

**SCHOOL BASED FACTORS INFLUENCING IMPLEMENTATION OF
TEACHERS PERFORMANCE APPRAISAL DEVELOPMENT IN PUBLIC
PRIMARY SCHOOLS IN KIENI –EAST- SUB-COUNTY, KENYA**

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Requirements for the Degree of Master of Education on Corporate Governance**

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DECLARATION

This research project is my original work and has not been presented for a degree in any university

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DEDICATION

I wish to dedicate this report to my late parents, Mr. Paul Macharia and Mrs. Margret Wangu Macharia whose unconditional love, support encouragement and understanding have always served as the pillar from which I draw my strength.

Thanks to my sister Mrs. Jecinta Wahome for her moral and financial support and her encouragement, not forgetting my sister Evelyn, my daughters Caroline Wangu and Doreen Muthoni for their moral support.

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LIST OF ABBREVIATIONS AND ACRONYMS

AASA	American Schools in South America
AITSAAL	Australian institute for teaching school leadership
CBC	Competence based curriculum
EPA	Environment Protection Agency
G&C	Guidance and counseling
GES	Ghana evaluations office
IQMS	Integrated quality management system
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
KICD	Kenya Institute of Curriculum Development
KNUT	Kenya National Union of Teachers
MBO	Management Maintenance Management System
MoE	Ministry of Education
NBPTS	National Board for Professional Teaching Standards
PA	Performance Appraisal
SEO	Sub-county Education Officer
SMART	Specific Measurable Applicable Reasonable Time bound
SPSS	Statistical Package for Social Services
SSO	Sub-County Staffing Officer
SW	Strengths and Weaknesses
TPAD	Teachers Performance Appraisal Development
TSC	Teachers Service Commission

ABSTRACT

The aim of this study was to evaluate the effect of school-based variables on the implementation of performance evaluation of teachers in public primary schools in the sub-county of Kieni-East, Nyeri County, Kenya. The aims of the study were to evaluate the degree to which the transformative leadership of head teachers, incentive policy, resource provision, exposure to learning and feedback affected the performance assessment development of teachers. There was a mixed style used. In the Kieni-East Sub-County, the target population was 52 head teachers and 566 teachers. The sample size was 170 educators, 30 head teachers and one sub-county education officer. The knowledge was gathered using a questionnaire and a guide for interviews. The system of test retesting was used to increase the reliability of the instrument. The research presented information that was both qualitative and quantitative. The Statistical Packaging for Social Sciences was used to evaluate data (SPSS). To determine the relationship and effect of the independent variables respectively, correlation and regression analysis were used. The study found that an essential relationship exists between transformational leadership $r(180) = .227, p(0.002) < 0.05$, reward strategy $r(180) = .176, p < 0.05$, provision of resources $r(180) = .192, p(0.010) < 0.05$, exposure to learning ($r(180) = .192, p(0.010) < 0.05$) and evaluation feedback ($r(180) = -.257, p(0.000) < 0.05$) on implementation of teachers performance appraisal development. The study recommends that the school head teachers should device ways of encouraging and motivating the teachers to instill more positive change and provide a positive attitude towards performance appraisal. Fair pay problems and equal pay assessments should be given significant consideration by the Teacher Service Board. Job assessment and market rate analysis should be the basis of the grade and pay structures. The goals and arrangements of incentive management should be straightforward and well communicated to employees. The reward system should support the performance appraisal and should be up-to-date. The study recommends that the teachers should continue evaluating and providing timely feedback. The feedback of all the events should always be offered. Communication skills should be embraced in providing such results. Due to other limitations of this study, the researcher also recommends further study in other sub-counties in Nyeri County.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Performance assessment (PA) is used to assess employee job output and the success of establishment as they seek to realize their goals (Yamina2016) (Yamina,2016). It tends to occur worldwide. In the United States of America during the Second World War in the 1940s, performance evaluation was adopted as a way of justifying the compensation of an employee during the Second World War (Mugwe, 2010 cited Morehead and Graffin, 1992). When applying to the National Board for Professional Teaching Standards (NBPTS) for teaching, Santiago et al. (2011). This is used as a mechanism for increasing their salary.

OESD, (2009) Ontario Canada, Ontario Ministry of Education, describes the elements of the Teachers' Performance Assessment System (TPA) based on the Ontario College of Teachers Standard of Practice for the Teaching Profession. Student engagement and learning, educational experience, leadership in learning groups, and continuing professional learning are included in the elements.

In United Kingdom and New Zealand (OESD, 2013), the beginners By the completion of the probation period, they would have proven their competence to receive their teaching license. Those that demonstrate proficiency will be given or become qualified for a permanent position. The others undergo periodic review.

In Korea, (Kim et al, 2010) the teachers' When the assessment is finished, assessment sheets are compiled and drawn up in the final report on the basis of assessment performance, excellent teachers are offered a study and research year as an opportunity to engage in professional development. Underperformers engage according to their

outcomes in short-term to long-term training programs. The IQMS (Education Labour Relations Council (ELRC) 2003) was implemented in South Africa as a tool to keep schools accountable, according to Mosonge and Pilane (2014). The implementation of this method was not without difficulties, the key one of which was the incorporation into a single system of desperate assessment practices, formative and summative evaluation. Implementation of IQMS encountered resistant teachers who found these accountability schemes to be a tough policy on schools. However due to public outcry, the government of South Africa had no option but to go-ahead with implementation of IQMS. In Ghana, Danku et al (2015) Basic Education (BE) has been subjected to growing levels of scrutiny and regulation spurred on by the initiative of the central government linked to standouts and quality and increasing student standards. The growth has modified the human resources strategy expressed in the Ghana Education Services Education Services teaching staff assessment framework (GES).

In Tanzania, Circular 2 implemented the performance evaluation framework in July 2004 and was referred to as the Transparent Performance Analysis and Appraisal System (OPRAS) (Bana & Shitidi, 2009). For the purpose of achieving goals and targets, it was a new innovation for controlling individual results. Tanzania has tried hard and taken bold steps to adopt a full range of performance management tools (well known as OPRAS) to achieve enhanced performance in public sectors (Mutahaba, 2011). According to Muweesi, Mugagga, Qian & Kaggawa (2018), in Uganda performance appraisal practises are used. They include self-appraisal, appraisal interviews and management by objectives (MBO) characterized with all discussions with head teachers, though rarely.

In Kenya, the Code of Regulation 52(1) of the Teachers Service Commission provides for the establishment by the Commission of a performance evaluation system for teachers in their jobs. Karaithi (2018) cited Kisang Karai (2016) as providing workers with direct

feedback on their results is one of the most critical conditions in assessment. Effectively and effectively evaluating every employee would contribute to the success of the organization (Kanisa and Makoha, 2017) in Kenya these system was introduced in 2006 with the same aim. Before then yearly confidential reports were used to appraise teachers'. In 2012, it was revised and in 2016 TSC built up to an open performance appraisal.

However the TSC County Director of Education, Nyeri County, reports that performance in all sub-counties is fluctuating, stagnating or showing very slight progress. This is shown by the following table showing findings before and after the 2016 Performance Assessment roll out.

Table 1.1: KCPE Examination Analysis by Subject MSS

SUB COUNTY	MSS 2014	MSS 2015	MSS 2016	MSS 2017	MSS 2018
Nyeri Central	271.72	270.22	268.79	278.058	277.977
Kieni East	262.92	259.89	259.86	265.111	266.285
Mathira East	280.61	272.96	283.32	262.22	262.199
Mathira West	249.32	256.44	256.35	267.636	266.333
Mukurwe-ini	261.78	256.83	266.21	260.07	260.317
Kieni West	244.19	241.78	244.33	263.993	251.656
Tetu	241.62	237.49	240.75	242.569	247.119
Nyeri South	260.88	260.57	262.79	245.655	235.034
County	259.3	256.42	260.29	259.47	257.11

The trend necessitated the need to conduct the study in Kieni East,Sub-County.

1.2 Statement of the Problem

Teachers performance appraisal development was initiated to bring success on teachers performance appraisal development. It was geared to help head teachers be able to supervise and evaluate how the teachers are performing, and carrying out their duties. It is carried out to assess the effectiveness and efficiency of teachers which should in turn result to improved performance. However, Teachers Performance Appraisal development have been ineffective.

Performance evaluation is the systematic organized method of assessing and analyzing the work-related activities and results of an employee, to understand how and why the employee is actually doing the work, according to Mutsuddi (2011), how an employee can perform more effectively in the future so that both the employee and the company can benefit from each other. .Many researchers have conducted research studies that have failed to explain some of the existing gaps that influence the Teachers Performance Appraisal development such as the influence of head teachers transformational leadership and teachers performance appraisal development, reward strategy and teachers performance appraisal development, provision of resources and teachers performance appraisal development, exposure to learning and teachers performance appraisal development, evaluation and feedback practices and teachers performance appraisal development. Hence this study was conducted in Kieni East Sub-County to try and fill these gaps.

1.3 Purpose of the Study

The aim of this study was to evaluate the effect of school-based variables on the implementation of performance evaluation of teachers in public primary schools in the sub-county of Kieni-East, Nyeri County, Kenya.

1.4 Research Objectives

The objectives of the study were:

- (i) To determine the extent to which head teachers' transformational leadership influence implementation of teachers' performance appraisal development.
- (ii) To evaluate the degree to which the incentive method affects the production of teacher performance evaluation implementation.
- (iii) To examine the extent to which provision of resources influence implementation of teachers' performance appraisal development.
- (iv) To examine the extent to which exposure to learning influence implementation of teachers' performance appraisal development.
- (v) To assess the extent to which evaluation and feedback influence implementation of teachers' performance appraisal development.

1.5 Research Questions

The goal of the study was to address the following research questions:

- (i) To what extent does the head teachers' transformational leadership influence implementation of teachers' performance appraisal development?
- (ii) How does reward strategy influence implementation of teachers' performance appraisal development.?
- (iii) To what extent does provision of resources influence implementation of teachers' performance appraisal development?

- (iv) To what extent does exposure to learning influence implementation of teachers' performance appraisal development?
- (v) How does evaluation and feedback influence implementation of teachers' performance appraisal development?

1.6 Hypothesis

- (i) Ho₁. There is no major difference amid the transformational leadership of head teachers and the production of teacher performance evaluation implementation.
- (ii) Ho₂. There is no significant difference amid reward strategy and implementation of teachers' performance appraisal development.
- (iii) Ho₃. There is no significant difference amongst provision of resources and implementation of teachers' performance appraisal development.
- (iv) Ho₄. There is no substantial difference amongst learning exposure and the application of the performance evaluation development of teachers.
- (v) Ho₅. There is no significant difference amid evaluation and feedback and implementation of teachers' performance appraisal development.

1.7 Significance of Study

The data obtained by the study may be useful to a number of people, institutions and personnel involved in decision making, formulation of policies and implementation. The institutions which may benefit include Ministry of Education (MoE), Teachers Service Commission (TSC), Curriculum Development Institute of Kenya (KICD), Universities and Teacher Colleges involved in training teachers.

The Ministry of Education may find it useful in organizing head teachers training in leadership which may benefit head teachers and teacher on improved leadership styles.

KISD may find it useful in preparing a curriculum for further training of teachers who will benefit by refreshing their knowledge skills and attitudes. TSC may come up with a better system of teachers' promotion and teachers' performance appraisal. This may promote teachers' development, the appreciation and owning of TPAD. The government of Kenya may use the research findings to formulate policies with regard to teachers' salaries. This may help in retaining teachers exiting the job for better pastures hence the government may benefit for it may reduce cost of training other teachers. Other institutions may also find some useful information that they may use to help them. The study may also help teachers, students and administrators who are studying educational administration especially in cooperate governance to carry out further research on the same.

1.8 Limitations of the Study

James and Murrain (2019) claim that weaknesses are variables that can not be regulated by the investigator. They are the conditions or influences of weaknesses that the researcher who places constraints and methods can not regulate. The answering of questions is heavily relied on respondents' honesty. The researcher earnestly pleaded with them to be honest. Some might have feared to give information although confidentiality was guaranteed to them. Firm assurance was given to them to alleviate the fear by affirming to them that the research is purely for education purposes.

Others may not have given true information affecting total reliability of the data. The researcher created a good rapport with the teachers so as to give true information. Others may have been biased depending on their relationship with the head teacher. The researcher pleaded with them to keep away differences with anybody when filling the forms.

1.9 Delimitation of the Study

Marilyn and Goes (2013) states that a study's boundaries are those characteristics that arise from study scope constraints and the conscious exclusionary and inclusionary choices made during the study plan's development. Only teachers in public primary schools from the Kieni East Sub-county schools participated in the study because they are the only ones affected by TSC TPAD.

1.10 Basic assumptions

The following assumptions were made in the study:

- i) Head teachers and teachers gave truthful and honest information.
- ii) That the respondents were ready to respond to all questionnaires.

1.11 Definition of significant terms

Head teachers: Refers to the overall administrative responsibility in a school.

Leadership: refers to the approach used to encourage teachers to offer their best in the pursuit of the desired results by head teachers.

Leadership styles: refers to the manner and method of Head Teachers to provide guidance, execute strategies and inspire teachers under their leadership.

Performance appraisal: This is the comprehensive assessment of employee performance to understand a person's capabilities for further growth and development.

Primary school: refers to an institution where for eight years, pupils receive regular instruction.

Reward strategy: This is anything given or done in recognition of service, effort or achievement.

Teacher: This is a person who helps others to acquire knowledge.

Transformative leadership: The ability to encourage or empower teachers to willingly exert concerted efforts to enhance the delivery of education is one of the attributes that head teachers must seek.

1.12 Organization of the study

The analysis was arranged into five chapters:

Section one consists of the study context, the statement, the intention of the study, the aims of the study, research questions, the relevance of the study, the shortcomings of the study, the delimitations of the study, the meanings of significant terms and the organization of the study. The associated research in section two of the literature review consists of introduction, concept of implementation teachers performance appraisal development, head teachers' transformational leadership practice influencing implementation of teachers performance appraisal development, influence of reward strategy and implementation of teachers performance appraisal development, influence of provision of resources and implementation of teachers performance appraisal development, influence of exposure to learning and implementation of teachers performance appraisal development, influence of evaluation and feedback and implementation of teachers performance appraisal development, Literature analysis overview, theoretical structure and conceptual context. Section three explains the technique of study that was used. This includes the essence of the study, the target population, the sample size and sampling techniques, the test instrument, the instrument's validity, the instrument's reliability, the method of data collection, data analysis techniques and ethical considerations. The analyzed data, its presentation and interpretation are included in chapter four. The overview of the study, the outcomes, findings, recommendations and suggestions for future studies are included in chapter five..

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature reviewed under the following sub-headings are discussed in this section; concept of performance appraisal development, head teachers' transformational leadership influencing teachers performance appraisal development, reward strategies influencing teachers performance appraisal development, influence on provision of resources on teachers performance appraisal development, influence of exposure to learning on teachers performance appraisal development, influence of evaluation and feedback on teachers performance appraisal development, Literature analysis overview, theoretical structure and conceptual context.

2.2 Concept of Implementation of Teacher Performance Appraisal Development

The concept of teachers' appraisal entails how the teacher appraisal is and how it is carried out in our schools. Gupta (2011) described teacher performance assessment as the process of accessing teacher performance and progress or a group of teachers on the teaching job and their potential for future growth. This is done over a specific period of time. Due to differences in their backgrounds experiences, knowledge, skills, abilities and aptitudes, they are assessed for further exposure to learning. The assessment identifies these differences.

Myhem (2018) says the aim of the basic performance evaluation framework is to identify and maintain good performance and inspire workers to improve in areas where the performance of their work does not meet expectations. While appraising, there are various criteria that require consideration. First is relevancy which measures the objectives of the job leaving out irrelevant. Secondly is reliability whereby the evaluation procedures

should produce consistent and replicable results. Thirdly, there should be freedom from contamination by ensuring the employee is unfairly appraised because of factors beyond his control.

TSC decided to use management by objective (MBO). According to Nzuve (2015), this is a method where a relationship between the evaluator and evaluate is established and goals set to be achieved in a given period. However, this method the TSC sat down and came up with it without involving the employees or their representative, the KNUT. Again, they are only formally done without any meaning since no promotions are given. They are only used by head teachers to pressurize the teachers where they don't meet their targets irrespective of other factors that may hinder its effective roll out.

2.3 Head Teachers Transformational Leadership and Implementation of Teachers Performance Appraisal Development

There are various leadership methods practiced in our schools. Transformational leadership is considered the best. Chetry (2018) Transformational leadership is a leadership style in which positive improvements are influenced by those who follow it.. Leaders in transformational leadership are focused on helping teachers excel. White (2018) says that leadership in transformation is a leadership style in which teachers are empowered, driven and motivated to innovate and generate change that will help them grow and alter the school's potential success.

Bayer, 2012 says one of the attributes that head teachers must seek in transformative leadership is the ability to empower or encourage teachers to willingly exercise persistent efforts to enhance the delivery of education. Via engagement and willingness, it is related to enhanced school functioning and quality education delivery, achieving objectives or educational targets. Waiganjo (2015) says that transformational leaders help followers

grow and develop into leaders by supporting and aligning individual followers, leaders, the society and the wider organization's goals and objectives by responding to the needs of individual followers. Transformative leadership thus helps teachers to surpass expected outcomes.

Maela (2016), one of the positive factors that has a direct correlation with job engagement is the style of transformative leadership. This research was primarily carried out on the influence it has on the assessment of teacher results, since head teachers need to collaborate with teachers for the delivery of education and students for learning. The researcher will therefore study whether the head teachers are practicing transformational leadership in their schools. The researcher will also study whether the teachers are comfortable with this type of leadership.

2.4 Head teachers' Reward Strategy and Teachers Performance Appraisal

Rewards are very necessary in motivating teachers and pupils towards their achievements. Rewards gives morale and motivates all who look forward on better performance. All feel recognized for what they are doing. The reward plan, according to Armstrong (2009), points out what the company plans to do in the longer term to establish and enforce reward strategies, procedures and processes that will further the achievement of objectives..

Mutwiri (2015) says rewards are intrinsic or extrinsic. KESI (2011), intrinsic motivation is characterized as motivation that comes from within a person rather than any external or external rewards. It implies that to keep a person motivated, such external incentives are not enough. Motivation that comes from outside a person is extrinsic motivation. And when they have no interest in it because of the expected gratification they will get some reward, an extrinsically motivated teacher will work on a job.

Brown (2019) says before employers offer any more voluntary incentives, they must understand that any successful total compensation program is focused on the secure basis of a reasonable base pay level combined with providing all workers particularly the lowest paying, with real remuneration and career development opportunities. This will make teachers feel they are truly making a difference.

According to Tornquist (2014) work environment is the leadership styles the organization culture, work and life balance. All this contributes to improved performance, both by teachers and pupils. The researcher will therefore study the influence of reward strategy on implementation of teachers' performance appraisal development.

2.5 Head teachers' Provision of Resources and Teachers Performance Appraisal

Resources are very essential in every day to day learning of a school. In the delivery of quality formal and non-formal primary services, three types of tools are utilized: human resources, material resources and financial resources cited by Usman and Dangara (2016). For success, human resources are critical. Planners, managers, instructors, mentors, executives and support staff are included. It is important to balance the teacher / pupil ratio well.

An obstacle to quality education may be material services, both availability and quality. The lack of physical facilities ultimately hampers instruction, depresses the children's spirit and the educators' enthusiasm. (Bizimana, 2014). According to Okongo, Ngao, Rop & Nyongesa (2015), physical facilities development and maintenance in schools accounts for the difference in achievement. When the quantity and consistency of physical resources are ample, the learning experiences are fruitful. Financial resources act as a barrier to education. Both human resource and material resource require finance to be

attained. The researcher will study how these factors influence implementation of teachers' performance appraisal development.

2.6 Head teachers Exposure to Learning and Teachers Performance Appraisal

For teachers to perform, they should be exposed to learning. Learning helps teachers to boost their knowledge, skills and attitudes. It enables them to refresh on their previous know how. Learning is a continuous process. Everyday a new thing is learnt.

Warner (2013) says, training and development improves employees' performance. Exposure to learning makes teachers more productive because of understanding more about their role. It also makes the teachers more confident in their work performance. A teacher through exposure to learning gains improved satisfaction and morale in teaching. Teachers gains value and creates support in school. Exposure to learning also addresses weaknesses. This exposure to learning allows teachers to do any task hence one does not have to wait for a task to be done if one teacher is absent.

Training is critical for the growth and success of employees, according to Dracker (2015), which motivates him, apart from just money to work for a certain organization. Teacher exposure to learning has been introduced in the country. This is being referred to as Competency Based Curriculum (CBC). Evidence-based universal principles in teaching and measuring skills, expertise, professional values and attitudes for both pre-training and in-service training are encouraged by exposure to learning. This exposure to learning has emphasis on child-centered learning, multi-grade teaching and how to teach in unique environment. The researcher will study how well the teachers are perceiving this and whether the training is gaining strength in the institutions.

2.7 Head Teachers' Evaluation and Feedback and Teachers Performance Appraisal

Evaluation is necessary for the teachers and the head teacher to gauge where they were, where they are and where they want to go. It also gives them feedback on how their performance is. It reveals their strengths and weaknesses and they are able to see their opportunities and threats on their line of duty. Evaluation is the process of judging or placing a value on a procedure, the degree to which expertise has been learned, or an ability, according to Salemi (2011). Feedback, on the other hand, is the way to provide knowledge about teacher learning or the development of skills in order to prepare learning objectives and to imitate attitudes and skills.

According to Clynes and Raftery (2008) feedback is helpful in recognizing and promoting habits that are helpful and successful. To hinder successful professional growth, habits are defined and modified. Written appraisal occurs regularly through placement, while verbal comments are made during and after situations on a more frequent basis.

Feedback also supports teachers in theory and practice, which promotes self-evaluation, improves self-confidence and helps to minimize fear of evaluation, according to Heckman-stone (2004). Creating a transparent, emphatic and corresponding partnership will foster a supportive and productive climate conducive to successful feedback. Clynes & Rafterly (2008) says evaluation and feedback should be in an open environment, non – threatening and supportive. The researcher will therefore find out how teachers evaluation and the feedback practices is done and whether it has any gain their respective schools.

2.8 Summary of Literature Review

The comprehensive literature on the efficacy of schools in developing countries is that achieving improved learning outcomes is fundamentally dependent on changes in the performance of teachers. Teaching is the primary determinant of school success at school

level, so the teacher is paramount to this realization. Ways to strengthen teacher activities and skills are also essential to any systematic effort to enhance learning. If these ways lack, the teachers may respond in many different ways. They may lose morale in teaching, reduce effort, become disgruntled and in extreme cases quit the teaching career.

The compulsory filling of TPAD without taking into consideration factors that affect its purpose and realization in order to improve performance has continued to either lower or stagnate performance. Therefore, for high successful performances which is naturally to the interest of all education systems context, head teachers transformational leadership, rewards strategy, provision of resources, exposure to learning, evaluation and feedback need to be addressed properly, to ultimately achieve the concept of implementation of teachers performance appraisal development.

2.9 Theoretical Framework

The theory of input output systems inspired this analysis by the Ludwig Von Bertalanffy (1973) approach to system theory, and organizations must communicate with the world as open social systems in order to function. This approach defines organizational behaviours by mapping the repetitive cycles between the organization and the external environment of input, during, output and feedback. The system looks management as an open-ended process. It emphasizes detachment, objectivity and control. It helps in coordinating purposeful individuals (teachers) whose actions stems from applying their unique interpretation to the particular situations confronting them. Teachers receives inputs and transform them to outputs. The system will help in viewing common and uncommon themes that explain their behavior and their effectiveness in terms of their goals, objectives or common purposes.

In order to understand the relationship amid inputs, outputs and processes, one has to consider the context in which all this takes place. Although the environment is not part of the system, it is all that is necessary to understand the functioning of the system. Education is a system because it has a collection of inputs that are subject to a process (administrative variables, money, pupils, teachers, facilities, etc to achieve those goals that appear as outputs.

In this case the researcher decided to analyze the input of head teachers, the output, in order to get the output from teachers who are then evaluated by the performance assessment of the instructor.

In this case, an open-ended system was used to determine the effectiveness and efficiency of the so laid down objectives in this study. The ability of heartache to guide teachers through transformational leadership has great influence on implementation of teacher's performance appraisal development. Reward strategy laid down by the head teacher results to how motivated teachers are and this will definitely influence implementation of teacher's performance appraisal development. Teachers require learning resources in order to effectively carry out their teaching and their provision will highly result to good output hence influence implementation of teacher's performance appraisal development. Teachers will also require to be exposed to learning.

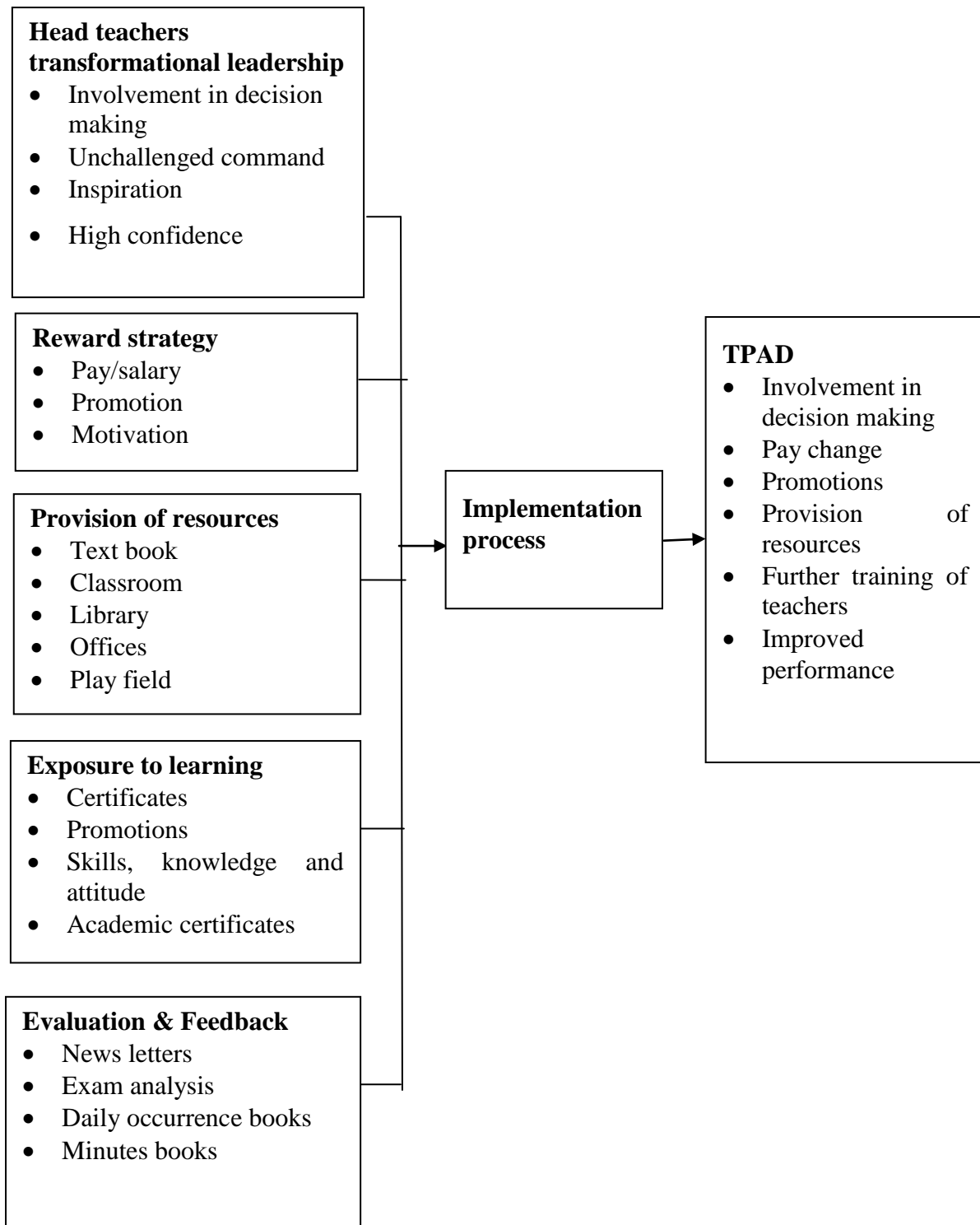
Learning has no end and therefore input on teachers further learning will result to their improved output hence influencing implementation of teacher's performance appraisal development. Timely evaluation and feedback will also boast teacher's capability of self-evaluating themselves, geared to enhancing effective output. This will also influence implementation of teacher's performance appraisal development. Hence the input output system theory greatly helped to guide this study.

2.10 Conceptual Framework

This is a rundown of the study's key independent and dependent variables and the relationship between them. Related variables are situations that tend to change as independent variables change. From the figure head teachers transformational leadership will be studied to see whether it has any influence on implementation of teacher's performance appraisal development. In order to evaluate the impact of the implementation of teacher performance evaluation development, incentive strategies will be studied.

Provision of resources will be studied to establish whether they have any influence on implementation of teacher's performance appraisal development. Exposure to learning will be studied to determine whether it has any effect on implementation of teacher's performance appraisal development. Evaluation and feedback and their effects on implementation of teacher's performance appraisal development.

Figure 2. 1 conceptual framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology for research design, target population samples and sampling procedure, research instrument, validity of the instrument, data collection procedure and data analysis techniques will be addressed in this study.

3.2 Research Design

Gatara (2010) posit research designs as a plan, collection, deduction and analysis. This study employed mixed methods approach underpinned by pragmatism. In particular, this study used descriptive survey design and research design for correlation studies (Rothbauer, 2008; Creswell, 2009). Shield and Rangarjan (2013) posit the characteristics of a population being studied are defined using descriptive survey designs. Correlation analysis architecture was used to measure connections between the two identifiable variables that existed. The regression analysis was later determined to determine the degree to which the dependent variable was predicted by the independent variable (Creswell, 2012).

3.3 Target Population

Any specific study targets a specific population from which questionnaires and interviews are distributed to collect the requisite data for analysis. (Orotho, 2009). In the Kieni-East Sub-County, 52 schools, 52 head teachers and 566 teachers were the target population. Source; Kieni-East Sub-County Staffing Office Sub-county.

3.4 Sample Size and Sampling Techniques.

A sample is a representative of the largest population Ndungu (2015). An optimal sample size should be broad enough to act as an accurate representation that the researcher wants to generalize. The study used systematic stratified random sampling technique. The sub-county is made up of 3 zones which have different number of schools and teachers. Random sampling was then carried out A sample size of amid 10 per cent and 30 per cent of the target population is representative, according to Gay and Airasian (2003). Therefore, the researcher took 30 percent and above. This was to ensure a manageable number of schools for the study. Random sample of teachers was done in each of the sampled schools. Papers were written and randomly picked in order to give equal opportunity for all sampled schools to participate in the study. Therefore, the sampling yielded 170 teachers. A total of 30 head teachers were sampled out of the target population of 52 head teachers which represents 62.5%. The sample size can be found in Table 3.1.

Table 3.1: Sample size

Respondents	Target population	Sample size	Percentage
Head teachers	52	30	62.5
Teachers	566	170	30
Sub county staffing officer	1	1	100

3.5 Research Instruments

Questionnaires and an interview guide were included in this study. The researcher gave teachers and headteachers questionnaires as they made it possible to gather a vast amount of information within a short period of time (Orotho 2004). The questionnaires were split

into sections and included open and closed-ended questions. Information on demographic data was included in Section A dependent and independent variables were discussed in Section B. And there was a sub-county staffing officer interview guide. On a five point likerts scale, the teachers and head teachers were asked to show the degree to which they agreed with the statements by 5: strongly agree, 4; Agree, 3: undecided, 2: disagree, 1: strongly disagree.

3.5.1 Validity of the Instruments

When an instrument accurately calculates any prescribed variable, according to Ghazali (2016), it is considered a valid instrument for that particular variable. Questionnaires for teachers and head teachers and an interview guide for sub-county parental education directors were the methods used in this report. To gain clarification and significance, the validity of the instruments was checked in four public primary schools that were not included in the study sample. The result led the investigator to obtain the validity of the material. In order to improve the testing instruments, corrections, modifications and rephrasing of statements were made where appropriate.

3.5.2 Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument provides reliable results or knowledge after repeated tests (Mugenda and Mugenda, 2003). This helped the investigator estimate mistakes and make corrections if any. In order to determine their reliability, the research instrument was tested. The test-retest was used for accuracy determination. The questionnaires were administered by the investigator to the respondents and the same questionnaires were administered again within a week to the same respondents. The two sets of scores were regressed in order to establish the correlation coefficient (r) between the two sets of scores using the Pearson Product

Moment Correlation. The instructor's questionnaire provided a reliability of 0.7. According to Mugenda and Mugenda, a reliability coefficient of 0.7 to 1.00 is deemed acceptable (2003).

3.6 Data Collection Procedure

The researcher obtained the approval of the School of Education of the University of Nairobi. A research permit was obtained by the National Commission for Science, Technology and Innovation (NACOSTI). The investigator also obtained a letter of approval to conduct the investigation from the County Director of Education in Nyeri County. The investigator also visited the sampled school in order to gain permission from the corresponding head teachers to conduct research in their schools. The researcher left the questionnaires in college, personally. He then gave the respondent time to fill them up, so he went personally and collected them for two weeks. The respondents were assured of strict confidentiality of all their answers during this exercise.

3.7 Data Analysis Techniques

Data analysis is the process of systematically looking for and arranging completed research tools after field work to enhance researchers' knowledge of them, enabling the researcher to present them to others (Mutwiri, 2015). It used SPSS. There was both qualitative and quantitative data in the data review. Quantitative information was evaluated and interpreted using tables using frequencies, ratios, mean scores and standard deviations. Qualitative data was evaluated thematically. By first classifying and addressing responses according to themes for each object, this was accomplished. The data was edited, coded and documented using descriptive narratives of the respondents' opinions, attitudes and viewpoints.

This made it easy for the researcher to convert the form of scale data into continuous data that allowed correlation and regression analysis to be computed. The estimation of frequencies, percentages and means included descriptive statistics. To be able to develop the relationships, Pearson-Product Moment Correlation was used when using the Linear Regression Model to assess the influence of the relationship between the two variables. A correlation coefficient of between -1.00 to +1.00 is used, according to Creswell (2008), to calculate the degree and intensity of the relationship between the variables and a correlation coefficient of 0.00 suggests a lack of linear relationship. The lower the coefficient of correlation to 0.00, the weaker the relationship between the variables. Hypotheses were evaluated using the correlation coefficient at a 0.05 level of significance. The models used for regression were as follows: $Y = \beta_0 + \beta X + \epsilon$

Where y = implementation of teachers' performance appraisal development

While β_0 is the constant, β is the coefficients of X variable and ϵ is the error term.

3.8 Ethical Considerations

The investigator found that information on the questionnaires was confidential. Information regarding the respondent was not used for any reason other than for educational purposes. On the questionnaires, the names of the respondents were not written. Before administering the questionnaires, the definitions of the respondents were sorted and the researcher introduced himself to the respondents and clearly stated his task.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter covers data analysis, conclusions, interpretation and discussion of responses obtained from the study on school-based factors affecting the performance evaluation of teachers in public primary schools in the sub-county of Kieni-East, Nyeri County, Kenya. The section presents the research results on the return rate of the questionnaire, demographic characteristics, transformative leadership, incentive policy, resource provision, learning exposure and input on the progress of teacher performance evaluation implementation. There was a mixed style used. The study of the data was performed using descriptive and inferential statistics.

4.2 Response Rate

The return rate of the questionnaire refers to the number of questionnaires administered, completed and returned to the researcher for the purposes of analysis. In Kieni-East sub-county, Nyeri County, Kenya, the respondents were head teachers, teachers and the sub-county director of education in public primary schools. A 50 per cent response rate is satisfactory, 60 per cent decent and over 70 per cent rated really good, according to Mugenda and Mugenda (2013). This indicates that the response rate was over 80 percent, based on this statement. Table 4.1 presents the response rate.

Table 4.1: Response Rate

Respondents	sampled	Response	Percentage
Teachers	170	152	89.4
Head Teachers	30	28	93.3
Sub-county staffing officer	1	1	100
Total	201	181	90

Table 4.1 shows that 152 teachers and 28 head teachers returned the questionnaires hence the response rate of 85% was regarded as satisfactory.

4.3 Demographic Data

Participants' demographic characteristics included: age, gender, qualification for education, job experience and place held in the school. This data enabled the study to evaluate the impact of school-based factors affecting the implementation of performance evaluation of teachers in public primary schools in the sub-county of Kieni-East, Nyeri County, Kenya.

4.3.1 Distribution of respondents by Age

The study sought to identify the age of the respondents. Table 4.2 describes the results on the age bracket of teachers and head teachers.

Table 4.2: Distribution of respondents by Age

Age	Teachers		Head Teachers	
	f	%	f	%
Below 30 years	4	2.6%	0	00
31-40 years	28	18.4%	2	7.1%
41-50 years	44	28.9%	5	17.9%
51-60 years	76	50%	21	75%
Total	152	100	28	100

The findings on the age of teachers reveal that 76 (50%) teachers were between 51 to 60 years, 44 (28.9%) were between 41 to 50 years, 28 (18.4%) were aged 31 to 40 years while the least 4 (2.6%) were below 30 years. The findings indicated majority of the teachers were over 41 years. The findings on head teachers age revealed that three quarters of the head teachers 21 (75%) were between 51 to 60 years while the least 5 (17.9%) were 41 to 50 years, 2 (7.1%) were 31 to 40 years. The findings suggested majority of the head teachers were above 50 years. This means they have more experience in the teaching profession and could give more detailed information about the pupil's progress.

4.3.2 Distribution of respondents by Gender

The research aimed to assess the gender of the educators and the head teachers. The gender of teachers and teachers will play a major role in pupils' academic performance. In Table 4.3, the results are presented.

Table 4.3: Distribution of respondents by Gender

	Teachers		Head Teachers	
	f	%	F	%
Male	68	44.7	17	60.7
Female	84	55.3	11	39.3
Total	152	100	28	100.0

The results in Table 4.3 show that the majority of teachers were 84 (55.3 %) female while the male was 17 among the head teachers (60.7 %). There were therefore more female teachers than the male but more male head teachers than the female. According to the 2010 Constitution of Kenya (2010), either of the gender should take up a third of any appointments to a public office.

4.3.3 Distribution of respondents by education qualification

The research aimed to establish the qualifications for education of the respondents. The outcomes are presented in Table 4.4.

Table 4.4: Distribution of respondents by Education qualification

Education qualification	Teachers		Head Teachers	
	f	%	f	%
P1	43	28.3	4	14.3
Diploma	79	52.0	7	25.0
BED	28	18.4	16	57.1
Masters	2	1.3	1	3.6
Total	152	100	28	100

The results in Table 4.4 suggest that the majority of teachers 79(52%) had diploma as their highest education qualifications 43(28.3%) had P1, 28(18.4%) had bachelor's degree and the least 2(1.3%) had masters level. Majority of the head teachers 16 (57.1%) had bachelor's degree in education, 7 (25%) had diploma, 14(14.3%) had P1 as their highest education qualification while the least 1(3.6%) had masters level. From the table, all the teachers had at least a P1 certificate in Education. The findings imply that the head teachers were more educated than the teachers. However, all the participants were trained and qualified to teach in primary schools.

4.3.4 Distribution of respondents by Work Experience

The research aimed to improve the work experience of the teachers and the head teachers.

In Table 4.5, the findings are illustrated.

Table 4.5: Distribution of respondents by Work Experience

Work experience	Teachers		Head Teachers	
	f	%	f	%
Less than 5years	6	3.9	0	0
6-10 years	17	11.2	0	0
11-15 years	12	7.9	0	0
16-20 years	21	13.8	0	0
21 years and above	96	63.2	28	100
Total	152	100.0	28	100

The findings reveal that majority of the teachers 96(63.2%) had an experience of 21 years and above, 21(13.8%) had an experience of 16-20 years, 17(11.3%) had an experience of 6-10 years while the least 6(3.9%) had an experience of less than 5 years. All the head teachers 28 (100%) had an experience of 21 years and above. The findings imply that all the teachers and head teachers were well experienced. UNESCO (2005) underscores the need to have experienced school managers who can work jointly with other stakeholders towards the success of educational programmes.

4.3.5 Distribution of respondents by position

The aim of the research was to find out the position of the respondents. The distribution is introduced in Table 4.6.

Table 4.6: Distribution of respondents by Position in the School

Position	f	%
Teacher	152	84.4
Head Teacher	28	15.6
Total	180	100

The finding reveal that 152 (84.4%) of the respondents were teachers while 28(15.6%) were head teachers.

4.4 Head Teachers' Transformational Leadership and Performance Appraisal

The first goal of the study was to examine the effects of head teacher transformative leadership on the implementation of teacher performance assessment and advancement. The teachers and head teachers were asked to illustrate the degree to which they agree on declarations on a five-point scale, where by 5; Strongly Agree, 4; Agree, 3; Unsure, 2; Disagree and 1; Strongly Disagree. Table 4.7 presents the responses of the head teacher and staff.

Table 4.7: Head Teachers' and teachers' responses on Transformational Leadership and teachers' performance

Statement	5		4		3		2		1		Mean	Std.D
	SA		A		UD		D		SD			
	f	%	f	%	f	%	f	%	f	%		
Inspires	81	45	83	46.1	0	0	16	8.9	0	0	4.27	0.86
Not enthusiastic	16	8.9	23	12.8	26	14.4	62	34.4	53	29.4	2.37	1.27
Succeeds in teaching	30	16.7	103	57.2	17	9.4	20	11.1	10	5.6	3.68	1.05
Not motivated	27	15.0	81	45	13	7.2	42	23.3	17	9.4	3.33	1.25
Morals	39	21.7	103	57.2	5	2.8	23	12.8	10	5.6	3.77	1.10
No ethics	9	5	44	24.4	20	11.1	71	39.4	36	20.0	2.55	1.20
Co-operative Attitudes	48	26.7	88	48.9	13	7.2	26	14.4	5	2.8	3.82	1.07
	37	20.6	96	53.3	13	7.2	22	12.2	12	6.7	3.69	1.13
Not in decision making	9	5	45	25	10	5.6	66	36.7	50	27.8	2.43	1.27
Supports each other	43	23.9	84	46.7	10	5.6	32	17.8	11	6.1	3.64	1.20
Do not know their SW	20	11.1	26	14.4	13	7.2	79	43.9	42	23.3	2.46	1.30
Total list wise	180											

Table 4.7 indicates that, the teachers and the head teachers agreed that the head teachers inspired positive changes to the teachers in majority of the schools as indicated by 83 (46.1%) respondents. This was supported by the mean of 4.27. The head teachers are not enthusiastic and passionate as disagreed by 62 (34.4%) respondents and supported by a mean of 2.37. Majority of the teachers and head teachers agreed that the head teachers have helped teachers to succeed in teaching as agreed by 103 (57.2%) and supported by a mean of 3.68. It was revealed that the teachers are not well encouraged and motivated as agreed by 81 (45%) of the respondents and supported by a mean of 3.33. The schools

exemplify moral standards as agreed by 103 (57.2%) of the respondents and supported by a mean of 3.77.

Most of the respondents disagreed that teachers do not enjoy an ethical working atmosphere with specific goals and expectations of values, as shown by 71 (39.4%) respondents and supported by a mean of 2.55. Teachers were authentically co-operative and enjoy open communication as indicated by 88 (48.9%) respondents and supported by a mean of 3.82. Majority of the respondents agreed that teachers' were self-driven and worked for a common goal as indicated by 96(53.3%) respondents as supported by a mean of 3.69.

Most of teachers and head teachers disagreed that the teachers are not allowed to participate in decision making as indicated by 66 (36.7%) and supported by a mean of 2.43. The respondents were of the opinion that, as shown by 84 (46.7 %) respondents and further endorsed by an average of 3.64, they supported each other and the school as a whole. Much of the respondents disagreed that teachers should not recognize their power and limitations (disagreed by 79 (43.9%) respondents and further supported by a mean of 2.46.

Further the study sought information from TSC sub-county. From the interview, the study found that head teachers were recruited only after attainment of experience job group M. The sub county staffing officer further revealed that the head teachers practiced transformative leadership styles. It was established that teachers were authentically co-operative and enjoy open communication. Waiganjo (2015) says that transformative leadership helps followers grow and evolve into leaders by encouraging them and aligning the priorities and objectives of individual followers, leaders, the community and the larger organization to respond to the needs of individual followers.

4.4.1 Correlation analysis of transformational leadership and implementation of teachers' performance appraisal development

In order to determine the influence of the independent variable on the dependent variable, the analysis used correlation and regression. In Table 4.8, the results are presented.

Table 4.8: Correlation of transformational leadership and performance appraisal

		TPAD	TRNSLE
TPAD	Pearson Correlation	1	.227**
	Sig. (2-tailed)		.002
	N	180	180
TRNSLE	Pearson Correlation	.227**	1
	Sig. (2-tailed)	.002	
	N	180	180

** . Correlation is significant at the 0.01 level (2-tailed).

The $r(180) = .227$ correlation coefficient, $p < 0.05$. This shows that there is a weak correlation between the two characteristics. Therefore, there is a connection amid the practice of transformational leadership and the production of performance evaluation by teachers.

4.4.2 Regression Analysis

Table 4.2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.227 ^a	.051	.046	.415

a. Predictors: (Constant), TRNSLE

Adjusted R squared is a determination coefficient that indicates variance in the dependent variable due to adjustments in the independent variable: the value of adjusted R squared was 0.046 from the findings in the above table, suggesting that there was variation of 4.6

percent on implementation of the performance appraisal growth of teachers due to changes in transformational leadership practice at 95 pp. R is the correlation coefficient that indicates the association amid the research variables, as shown by 0.227, there was a positive relationship amid transformational leadership improvements and teacher performance evaluation implementation.

The study examined the model's significance through application of Analysis of Variance (ANOVA) method. The outcomes are illustrated.

Table 4.3: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.663	1	1.663	9.649	.002 ^b
	Residual	30.678	178	.172		
	Total	32.341	179			

a. Dependent Variable: TPAD

b. Predictors: (Constant), TRNSLE

The critical F was 3.89 at the 5 % significance stage, 1d.f, 178 d.f, while the calculated F was 9.649, as the calculated F is greater than the critical F (value = 3.89), which indicates that the overall model was important. The processed results, which is the population parameters, had a meaning level of 0.002 percent because the null hypothesis was rejected by $p = 0.002 < 0.05$. This indicates that there is a major difference between the transformational leadership practice of head teachers and the performance evaluation production of teachers.

Table 4.4: Regression Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	2.192	.274		8.000	.000
	TRNSLE	.310	.100	.227	3.106	.002

a. Dependent Variable: TPAD

It was observed from the regression equation above that holding transformational leadership practice to a constant zero would be 2.192 to implement the performance assessment development of teachers. A unit increase in transformational leadership practice would lead to an increase of 0.31 units in the performance assessment development of teachers' implementation. Transformational leadership experience was important at a 5 percent level of significance and a 95 percent level of trust ($p < 0.002 < 0.05$).

4.5 Reward Strategy and Performance Appraisal Development

The second objective of the study aimed to ascertain the effect of the incentive approach on the performance evaluation development of teachers. On a five-point likert scale where by 5; Strongly Agree, 4; Agree, 3; Undecided, 2; Disagree and 1; Strongly Disagree, the teachers and the head teachers were asked to show their degree of agreement with the claims. The results are presented in Table 4.12

Table 4.5: Reward strategy and implementation of performance appraisal

Statement	5		4		3		2		1		Mean	Std.D
	f	%	f	%	f	%	f	%	f	%		
No reward system	38	21.1	75	41.7	30	16.7	32	17.8	5	2.8	3.36	1.21
Reward transparent	15	8.3	103	57.2	23	12.8	33	18.3	6	3.3	3.26	1.08
No well-developed policies	16	8.9	23	12.8	98	54.4	28	15.6	15	8.3	3.14	1.13
Surveys used to assess opinions	4	2.2	11	6.1	36	20	104	57.8	25	13.9	2.52	1.03
Stakeholders do not supports	8	4.4	17	9.4	33	18.3	75	41.7	47	26.1	2.47	1.23
Evaluate the effectiveness	33	1.7	12	6.7	30	16.7	106	58.9	29	16.1	2.42	1.04
Supports appraisal	12	6.7	24	13.3	104	57.8	30	16.7	10	5.6	3.12	1.22
TSC do not attend to equal pay	65	36.1	78	43.3	3	1.7	26	14.4	8	4.4	3.92	1.16
No competitive pay structure	11	6.1	17	9.4	7	3.9	82	45.6	63	35.0	2.38	1.41
Pay on job evaluation	39	21.7	96	53.3	10	5.6	10	5.6	25	13.9	3.63	1.27
Pay schemes not revised fairly	10	5.6	8	4.4	33	18.3	81	45	48	26.7	2.38	1.29
Total List wise 180												

The results show that the majority of teachers and head teachers accepted that a compensation scheme, as shown by 75(41.7%) respondents and endorsed by an average

of 3.36, is not placed in place both financial and non-financial. As decided by 103 (57.2 percent) respondents and endorsed by an average of .26, reward management priorities and arrangements are straightforward and well communicated to employees. It was undecided whether the reward policies and activities were well designed to meet the priorities of the schools and 98 (54.4 percent) respondents wanted to suggest that the stakeholders were supported by an average of 3.14.

Surveys are not used to test employee views on incentives and decisions taken on performance as indicated by 104 (57.8%) respondents and supported by a mean of 2.52. Most of the respondents 75 (41.7%) disagreed that stakeholders do not support the reward system in the school and supported by a mean of 2.47. 106(58.9 %) disagreed that measures are taken to assess the efficacy of the method of reward management and to ensure that they represent the changing needs as supported by an average of 2,422. It was undecided by 104 (57.8%) respondents on whether the teacher's, reward system supports the performance appraisal and is up-to-date and non-discriminating. This had a mean of 3.12.

78 (43.3 per cent agreed with the majority of teachers and head teachers that the TSC do not give serious attention to equal pay issues and equal pay reviews as further supported by a mean of 3.92. The teachers and head teachers disagreed that TSC has not set in place a competitive pay structure that tracks the market rates for attraction and retention of teachers (82, 45.6%) which was supported by a mean of 2.38. As endorsed by 96 (53.35) respondents and a mean of 3.63.), grade and pay systems are based on work assessment and market rate analysis. It was disagreed by 81 (45%) respondents that contingent pay schemes are not revised fairly and consistently which was further supported by a mean of 2.38.

Further The research sought to establish what TSC has put in place to reward teachers with extemporary performance either in class or in co-curricular activities to boost teachers' morale. From the interviews with the TSC sub-county officer it was revealed that TSC has come up with CBA which addresses teachers' salaries. TSC has also come up with different grading of the teachers based on the experience. Approximately 50 teachers were said to have been promoted using the TPADS since its inception after successful interviews. The sub county staffing officer further stipulated that rewarding of teachers is done through consideration of the efforts shown by teachers irrespective of their schools' category. Majority of the respondents agreed that reward strategy influence performance schools. It is therefore clear that reward strategies a is a significant factor in effective performance in school. This concurs with Michael and brown (2010), that reward strategy helps to retain and motivate the right people in an organization which in turn leads to good performance.

4.5.1 Correlation on reward strategy and performance appraisal

Correlation and regression were applied and the findings are presented in Table 4.13

Table 4.6: Correlation between reward strategy and appraisal

		TPAD	REST
TPAD	Pearson Correlation	1	.176*
	Sig. (2-tailed)		.018
	N	180	180
REST	Pearson Correlation	.176*	1
	Sig. (2-tailed)	.018	
	N	180	180

*. Correlation is significant at the 0.05 level (2-tailed).

The $r(180) = .176$ correlation coefficient, $p < 0.05$. This shows that there is a weak correlation between the two characteristics. Therefore there is a relationship between incentive strategy and performance evaluation growth of teachers.

4.5.2 Regression Analysis

Table 4.7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.176 ^a	.031	.025	.420

a. Predictors: (Constant), REST

Adjusted R squared is the determination coefficient indicating the variation in the dependent variable attributable to variations in the independent variable: the value of adjusted R squared was 0.025 from the results in the table above, implying that there was a 25 percent difference in teacher performance evaluation quality due to changes in reward strategy at 95 percent confidential

R is the correlation coefficient that indicates the relationship amid variables of the sample. A positive relationship existed amid changes in reward strategy and implementation of teachers performance appraisal development as shown by 0.176.

The research examined the model's significance through application of Analysis of Variance (ANOVA) method. The outcomes are illustrated below.

Table 4.8: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.997	1	.997	5.664	.018 ^b
	Residual	31.344	178	.176		
	Total	32.341	179			

a. Dependent Variable: TPAD

b. Predictors: (Constant), REST

The critical F was 3.89 at the 5 % significance stage, 1d.f, 178 d.f, while the calculated F was 5.664, as the calculated F is greater than the critical F (value = 3.89), which indicates that the overall model was important. Since $p = 0.018 < 0.05$ we reject the null hypothesis,

the processed data, which is the population parameters, had a meaning level of 0.018 percent. This indicates that there is a major difference among the incentive approach and the performance assessment production of teachers.

Table 4.9: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.399	.270		8.891	.000
	REST	.210	.088	.176	2.380	.018

a. Dependent Variable: TPAD

It was observed from the regression equation above that keeping the reward strategy to a constant zero would be at 2.399 to enforce the performance assessment production of teachers. A unit increase in incentive strategy will lead to an increase of 0.21 units in the performance evaluation growth of teachers' implementation. Transformational leadership experience was important at a 5 percent level of significance and a 95 percent level of trust ($p\ 0.018 < 0.05$).

4.6 Provision of Resources and performance appraisal

The third objective was to investigate the impact of the provision of resources on the progress of teacher performance assessment implementation. On a five-point likert scale, the teachers and head teachers reported their levels of agreement with the statements where by 5; Strongly Agree, 4; Agree, 3; Undecided, 2; Disagree and 1; Strongly Disagree. As summarized in Table 4.17.

Table 4.10: Provision of Resources and appraisal

Statement	5 SA		4 A		3 UD		2 D		1 SD		Mean	Std. D
	f	%	f	%	f	%	F	%	f	%		
Adequate classrooms	52	28.9	76	42.2	0	0	35	19.4	17	9.4	3.62	1.33
Ventilation and lighting not good	14	7.8	33	18.3	12	6.7	72	40	49	27.2	2.39	1.28
Enough toilets	30	16.7	87	48.3	6	3.3	53	29.4	4	2.2	3.48	1.15
Clean water source	56	31.1	67	37.2	0	0	44	24.4	13	7.2	3.61	1.34
Pupils untidy	23	12.8	55	30.6	5	2.8	80	44.4	17	9.4	2.93	1.28
Has feeding programme	23	12.8	53	29.4	24	13.3	38	21.1	42	23.3	2.87	1.39
Not free from air pollution	10	5.6	41	22.8	2	1.1	88	48.9	39	21.7	2.42	1.21
free from sound pollution	62	34.4	77	42.8	1	0.6	29	16.1	11	6.1	3.83	1.23
Compound not safe	15	8.3	45	10	3	1.7	76	42.2	41	22.8	2.54	1.31
Adequate teaching/learning aids	0	0	51	28.3	17	9.4	84	46.7	28	15.6	2.51	1.06
Free from outside forces	32	17.8	66	36.7	11	6.1	50	22.8	21	11.7	3.21	1.34
Well-staffed	16	8.9	24	13.3	1	.6	57	31.7	82	45.6	2.08	1.34
Total list wise 180												

From the findings, the school has adequate classrooms as supported by 76 42.2% and a mean of 3.62. It was disagreed that the classrooms are not well ventilated and lack good lighting as depicted by 72 (40%) and supported by a mean of 2.39. The schools have

enough toilets for teachers, boys and girls as agreed by 87 (48.3%) and supported by a mean of 3.48. The school has adequate source of clean water as agreed by 67 (37.2%) and supported by a mean of 3.61. It was revealed that most respondents disagreed the pupils were untidy and wears worn out clothes as indicated by 80(44.4%) while as supported by a mean of 2.93. Most of the schools have well-organized feeding programmes as indicated by 53 (29.4%) and a mean of 2.87. The respondents disagreed that the schools are not free from air pollution as indicated by 88 (48.9%) and supported by a mean of 2.42. The schools are free from sound pollution as agreed by 77 (42.8%) and supported by a mean of 3.83. Most respondents disagreed that the school compound is not safe for their pupils indicated by 76(42.2%) with a mean of 2.54.

It was not accepted that 84(46.7 %) and helped by an average of 2.51, the school has sufficient teaching/learning aids. It was undecided whether the schools, funded by an average of 3.21, were free from outside influences and interruptions. Most teachers and head teachers disagreed that the schools were well staffed, as 57 (31.7 %) were strongly endorsed and supported by an average of 2.08.

The study also aimed to evaluate what the government has done to ensure that all schools have the basic services required. From the interview conducted with the TSC sub-county officer, it was revealed that the government has embarked on text book supply. The government has made efforts in construction of classrooms and has provided funds for purchase of teaching aids.

Majority of the schools have adequate basic resources. According to Bizamna (2014), the lack of physical resources hampers teaching, depresses the children's spirit and teachers' enthusiasm. Most of the respondents verified the availability of these tools.

4.6.1 Correlation between provision of resources and performance appraisal

Table 4.18: Correlation on Provision of Resources and appraisal

		TPAD	PRVR
TPAD	Pearson Correlation	1	.126
	Sig. (2-tailed)		.01
	N	180	180
PRVR	Pearson Correlation	.126	1
	Sig. (2-tailed)	.01	
	N	180	180

Correlation coefficient $r(180) = .126$, $p(0.01) < 0.05$. This shows that the two attributes have a correlation. There is therefore a link between reward strategy and the execution of teacher performance assessment growth.

4.6.2 Regression Analysis

Table 4.119: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.126 ^a	.016	.010	.423

a. Predictors: (Constant), PRVR

Adjusted R squared is a determination coefficient that indicates the difference in the dependent variable due to changes in the independent variable: the value of adjusted R squared was 0.010 from the findings in the table above, indicating that there was a 1 percent difference in the implementation of teacher performance appraisal quality due to changes in resource supply at 95 percent.

R is the coefficient of correlation that indicates the association between the variables in the sample. There was a positive relationship amid changes in provision of resources and implementation of teachers' performance appraisal as shown by 0.126.

The research examined the model's significance through application of Analysis of Variance (ANOVA) method. The outcomes are illustrated in Table 4.20.

Table 4.12: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.517	1	.517	2.894	.091 ^b
	Residual	31.824	178	.179		
	Total	32.341	179			

a. Dependent Variable: TPAD
b. Predictors: (Constant), PRVR

The F critical at 5 % level of significance, 1d.f, 178 d.f was 3.89 while F calculated was 2.894, since F critical (value = 3.89), is greater than F calculated this shows that the overall model was insignificant. The processed data, which is the population parameters, had a significance level of 0.091 percent since $p\ 0.091 > 0.05$ we fail to reject the null hypothesis. This illustrates that there is no substantial difference amid the provision of services and the creation of performance evaluation for teachers.

Table 4.13: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.626	.244		10.777	.000
	PRVR	.135	.079	.126	1.701	.091

a. Dependent Variable: TPAD

It was found from the regression equation above that keeping the supply of resources to a constant zero would be at 2.626 to enforce the performance evaluation production of teachers. A unit increase in resource provision will lead to an increase of 0.135 units in

the performance evaluation growth of teachers' implementation. Reward strategy was negligible at 5 percent level of importance and 95 % level of trust ($p = 0.091 > 0.05$).

4.7 Head teachers' exposure and teachers' performance appraisal

The fourth objective of the research was to find out the effect of exposure to learning on the development of performance evaluation for teachers. On a five-point likert scale where by 5; Strongly Agree, 4; Agree, 3; Undecided, 2; Disagree and 1; Strongly Disagree, the teachers and the head teachers were asked to show their degree of agreement with the claims. The views are presented in Table 4.22

Table 4.14: Exposure to learning and teachers' appraisal

Statement	5 SA		4 A		3 UD		2 D		1 SD		Mean	Std.D
	f	%	f	%	f	%	f	%	f	%		
CSO conducts regular seminars	17	9.4	115	63.9	4	2.2	39	21.7	5	2.8	3.56	1.02
No seminars from TSC	12	6.7	48	26.7	3	1.7	66	36.7	51	28.3	2.47	1.33
T.S.C organizes training	27	15	90	50	17	9.4	35	19.4	11	6.1	3.48	1.15
No improved performance after training	8	4.4	44	24.4	16	8.9	71	39.4	41	22.8	2.48	1.21
No appraisal after training	12	6.7	30	16.7	11	6.1	91	50.6	36	20.0	2.39	1.17
No good relationship with teachers	7	3.9	30	16.7	31	17.2	73	40.6	39	21.7	2.41	1.12
No good relationship with colleagues	28	15.6	63	35	23	12.8	51	28.3	15	8.3	3.21	1.25
Training not led personal development	6	3.3	38	21.1	21	11.7	80	44.4	35	19.4	2.44	1.12
Total List wise	180											

The majority of teachers and head teachers accepted that regular seminars/courses for teachers are performed by 115(63.9%) and sponsored by an average of 3.56 by the curriculum support offices. Most respondents disagreed that 66 (37.6 %) and endorsed by an average of 2.47 did not arrange seminars / courses for teachers by the TSC.

The majority of teachers and head teachers agreed that 90 (50 per cent) and supported by an average of 3.48, T.S.C organizes teacher training. Most teachers disagreed that the training received did not lead to enhanced performance in teaching 71(39.4 percent) and supported by an average of 2.48. It was not decided that the training received did not contribute to the evaluation of teachers by 91 (50.6%) respondents with a mean of 2.39.

Most of the teachers and head teachers disagreed that the training received has not led to their good relationship with the teachers as indicated by 73 (40.6%) with a mean of 2.41. Most of the teachers and head teachers were undecided whether the training received has not lead to good relationship with colleagues as indicated by a mean of 3.21. The findings reveal that the respondents disagreed that the training received has not led to their personal development indicated by 80(44.4%) respondents and supported by a mean of 2.44.

Further the study sought to find out what TSC has put in place to offer teachers on the job training opportunities. The interview with the TSC sub county officer revealed that TSC was at the time training teachers in CBC. The purpose of such training was said to be for the improvement of competency based curriculum. The interview provided that TSC had provided a guideline that all teachers must be trained after every 5 years and has developed the training modules however the training had not commenced due to wrangles between TSC and KNUT. The study further established that the head teachers are

advised to assign young teachers for training to cope up with not training retiring teachers.

Most of the respondents accepted that teachers are subjected to learning based on the outcomes. The results agree with Dracker (2015) that training is important for the employee's growth and success that motivates him to work apart from just cash for a certain organization.

4.7.1 Correlation between Exposure to Learning and teachers' appraisal

Table 4.15: Correlation on Exposure to Learning and appraisal

		TPAD	EXPT
TPAD	Pearson Correlation	1	.192**
	Sig. (2-tailed)		.010
	N	180	180
EXPT	Pearson Correlation	.192**	1
	Sig. (2-tailed)	.010	
	N	180	180

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient of $r(180) = .192, p(0.010) < 0.05$. This shows that there is a weak relationship between the two attributes. Therefore, there is a relationship between exposure to learning and implementation of teachers' performance appraisal development.

4.7.2 Regression Analysis

Table 4.16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.192 ^a	.037	.032	.418

a. Predictors: (Constant), EXPT

Adjusted R squared is a coefficient of determination showing the variance in the dependent variable attributable to adjustments in the independent variable: the value of adjusted R squared was 0.032 from the findings in the above table, indicating that there was a variation of 3.2% on the impemnetation of the performance appraisal growth of teachers due to changes in training exposure at 95 percent confidence interval.

R is the correlation coefficient that illustrates the association between the research variables. There was a positive relationship amid improvements in training exposure and performance evaluation of teachers, as shown by 0.192.

The research examined the model's significance through application of Analysis of Variance (ANOVA) method. The outcomes are illustrated below.

Table 4.17: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.194	1	1.194	6.823	.010 ^b
	Residual	31.147	178	.175		
	Total	32.341	179			

a. Dependent Variable: TPAD

b. Predictors: (Constant), EXPT

The vital F was 3.89 at the 5% significance stage, 1d.f, 178 d.f, while the measured F was 6.823. As the measured f is greater than the critical F (value = 3.89), this means that the overall model was significant. The processed results, which is the population parameters, had a significance level of 0.01 percent since the null hypothesis was rejected by p 0.01 <0.05. This indicates that there is a substantial association between exposure to training and the production of performance evaluation by teachers.

Table 4.18: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.430	.234		10.366	.000
	EXPT	.190	.073	.192	2.612	.010

a. Dependent Variable: TPAD

It was observed from the regression equation above that keeping exposure to training to a constant zero would be 2.43 for the implementation of teacher performance evaluation growth. A unit increase in training exposure will lead to an increase of 0.19 units in the execution of teacher performance evaluation growth. Exposure to training was important at a 5% level of significance and a 95% level of trust ($p < 0.05$).

4.8 Evaluation and Feedback and performance appraisal development

The aim of the study was to determine the influence of evaluation and feedback on the performance assessment development of teachers. This was based on a scale of five points likert, where 5; Strongly Agree, 4; Agree, 3; Undecided, 2; Disagree, and 1; Strongly Disagree. The answers are listed in Table 4.27

Table 4.19: Evaluation Feedback and teachers' appraisal

Statements	5		4		3		2		1		Mean	Std.D
	SA		A		UD		D		SD			
	f	%	f	%	f	%	f	%	f	%		
Feedback only when asked	40	22.2	85	47.2	8	4.4	38	21.1	9	5.0	3.61	1.19
Feedback only when request	2	1.1	45	25	7	3.9	92	51.1	34	18.9	2.38	1.09
Feedback after an event	41	22.8	112	62.2	3	1.7	23	12.8	1	0.6	3.94	0.90
Self-assessment	10	5.6	124	68.9	27	15.0	13	7.2	6	3.3	3.66	0.83
No G&C	0	0	16	8.9	12	6.7	90	50.0	62	34.4	1.90	0.87
Subject panels meetings	34	18.9	88	48.9	10	5.6	44	24.4	4	2.2	3.58	1.12
Total List wise 180												

Most of the teachers and head teachers agreed that they do one to one feedback after an event or a test only when asked to do so indicated by 85(47.2%) and supported by 3.61. The teachers and head teachers disagreed that they give feedback to pupils' personal problems only when they request indicated 92(51.1%) with a mean of 2.38. The teachers give feedback immediately after an event as indicated by 112 (62.2%) respondents and supported by 3.94. It was agreed that teachers do self-assessment after an event has taken place as indicated by 124 (68.9%) with a mean of 3.66. The teachers and head teachers disagreed that they do not offer guidance and counseling in their school indicated by 90 (50%) respondents and supported by a mean of 1.90. The teachers agreed that they hold subject panel meetings after every evaluation test indicated by 88(48.9%) with support of a mean of 3.58.

Further the study sought to determine the importance of the introduced TPAD by TSC to ensure feedback on teacher's performance. The interview with the TSC sub-county

officer opined that TPADS have enabled teachers to improve on their duty performance. It has also improved the teacher-pupils contact hours and has improved pedagogical behaviors of teachers in carrying out their duties. TPADS has helped head teachers in monitoring teachers' performance and has eased their work. On the findings, majority of the respondents agreed that evaluation and feedback is effective in their schools. This in agreement with Clynes and Raftely (2008) that evaluation and feedback is a factor of performance and that it should be done in an open, non-threatening and supportive environment.

4.8.1 Correlation analysis of Evaluation and Feedback and performance appraisal

Table 4.20: Correlation of Evaluation Feedback and appraisal

		TPAD	EFP
TPAD	Pearson Correlation	1	-.257**
	Sig. (2-tailed)		.000
	N	180	180
EFP	Pearson Correlation	-.257**	1
	Sig. (2-tailed)	.000	
	N	180	180

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation coefficient $r(180) = -.257$, $p(0.000) < 0.05$. This shows that the two attributes have a weak, negative relationship. There is also a partnership amid evaluation and input and implementation of the production of teacher performance assessment.

4.8.2 Regression Analysis

Table 4.29: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.257 ^a	.066	.061	.412

a. Predictors: (Constant), EFP

Adjusted R squared is a determination coefficient that shows the difference in the dependent variable due to changes in the independent variable: the value of adjusted R squared was 0.061 from the findings in the above table, suggesting that there was a variation of 4.6 percent on the impemnetation of the performance appraisal production of teachers due to changes in assessment and feedback at 95 percent.

R is the coefficient of correlation that indicates the association between the research variables. There was a positive relationship between improvements in evaluation and feedback and the performance assessment growth of teachers, as shown by 0.227.

The research examined the model's significance through application of Analysis of Variance (ANOVA) method. The outcomes are illustrated below.

Table 4.21: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.142	1	2.142	12.627	.000 ^b
	Residual	30.199	178	.170		
	Total	32.341	179			

a. Dependent Variable: TPAD

b. Predictors: (Constant), EFP

The critical F was 3.89 at the 5% significance stage, 1d.f, 178 d.f, while the calculated F was 12.627, as the calculated F is greater than the critical F (value = 3.89), which indicates that the overall model was important. The processed results, which is the population parameters, had a significance level of 0.000 percent since the null hypothesis was rejected by $p < 0.05$. This indicates that there is a substantial connection between the practice of evaluation and feedback and the production of performance assessment by teachers.

Table 4.22: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.890	.242		16.083	.000
	EFP	-.302	.085	-.257	-3.554	.000

a. Dependent Variable: TPAD

It was observed from the above regression equation that keeping appraisal and feedback practice to a constant zero, implementation of the performance assessment development of teachers will be at 3.890. A unit increase in evaluation and input will lead to a decrease of 0.302 units in the performance assessment growth of teachers' implementation. At 5% significance level and 95% trust level, the practice of assessment and feedback was important ($p < 0.05$).

4.9 Performance Appraisal Development

The analysis of the rate of agreement on the declarations relating to the creation of the performance evaluation of teachers on a scale of five points where by 5; Strongly Agree, 4; Agree, 3; Undecided, 2; Disagree and 1; Strongly Disagree. The views are presented in Table 4.32

Table 4.23: Response on Performance Appraisal Development

Statements	5		4		3		2		1		Mean	Std.D	
	SA	f	A	f	UD	F	D	F	f	SD			
Teachers cooperative		54	30.0	89	49.4	3	1.7	17	9.4	17	9.4	3.81	1.23
Teachers unhappy		37	20.6	91	50.6	13	7.2	33	18.3	6	3.3	3.67	1.10
Teachers improved performance		1	0.6	39	21.7	32	17.8	52	28.9	56	31.1	2.32	1.15
Not improved pupils performance		27	15.0	52	28.9	22	12.2	50	27.8	29	16.1	2.99	1.35
Teachers are promoted		5	2.8	8	4.4	30	16.7	50	27.8	87	48.3	1.86	1.03
Good leadership		7	3.9	43	23.9	26	14.4	56	31.1	48	26.7	2.47	1.23
Good school environment		45	25.0	72	40.0	24	13.3	29	16.1	10	5.6	3.63	1.18
Total list wise 180													

The study showed that the majority of teachers and head teachers favored the cooperative evaluation method of teachers, suggested by 89 (49.4) respondents and supported by an average of 3.81. Most respondents accepted that, as shown by 91(50.6%) and endorsed by an average of 3.67, teachers are not satisfied with the assessment system. Most of the teachers and head teachers disagreed that the appraisal system has resulted to teachers improved performance indicated by 52 (28.9%) and supported by a mean of 2.32. Most of the respondents accepted that the assessment has not increased pupils performance as shown by 52(28.9 %) but disagreed by 50 (27.8 %) respondents with a mean of 2.99. Majority of the teachers and head teachers strongly disagreed that the assessment has not resulted to teachers' advancement as shown by 87(48.3%) respondents with a mean of 1.86.

The respondents disagreed that the appraisal has not resulted to good leadership as shown indicated by 56 (31.1%) and supported by a mean of 2.47. Most of the teachers and head teachers agreed that the appraisal has not resulted to good school environment as shown by 72 (40.0%) respondents and a mean of 3.63.

The research also tried to find out from the sub-county officer of the TSC whether teachers were positive or negative in filling the forms of TPAD and why their attitude was appropriate. The study found that the teachers were positive since they are able to assess themselves and they can see the outcome.

The study also sought to establish what TSC was doing to improve the meaningfulness of TPAD in schools. The findings reveal that TSC considered TPADS in its promotion of teachers. The study also sought to evaluate whether TPAD had resulted to improvements in schools in terms of performance. The findings from the interview revealed that improvement had been noticed in majority of the schools as a result of TPAD.

Most of the respondents agreed on the results that performance evaluation has not been successfully carried out. The aim of the basic performance evaluation framework, according to Mayhem (2018), is to identify and maintain stringent performance and inspire workers to improve in areas where job performance fails to meet expectations. This is an environment in which most respondents conclude that to the satisfaction of teachers, TSC has not worked effectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Based on the research goals, this chapter presents the review, findings and recommendations of the report. The study centered on the effect of school-based variables on the implementation of performance evaluation of teachers in public primary schools in the sub-county of Kieni-East, Nyeri County, Kenya.

5.2 Summary of the Study

The research examined the factors affecting the performance evaluation of head teachers in public primary schools in the sub-county of Kieni-East, Nyeri County, Kenya. The objectives were to evaluate the effect of the transformative leadership of head teachers, incentive policy, resource provision, visibility and appraisal input on the growth of teacher performance assessment implementation. A descriptive design was used. The target population will include 52 schools, 52 head teachers and 566 teachers and 1 Sub-county Staffing Office. 52 schools, 52 head teachers and 566 teachers were included in the target population, from which a sample of 30 head teachers and 170 teachers were chosen. Using questionnaires, the data was obtained. The system of test retesting was used to increase the reliability of the instrument. Data on quantities were analyzed using the Statistical Packaging for Social Sciences (SPSS). To test the influence of independent variables, correlation and regression analysis were used.

5.3 Summary of Findings

5.3.1 Head teachers' transformational leadership and teachers' performance

The first objective was to evaluate the impact of the transformative leadership of head teachers on the performance evaluation growth of teachers in the Kieni East sub-county.

The majority of the respondents accepted that transformational leadership was a key factor in the success of teachers. The association study of Pearson moments revealed a poor relationship between transformational leadership and teacher success execution $r(180) = .227, p(0.002) < 0.05$. It was observed from the regression equation above that keeping transformational leadership practice to a constant zero would be 2.192 to introduce the performance evaluation production of teachers. A unit improvement in transformational leadership practice will lead to an increase of 0.31 units in the performance evaluation growth of teachers' implementation.

5.3.2 Head teachers' Reward strategy and teachers' performance

The second goal of the study was to evaluate the influence of the incentive strategy on the growth of teacher performance assessment implementation. The results showed that the coefficient of correlation of $r(180) = .176, p < 0.05$ is an indicator of a weak relationship between the two characteristics. It was observed from the regression equation that holding the reward strategy to a constant zero would be at 2.399 to implement the performance evaluation development of teachers. A unit increase in incentive strategy will lead to an increase of 0.21 units in the performance evaluation growth of teachers' implementation.

5.3.3 Head teachers' provision of resources and teachers' performance

The third aim of the analysis was to explore the degree to which the availability of resources affects the production of teacher performance evaluation implementation. The research shows that there is infrastructure and services in the school. A weak link between the two attributes was shown by the correlation coefficient of $r(180) = .192, p(0.01) < 0.05$. It was observed from the regression equation above that keeping exposure to a constant zero would be 2.43 for the performance evaluation production of teachers. A

unit increase in training exposure will lead to an increase of 0.19 units in the execution of teacher performance evaluation growth.

5.3.4 Head teachers' exposure to learning and teachers' performance

The study's fourth objective was to assess the degree to which the exposure of head teachers affected the performance of teachers. The study shows that the majority of educators and head teachers believed that exposure was a success factor. A coefficient of correlation of $r(180) = 0.192$, $p(0.010) < 0.05$. A weak relationship exists between the two attributes. It was observed from the regression equation above that keeping exposure to training to a constant zero would be 2.43 for the implementation of teacher performance evaluation growth. A unit increase in training exposure will lead to an increase of 0.19 units in the execution of teacher performance evaluation growth. Exposure to training was important at a 5% level of significance and a 95% level of trust ($p 0.01 < 0.05$).

5.3.5 Evaluation and feedback and teachers' performance

The fifth objective of the analysis was to determine the effects of the evaluation feedback on the growth of teacher performance assessment implementation. The study shows that most teachers and head teachers decided to provide one-to-one input after 3.61. The study indicates that the two attributes $r(180) = -0.257$, $p(0.000) < 0.05$ have a weak negative relationship. The regression analysis shows that holding evaluation and feedback practice to a constant zero, teachers' performance would be at 3.890. A unit increase in evaluation and input will lead to a decrease of 0.302 units in the performance assessment growth of teachers' implementation. At 5% significance level and 95% trust level, the practice of assessment and feedback was important ($p 0.00 < 0.05$).

5.4 Conclusion

The study concludes that there is a relation between school based factors and teachers performance. The teachers are authentically co-operative and enjoy an open communication. The study also concluded that the teachers and head teachers give feedback immediately after an event. The teachers and head teachers do self-assessment after an event has taken place and hold subject panel meetings after every evaluation test. The teachers give feedback to pupils' personal problems not only when they request but even in other times. The teachers offer guidance and counseling in their school.

5.5 Recommendations

The following recommendations were made there on the basis of the research findings;

- i. Study recommends that the school head teachers should device ways of encouraging and motivating the teachers to instill more positive change and provide a positive attitude towards performance appraisal.
- ii. The teachers service commission should give serious attention to equal pay issues and equal pay reviews. Job assessment and market rate analysis should be the basis of the grade and pay structures.
- iii. The goals and arrangements of incentive management should be straightforward and well communicated to employees. The performance evaluation should be sponsored by the reward scheme and should be up to date.
- iv. The study recommends that the teachers should continue evaluating and providing timely feedback. The feedback of all the events should always be given. Communication skills should be embraced in providing such results..

5.6 Suggestions for Further Studies

The study examined school-based factors affecting the performance assessment growth of teachers in public primary schools in the sub-county of Kieni-East, Nyeri County, Kenya.

Accordingly, the research indicates that more studies on;

- i. For contrast, school-based variables influence the implementation of teacher performance assessment growth in public primary schools in other sub-counties.
- ii. The factors that influence the effectiveness of the creation of teacher performance assessment among teachers and head teachers.

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APPENDICES

APPENDIX A: INTRODUCTION LETTER

UNIVERSITY OF NAIROBI
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION & PLANNING
P.O. Box 30197 -00100,
NAIROBI.

Dear Sir/Madam,

LETTER OF INTRODUCTION TO HEADTEACHERS

I am a postgraduate student in the Department of Education Management and Planning of the Faculty of Education, University of Nairobi, with a Master's degree in Corporate Governance in Education. I am carrying out a study on **school-based factors affecting the creation of teacher performance evaluation in Kieni East Sub-county, Nyeri County, public primary school.**

Please complete the attached questionnaire designed to promote this research. Please be assured that the requested details will be used for research work only. This information will be handled confidentially, so do not write on this questionnaire your name or your school name.

Any other assistance from you in promoting this study will be highly appreciated.

Thanking you in advance for your time and co-operation. I remain.

Yours faithfully,

Francis M. Macharia

Postgraduate Student

APPENDIX B: QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS

You are kindly required to respond to their items in the questionnaire with the highest degree of honesty. Do not write your name anywhere in the questionnaires outside the questionnaire can be discussed with the researcher at personal level. This questionnaire is strictly meant for the study; therefore please feel free to respond since your identity will be treated as confidential.

SECTION A: BACKGROUND INFORMATION

Please tick the appropriate answer

1. What is your age bracket?

Below 30 years [] 31-40 years [] 41-50 years [] 51-60years []

2. What is gender Male [] Female []

3. Indicate your highest qualification

P1 [] Diploma [] BED [] Postgraduate [] Masters []

Other specify

4. Indicate your work experience.

Less than 5years [] 6-10 years[] 11-15 years[] 16-20 years[] 21 years and above []

5. Indicate your position.

Teacher [] Head Teacher []

SECTION B

Instructions

Indicate the extent to which you agree with the following statements. Whereby 5= SA Strongly agree; , 4= A-Agree; 3= UD-Undecided; 2= D-Disagree,

1= SD- Strongly disagree,

1	Transformational leadership	5	4	3	2	1
(i)	The headteacher inspires positive changes to the teachers					
(ii)	The headteacher is not enthusiastic and passionate					
(iii)	The headteacher has helped teachers to succeed in teaching					
(iv)	Teachers are not well encouraged and motivated					
(v)	The school exemplifies moral standards					
(vi)	Teachers do not enjoy ethical work environment with clear values priorities and standards.					
(vii)	Teachers are authentically co-operative and enjoy open communication.					
(viii)	Teachers attitude are not of self-interest but are mind set and work for a common goal					
(ix)	Teachers are not allowed to participate in decision making.					
(x)	Teachers support each other and the school as a whole					
(xi)	Teachers do not know their strength and weaknesses					
2	Reward strategy					
(i)	A reward system is not put in place both financial and non-financial.					
(ii)	The goals and arrangements of incentive management are straightforward and well communicated to employees.					
(iii)	Reward strategies and processes are not well designed to support the interests of schools and the needs of stakeholders.					
(iv)	Surveys are used to determine the perceptions of workers on the effects of incentives and steps taken.					
(v)	Stakeholders do not supports the reward system in our school					
(vi)	Steps are taken to determine the efficacy of the mechanism of reward management and to ensure that they represent changing needs.					
(vii)	Reward system supports the performance appraisal and is up-to-date and non-discriminating					

iii)	The TSC does not give serious attention to equal pay issues and equal pay reviews.					
ix)	The TSC has not set in place a competitive pay structure that tracks the market rates for attraction and retention of teachers.					
x)	The grade and pay systems are based on work assessment and review of the market rate.					
xi)	Contingent pay schemes are not revised fairly and consistently.					
3	Provision of Resources					
(i)	The school has adequate classrooms					
(ii)	The classrooms are well not ventilated and has no good lighting					
(iii)	The school do not have enough toilets for teachers, boys and girls.					
(iv)	The school has adequate source of clean water					
(v)	Our pupils are untidy and wears worn out clothes					
(vi)	The school do not have a well-organized feeding programme					
(vii)	The school is free from air pollution					
(viii)	The school is not free from sound pollution					
(ix)	The school compound is safe for our pupils					
(x)	The school do not have adequate teaching/learning aids					
(xi)	The school is free from outside forces and interruptions					
(xii)	The school is not properly staffed					
4	Exposure to Training					
(i)	The curriculum support offices conducts regular seminars/courses for teachers					
(ii)	The TSC do not organize seminars / courses for teachers					
(iii)	The T.S.C organizes training for teachers					
(iv)	The training received has not led to improved performance in teaching.					
(v)	The training received has not led to my appraisal					

(vi)	The training received has not led to my good relationship with the teachers.					
(vii)	The training received has led to my good relationship with my fellow colleagues.					
(viii)	The training received has not led to my personal development.					

5	Evaluation and Feedback Practices					
(i)	We do one to one feedback after an event or a test only when asked to do so					
(ii)	We give feedback to pupils personal problems only when they request					
(iii)	We do not give feedback immediately after an event					
(iv)	We do self-assessment after an event has taken place.					
(v)	We do not offer guidance and counseling in our school					
(vi)	We hold subject panel meetings after every evaluation test.					
6	Performance appraisal					
i)	Teachers are cooperative in appraisal system					
ii)	Teachers are not happy with appraisal system					
iii)	The appraisal system has resulted to teachers improved performance					
iv)	The appraisal has not improved pupils performance					
v)	The appraisal has resulted to teachers promotion					
vi)	The appraisal has not resulted to good leadership					
vii)	The appraisal have resulted to good school environment					

Thank you for your participation

APPENDIX C: INTERVIEW GUIDE

1. Head teachers' transformational leadership

- i) What qualifications do you consider when recruiting head teachers?
- ii) What leadership styles do the head teachers practice?
- iii) From your opinion, what is the best criteria of selecting head teachers?

2. Reward strategy

- i) What has the TSC put in place to reward teachers with extemporary performance either in class or in co-curricular activities to boost teachers' morale?
- ii) How many teachers have been promoted using TPADS since its inceptions?
- iii) How are schools categorized when rewarding teachers in respect to the environmental factors?

3. Provision of Resources

- i) What major resources do our schools lack and what is the government doing about this?

4 Exposure to training

- i) How are you coping with teachers who are retiring or transferred after training?
- ii) TSC said that the teachers must train again after 5 years. What have been put in place to effect this so far?

5 evaluation and Feedback practices

- (i) TSC introduced TPAD to ensure feedback on teachers' performance. To what advantage is it to teachers?
- (ii) Are teachers positive or negative in filling the TPAD forms and why?
- (iii) What is the TSC doing to improve the meaningfulness of TPAD in schools?
- (iv) Has the TPAD resulted to improvements in schools in terms of performance?

Thank you for your participation

APPENDIX D: RESEARCH AUTHORIZATION

TEACHERS SERVICE COMMISSION

Email: tsckienieast@gmail
Web: www.tsc.go.ke
When replying please quote



Kieni East, TSC Office
P O Box 205 - 10102
KIGANJO, KENYA

10th July, 2019

REF: K/E/TSC/288285/116

TO IT MAY CONCERN


RESEARCH AUTHORIZATION
MACHARIA FRANCIS MUTHEE - TSC/288285

Reference is made to Chairman Department of Educational Administration and planning Ref: UON/CEES/SOE/A&P1/4/9 of 21st June, 2019 on the above subject.

Kindly note that you have been authorized to carry out research on Influence of Head teachers Performance Appraisal in Public Primary School in Kieni-East Sub-County.

JANE RONO
TSC SUB-COUNTY DIRECTOR
KIENI EAST


APPENDIX E: RESEARCH PERMIT FROM NACOSTI


REPUBLIC OF KENYA
National Commission for Science, Technology and Innovation

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **323747** Date of Issue: **15/November/2019**


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This is to Certify that Mr. Francis Macharia of University of Nairobi, has been licensed to conduct research in Nyeri on the topic: INFLUENCE OF HEADTEACHERS PERFORMANCE APPRAISAL IN PUBLIC PRIMARY SCHOOLS IN KIENI EAST SUB-COUNTY, KENYA for the period ending : 15/November/2020.

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