and percentages were used to analyze data. Cross tab was also used to reveal relationships between the study's different variables (Bryman, 2012).

Research Question one “what is the nature of the ongoing appraisal?” required the use of both quantitative and qualitative procedures to analyze the data. For quantitative data, information was coded, entered into SPSS and analyzed using various descriptive statistics such as

frequency, mean, percentages were obtained. For qualitative data, emerging patterns and themes were identified, thereafter analysed thematically.

Research question two “What is the teacher’s understanding of the purpose of the current appraisal as a tool of improving learning?” and research question three “What are teacher’s views on the current appraisal as a tool of evaluation and what alternative proposals do they advance in designing an effective appraisal system?” required the use of both qualitative and quantitative procedures to analyze data. Both questions had statements that were presented in the likert scale and other quantitative data. They were coded and entered into SPSS for analysis using various descriptive statistics such as frequency, mean and percentages.

Research question 3 “Do teachers’ characteristics such as age, gender, professional training and duration of service affect response to appraisals?” used some of the quantitative techniques in analysing data. Data was coded and entered in SPSS where descriptive statistics such as Cross tabs were used to identify the relationships between various variables.

3.6 Limitation of the study

At the time of research most schools were almost closing, hence the researcher had difficulties in finding teachers in the school

Due to the limited time and resources, the researcher included only 50 teachers in the study, hence this did not represent the views of the whole population of teachers in Nyeri County but just of those who participated in the study.

3.7 Ethical consideration.

This study paid attention to the following ethical considerations. Informed and implied consent and confidentiality and anonymity. Informed consent is where by an individual participates in a research being fully informed of all details about the research. I explained why I was doing the study, my objectives and what I planned to do with the findings. This enabled the respondents to decide whether to participate in the research or not.

I also assured the respondents of confidentiality of information given. The study did not include additional information that led to possible identification of the respondents.

Above all, the study secured a research permit from the university before collecting data hence able to access data from teachers and TSC officials.

3.8 Data Needs Table

The Data Needs table below breaks down data collection methods used and the kind of data collected and from whom.

Main research question: why do teachers oppose appraisals as a reform in the education sector?

Table 3.1: Data needs table

RESEARCH QUESTION	DATA NEEDED	TYPE Of DATA	SOURCES	INSTRUMENT	Analysis
1) What is the nature of the current appraisal system?	Features	Qualitative Data	-Teachers – In depth interviews -Principals-KII TSC officials-KII	-Questionnaires -Interview schedule	Thematic Analysis
	Characteristics	Qualitative Data	Teachers – In depth interviews Principals-KII HODs and TSC officials-KII	- Questionnaires -Interview schedule	Thematic Analysis
	Frequency	Quantitative Data	TSC Officials-KII	Interview schedule	Use SPSS
	Organization	Qualitative	TSC County Director-KII	Interview schedule	Thematic Analysis
2) What is the teacher’s understanding of the purpose of appraisal system?	Number of trainings to inform teachers on the purpose of Appraisal	Quantitative	Teachers- – In depth interviews	Questionnaires	Univariate analysis-mean
	Awareness campaign of Teacher appraisal	Qualitative	Teachers – FGDs	Questionnaires	Univariate analysis
3) What are teachers’ views on the current appraisal as a tool for evaluation and what alternative proposals do they advance in designing an effective appraisals?	Concerns of teachers Issues raised	Qualitative	Teachers-FGD and interviews Principals-KII HODs-KII	Questionnaires Interview schedule	Thematic Analysis
	Challenges they experience	Qualitative	Teachers – FGD and interviews	Questionnaires	Thematic Analysis
	Weaknesses of the Appraisal	Qualitative	Teachers-FGD and Interviews	Questionnaires	Thematic Analysis
	Seen Achievements’ of the appraisal in other countries.	Qualitative	Teachers- FGD Principals-KII HODs-KII	Questionnaires Interview schedule	Thematic Analysis
	Previous experience with appraisals	Qualitative	Teachers- Questionnaires	Questionnaires	Thematic Analysis

4.0 CHAPTER FOUR: FINDING AND DISCUSSION

4.1 Introduction

This chapter presents analysis of collected data and discusses the study's findings. To reiterate, the major objective of the research was to assess 'teachers' response to appraisal as a tool of improving learning in public secondary schools in Nyeri County. The findings of the study are presented in view of the following research objectives: to discuss the nature of the current appraisal system as a tool of improving learning in Kenya; to examine teachers' understanding of the purpose of the current appraisal; to examine characteristics that influence teachers' responses to appraisals; to investigate teachers' views on current appraisals as a tool of evaluation and examine their alternative proposals in designing an effective appraisal system.

4.2 Background of the Respondents

This section highlights the data collected describing the age, sex, level of education and teaching experience of the respondents among other aspects.

Table 4.1: Teachers Age

Age group	Frequency	Percent	Cumulative percent
24-33	21	42.0	42.9
34-43	14	28.0	71.4
44-53	12	24.0	95.9
54+	2	4.0	100.0
TOTAL	49	100	

Source: Field Data, 2016

Teachers' age ranged from 24-66. Age group 24-33 had the highest representation with 42 %, while age group 54 + had the least representation with 4%. Age group 34- 43 and 44-53 had 28% and 24% of the respondents respectively. This implied that majority of the respondent were between ages 24-53 an indication that both young and old teachers were included in the study.

Out of the 50 respondents, there was a representation of 52% male and 48% female. 78% of teachers were holders of a Bachelor of Education, 12% had further pursued post graduate courses and only 8% had diploma training. Surprisingly, out of the six teachers only one female teacher had a master’s degree. This implied that most teachers especially the females in the sample of the study had not enrolled for further studies.

Table 4.2 Age of first appointment as secondary school teachers

Age of first appointment as a secondary school teacher	Frequency	Percent	Cumulative percent
20-29	37	74.0	75.5
30-39	11	22.0	98.8
50 and above	1	2.0	100
Total	49	98.0	

Source: Field Data, 2016

Table 4.2 above indicates teacher’s age when they started teaching. Age 20-29 had the highest representation with 74%, age 30-39 with 22% and age 50 and above with 2%. This implied that most teachers were first employed at the age of 20-29. Teachers stated to have taught in the sampled school for 1-5 years with 62%, 28% said that they have been teaching in the school for 6-10 years, 4% stated that they have taught in the school for 11-15 while the other 4% had taught for 16 and above years —Given that appraisals were introduced in 2013, this indicated that teachers had been in the service long enough to give their views on appraisals.

The study established that 96% of the teachers were permanently employed by the T.S.C while the 4% were on contract. Out of the sampled teachers, 30% held administrative duties while 64% did not. The study further established that those with administrative duties were either Deputy Principals, H.O.Ds or subject heads.

It was interesting to note that 78% of the teachers had been appraised twice (during first and second term of the Ministry of Education calendar), 12% stated that they were appraised thrice

while the least with 4% said that they were appraised four times since the implementation of the TPAD tool. This implied that most teachers had been appraised twice with the use of the ongoing appraisal since its implementation in January 2016. The differences of the frequency of how appraisals were conducted on the teachers are informed by the fact that some schools had started implementing the TPAD tool much earlier than other schools. Note that, at the time of research, teachers had last been appraised during the second term of the Ministry of Education calendar; specifically, between the month of July and August 2016. Having been appraised twice, indicated that teachers understood aspects of the current appraisal system; particularly, how it operates—well enough to give their responses.

4.3 Nature of the current appraisal system

To address this objective, the study sought to establish teachers' responses on the nature of the current appraisal process, specifically; how it is conducted, who the appraisers are and methods used to evaluate teachers.

4.3.1 How appraisal process is conducted

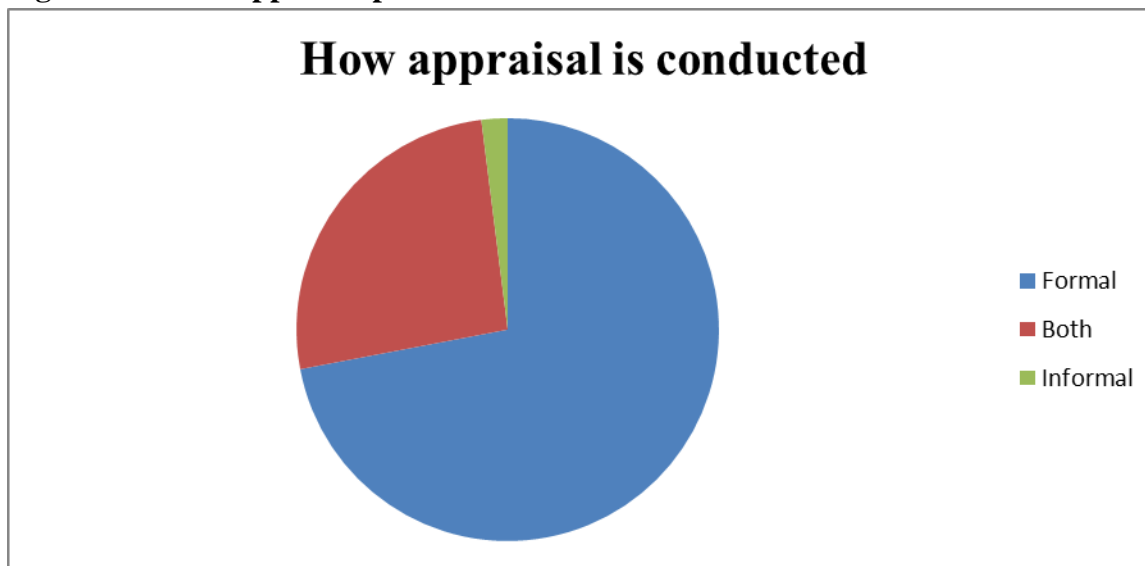
The findings established that 72% of the teachers understood that the current appraisal is conducted in a formal way, 26% thought that it was conducted both in a formal and informal way whereas 2% said that it was conducted in an informal way. According to the teachers, formal way meant that the appraiser used a structured appraisal form with standard ratings to evaluate them based on how they had performed on each job criteria. They further explained that both the appraiser and appraisee had to agree on the marks awarded to the teacher. What is positive in this appraisal is the fact that the appraiser and appraisee have to agree on the marks awarded. In the event they don't agree on the marks given an arbitrator is always called upon to settle the issue hence reducing biasness. Other teachers explained that formal way of conducting appraisals meant that the appraisers used the structured appraisal form with standard ratings to evaluate their performance during formal classroom hours.

It was interesting to note that 26 % explained that appraisal was done both in a formal and informal way. Formal way is whereby the appraisers used the structured appraisal form to appraise teachers based on their performance. They understood the process as informal because there was no structured or restricted time for appraisal process. The appraiser and appraisee

could always agree on the time that suited their schedule for the appraisal process. Other teachers' explained that it was informal because of the good friendship that existed between the appraiser and appraisee which created a friendly environment for discussions hence not adhering to the formality that is required.

It was also interesting to note that one teacher stated that the process was conducted in an only informal way. His reason was that he expected to be directed during the appraisal process but instead found himself exchanging ideas at the same level with the appraiser on what needs be done. The above findings therefore implied that a majority of teachers were appraised using formal methods; whereby, the appraisers used a structured form, with a standard rating scale to evaluate teachers based on each job criteria. Figure 4.1 below shows how appraisals were conducted. Figure 4.1 below shows how the appraisal process is conducted.

Figure 4.1: How appraisal process was conducted



Source: Field Data, 2016

The study also gathered information of how appraisal is conducted from different sources. Key informant interviews found out that the appraisers used formal methods to appraise teachers on seven key standard areas as indicated on the appraisal form. Key informant 2¹ was quoted

¹ KI2, conducted on principal y at school x at their office.

saying, “... the areas which teachers’ are evaluated on include professional knowledge, time management, innovation, learner protection; safety, discipline and teachers conduct. In addition, promotion of co-curriculum, professional development and collaboration with parents were also evaluated ...” key informant 1² added, “... teachers were expected to set targets on each of the above areas then get evaluated based on their performance [...] the appraisal process allowed the teachers to rate themselves first on the above key areas in the forms provided; then the ratings was to guide the appraiser in negotiating and agreeing on the overall performance of the teacher. These ratings were indicated on the appraisal forms. In cases where there was disagreement on marks awarded, an arbitrator was always called upon to settle the issue; in this case, the arbitrator is always the person above the appraiser in the hierarchy level...”

It is worth noting that the ongoing appraisal gives the teacher an opportunity to rate themselves first hence ensuring that they are involved in the process. It also ensures that the appraiser awards marks based on how teachers rated themselves and have to agree on it. This helps to avoid conflicts between the appraiser and appraisee.

The FGD conducted also confirmed that the appraisal process was indeed formal; they explained that there was a systematic and structured appraisal forms which guided the appraisal process. All participants in the two FGDs ³ conducted stated that they were appraised during formal classroom hours, and were awarded marks on certain job aspects as indicated on the appraisal form.

The above findings are consistent with a previous study conducted by Khoury and Analoui, (2004) and Oke (2016) who revealed that appraisals can be conducted formally, informally or by use of formal-informal methods. Khoury and Analoui (2004) also revealed that formal appraisals include a systematic way of evaluating an employee. The current study found out that the ongoing appraisal in Kenya is done in a systematic way, using a structured appraisal form in determining teachers’ performance on various job criteria’s.

The study established that 80% of teachers identified their appraisers as the Heads of Department (H.O.D), students and self. Teachers explained that they were appraised by students

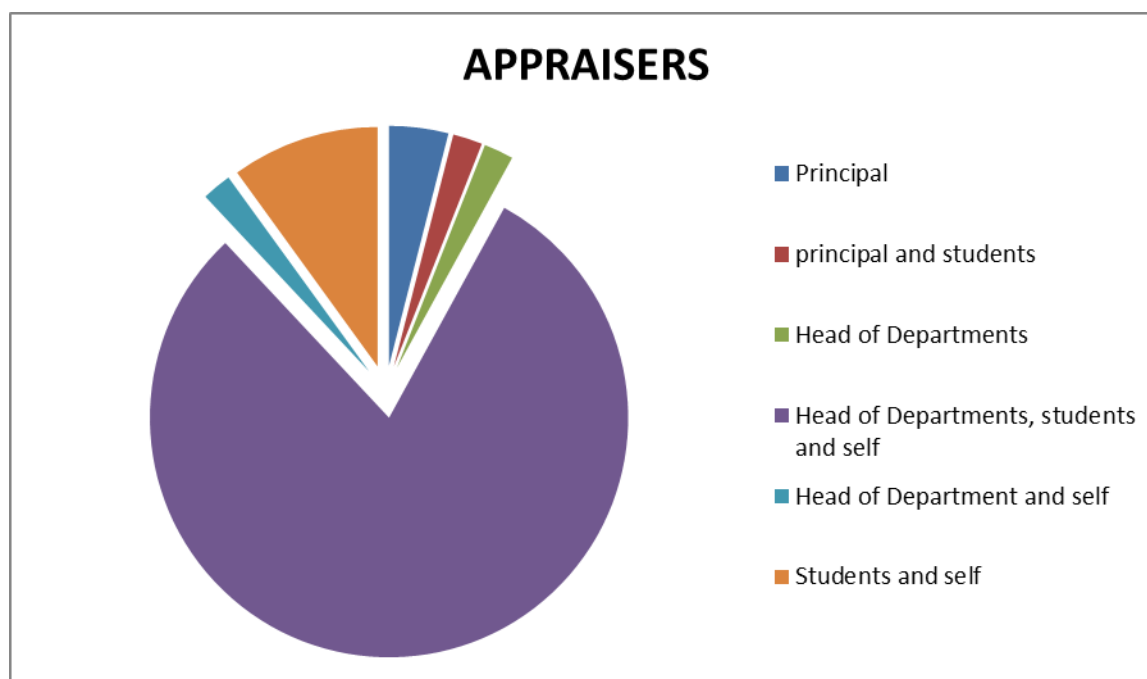
² KI 1, conducted on TSC official y at his office.

³ FGD 1 and 2, conducted in school X and Y with six participants in each at the school staffrooms

and self with 10% while 4 % said to be appraised by principals alone. The least with 2% stated that they were appraised by Principals and students alone, only head of Department and HODs and self respectively. These findings are the same to that of Khoury and Analoui (2004) who identify the appraisers as the HODs, students and self. Similarly a study by Espinilla *et al.* (2013) reveals a set of appraisers in a clothing company to be supervisors, peers and the customers. Customers can mean students in the education arena.

None of the respondents agreed to be appraised by fellow teachers. Most teachers explained that they had either a cordial or distasteful relationship with fellow teachers hence this could impede the objectivity of the appraisal process. The findings are different from the study by Divall *et al.* (2012) who appreciated the use of peer observation in learning institution. The findings also revealed that teachers appraised by Deputy Principals turned out to be Heads of Departments, while teachers appraised by the Principals were the Deputy Principals. Figure 4.2 below identifies the appraisers of the appraisal system as used in Kenya.

Figure 4.2: The appraisers



Source: Field Data, 2016

The above statements were echoed by key informants who also added that the Principals were appraised by the T.S.C officers. To confirm the above findings, all teachers from the focus group discussions were in agreement about who appraised them. It was interesting to hear two teachers claim to be appraised by the CCTV in their schools. They explained that the school had taken the initiative to install CCTV in various classrooms which is normally used to monitor teacher's class attendance and also observe teaching methods.

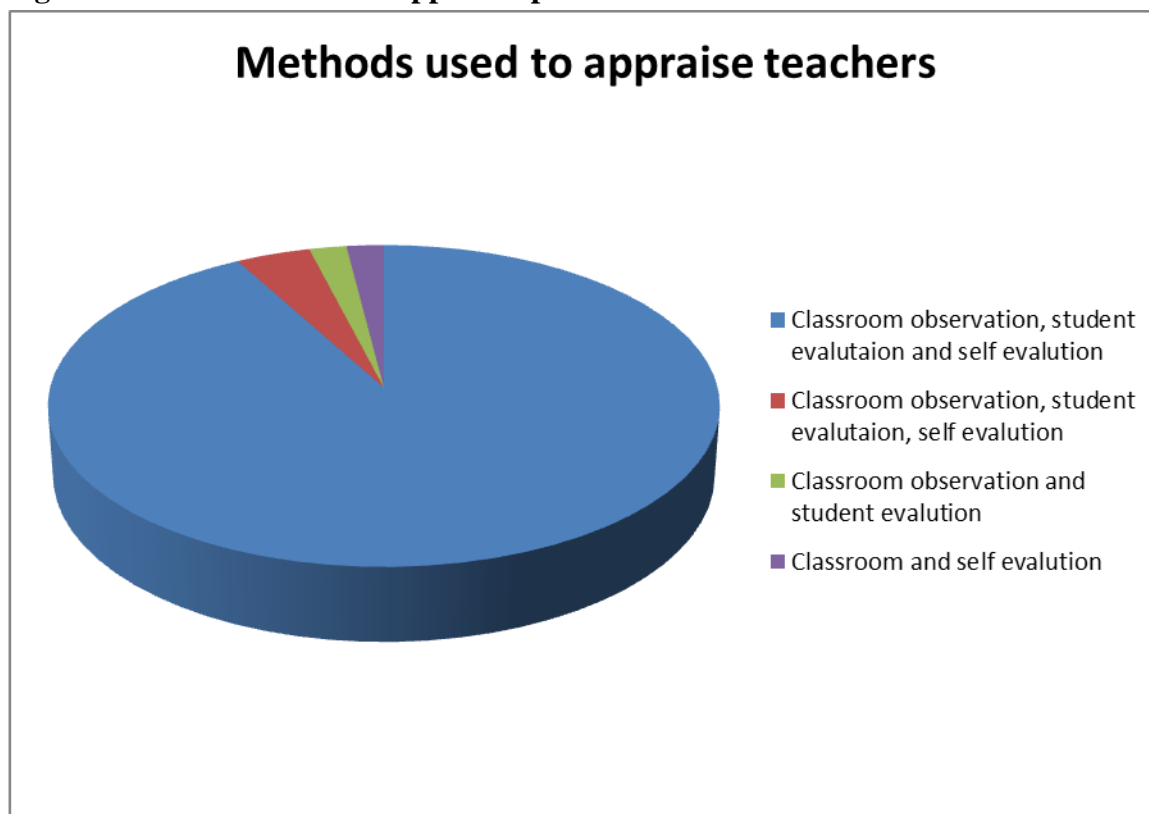
Nearly all the respondents stated that they were notified before appraisal except 2% who indicated that they were not notified. The study found out that it was only one teacher who did not receive notice in advance of the appraisal. This implied that notice was given to most teachers before appraisal was conducted. As much as giving notice to teachers is a good initiative, the researcher opines that it might be disadvantageous as well. Giving notice to teachers makes them prepare adequately only for the appraisal hence weak teaching practices

may not be identified clearly. Teachers should be informed that appraisals could be conducted at any time with or without notice thus putting the teacher on toes at all times.

4.3.2. Methods used in the appraisal process

The study found out that the appraisal system rely on different methods as captured in the figure below.

Figure 4.3: Methods used in appraisal process



Respondents stated that the appraisal system uses classroom observation, student and self-evaluations with 92%. Only 4% said that classroom observation was used. The findings are consistent with a previous study by Wanzare (2012) who notes that classroom observation has been the most practical evaluation methods used in Kenya. Similarly, Wragg (2012) revealed that sources of information about the performance of teachers can be obtained through classroom observation. Only 2% approved that it was only through classroom observation and student evolutions that they were appraised. The other 2% said that they were evaluated through self and classroom observation. The above findings implied that classroom observation was standard

among all teachers and the HODs, Deputy Principal, Principals and TSC officials observed their various appraisee during formal classroom hours

The above findings were corroborated by the key informants who observed that indeed the three methods were used. Key informants⁴ and ⁵ confirmed that they visited teachers in the classrooms to observe how they taught. They also added that students had been given tools to appraise teachers on aspects such as punctuality and attendance. Information gathered in FGDs also confirmed the same three methods. None of the teachers approved the use of peer evaluation in the appraisal.

In relation to these findings, existing literature recognized that the most popular method used by many organizations to appraise employees is the 360 Degree method Espinilla *et al.* (2013). It relies on getting information about an employee's performance from different sources such as the employees' superiors, colleagues, subordinates and sometimes customers (Jafari *et al.*, 2009). In addition, the employee can also present information about his performance through self-assessments (Artzt *et al.*, 2015).

Espinilla *et al.* (2009) confirms that indeed the 360 Degree method is used in the Kenyan teacher appraisal system, since information about a teacher's performance is obtained from various sources like principal, HOD, deputies and students. Using various methods as mentioned above and obtaining information from various sources in appraising teachers is quite commendable because it ensures objectivity and avoids biasness.

⁴ KII 2, conducted on Principal L at school y at his office

⁵ KII 3, conducted on HOD z at school x at his office

The aspects it evaluates

When asked the aspects each of the methods used in appraisal evaluated, in classroom observation, 46% of teachers said that classroom presentation in terms of the content, its delivery and teaching methods were evaluated, 34% reported that classroom presentation and learner involvement in the teaching process were evaluated, while 18 % stated that their classroom presentation and the use of professional documents such as lesson plan and scheme of work were examined. Only 2% of teachers interviewed reported that the appraisers were interested in examining their classroom presentation and time management (time they arrived and left the classroom visa vie the allocated time).

Information gathered through FGDs ⁶ equally revealed appraisal evaluated many aspects but the most examined in classroom observation was the classroom presentation skills. The above outcome implied that classroom observation is majorly interested in examining teachers' classroom presentation especially the content, its delivery and teaching methods and how they involved learners in the learning process. These findings match with a previous study by Wanzare (2012) who revealed that skilful classroom observation in appraisals processes is a valuable tool for improving the quality of teaching. He adds that classroom observations evaluate planning, preparation and classroom management among other aspects.

It is also notable that 56% of the respondents reported that students evaluated teachers punctuality and class attendance while 30% indicated that students evaluated them on classroom presentation and attendance. The rest (6% and 2%) reported that attendance and syllabus coverage on the one hand and attendance and teacher relationship with student on the other hand were examined respectively. The outcome therefore implies that majority of teachers were evaluated on attendance and punctuality. The same sentiments were echoed by participants from the FGD ⁷ who stated that students evaluated them mostly on their arrival and departure in and from class respectively.

⁶ FGD 1 and 2 conducted among teachers x in school y, each consisted of six participants in each at the school staffroom.

⁷ FGD 1 and 2 conducted among teachers x in school z, which consisted of six participants in each at the school staffroom.

These findings reflect findings in a study by Espinilla *et al.* (2013) which revealed that customers evaluate employees' on service delivery. Therefore Students who act as customers in this scenario may be used to give information about their satisfaction with regard to services they receive. It was interesting to know that as much student evaluation was conducted in schools some few teachers echoed that they did not like the idea. Their concern is that too much power has been given to students hence making them feel insecure. Despite the disquiet, it can also be opined that giving students an opportunity to evaluate teachers is a step in the right direction because they are the clients and they do receive these service directly hence the right appraisers.

It is interesting to note that 64% of teachers stated that while evaluating themselves, they examined how far they had covered the syllabus in relation to what they had set to achieve and if the set objectives in terms of what needs to be taught per lesson had been achieved, 12% stated that they evaluated their classroom presentation skills while 6% examined their relationship with students and learner involvement, the use of professional document such as lesson plan and scheme of work respectively. The other (6%) evaluated themselves on their personality specifically on self discipline.

The above findings implied that most teachers evaluated themselves on how far they had covered the syllabus in relation to what they had set to achieve within a specified period of time. To confirm the above findings, the TPAD appraisal form was made accessible to the researcher and confirmed that all the statements approved by the respondents were indeed true. The TPAD appraisal form reports that teachers were appraised on seven key areas which included professional knowledge, time management, innovation, learner protection; safety, discipline and teachers conduct. In addition, promotion of co-curriculum, professional development and collaboration with parents were also examined.

In relation to the above findings, there are at least six criteria in which the value of an employee's performance in any work activity may be examined. They include: timeliness of one's planning and organizing performance; quality of planning and organizing performance; quantity of subordinate; quality of development; interpersonal impact, and; cost effectiveness (Kane and Kane 1993). Going by the observation, it can be argued that indeed the appraisal

system in Kenya evaluates certain aspects of a teacher’s performance that are needed to realize productivity in the education sector.

Table 4.3 below shows teachers’ responses on the nature of the current appraisal and aspects it evaluates as ranging between a mean of 1.94 to 2.80. It emerged that almost all statements on the nature of the appraisal were represented by the mean below 2.5 indicating that teachers agreed to the statement. Over 70% of the teachers agreed and strongly agreed on the statements below in the likert scale about the current appraisal. 30% and 52% of teachers strongly agreed and agreed respectively that the teachers received immediate feedback after classroom observation. Only 12% disagreed and 6% strongly disagreed to the statement.

Table 4.3: Descriptive statistics on the nature of the current appraisal system in Kenya

NATURE OF CURRENT APPRAISAL	PERCENTEAGES					MEAN	Std. D
	SA	A	D	SD	UD		
The teacher receives immediate feedback on the appraisal after classroom observation	30%	52%	12 %	6%	0	1.94	0.818
The teacher is fully involved in the appraisal process	32%	44%	14 %	8%	2%	2.04	0.989
The appraisal evaluates teachers’ relationship with administration	8%	30%	48 %	14 %	0	2.68	0.819
The appraisal evaluates teachers’ personality	10%	26%	44 %	14 %	6%	2.80	1.010

Source: Field Data, 2016

The findings captured in the table above implied that most teachers received feedback immediately after classroom observation. The above findings are creditable because quick

feedback makes a teacher to relate and act on the issue in question as soon as possible other than presenting the feedback months after.

Teachers also strongly agreed and agreed with 32% and 44% respectively to the statement that they were involved fully during the appraisal process. 14% and 8% stated that they were not fully involved in the process. 2% were undecided about the statement. The study probed further and established that as much as teachers appreciated being fully involved during the appraisal process, one step was bypassed which was to involve them in the designing of the appraisal tool. This meant that a majority agreed with the statements that they were only involved during the appraisal but not at its designing stage. However, a large number of teachers disagreed with the statement that the current appraisal evaluates teachers' relationship with the administration with 48% disagreeing and 14% strongly disagreeing. Only 8% and 30% stated that the appraisal evaluated teachers' relationship with the administration.

It was also interesting to note that 44% and 14% disagreeing and strongly disagreeing respectively that appraisal evaluated their personality. Only 10% and 26% agreed to that. Therefore, the findings implied that most of the above statements, on the nature of the appraisal, were true; except for the two, where teachers disagreed that the appraisal evaluated their relationship with the administration and their personality. It is worth noting to say that based on the above findings, TPAD is not pegged on the personality of the teacher. The researcher agrees with the direction the ongoing appraisal has taken. The researcher opinion is, one's personality may not necessarily affect an employee service delivery hence should not be used to appraise them.

4.3.3 Measures that follow an appraisal.

The findings indicated that 32% teachers responded that they were guided and counselled after an appraisal whereas, 44% stated that in addition to being guided and counselled, they were provided with resources for improvement after an appraisal was administered. There are those who revealed that they had been recommended for further training after an appraisal process with 14%. A combination of being guided and counselled and getting promoted was realized for 6% of the respondent population. A combination of being guided, getting promoted and being recommended for further training was stated by the remaining 4% teachers.

Despite the above information, it was not clear to the researcher if promotion, transfer, demotion and recommendation for further training were some of the measures taken after appraisals. This is because the key informant interviews gave different information on some of the measure taken contrary to what some teachers had alluded to. At the time of research, the key informants stated that the appraisal would be used for promotion and demotion based on performance and teacher's behaviour as time progressed⁸. According to key informant 1⁹, the tool was in its early stages of implementation and the TSC was hoping to use regular in-service courses whereby a teacher could be recommended for further training to upgrade their teaching skills in the future. It was underscored by the key informants that as much as all the measures put in place had not been fully implemented, they were sure of two measures after appraisals: teacher were guided on good teaching practices on the one hand while resources were provided to improve their service delivery on the other hand.

Other sources of information from the FGDs also stated that they were guided and counselled immediately after classroom observation on the best teaching practices which means they did receive feedback. The above findings imply that the current appraisal guides and counsels teachers and provide resources necessary for improvement after an evaluation.

Other studies echoed these findings. A case in point is the observation by OECD (2009) that feedback is a crucial element because it provides avenues in which a teacher's development and communication with colleagues within a secondary school can be enhanced. This means that

⁸ Key informant interviews conducted among H.O.Ds, principals in schools x and TSC officials in their offices.

⁹ KI 1, conducted among TSC officials x and y in their offices.

feedback is very important to the development of a teacher's performance since it enables them to correct areas of weaknesses thus improve productivity. Similarly, Mone and London (2014) contend that an appraisal must capture aspects of providing immediate feedback to employees because it enables them work on areas of weakness hence keep performance and development on track. Findings of this study are not any different from what the authors concluded.

Further analysis of data from teachers' show that 14% of them revealed that they had been recommended for in service courses to improve their teaching skill after appraisal. Those who reported a combination of being guided and counselled and getting promoted composed 6% while a combination of being guided, getting promoted and being recommended for further training constituted 4% teachers. Going by the nature of the findings, it can be assumed that the small number of teachers alluding that the above measures were taken is because teachers' promotion, recommendation for further training had not yet been implemented in the ongoing appraisal hence there is need to give it more time for such to occur. These findings differs from Oke's (2015) who notes that appraisals had been used to make decisions such as retention and promotion as well used to document any disciplinary actions taken with respect to an employee and recommendation for further training. Despite this, the study builds on the above literatures by highlighting in details the process of how appraisals are done and its nature.

Going by the findings and subsequent discussions it can be concluded that the study confirms that the nature of an appraisal influences how teachers respond to it as articulated in the first hypothesis.

4.4 Teachers understanding of the purpose of an appraisal

The second objective of this study was to investigate if teachers were trained on the purpose of the ongoing appraisal as a tool of improving learning. The study sought to establish whether teachers were taken through workshops to understand the tool's intention and role.

Majority of the teachers were in agreement with the statement provided on the Likert scale below. Respondents agreed with the statements that they had a general knowledge of what an appraisal was with 22% and 40% strongly agreeing and agreeing respectively while 24% and 14% disagreeing and strongly disagreeing. Most teachers strongly agreed and just agreed with

16% and 58% respectively that pre-appraisal training was conducted to inform them of the purpose of the appraisal.

Teachers explained further that as much as training was conducted and also the fact that they had a general knowledge of what an appraisal was, they stated that it was hurriedly done hence making them not to understand the tool properly. Only 14% and 12% disagreed and strongly disagreed respectively that pre- appraisal was conducted. The possibility of the training being done hurriedly could explain why there was disagreement on some statements where majority teacher, 64% —disagreed with the statement that the purpose of the ongoing appraisal was clear to them. Only 10% and 26% agreed to the statement that the ongoing appraisal was clear to them.

The study noted that most of the teachers who stated that they had understood the role of the ongoing appraisals were either principals, deputy principals or HODs. These teachers explained that they received training directly from the TSC commissioners and in turn were the ones to train other teachers. Teachers were also not in agreement with the statement that awareness campaigns were conducted to inform them about the current appraisal along with its associated process with 30% and 18% disagreeing and strongly disagreeing respectively while 10% were undecided about the statement. Only 6% and 36% strongly agreed and disagreed respectively to the statement. This implied that the most teachers did not understand the role of an appraisal owing to the fact that awareness campaigns had not adequately been conducted.

Table 4.4: Teacher’s understanding of the purpose of the current appraisal system in Kenya

Teachers understanding of the purpose of the current appraisal	Frequency					Mean	Std. Deviation
	SA	A	D	SD	UD		
The pre- appraisal training is done to inform you on the purpose	16%	58%	14%	12%	0	2.22	0.864
The general role of an appraisal is clear to you	22%	40%	24%	14%	0	2.30	0.974
The purpose of the ongoing appraisal is clear to you	10%	26%	56%	8%	0	2.62	0.78
Awareness campaigns are conducted to educate teachers on its role	6%	36%	30%	18%	10%	2.90	1.093

The findings established that, 34% teachers’ responded ‘Yes’ while 66% responded ‘No’ when asked if they were adequately informed of the purpose of the appraisal. Teacher explained that they were trained by the HODs during a one day training on the purpose of the ongoing appraisal but further stated that the training was hastily done and was not enough to guarantee their understanding. In addition, most teachers also lamented that T.S.C Commissioners trained secondary school administrators only (Principals, Deputy Principals and HODs). The administrators would in turn train teachers, afterwards.

The challenge was that some of these administrators did not understand the tool properly. One of the respondents said, “... we could inquire from administrators with questions beyond what [they] were told about an appraisal and [they] could not respond clearly [...] may be the scenario could be different if teachers were taken through the training by Commissioners instead of administrators ...” The above statements could be explanations as to why majority of the teachers indicated that they were not adequately trained on the appraisals.

Some teachers raised additional concerns with regard to the manner in which the appraisal's training was conducted. They complained that the training was hurriedly done leaving little or no time for them to absorb the purpose of the appraisal.

Key informant interviews conducted among principals and H.O.Ds had similar concerns (i.e. the manner in which training was executed). All of them were of the opinion that despite being taken through a one day workshop, they still felt like the period was not adequate for teachers to have understood the purpose and elements of the appraisal. Key informant 2¹⁰ and 3¹¹ were quoted saying: "... after training, give teachers more time to absorb the purpose of an appraisal instead of availing the tool immediately ...". The above statements implies that although pre-appraisal training was conducted, most teachers felt that it was hurriedly done.

Similarly, all FGD participants ¹² were in agreement that indeed training took a very short time and that it was not properly done. They were particular that they really did not understand the purpose of the appraisal. The findings thus imply that training was conducted—but hurriedly and in a short period! Teachers interviewed held the opinion that TSC could have trained them on the appraisal for a period of one month giving them time to be acquainted with the process before actual implementation.

Despite these concerns information gathered from key informant interviews, particularly among T.S.C officials, point out that training was done properly. According to the officials, TSC guidelines had indicated that a one day workshop was to be organized to train the Principals and H.O.Ds who were to in turn train teachers on the purpose and elements of the ongoing appraisals.

Despite complaints from most teachers on the manner in which appraisals training were conducted, some few teachers (who were mostly the key informants) indicated that they had received adequate training. They explained that they had received direct training from the TSC commissioners. These contradiction notwithstanding it can be, a critical analysis seem to imply that training among the key informants may have been better. As noted by Gratton (2004), if

¹⁰ KI 2, Interview conducted among the principals C and D in school x and y at their offices.

¹¹ KI 3, Interview conducted among the H.O.Ds A and B in schools x and y at their offices.

¹² FGD conducted among the 12 teachers in school x and y at the school staffroom.

training is done adequately, the purpose of it becomes clearer hence high level of commitment to it. A clear purpose of an appraisal has to be stated for teachers to implement its objectives.

These findings also echo an observation by Michelle *et al.* (2010). Their study findings revealed that, there was poor communication to teachers about the role of the appraisal and lack of clarity on the employer's expectations. As a result employees did not understand its role to the extent that it would influence their commitment to the appraisal tool. Similarly, it can be opined that as much as pre appraisal training was conducted about its purpose, most teachers felt that it was hurriedly done hence influencing their understanding on clarity of its purpose.

The study found out that, 64% of the respondents said that the purpose of the current teacher appraisal was, to improve performance of teachers; although, with different dimensions of improving performance. 22% respondents said it was used to intimidate teachers whereas 6% said it was used for promotions. There were 8% who said its purpose was not clear. The fact that the findings could not obtain a uniform response about the main role of an appraisal implied that its role remains unclear to teachers owing to diverse views among respondents with regard to the functions of an appraisal.

The same issue was also observed in the key informant interviews among the Principals and H.O.Ds, there was no uniform response on the role of the current appraisal. Some said it is used to keep teachers on toes while others explained that it was for improving teachers' effectiveness.

The above finding reinforces findings by Odhiambo (2005) which revealed that 65.2% teachers had their performance appraised at their schools. Unfortunately, there was lack of agreement and understanding among the teachers on the purpose of appraisal schemes. According to Odhiambo's study, sampled teachers gave varied responses on its purpose. The different responses gave the indication that teachers were not properly briefed about the purpose of the appraisal. It is, however, assumed that had the teachers been properly briefed- they might have responded to the questions with some uniformity; particularly, on the purpose of appraisal schemes.

Similarly, a study by Monyatsi (2006) study confirms the same when teachers said that appraisals put in place in Botswana did not serve any purpose. Their responses are an indication

that they were not properly briefed of its intention. In relation to these findings it is important for teachers and Principals to have a shared understanding of the evaluations policy in schools. This can only be achieved if teachers, Principals and other managers of appraisals have an interaction about the evaluation policy and negotiate meanings about the nature of the policy as argued by Vekeman (2015). If teachers understand the purpose of the appraisals, it will make them be committed to the tool and work towards achieving its goals hence may improve service delivery in the teaching profession.

The study established that 90% of teachers interviewed were of the opinion that their understanding of the purpose of the ongoing appraisal had a lot of influence on how they responded to it while 10% claimed that their understanding did not affect their response to appraisal. Teachers explained that the purpose of the ongoing appraisal and its intentions were not clearly stated to them by the TSC hence the resistance towards it. Others explained that they had embraced the ongoing appraisal because they had understood the purpose of it.

Teachers further stated that among the factors that limited their understanding of the appraisal was the time factor and lack of proper training by the HODs—both of which levelled at 32%.18% said that lack of resources and a lot of paper work at 12% limited their understanding to appraisals. This implied that the lack of enough time and proper training may have influenced teachers understanding of the appraisal. My study builds to the above literature by not only examining if teachers are aware of the purpose of appraisal but investigates further factors that undermine their understanding.

An interesting finding was that despite the shortcomings of the appraisal, 50% respondents approved that the ongoing appraisal helped them improve classroom presentations; while the other 50% said that it did not help in any way. The percentages of these responses were at 50/50; therefore, the researcher concluded that the appraisal was neutral in terms of teacher's response on classroom improvement.

A large number of teachers who were in support argued that the appraisal helped them prepare well before going to class; on the other extreme, those opposed to the appraisal process stated that they were trained teachers and had been teaching for years using the same methodologies—

this therefore, made no tangible difference. One respondent is quoted saying: "... the appraisal was not meant to improve performance but to frustrate teachers". The study therefore recommends that the shortcomings revealed about the appraisal should be looked into in order to bring more teachers on board to support it.

In relation to the above findings, changes that are either positive or negative in some cases have been resisted in most teaching and learning institutions across various parts of the world (Kotter and Schlesinger, 2008). A number of people have reacted differently to change for various reasons. It is important to note that such reactions range from passively resisting to aggressively resisting to sincerely embracing change (Kotter and Schlesinger 2008). Among the things that perpetuate resistance in the institutions under discussion include misunderstanding and distrust. Teachers may therefore resist change because they misunderstand its implications and think it will cost them more losses than expected gains.

When teachers do not understand the intention and purpose of change they will tend to mistrust its objectives. For example, in this study's findings, some teachers thought that the appraisal was a tool for intimidation. This led to tense situations particularly between them and their employer, directly or through representatives.

Some people who are emotionally stressed by change tend to have aggressive resistance (Roberts, 1973). For example, some teachers in this study who perceived appraisal as intimidating were not supportive of the tool at all. Most of the teachers were emotionally worked out because they did not understand the real intentions of TSC to have brought the appraisal tool. This misunderstanding made them view appraisals suspiciously. In general, the findings revealed that on one hand some teachers are negative towards the ongoing appraisal system because they are not adequately informed of the objective its sets to achieve while on the other hand some were positive towards the appraisal. There was a convergence of thoughts where majority argued that if teachers understood and agree with the value, purpose and standards of change, it becomes easy to implement it.

In summary, for an appraisal to be legitimate and accepted, its objectives and standards should always be established in advance, published widely, distributed and explained properly to both its appraisers and appraisees (Folger *et al.*, 1992).

Based on the above findings and discussions the study would like to confirm that there is a direct relationship between teachers understanding of the purpose of appraisal and how they respond to it as stated in the hypothesis of the study.

4.5 Cross tabulation on teachers' characteristics and their response to appraisal

The third objective of the study was to examine characteristics that influence teachers' responses to appraisals. Cross tabulations were done between the scores of a teacher's characteristics and the scores on a teacher's response to the appraisal to establish the relationship between the variables. The study was interested in exploring teacher's characteristics such as gender, age, professional training and work experience. To test the significance of the findings, the Pearson Chi-square test was used to determine whether gender, age, academic qualification, and work experience of the teachers influenced their response to appraisals.

As one would expect certain variations in how various genders respond to issue, it came as a surprise to find out that there was no significant gender difference among teachers in their responses to appraisal—at $p < 0.05$ level of significance. 69.2% male teachers and 79.2% female teachers said that they did not like the current appraisal system. The findings revealed that there was no significant difference among both genders on how they responded to the appraisal. This translates to the meaning that there was no relationship between gender and teachers' responses to appraisals. The fact that majority of the teachers' stated that training of the ongoing appraisal was hurriedly done hence making them not to understand the purpose of the appraisal explains why there was no major deference in how teachers responded to it. Teachers lamented that TSC commissioners trained the school administrators who would in turn trained teachers in one day. They complained that the administrators did not understand the tool properly thus a challenge on the objectives clarity. Teacher preferred to be trained by the commissioners themselves and were opined that training could have taken more days for them to be acquainted with the tool. Table 4.5 shows the cross tabulation.

Table 4.5: Shows cross tabulation between gender and teachers response to appraisal

Gender	Teacher response		Chi-square statistics
	YES	NO	
Male	8 30.8%	5 20.8%	P-0.640 Sig=0.424
Female	18 69.2%	19 79.2%	
Total	26	24	

Table 4.6 below reveals that there was no significant relationship between work experiences of teachers and how they responded to appraisals—at $p < 0.05$ level of significance. Teachers, who worked between years 1-5 with 12.9%, stated that they liked the appraisal system; while 87.1% disliked it. Teachers, who worked between years 6-10 with 28.6%, approved that they liked the appraisal; while 71.4% said, they did not like it. In addition, the Chi-square test revealed that there was no significant $p < 0.05$ work experience difference.

There was no difference in how teachers responded to appraisals in relation to their work experience because appraisals had just been introduced recently and teachers may not have experienced its impact fully in their work experience to illustrate the variation. And also as explained earlier most teachers stated that the training was hastily done (one day training) thus limiting understanding of its purpose, as a result negative response to it. The findings therefore, imply there being no relationship between the work experience of the teachers and their responses to appraisals.

Table 4.6: Shows the cross tabulation between the work experience and teachers response to appraisal

Work experience	Teachers Response		Chi-square
	YES	NO	
1-5	4 12.9%	27 87.1%	14.710 Sig=4
6-10	4 28.6%	10 71.4%	
11-15	2 100%	0 0%	
16-20	1 100%	0 0%	
21 and above	1 %	0 0%	
Total	12 24.5%	37 75.5%	49 100%

Table 4.7 reveals there being no significance difference between the professional training of teachers and their response to an appraisal—at $p < 0.05$ significance level. Teachers with diplomas at 75%; 71.8% teachers with Bachelors of Education; and 85.7% teachers with Masters of Education approved that they did not like the current appraisal system. There is no major difference because there were only 4 teachers who had done diploma courses in the sample study. Out of the four teachers, one liked the ongoing appraisal. Only 11 out of 39 who had Bachelors of education and 1 out 6 who had pursued masters in the sample study responded that they did like the appraisal.

Majority did not like the ongoing appraisal. This may be explained by the fact that teachers did not understand the purpose of the tool hence little variation in how teachers responded to it. Most teachers explained that the training was speedily done (one day training) thus limiting understanding of its purpose and as a result negative response. They further explained that the tool was brought immediately after training hence not allowing teachers to be acquainted with it.

The Chi-square test further revealed that there was no significant ($p < 0.05$) professional training difference on the above statements. This implies that teachers' professional training has no impact on how teachers respond to appraisals.

Table 4.7 Cross tabulation showing the relationship between professional training and teachers' response on the appraisal

Professional training	Teachers response on appraisals		Total	Chi-square statistics
	YES	NO		
Diploma	1 25%	3 75%	13 26.0%	0.360 Sig=2 0.835
Bachelor of education	11 28.2%	28 71.8%	37 74.0%	
Postgraduate	1 14.3%	6 85.7%		
Total	13 26.5	36 73.5%		

The study established that there was no significance difference between the age of teachers and their response to appraisals—at $p < 0.05$ significance level. Teachers who were between ages 21-30 said they liked the ongoing appraisal with 11.8% while 88.5% did not like it. Teachers of ages 31-40 with 28.6% and 71.4% respectively stated that they liked and did not like the appraisal. Teachers who were ages 41-50 with 35.5% approved the current appraisal while 64.3% did not approve it. This implied that more than 50% respondents agreed that they did not like the appraisals in each age category as shown below in table 4.8. There was no much variation in how teachers responded to appraisal because it had just been implemented recently and teachers had not experience much of its impact based on their age and how long they have been in the teaching profession. Also there was no variation by the fact that most teachers expressed that they did not understand TSC intentions to use the appraisals hence resistance to it. The Chi-

square test also revealed that there was no significant ($p < 0.05$) age difference on the above statements. The findings therefore imply that there is no relationship between a teacher's age and [their] response to an appraisal.

Table 4.8 Cross tabulation showing the relationship between age and teachers' response to appraisal

Age	Teachers response on appraisal				Chi-square statistics
	YES	NO			
21-30	2 11.8%	15 88.2%			3.668 df 3 Sig 0.300
31-40	4 28.6%	10 71.4%			
41-50	5 35.7%	9 64.3%			
51 +	2 50.0%	2 50.0%			
Total	13 26.5%	36 73.5%			

4.6 Teachers characteristics that influence teachers' response

The Chi-square test revealed that there was no significant gender, working experience, age and professionals training difference among teachers and how they responded to appraisal—at a $p < 0.05$ level of significance. This implies that there is no relationship between gender, age, working experience and professional training and how teachers respond to appraisals—such responses do not differ significantly as stated in the hypothesis three of the study.

4.7 Teachers views on the current appraisal

The fourth objective of the study was to investigate teachers' views on the appraisal as a tool of evaluation and examine their alternative proposals in designing an effective appraisal system.

Majority of teachers agreed with the statement provided to them on the Likert scale. 62% and 26% of teachers strongly agreed and agreed respectively that the competence of the appraisers is very important. While 8% and 2% did not agree to the statement.

52% and 36% also agreed that one off appraisal did not reflect teachers' performance. Only 10% and 2% disagreed. 20% and 48% agreed that appraisals helped identify a gap while 26% and 6% disagreed. 24% and 40% agreed that appraisers may get biased and not to present the correct information of the teacher while 28% and 8% did not agree. Therefore the findings implied that teachers agreed with all the statements in the Likert scale. Figure 4.8 below shows teacher's views on appraisals

Table 4.9: Teachers views on the current appraisal

Teachers views on the current appraisal	Frequency					Mean	Std. Deviation.
	SA	A	D	SD	UD		
The competence of the appraiser is very important	62%	26%	8%	2%	2%	1.56	0.884
One off appraisal does not reflect teachers real performance	52%	36%	10%	2%	0	1.62	0.753
Appraisal help identify a gap in classroom experience	20%	48%	26%	6%	0	2.18	0.825
Appraisers get biased and don't present the correct information teachers performance	24%	40%	28%	8%	0	2.20	0.904

When asked if they liked the appraisal system in Kenya, 26% stated that they like the current appraisal whereas 74% said they did not like the current appraisal. In relation to the above findings, Alder (2016) articulates that despite so many years of research on performance appraisal, dissatisfaction with the tool still persistent in many organizations. More than 90% of managers and employees feel that it does not achieve the expected results because of various

loopholes. Although concerns of performance appraisals had been pointed in the above literature, they are not similar to the findings of the current study.

Among the major concerns raised in the study was the fact that 24% respondents argued that the current appraisal system involves a lot of paper work leading to time wastage that could be used in helping students. These findings are the same with a study by Hult and Edström (2016) who revealed that so much time was needed to do this kind of evaluations. In addition teachers complained of too much paper work.

Similarly the findings are also in agreement with a previous study conducted by Kubow and Debard (2000) which revealed that proficiency tests consumed a lot of time in their preparation. Teachers revealed that a lot of time was used in preparing for the proficiency tests making them skip class; yet, they were required to clear the syllabus in a given period. 36% respondents stated that it does not capture all relevant aspects; for example, consideration of motivation such as compensation, yet, teachers do a lot of work to shape students. In addition, some teachers claimed that appraisals were teacher centered. They explained that students need to be captured in the appraisal process to determine who was failing the other.

One respondent in the study argued “... poor performance should not be entirely blamed on teachers since student factors like their ability could contribute to that...” In relation to this finding a study by Kubow and DeBard (2000) explained that there were too many factors that teachers did not have control over such as parental influence on a child’s education and family social economic status which was thought to be interfering with students’ education (Kubow and De Bard, 2000). Respondents complained of not being involved in the appraisal’s design process with 10%.

Other sources of information from the focus group discussions showed that they were not so positive about the appraisal system; with majority saying that the paper work was too much. To clarify the above findings, key informants echoed that the paper work involved was excess, yet, teachers were not well compensated for extra work. One key informant is quoted saying: “... after an appraisal, then what? No motivation at all!” Despite the negative response, 26% respondents who liked the appraisal system confessed that the current appraisal helped them in

classroom preparations; and, if conducted properly appraisals could have positive impacts in the education sector.

Asked about positive views of the appraisal, 66 % respondents were positive that the idea was noble; and, if most aspects were corrected, the appraisal system can—in the future—help. On the other hand, 34 % respondents were not certain about it. Asked about negative views of the appraisal, 42% respondents complained of lack of proper training, adequate awareness, not consulted and not being involved in the whole appraisal process of designing it. In addition, 34% respondents argued that the appraisal system was time consuming; whereas, 12% respondents complained of intimidation. 6% complained that it did not capture aspect of motivation and students appraisal. 2% complained of students being given mandate to appraise teachers. These findings therefore, reveal shortcomings of the ongoing appraisal process which goes on to explain resistance towards and against it.

An inquiry about the outcome of the current appraisal process realized that 50% respondents were of the opinion that it encouraged them; 48% respondents said it demoralized them; while 2% respondents remained uncertain of it.

4.8 Teacher’s alternative proposal in designing a proper model of appraisals.

Majority of the teachers had concerns that the current appraisal did not capture relevant aspects. They complained that the motivation aspect was not captured; yet, they did a lot of extra work to help shape students. In fact one respondent is quoted saying: “... after the appraisal then what? [...] it does not have any use if teachers’ needs are not looked in to properly ...” Teachers also complained that they were not fully involved in the designing process of the appraisal.

Teachers also complained of the paper work involved in ongoing appraisal process. They explained that it consumed much of their time; yet, they were expected to clear the syllabus in a specified timeline. Finally teachers complained of not taken through a proper training in understanding the purpose of the ongoing appraisals. To address these challenges, sampled teachers recommended the need for proper training before implementation of any such appraisals. They argued that teachers needed to be taken through a proper workshop

characterized by detailed information with regard to values, standards and the intention of appraisal tools. They also recommend that the paper work involved be reduced since it will save time wasted that could instead help the learners. Some proposed the need for the appraisal to capture relevant aspects like involving students in the appraisal. They argued that poor performance could not entirely be blamed on teachers because student ability might also contribute to poor performance.

They also proposed that appraisals should capture aspects of teacher's compensation. In support of this view, teachers were of the opinion that they do a lot of work that is not recognized by the appraisal hence the need of compensation. They said that through proper remunerations, teachers could be very productive.

In relation to the above findings, Odhiambo (2005) recommended the use of appraisals to motivate teachers. He also added that teacher's appraisals are more likely to succeed if there is a proper balance between personal development and professional development. This means that appraisals should consider the personal need of the teachers as well as their professional development and not overlook one at the expense of the other. Wanzare (2012) proposed the need of training appraisers and appraisees based on the best practices of both them with the required skills in conducting evaluations as well as making them understand the purpose of the tool hence enhancing their commitment. Teachers also proposed that they should be consulted before designing an appraisal tool, for a better understanding of its purpose.

5.0 CHAPTER FIVE : SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusion, recommendations and suggests areas for further studies.

5.2 Summary

This study was motivated by the imperative to scrutinize teachers' responses to appraisals as tools of improving learning in Kenyan secondary schools. The researcher's determination was to give an account of the ongoing appraisal system in relation to its reception among teachers as well as their perception of performance evaluation through practice and instruction. Besides firmness of purpose was extended to the assessment study of teacher's attributes toward the current evaluation process vis-à-vis propositions for available possibilities of an effective appraisal system. The study was guided by cognitive evaluation theory and adopted a descriptive research design which featured the administration of questionnaires and interview guide among respondents to collect data in order to describe the nature of prevailing conditions.

The target population of the study included 2501 teachers employed by TSC and TSC officials in Nyeri county. The study used both qualitative and quantitative techniques in its data analysis. This study established that 72% of teachers understood that appraisal in Kenya is formally conducted where by the appraiser evaluates teachers using structured forms that evaluate their performance based on certain key areas. They include professional knowledge, time management, innovativeness, learner protection, and professional development. 26% though it was conducted in a informal way. They understood the process as informal because there was no structured way of conducting appraisals. The major methods applied in the appraisal process include classroom observation, student evaluations and self evaluations with 92% of teachers agreeing to that. The study findings were consistent with most of the literature used except for a few. For example Oke (2016) who revealed that appraisals could be conducted in both formal and informal way.

Literature by Dival *et al.* (2012) revealed that peer evaluations were used. The current study reported that peer evaluation is not practiced in the ongoing appraisal. Literature by Oke (2016) stated that recommendations for further training and promotions were measures taken after

appraisals yet that had not taken root in Kenya since the tool was in its early stages of implementation hence need to give it more time for such to occur.

The study discovered that teachers did not understand the purpose of the T.S.C appraisal properly. They explained that training was poorly and hurriedly done. 34% teachers explained that training was adequately done while 66% indicated that they were not adequately trained. Teachers reported that T.S.C Commissioners trained secondary school administrators only; in turn, the administrators trained teachers, afterwards. The challenge was that some of these administrators did not understand the tool properly leading to the distortion of information during training.

The study expected training of teachers to have taken one month, but surprisingly, it was reported to have been done in one day which according to the researcher time allocated was not efficient. The findings of the study did not differ with the literature used. Most stated that teachers did not understand the purpose of appraisal, due to lack of clarity and proper information.

In relation to that, Graton (2004) indicated that the purpose of an appraisal has to be clear to teachers for them to be positive about it. This can be achieved if all the stakeholders have an interaction about the purpose and meaning of the appraisal (Vekemen *et al.*, 2015). Involving teachers in the designing of appraisal can help teachers be acquainted with the purpose hence implement its objective. It is also during this time that teachers can air their view and concerns about the appraisal. This study has revealed that teachers were not fully involved during the design of the appraisal as a result the negativity towards it.

The study established that, teacher's characteristics such as age, gender and education qualifications did not influence teacher's response to it at $p < 0.05$ level of significance. This was new since the researcher expected that teacher's characteristics would have influenced their response in one way or the other. This finding could be explained by the fact that teachers indicated that they did not really understand the purpose of the ongoing appraisal hence causing little variation

The study also found out that most teachers (74%) did not like the current appraisal system in Kenya. Only a few liked it (26%). Among the concerns raised in the study was its time consuming nature and paper work involved in it with 24%. They explained that it wasted much time that would have instead been used in teaching.

Further, it was established that most teachers lamented because relevant aspects like motivation and compensation were not captured in the appraisal with 36%. Teachers advanced that they wanted students to be captured in the appraisal so that they are not entirely blamed for students' poor performance. Besides teachers' exclusion from the appraisal designing process, they also expressed dissatisfaction of the appraisal which came as an ambush and were not given enough time to be acquainted with tool. Despite the negativity there were a few individuals who were positive about the appraisals with 26%. They explained that it helped them identify their pedagogical weaknesses.

5.3 Conclusion

Based on the above summarized findings, the study concluded that;

Appraisals were conducted in a formal way, and the methods used in appraising teachers included, classroom observation, student evaluation and self evaluation. It was also established that various measures such as being guided and counseled and being provided with resources were methods used after appraisal to improve teachers' performance. Promotions had not yet taken root since appraisals were in its early stages of implementation. TSC hoped to use promotions as a way of motivating teachers in the near future.

The study established that teachers had not properly understood the purpose of the ongoing appraisal. They attributed that to the hastily done training that did not give enough time for the internalization its role.

Findings of the study revealed that teachers' characteristics such as age, years of teaching experience and academic qualifications did not differ significantly on how teachers responded to the questions at a $P < 0.05$ level of significance. This implied that there was no relationship

between teachers' age, work experience, and academic qualification and their response to appraisals.

Most teachers had had a negative view on the ongoing appraisals. Teachers lamented that training was poorly conducted, they also complained of its paper work nature and the fact that it did not capture relevant aspects such as involving students in the appraisals in a way that poor performance is not entirely blamed on the teacher. Furthermore teachers thought that the motivational aspect had not been factored in the appraisal yet teachers performed extra duties that were not recognized.

5.4 Recommendations of the study

Based on the findings obtained in the study, the following recommendations were made. Teachers should always be fully involved in the process of appraisals. This will make them own the tool hence be committed towards its objective. It is also advisable for teachers to be properly trained by the commissioners themselves and not any other agent to avoid distortion of information. In addition, teachers should always be given more time in the future to be acquainted with the purpose of appraisal other than bringing the tool immediately after training. Finally, this study recommends that paper work involved in the appraisal process be reduced by digitalizing appraisals to reduce the paper work and time wastage.

5.5 Suggestion for further studies

- i) This study illustrates teachers thinking and perspective of appraisals in only one county (Nyeri) with few samples, there is need for other studies from different counties to be conducted with a much larger sample to shade light on whether the same sentiments about appraisals are shared.

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APPENDIX A: TEACHERS QUESTIONNAIRE

Introduction.

Please read the following consent form “My name (your name). I am a student of Development Studies from the University of Nairobi. I am conducting a research on assessing teacher’s response on appraisal as a tool of improving learning. I would like to ask you to participate in a one on one interview on the research. The discussion will take about 45 minutes. Please respond truthfully to all questions, you will not be judged on your responses. The information you provide will be confidential and is only meant for academic work.

There is no direct benefit, money or compensation to you in participating in this study. Note that your participation is voluntary. I am hoping that the research will benefit Kenya by helping us understand your concerns on appraisals in helping the TSC design an effective appraisal that is acceptable by all teachers.”

Part One: Background Information

1) What is your date of birth?

.....

2) Sex of the respondent

a) Male

b) Female

3) Level of education of the respondent?

a) Completed primary

b) Completed Secondary

c) Completed college

d) Completed University (BED)

e) Post graduate

4) What is your professional training?

a) Certificate

b) Diploma

c) BED

d) Other (Specify).....

- 5) When was your first appointment as a secondary school teacher?.....
- 6) How long have you worked in this school?.....
- 7) Are you on you on permanent terms or on contract terms?
 Permanent [] Contract []
- 8) Do you hold any administration duties?
 Yes [] No []
- 9) If yes which post
 D/H [] HOD [] Subject Head [] others specify
- 10) Which additional responsibilities do you have other than teaching?
 a) Games teacher
 b) Patrons
 c) Music teacher
 d) Others (Specify).....
- 11) Have you been appraised before?
 Yes [] No []
- 12) When was your last appraisal?

- 13) How many times have you been appraised?

Part Two: The nature of the current Teacher Appraisal used in schools

- 14) How is the appraisal Process conducted?
 Formal [] Informal [] Both []
 a) If formal, how is it conducted?

- b) If informal explain

- c) If both explain

- 15) Who appraises you?(You can select more than one)
 a) Principal []

- b) HODS []
- c) Fellow teachers' []
- d) Students []
- e) Self []
- f) Others specify.....

16) Do you receive notice in advance of the appraisal?

Yes [] No []

17) Which methods are used to appraise the teachers? (you can select more than one)

- a) Classroom observation []
- b) Peer evaluation []
- c) Student evaluation []
- d) Self evaluation []
- e) Others specify.....

18) Please indicate whether you Strongly Agree- SA, Agree-A, Disagree- D strongly Disagree- SD, or UD- Undecided to the following by way of ticking.

Nature of Teacher appraisal		SA	A	D	SD	UD
1	The appraisal evaluates classroom preparation					
2	The appraisal evaluates classroom presentation					
3	The current appraisal evaluates teachers' punctuality					
4	The appraisal evaluates teachers' personality					
5	The appraisal evaluates teachers' students relationship					
6	The appraisal evaluates teachers' relationship with administration					
7	The teacher is fully involved in the appraisal process					
8	The appraisal allows free discussion on performance of the teacher					
9	The teacher receives immediate feedback on the appraisal after classroom observation					
10	The appraiser evaluates and compares scheme of work with records of work					

19) What were you evaluated on by each of the above mentioned methods

Classroom observation

.....

Peer observation

.....

Student evaluation

.....

Self evaluation

.....

Other (specify)

.....

20) What measures follows the appraisal?

- a) Guidance and counselling []
- b) Recommendation for further training []
- c) Provides resources for improvement []
- d) Promotion []
- e) Transfer []
- f) Demotion []
- g) Others specify.....

21) **Part Three: Teachers understanding of the purpose of an Appraisal** Please indicate whether you Strongly Agree- SA, Agree-A, Disagree-D, Strongly Disagree- SD, and Undecided- UD to the following statements.

Teachers understanding of the purpose of appraisal		SA	A	D	SD	UD
a	The general role of an appraisal is clear to you					
b	The purpose of the current appraisal is clear to you					
c	The pre- appraisal training is done to inform you on the purpose					
d	Awareness campaigns are conducted to educate teachers on its role					

22) a) Were you adequately informed of the importance/purpose of the current appraisal?

Yes [] No []

22) b) Explain both responses

.....

23) In your view what is the main role of the current TSC Act mandated appraisal?

.....

24) Does your understanding of appraisal influence how you respond to it?

Yes [] No []

Explain your response/answer

.....

25) What other factors limit your understanding of the purpose of appraisal?

.....

26) Does appraisal of your performance improve your classroom experience? (Classroom presentation)

27) Yes [] No []

Explain both answers?

.....

Part Four: Teachers views on the current appraisal system

28) Select a response that best describes your position in the following statements using SA- Strongly Agree, A-Agree D-Disagree, S.D – Strongly Disagree, UD- Undecided.

	Teacher views on the current appraisal	SA	A	D	SD	UD
A	The competence of the appraiser is very important					
B	One off appraisal does not reflects teachers real performance					
C	Appraisers get biased and don't present correct information on teachers performance					
D	Appraisal help identify a gap in classroom experience					

29) Do you like the current appraisal system in Kenya

Yes [] No []

Explain your response

.....

30) What are your views on the current appraisal system? (Positive and Negative)

.....

31) What are your views of the outcome of your appraisal?

.....

Suggest alternatives the TSC can adopt in designing a more effective appraisal system that can be used as a tool of improving learning in secondary school?

.....

THANK YOU FOR PARTICIPATING

APPENDIX B: INTERVIEW SCHEDULE FOR HODS AND PRINCIPAL

Introduction

Dear respondent, this instrument has been designed by the researcher in an attempt to obtain information that is related to teacher evaluations and current appraisals in Kenya. This instrument is to be filled by the management and Heads of Department and I would like to request you to participate in this research. Any information given will be used for only academic purposes and shall be treated with utmost confidentiality. The discussion will take about 35 minutes

Instructions: Please answer the following statements and questions with at most sincerity as guided by the interviewer

- 1) How the current appraisal is conducted in evaluating teachers' performance? How often
- 2) Does the TSC ensure that you are competent in conducting appraisal process?
- 3) As an administrator, what do you understand the purpose of the current appraisal to be?
- 4) In your view why do you think the current appraisal is not taken positively?
- 5) challenges you face in your school as you appraise teachers
- 6) Do you think the current appraisal is effective? If not give reasons and recommend.

THANK YOU

APPENDIX C: INTERVIEW SCHEDULE FOR THE TSC OFFICIALS

Introduction

Dear respondent, this instrument has been designed by the researcher in an attempt to obtain information that is related to teacher evaluation and current appraisal system in Kenya. This instrument is to be filled by the TSC officials and I would like to request you to participate in this research. Any information given will be used for only academic purposes and shall be held with utmost confidentiality.

Instructions: Please answer the following statements and questions with at most sincerity as guided by the interviewer

- 1) How does the TSC ensure the competence of the appraisers?
- 2) What is the nature of the current appraisal and how is it conducted?
- 3) How does the TSC ensure objectivity and transparency of the current appraisal?
- 4) Does the TSC involve teachers in designing appraisal? Explain?
- 5) What measures do TSC have to ensure that teachers understand the purpose and meaning of appraisal?
- 6) Why should TSC use a uniform appraisal for all teachers despite age difference?
- 7) Briefly explain the role played by your office on teacher appraisal?
- 8) In your view why do you think teachers reject appraisal?
- 9) What measures do TSC have in place after appraisal to ensure that teachers' improves their performance?
- 10) Challenges facing the current appraisal and what suggestions can you give to address that?

THANK YOU.