

**TEACHERS' PERCEPTIONS OF PERFORMANCE APPRAISAL PRACTICES IN PUBLIC SECONDARY
SCHOOLS IN LIMURU DISTRICT**

BY

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Declaration

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

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This management research project has been submitted for examination with my approval as university supervisor.

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Dedication

ALMIGHTY GOD

I thank Abba Father, my Lord Jesus Christ and The Holy Spirit for His kindness, faithfulness, Love, Grace, Mercy, support and guidance throughout the MBA programme. My Lord, Saviour, Redeemer, Provider and Friend without you it wouldn't have been possible to achieve a masters degree. With You Lord there is no limit. I love you.

MOST BLESSED WOMAN- MOTHER MARY

To the most faithful woman that ever lived in the world, the spouse of the Holy Spirit, mother to my Lord Jesus Christ.

To all the priests who are examples in prayer and holiness

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Abbreviations and Acronyms

BA-Bachelor of Arts

BEd- Bachelor of Education

BSc-Bachelor of Science

BSC- Balance Score Card

CDF-Constituency Development Fund

HOD-Head of Department

HR- Human Resource

HRD- Human Resource Development

HRM- Human Resource Management

MA-Masters in Arts

M Ed-Masters in Education

PA- Performance Appraisal

PGDE-Post Graduate Diploma in Education

TSC-Teachers Service Commission

Table of Contents

Dedication.....	i
Acknowledgements.....	iv
Abbreviations and Acronyms.....	v
Table of Contents.....	vi
List of Tables.....	viii
List of Figures.....	x
Abstract.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.1.1 Concept of Perception.....	2
1.1.2 Performance Appraisal.....	3
1.1.3 Performance Appraisal Practices.....	4
1.1.4 Limuru District.....	7
1.1.5 Public Secondary Schools in Limuru District.....	7
1.2 Statement of the Problem.....	8
1.3 Objective of the Study.....	11
1.4 Importance of the Study.....	11
CHAPTER TWO: LITERATURE REVIEW.....	13
2.1 Performance appraisal.....	13
2.2 Performance Appraisal Process.....	14
2.3 Benefits of a Sound Teachers Performance Appraisal System.....	16
2.4 Performance Appraisal Practices.....	18
2.5 Employees Perception on Performance Appraisal.....	24
CHAPTER THREE: RESEARCH METHODOLOGY.....	27
3.1 Research Design.....	27
3.2 Population.....	27

3.3 Sampling design.....	27
3.4 Data collection	29
3.5 Data analysis	29
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS.....	30
4.1 General Information.....	30
4.1.1 Demographic Data	30
4.1 .2 Age Distribution of Respondents.....	31
4.1.3 Level of Education.....	32
4.1.4 Teaching Experience.....	33
4.1.5 Level of Responsibility	34
4.2. Performance Appraisal Practices in Public Secondary Schools in Limuru District.....	35
4.2.1Performance Appraisal Practices	35
4.2.2 Current Appraisal Practice	40
4.3.1. Effectiveness of Performance Appraisal.....	57
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS.....	65
5.1 Conclusion.....	65
5.2 Recommendations.....	66
REFERENCES	68
Appendix I: Limuru District Pubic Secondary Schools.....	72
Appendix A.....	73
Appendix B: Questionnaire.....	74

List of Tables

Table 1 Sample Size.....	28
Table 2 Demographic Data	30
Table 3 Age of Respondents	31
Figure 2 Distribution of Respondents by Age	Error! Bookmark not defined.
Table 4 Distribution of Respondents by Qualifications.....	32
Table 5 Respondents level of teaching experience	33
Table 6 Level of Responsibility	34
Table 7 Student/Customer Appraisal by Head teachers, deputies, HODs and teachers.....	33
Table 8 Peer Appraisal.....	36
Table 9 Assessment Centre.....	37
Table 10 Management by Objective Appraisal.....	38
Table 11 Upward Appraisal.....	38
Table 12 Immediate Supervisor	39
Table 13 Self Rating Appraisals	39
Table 14 Appraisal Seriousness- Head Teachers and Deputy Head Teachers.....	40
Table 15 Appraisal Seriousness- HODs and Teachers	41
Table 16 Identify Training Needs- Head teachers and Deputy Head Teachers	42
Table17 Identify training needs-HODs and Teachers.....	42
Table 18 Performance appraisal process is abused by school management to oppress teachers- Head teachers and Deputy Head Teachers.....	43
Table19 Performance appraisal process is abused by school management to oppress teachers- HODs and Teachers	44
Table 20Teachers’ annual increment-Head teachers and Deputy Head Teachers	45
Table 21Teachers’ annual increment - HODs and Teachers	46

Table 22 Work Environment-Head teachers and Deputy Head Teachers	47
Table 23 Influence of Work Environment on Performance Appraisal- HODs and Teachers.....	48
Table 24 School’s development planning -Head teachers and Deputy Head Teachers.....	49
Table 25 School’s development planning- HODs and Teachers	50
Table 26 Need to review the current appraisal process -Head teachers and Deputy Head Teachers	51
Table 27 Need to review the current appraisal process -HODs and Teachers.....	52
Table 28 Frequency of Appraisal-Head teachers and Deputy Head Teachers.....	53
Table 29 Frequency of Appraisal--HODs and Teachers.....	54
Table 30 Extent of Training in Performance Appraisal, -Head teachers and Deputy Head Teachers.....	55
Table 31 Extent of Training in Performance Appraisal, -HODs and Teachers.	56
Table 32 In-service training needs of teachers- Head teachers and Deputy Head Teachers.....	57
Table 33 In-service training needs of teachers-HODs and Teachers.....	58
Table 34 Role of performance appraisal in identification of staff development needs- Head teachers and Deputy Head Teachers	59
Table 35 Role of performance appraisal in identification of staff development needs- HODs and Teachers	60
Table 36 Role of appraisal in enhancement of career prospect- Head teachers and Deputy Head Teachers	60
Table 37 Role of appraisal in enhancement of career prospect-HODs and Teachers.....	61
Table 38 Equipping teacher with knowledge –Head teachers and deputies	62
Table 39 Equipping teacher with knowledge-HODs and Teachers	62
Table 40 Changing teachers attitudes towards teaching- Head teachers and Deputies	63
Table 41 Changing teachers attitudes towards teaching-HODs and Teachers.....	63

List of Figures

Figure1. Performance Appraisal Process.....15

Abstract

This article reports on study of teachers' perceptions towards Performance Appraisal practices in Public Secondary Schools in Limuru District. A survey design was used to gather data by means of a questionnaire containing open- ended and closed ended questions on teachers' perceptions of performance appraisal practices. The responses of 124 teachers out of a sample of 155 revealed that teachers have a negative perception of performance appraisal in all areas related to effectiveness of the appraisal, while there were some variations on the role of the current practice. The research revealed that Performance Appraisal practices should be reviewed to enhance effectiveness. The results of performance appraisal should be used for promotion, salary increase and recognition.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Hodgetts and Kuratko (2005) define teacher appraisals as continuous and systematic process intended to help individual teachers with their professional development and career planning; and to help ensure that the in-service training and deployment of teachers matches the complementary needs of individual teachers and the school. Teachers' appraisal is, therefore, an intervention, which aims to benefit both the individual and the school in pursuit of quality.

Dessler (2003) defines performance appraisal as a means of evaluating employees' current or past performance against standards set by organizations. Performance appraisals involve the provision of feedback to employees on their actual work performance in relation to the standards set. It is also referred to as merit rating, especially when the sole objective is to discriminate between employees in awarding salary or wage increments. All managers are, in a way, continuously making appraisals (Graham, 1998). Therefore, if performance appraisal was successfully carried out in an organization, the employees would be able to know whether their performance has improved or not. Performance appraisal was introduced in the United States of America in the 1940's during the Second World War as a method of justifying an employee's wages (Moorhead and Graffin, 1992). It was then known as merit rating. Pennington (1995) defines performance appraisal as the judgments of the employee's performance in his or her job based on consideration of job requirements.

The merit rating was based on material outcome where higher output was rewarded with higher pay and vice-versa. However, early researchers realized that employees with almost equal ability to work and pay had different levels of motivation towards work and performance (Dulewicz, 1989). By the 1950's, performance appraisal was recognized as a potential tool for managing employees' rewards through pay increases. Based on its results, employees were also counseled, demoted or identified for lay off. Today, performance appraisal is one of the key elements of any organization's drive towards

competitive advantage through continuous performance improvement (Bratton and Gold, 2003).

A regular review of each individual employee's performance provides information about their competence and aspirations. This is essential for planning (Hackett, 1998). It can also serve a wide range of specific uses for the manager. These include identifying employees' training needs, identifying potential for higher responsibilities, determining pay and redeployment. (Hackett, 1998)

1.1.1 Concept of Perception

Robbins (2007) defines perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. He, however, notes that what one perceives can be substantially different from objective reality. There need not be, but there is often, disagreement. For example, it is possible that all employees in a firm may view it as a great place to work - favourable working conditions, interesting job assignment, good pay, excellent benefits; and understanding and responsible management – but, it is very unusual to find such agreement. He further notes that the study of perception is vital since people's behaviour is based on their perception of what reality is, not on reality itself.

Mcshane (2006) defines perception as the process of receiving information about and making sense of the world around us. It entails deciding which information to notice, how to categorize this information to notice and how to interpret it within the framework of our existing knowledge. Cole (1999) defines perception as the process of organizing, interpreting and integrating external stimuli received through the sense, the mental process involved in identifying and subjectively interpreting objects, concepts and behaviour the attainment of awareness, insight and understanding”.

Nelson (2008) defines social perception as the process of interpreting information about another person. Perception involves the way we view the world around us. It adds meaning to information gathered via the five senses of touch, smell, hearing, vision, and taste. Perception is the primary vehicle through which we come to understand ourselves

and our environment, managers use their perceptions of an employees' behaviour as a basis for the evaluation. She also defines selective perception as "our tendency to choose information that supports our viewpoints". Individuals often ignore information that make them feel uncomfortable or threaten their viewpoints. In philosophy, psychology, and cognitive_science, perception is the process of attaining awareness or understanding of sensory information. According to Mullins (1999) perceptions are influenced by stimuli. These are any physical, visual or verbal communication that can influence an individual's response. He indentifies two important stimuli that affect individual behaviour as environmental stimuli organizational stimuli. Key factors that determine which stimuli individual will perceive and how they will interpret are the characteristics of stimuli and the individual's ability to perceive the stimuli. These two influence interaction in determining employees' perceptions.

A critical factor that can influence the success of performance appraisal is how employees perceive it. Different people may physically see the same thing but they may have their own interpretation of what it is. Just like seeing half glass of water; others may see it as half full, while others may see it as half empty, depending on their perceptions. Employees' perceptions in an organization are crucial to its success; since the driving force behind the success, or otherwise of any business rests on its employees. Perception is influenced by intelligence, personality, expectations, motivations and interest (Bennet, 1997; Mullins, 1999). Perceptions are developed over time and can change as new information and experiences are acquired.

1.1.2 Performance Appraisal

Performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. It provides for expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviours (expected to be). The aim is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organization (Cascio, 1992). Performance management is the principal set of practices by which control is manifested in an organization. Performance management is meant to regulate motivation and ability

(Snell, 2006). Cummings and Worley (2005) define performance management as a systematic approach to improving individual and team performance in order to achieve organizational goals. It is a practice through which work is defined and achieved. Performance appraisal has to link to organizational competitiveness, increased productivity, higher quality of work life and greater profitability (Cascio, 1992).

Derek (2002) notes that performance appraisal systems formalize the review part of the performance cycle. They are designed by the HR function and require that each line manager appraises the performance of the staff on annual, half yearly or even quarterly bases. Elaborate forms are often designed to be completed as a formal record of the process. Brademas and Lowrey (2006) define “performance” as an employee’s accomplishment of assigned tasks, and “appraisal” as an assessment of an employee’s past performance that is to be used as a basis for making decisions about such matters as training, granting awards, granting pay increases, reassignment, promotion or removal. Performance appraisal is a system in which a formal written review of an employee’s work performance is provided. Performance appraisals are used in making appropriate decisions (that is promotions, termination, salary adjustments, among others). Performance appraisal system should aim at being easy to operate, easy to explain, easy to maintain, easy to administer, job related relevant, sensitive, reliable, acceptable, open, practical, fair and useful.

In the early 1980’s, teacher appraisal was seen as central to the enhanced quality teaching. Appraisals were seen as an effective way of weeding out weak, incompetent teachers, and by relating pay to performance, a way of rewarding better teachers (Farnham and Horton, 2003). Teaching is a very complex process and its appraisal involves a number of variables, which can either support or impede teacher appraisal effectiveness (Malongwa, 2005). Thus, there is need to come up with an effective appraisal scheme for schools that specifically addresses the school environment.

1.1.3 Performance Appraisal Practices

Davies (2006) suggests that having a technically sound appraisal system and procedure is no guarantee that an organization's appraisal process will be effective. Managers and

subordinates must have a shared perception of the purposes and functions of the process and the belief that the appraisal process is useful to them on an individual basis. Thus, an effective appraisal system is one that satisfies the needs of the parties involved in the process. In addition, an effective appraisal system requires that managers not only have the skills necessary to conduct the appraisals, but also the willingness to do so. Smither (2004) indicated that there is no such a thing as an "ideal" appraisal format and system. Every organization must design an appraisal instrument and process that supports the organizational goals that it wishes to accomplish. In addition, participant acceptance of an organization's performance appraisal system is perceived to be a critical factor in appraisal effectiveness.

Armstrong (2006) noted that often, performance appraisal has been operated frequently as a top-down and largely bureaucratic system owned by the HR department rather than by line managers. It has been perceived by many commentators solely as a means of exercising managerial control. He observed that performance appraisal tended to be backward looking, concentrating on what had gone wrong rather than looking forward to future development needs. Further, performance appraisal schemes existed in isolation as there was little or no link between them and the needs of the business. Line managers have frequently rejected performance appraisal schemes as being time consuming and irrelevant. Employees have resented the superficial nature with which appraisals have been conducted by managers who lack the required skills and tend to be biased. Armstrong (1998) asserts that performance appraisal too often degenerated into 'a dishonest annual ritual'.

Davies (2006) notes that measuring performance is critical to the performance management and appraisal, and also to improving productivity, both at an individual and corporate level. He avers that if the measurement is more on punctuality, dress code, politeness and loyalty than on quantifiable measurements such as meeting specific sales goals, then vital data may be missed, thereby impairing the bottom line. He observes that qualitative measurements based mostly on personality traits are more easily displaced during the year than quantifiable measurements by implementing systems to measure successes or failures in their departments.

Currently, there are several practices used to appraise employees. Among them, the most familiar performance appraisal form is still used. The trend is to move away from using formal forms, and to instead focus on specific job related outcomes and behaviors. As a result of this, many organizations are already undertaking a total revision of their approach to performance appraisal and soon, may, instead of a rating form, adopt a blank sheet of paper on which employees and their bosses list specific objectives to be accomplished during the appraisal period (Boyett and Conn, 1992). Most organizations today are emphasizing on teams, values, employees' job roles and process that revolve around customer needs. Thus, performance appraisal may have to be designed and implemented to incorporate these concepts (Maravec, 1996).

Odhiambo (2003) notes in his study that educational administrators and the teachers raised their concerns and fears about teacher appraisal. For the administration, there was a common fear of biases, coercive control of appraisal process by appraisers, authoritative, influence of appraisal by "outsiders", extra pressure put on teachers by appraisers and the appraisal costs (Odhiambo, 2003). On the other hand, teachers showed common concern about the possibility of appraisal being open to abuse by head teachers, the financial implications of a proper appraisal and the threatening nature of appraisal. Olembo, Wanga and Karagu (1992) postulated that in their role of supervisory agents, head teachers are involved in the translation of educational policies and objectives and this is done from time to time checking the teachers classroom work, updates on the schemes of work and assessing their overall performance on the students' achievement. This has important implications as appraisal seemed to be pegged on only the student's performance in examinations. Though a national policy on teacher appraisal exists, this is mainly implemented at a school level, and is largely dependent on school head teachers and this provides a ready weapon for manipulation on one hand while it can also lead to professional development Odhiambo (2003). Hattie et al (1999) clearly points out that there is infrequency of appraisal, appraiser biases especially for teachers promotions and lack of agreement and understanding among teachers as to the precise purpose of the appraisal scheme. They observed that the Ministry of Education and TSC were still promoting incompetent teachers despite appraisal results clearly showing their incompetence.

1.1.4 Limuru District

Limuru is one of the Districts in the current Kiambu County and was split from the then larger Kiambu West District. It borders the Districts of Kiambu to the east, Githunguri to the north, Lari to the west, Ngong to the south and Kikuyu to the south east. It consists of three administrative divisions which are also the educational zones, namely Tigoni, Limuru and Ndeiya. This is a rural district neighbouring the City of Nairobi, an urban centre that is only 40 kilometres away. The district comprises both high and low yield areas. The high yield areas, thus Tigoni and Limuru have high incomes and the infrastructure is developed while the low yield area of Ndeiya has low income, inadequate infrastructure manifested by lack of electric power, piped water, impassable roads, classrooms without windows and doors, among others. The low yield areas are also generally characterized by low rainfall and per capita income as well as high rate of unemployment. (Limuru District, Annual Report. 2009)

The public secondary schools are in many categories; national, provincial and district schools, serving a diverse student population. The schools have classes with large student population and charge different fees. Most of the district schools lack adequate facilities like teachers' houses, computer and science laboratories, among others, because they rely mostly on Government funding, which is not only inadequate but also not availed on time. (District Education Office, Limuru).

1.1.5 Public Secondary Schools in Limuru District

The District has 18 public and 14 private secondary schools; 160 early childhood development and education schools, 61 primary schools and 2 technical training institutions. Of the 18 public schools, two are national, one provincial and the rest are district. Loreto high school is the oldest school in the district, having been established in 1926, while Mukoma, a CDF project started in 2007, is the latest school. There are a total

of 333 teachers in the public secondary schools. (Limuru District, Annual Prize Giving Day Report. 2010)

Most of the schools in Limuru District are sponsored by the Catholic Church. Majority of the teachers commute daily from Nairobi while others commute from Limuru town to the schools in the marginal zones of Ndeiya which is a hardship area. Teachers in public secondary schools are employees of the Teachers Service Commission (TSC), mostly on permanent terms of service while a few are on contract. Employment of teachers by the Government on contract terms of service is a recent development in the country. TSC mainly hires holders of Diploma in Education, Bachelor of Education and Masters in Education certificates. Teachers in public secondary schools teach the core subjects, mostly not more than two. Performance appraisal is mainly done by Head Teachers, Deputy Head Teachers, HOD'S and Teachers. (District Education Office, TSC Unit, Limuru)

Limuru District was chosen as the area of study because it is considered rural yet it is near Nairobi City which is an urban area. It was also chosen because part of the district is a marginal hardship zone with insufficient infrastructure. The District has two national schools for girls only, unlike other Districts which mostly have either one national school or none.

1.2 Statement of the Problem

Not many people enjoy appraising the performance of another person and probably many more do not enjoy being appraised. Appraisals have been criticized for the many errors and bias that occur (Forsyth, 2002). Even though the role of evaluation may be uncomfortable to many, judgments of performance are needed if performance contingent decisions ranging from termination of employment to pay increase and promotion are to have a rational basis. Hattie et al (2006) note that the expense of an effective appraisal system is also a cause of concern for both teachers and education administrators. In the Kenyan context, some argue that the money used in the appraisal exercise could be better used in other areas such as the purchase of stationery and construction of physical facilities such as dormitories and laboratories lacking in many public secondary schools,

especially after the introduction of free tuition in the secondary school education. Serious questions have also been raised concerning the actual functions served by the appraisal process. Are formal appraisals worth all the time and effort devoted to them? What do public secondary schools actually accomplish in conducting formal appraisals? Malongwa (2005).

Research has found that employees react more favourably to the performance appraisal when it satisfied their needs and included an opportunity to state their position; when factors on which they were being evaluated were job-related; and when objectives and plans were discussed openly, Malongwa (2005). Heads and other teachers do not always agree on what constitutes an effective appraisal. When heads and teachers have a shared understanding of the purpose of the appraisal as well as each party's role in the appraisal, the teacher's acceptance of the appraisal is increased. Both research and organizational practice suggest, however, that supervisors and appraisees have different needs and expectations regarding the appraisal exercise. Research strongly indicates that the supervisor's purpose, intentions, and perceptions of the appraisal process may differ significantly from those of the appraisee Malongwa (2005). These concerns in the education sector provide the basis for this study, which seeks to establish the performance appraisal practices and teachers perceptions in Kenyan public secondary schools and specifically, in Limuru District. The district is rural and, therefore, provides a challenge and a different perspective on the administration of performance appraisal in schools.

Public secondary schools in Limuru District are unique in that some are found in the high yield rural areas, thus Tigoni and Limuru, where incomes are high and the infrastructure is developed. Others are found in the low yield areas such as Ndeiya, considered hardship areas, where income is low, learning environment is poor and the infrastructure is insufficient. Schools in Limuru are also unique in that some are situated in the rural marginal part of the district. There is need to seek teachers' perception of the performance appraisal practices in a purely rural/marginal area like Limuru district which was not addressed by the two studies earlier undertaken.

A few studies have been done on performance appraisal practices in Kenya. Odhiambo (2003) researched on experience of teacher appraisal practice in Nairobi, Awori (2007) on performance appraisal practices in state corporations in Kenya, Richu (2007) on teachers' perception on performance appraisal and Tuitoek (2008) on performance appraisal practices among mass media houses in Kenya while Odundo (2007) researched on performance contract in Kenya Revenue Authority, amongst others. The study by Odhiambo covered six public secondary schools in Nairobi only which is an urban area while Richu covered public secondary schools in Nakuru District which is an urban/rural District. The study by Odhiambo was undertaken in 2003 when performance appraisal was mainly conducted by school inspectors and head teachers. The study findings revealed that teachers had a negative perception towards performance appraisal. Though the research by Richu was more recent when the appraisal was being done by Quality Assurance Officers, head teachers and heads of departments, the results reinforced the earlier findings that teachers still had a negative perception towards performance appraisal. They, however, did not address whether the findings also applied to teachers in purely rural public secondary schools where no study has been conducted on teachers' perceptions of performance appraisal. The studies also didn't indicate whether teachers in the sample included head teachers, their deputies, and HODs. It is, therefore,, vital to conduct a study on the perception of teachers, including head teachers, their deputies, and schools HOD'S. Perceptions also keep changing with time, hence the importance of studying teachers' perceptions in public secondary schools to establish whether there are any variations. This constitutes knowledge gap in the education sector that this study seeks to address.

Given the different perceptions of performance appraisal, fears, reluctance, misunderstanding and possible different approaches to appraisal, it is likely that appraisal systems and their implementation vary a great deal in schools. The consequences are likely to impact on the performance of teachers and, hence, the schools differently. It is, therefore, vital to conduct a study to identify the predominant appraisal practices in public secondary schools in Limuru to establish whether such practices are consistent with the generally accepted performance appraisal practices and their implementation.

This provided the rationale for this purposed study which seeks to answer the following question: -

What are the teachers' perceptions of performance appraisal practices in Public Secondary Schools in Limuru District?

1.3 Objective of the Study

To establish teachers' perceptions on performance appraisal practices in public secondary schools in Limuru District

1.4 Importance of the Study

The outcome of the study will be of importance in a number of ways. First, it will provide Teachers Service Commission and The Ministry of Education with a feedback of the teachers' perceptions of performance appraisal and the specific practices among individual schools. They would be able to monitor and evaluate use of performance appraisals.

Secondly, the Government of Kenya policy makers will also benefit since it would provide important information in understanding the perceptions of teachers on performance appraisal, this will be useful since they will know what needs to change to improve efficiency if the perceptions are negative, and what needs to be enhanced in case of positive perceptions. Policy makers may set performance standards and implement specific measures which should be, along with other factors, the focus of school evaluations Smither (2004). These may include student performance standards and objectives, school standards, and the effective implementation of particular programmes and policies. A focus on a specific aspect of evaluation, such as teacher appraisal and feedback, may have a flow-on effect on the school and its practices, as teachers are the main actors in achieving school improvement and better student performance Smither (2004).

Thirdly, it will assist interested stakeholders in evaluating schools based on how their performance reflects good performance appraisal practices. Fourth, the study will

contribute to the wider knowledge, both in research and academia; and the area of performance appraisal. Finally, the teachers in public secondary schools will benefit from the study by providing them with in-depth understanding of performance appraisal and how perceptions keep changing with time.

CHAPTER TWO: LITERATURE REVIEW

2.1 Performance appraisal

Performance appraisal, as a distinct and formal management procedure used in the evaluation of work performance appraisal, dates from the time of the World War II. Performance appraisal systems largely began as a simple method of income justification as they (appraisals) were used as a method of deciding whether or not pay an employee was justified. The system was therefore linked to material benefits as it was felt that a cut or rise in pay would provide the required impetus for an employee to either improve or continue performing well. This basic system sometimes succeeded in achieving the desired results, but more often than not failed. Pay rises are important, however, they are not the only factors that impact on the employee performance. Factors such as esteem, morale and work environment also play major roles and have influence on employee performance. (Dulewicz,1989). He further notes that there is a basic human tendency to make judgment about those one in working with, as well as oneself. Therefore, in the absence of a structured employee performance appraisal system, people will make judgment about the work of others - naturally, informally and arbitrarily. This human inclination to judge may create serious motivational and even legal problems in the work ethical place. Thus, without well defined structured performance appraisal system, there is no guarantee that judgment made will be fair, lawful and accurate.

Performance appraisal is systematic, periodic review and analysis of employee's performance. The work performance of the subordinates is examined for weaknesses and strengths as well as opportunities for improvement and skills development. In some organizations, results are used, either directly or indirectly, to help determine reward outcomes. Appraisals are used to identify better performing employees who get the majority available merit pay increases, bonuses and promotions while on the other hand, it is used to identify poor performers who may require counseling or, in extreme cases, demotions, dismissal or decreases in pay (Graham, 1998). Sisson (1996) observes that performance appraisal permits management to specify what employees must do and

combines feedback and goal setting. All those involved should, therefore, recognize that appraisal involves human judgment and information processing and may not, therefore, be totally objective and infallible. The systems should be job related, relevant, sensitive, reliable, acceptable, practical, open, fair and useful and that the employee should participate in its development.

Teacher appraisal and feedback occurs when a teacher's work is reviewed by either the school principal, an external inspector or the teacher's colleagues. This appraisal can be conducted in ways ranging from a more formal, objective approach (*e.g.* as part of a formal performance management system, involving set procedures and criteria) to a more informal, more subjective approach (*e.g.* informal discussions with the teacher)(Senge, 2000). It is the Government Ministry responsible for school education that sets regulatory and procedural requirements for schools and teachers. However, for evaluations to be effective their objectives should be aligned with the objectives and incentives of those who are evaluated. To the extent that evaluations of organizations and appraisals of employees create incentives, the evaluations and appraisals need to be aligned so that employees have the incentive to focus their efforts on factors important to the organization (Senge, 2000). The extent of this effect can depend on the focus in the school evaluation and the potential impact upon schools (Odden & Busch, 1998). It may also affect the extent to which teacher appraisal and feedback is emphasized within schools (Senge, 2000). Both school evaluation and teacher appraisal and feedback should aim to influence the development and improvement of schools and teachers. Even a framework for evaluation based on regulations and procedural requirements would focus on maintaining standards that ensure an identified level of quality of education.

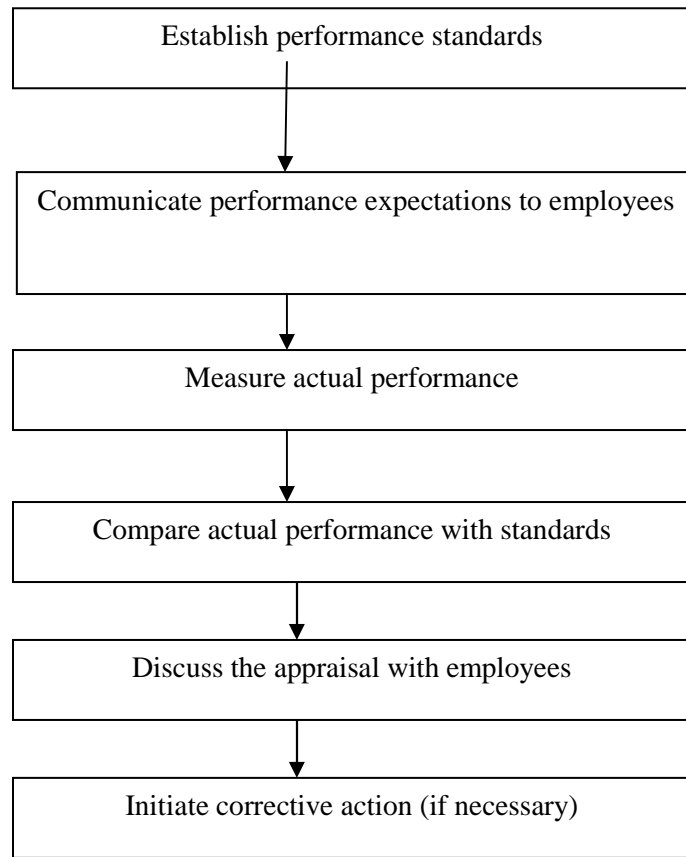
2.2 Performance Appraisal Process

According to Statz (1966), the process of performance appraisal follows a set pattern and starts with the establishment of performance standards. The author states that when designing the job and formulating a job description, performance standards are developed for the job. The set standards should be clear and objective enough to be understood and measured. Mamoria and Ganka,(2005) state that standards set should be discussed with

the supervisor to establish the factors to be included, weights and points to be assigned to each factor, these then be indicated in the appraisal forms to be used in staff appraisal. Mamoria and Ganka (2005) further indicate that the second phase of appraisal process is to inform employees of the standards expected of them. Feedback is then sought to ensure that the information communicated to the employees has been received and understood in the intended way. This stage is followed by the measurement of performance.

To determine what actual performance is, it is important to get information about it. The concern here is how to measure and what to measure; four sources provide information on how to measure actual performance personal observation, statistical reports, oral reports and written reports. This is followed by comparison of the actual performance and the actual standards. Efforts are then made to note deviations between standard performance and actual performance. Mamoria and Ganka (2005), state that appraisal results should be periodically discussed with a view to improving performance. The information an employee gets about his performance appraisal is very important in terms of self esteem and on his/her subsequent performance, finally, the initiation of corrective action when necessary, can be of two types, immediately which deal with symptoms and the other is basic and delves into the causes; as shown in figure 1 below.

Figure1. Performance Appraisal Process



Adopted: Mamoria and Ganka (2005, 366) **Personnel Management, Text and Cases.**
New Delhi; Himalaya Publishing House

2.3 Benefits of a Sound Teachers Performance Appraisal System

Farham and Horton (2003) have identified various benefits of performance appraisal to the school, Head teachers and the teachers. A well planned and carefully implemented

teacher appraisal system can have a far reaching impact on teacher effectiveness. This in turn leads to improvements in the quality of teaching and learning of students.

Some of the benefits to teachers include; the confirmation that their work is recognized and valued, the assurance that work being tackled is the work the school requires, the opportunity to influence the development of the school by being part of the development. Teacher appraisal also allows the teacher to present ideas for improvement and provides the teacher with an opportunity to change his or her work behaviour and lets the teacher know how the supervisor feels about his or her work. It also assures the teacher of regular and systematic reviews of performance.

Benefits of the school include; identification of the school and staff development needs, the opportunity to identify teacher's weaknesses and strengths hence take actions which include motivation, recommendation for promotions, counseling. This is achieved through prompt feedback. School evaluation with a view to school improvement may focus on providing useful information for making and monitoring improvements and can support school principals and teachers in making informed resource allocation decisions hence help achieve policy objectives such as school accountability (Caldwell, 2002). Holding agents accountable for public resources invested and the services provided with such resources is an expanding feature of Government reform in a number of countries. School accountability, which often focuses on measures of school performance, can be an aspect of this accountability and can drive the development of school evaluations (Mckewen, 2005).

A lessening of centralized control can lead to an increase in monitoring and evaluation to ensure adherence to common standards (Caldwell, 2002). Moreover, greater school autonomy can lead to more variation in practices as schools are able to choose and refine the practices that best suit their needs. Such variation, and its impact on performance, may need to be evaluated not only to ensure a positive impact on students and adherence to various policy and administrative requirements but also to learn more about effective practices for school improvement. This is particularly important in view of the greater

variation in outcomes and achievement among schools in some education systems than in others (Caldwell, 2002).

The head teachers are also able to increase the potential of the school's present and future teaching staff needs, improve their productivity and morale. Teachers performance appraisal provide the head teacher with a clearer picture of the teachers understanding of what is expected on the job and inputs into each teacher's development. It also helps to further identify capable replacements for higher level jobs within the work unit. Teacher appraisal provide head teachers with a useful communication tool for teacher goal setting and performance planning, facilitate discussions concerning teacher growth and development, provide data for a host of human resource decisions, and provide a solid basis for wage and salary administration.

When families are free to choose among various schools, school choice can be an important focus of the evaluation of school education. Information about schools helps parents and families decide which school is likely to best meet their child's needs (Glenn and de Groof, 2005). Appraisal of teachers and subsequent feedback can also help stakeholders to improve schools through more informed decision making. Such improvement efforts can be driven by objectives that consider schools as learning organizations which use evaluation to analyze the relationships between inputs, processes and, to some extent, outputs in order to develop practices that build on identified strengths and address weaknesses that can facilitate improvement efforts (Caldwell 2002).

2.4 Performance Appraisal Practices

Oberg (2006) argues that performance appraisal programs can be made considerably more effective if management fits practice to purpose when setting goals and selecting appraisal practices to achieve them. Some of the most common PA practices are discussed below.

Pennington and Edwards (2000) indicate that a balanced score card (BSC) is a management tool that balances four main steps. First is deciding the vision of the future.

Second is determining how this vision can become a competitive advantage of the organization as seen from four perspectives; shareholders, customers, internal management process and ability to innovate and grow. The third step is determining from these four perspectives, the critical success factors and the final step is identifying the critical measures for ascertaining how far the organization is along the path to success. Missroom (2005) argues that the balance score card has become the prominent strategic enterprise performance management system. By implementing the BSC, managers are able to translate broad mission statements into tactical actionable, thus directing the firm towards goal attainment.

Pennington and Edwards (2000) indicate that an upward appraisal is the kind of appraisal whereby employees appraise their managers. Upward assessments may only be with managers that have three or more direct reports. Someone other than the manager and ratee must assemble the computed survey forms into a report for the manager; some survey publishers who do this are consultants who recommend using upward assessments at least every two years. This helps managers to check their progress and refreshes the findings of the past survey in their minds however it doesn't make the cost unbearable. After the first assessment, the program may be run in-house. According to Cascio (2003), organizations believe that the subordinates are in a good position to measure effective management in their departments/sections. However, using such workers may not achieve accuracy and objectivity owing to fear of possible consequences. At times, the systems will only work and remain objective if evaluation remains anonymous.

Pennington and Edwards (2000) indicate that a peer review program may be signed by a task force of three to six workers, to set the goals, benefits and objectives of the programmes design criteria based performances evaluation system; and conduct a pilot program. During the pilot program, people may be encouraged to provide feedback on the system itself. Training and support should be available. Pilot programs are very important for any new system, because they let people iron out the bugs without letting them program lose credibility, among other workers. By helping peers to understand each other's work and by airing grievances, in a non-threatening manner, peer reviews may also help people to get along better. For the organization, this means higher

performance, while for the people, it means less stress and frustration. It may also help people to concentrate less on politics or working around people and to spend more time on their work.

360 degree feedback helps by bringing out every aspect of an employee's life. Cooperation with people outside their department, helpfulness towards customers and vendors, among others may not be rewarded by other types of appraisal. This system also helps those who have conflicts with their manager. 360 degree feedback generally has high employee involvement and credibility, may have the strongest impact on behavior and performance and may greatly increase communication and shared goals. It provides people with a good all-round perspective, 360 degree feedback may be given directly to the employees who have the option of discussing them with their managers; or it may be given to the managers for use in a feedback meeting. Whichever method is chosen, training for the managers and appraisees is necessary. Na (January 2006). Kent (2000) states that the basic concept in 360 performance appraisal is soliciting performance feedback not only from our supervisor but also from our customers, employees, peers and all whom we interrelate with in the course of doing our job. Feedback involves discussion of the appraisal results between the appraisers and appraisees. It is expected to be continuously done throughout the appraisal period if the employee is to remain focused and motivated (Cascio, 2003). In the absence of feedback, employees are unable to make adjustments in job performance. Feedback is also effective if it's timely, specific and the provider is credible and the message is conveyed with good intentions (Cones and Jenkins, 2002). In addition, feedback should be given in a personal and an interactive manner; and should include a clear message on what the appraisee has done, not done or ought to improve on. Sometimes feedback demotivates employees while other appraisees find it acceptable only if it is directly linked to rewards (Bratton and Gold, 2003). Criticism and severely negative feedback may make an employee feel alienated, demotivated and angry which may lead to loss of confidence. Feedback is, however, expected to recognize the effort an employee has put into their work. This recognition may motivate the employee positively and increase his sense of commitment, belonging and worth. Therefore, the management need to understand and incorporate the process,

theories and components of motivation and give feedback in order to enhance employee performance and job satisfaction.

The most common appraiser of employees is their immediate supervisors. A supervisor is expected to be in the best position to know, observe and evaluate the subordinates' performance since they are responsible for employees work. However, Gabris and Mitchell (1989) note that lack of objectivity among supervisors may lead to '*Matthew Effect*'. *Matthew effect* occurs when appraises receive the same appraisal ratings year after year. It is named after Matthew of the New Testament who wrote 'To him who shall be given, and he shall have abundance; but from him who does not have, even that which he has shall be taken away'. Therefore, if an employee has been rated as of good performance in the past, such an employee continues to perform well in future whereas one that was rated of poor performance continues to perform poorly. No matter how hard or poorly an employee works within an appraisal period, his or her past appraisal results will always impact on the final rating. The rating committees consist of the employees' immediate supervisor and three or four other supervisors. Multiple raters make sense as the ratings tend to be more reliable, fair and valid. Even when a committee is not used, it is customary to have the manager immediately above the one who makes the appraisal review it. A self rating involves an employee assessing himself using a questionnaire. The basic problem in self ratings is that they are most lenient, less variable and more biased than ratings by supervisor and peers. Due to this inherent weakness in self-appraisal, the ratings obtained are compared with those of other raters (Byars and Rue, 2000).

Customer/client survey is vital in accessing customers' satisfaction, which is critical for the organization's success. Many organizations, therefore, systematically collect performance information from internal and external customers, and clients, through anonymous surveys and interviews. The information is used alongside other internal information as an ingredient for HR decisions. This is so because customer information provides a unique perspective on job performance (Cascio, 2003).

Albrook (1968) argues that ranking methods are vital for comparative purposes, particularly when it is necessary to compare people who work for different supervisors,

individual statements, ratings or appraisal forms are not particularly useful. Instead, it's necessary to recognize that comparison involve an overall subjective judgement to which a host of additional facts and impressions must somehow be added. There is no single form or way to do this. Comparing people in different units for the purpose of, say, choosing a service supervisor or determining the relative size of salary increases for different supervisor, requires subjective judgement, not statistics. The best approach appears to be a ranking technique involving pooled judgement. The two most effective methods are alternation ranking and period comparison ranking. Both ranking techniques, particularly when combined with multiple rankings (i.e. when two or more people are asked to make independent rankings of the same work group and their lists are averaged) are among the best available for generating valid order of merit rankings for salary administration purposes.

Byham (1999) indicates that assessment centers mainly deal with assessment of future performance or potential. In any placement decision and even more so, in promotion decision, some prediction of future performance is necessary. How can this kind of prediction be made more validly and most fairly? One widely used rule of thumb is that "what a man has done is the best predictor of what he will do in the future." But suppose you are picking a man to be a supervisor and this person has never held supervisory responsibility? Or suppose you are selecting a man for a job from among a group of candidates, none of whom had done the job or one like it? In these situations, many organizations use assessment centers to predict future performance more accurately.

Byham (1999) explains that typically, individuals from different departments are brought together to spend two or three days working on individual and group assignments similar to the ones they will be handling if they are promoted. The pooled judgement of observers sometimes derived by paired comparison or alternation ranking - leads to an order of merit ranking for each participant. A less structured, subjective judgement is also made. The assessment centers make people who are working for departments of low status or low visibility in an organization to become visible and, in the competitive situation of an assessment center, show how they stack up against people from more

well-known departments. This has the effect of equalizing opportunity, improving morale, and enlarging the pool of possible promotion candidates.

Jensen (2005) states that forced choice rating technique was developed to reduce bias and establish objective standards of comparison between individuals but it does not involve the intervention of a third party. Although there are many variations of this method, the most common one asks rates to choose from among group of statements those which best fit the individuals, being rated and those which best fit the individuals being rated and those which least fit him. The statements are then weighted or scored, very much the way a psychological test is scored. People with high score are, by definition, the better employees; those with low scores are the poorer ones. Since the rater does not know what the scoring weights for each statement are, in theory at least, he cannot play favorites. He simply describes his people, and someone in the personnel department applies the scoring weights to determine who gets the best rating. The rationale behind this technique is difficult to fault. It's the same rationale used in developing selection test batteries. In practice however, the forced choice method tends to irritate raters, who feel they are not being trusted. They want to say openly how they rate someone and not be second-guessed or tricked into making "honest" appraisals.

The critical incident technique looks like natural to some people for performance review interviews because it gives a supervisor actual, factual incidents to discuss with an employee. Supervisors are asked to keep a record, "a little black book", on each employee and to record actual incidents of positive or negative behavior.

Albrook (1968) advises that instead of asking employees to set their own performance goals, many organizations set measured daily work standards. The work standards techniques established work and staffing techniques establishes work and staffing targets aimed at improving productivity. When realistically used, it can make possible an objective and accurate appraisal of the work of employees and for supervisor to be effective, the standards must be visible and fair. Thus a good deal of time is spent observing employees on the job, simplifying and improving the job where possible, and attempting to arrive at realistic output standards.

Oberg (2006), states that each of the Performance appraisal practices has a combination of strengths and weaknesses and none is able to evade all the pitfalls. The best anyone can hope to do is to match an appropriate appraisal method to a particular appraisal goal.

2.5 Employees Perception on Performance Appraisal

A critical factor that can influence the success of performance appraisal is how employees perceive it. Cole (2005) defines employees as individuals who, over a given time, invest a large proportion of their lives in their organizations. Unlike other resources in an organization, employees are complex human beings, who are influenced by and can act, the basis of their perception. Kotler (2000) defines perception as the process by which individuals select, organize and interpret information inputs to create a meaningful picture of the world. He further states that a motivated person is ready to act. How the motivated person acts is influenced by his or her perception of the situation.

Perception is one of the oldest fields in psychology. The oldest quantitative law in psychology is the Weber-Fechner-law, which quantifies the relationship between the intensity of physical stimuli and their perceptual effects. The study of perception gave rise to the Gestalt school of psychology, with its emphasis on holistic approach. What one perceives is a result of interplays between past experiences, including one's culture, and the interpretation of the perceived. Two types of consciousness are considerable regarding perception: phenomenal (any occurrence that is observable and physical) and psychological. The difference everybody can demonstrate to him or herself is by the simple opening and closing of his or her eyes: phenomenal consciousness is thought, on average, to be predominately absent without sight. Through the full or rich sensations present in sight, nothing by comparison is present while the eyes are closed. Using this precept, it is understood that, in the vast majority of cases, logical solutions are reached through simple human sensation.

Passive perception (conceived by René Descartes, 1976) can be surmised as the following sequence of events: surrounding → input (senses) → processing (brain) → output (re-action). Although still supported by mainstream philosophers, psychologists

and neurologists, this theory is nowadays losing momentum. The theory of active perception has emerged from extensive research of sensory illusions, most notably, the works of Richard L. Gregory (2003). This theory, which is increasingly gaining experimental support, can be surmised as dynamic relationship between "description" (in the brain) ↔ senses ↔ surrounding, all of which hold true to the linear concept of experience. In the case of visual perception, some people can actually see the percept shift in their mind's eye. Others, who are not picture thinkers, may not necessarily perceive the 'shape-shifting' as their world changes. The 'simplistic' nature has been shown by experiment: an ambiguous_image has multiple interpretations on the perceptual level. The question, "is the glass half empty or half full?" serves to demonstrate the way an object can be perceived in different ways. Just as one object can give rise to multiple percepts, so an object may fail to give rise to any percept at all: if the percept has no grounding in a person's experience, the person may literally not perceive it.

The processes of perception routinely alter what humans see. When people view something with a preconceived concept about it, they tend to take those concepts and see them whether or not they are there. This problem stems from the fact that humans are unable to understand new information, without the inherent bias of their previous knowledge. A person's knowledge creates his or her reality as much as the truth, because the human_mind can only contemplate that to which it has been exposed. When objects are viewed without understanding, the mind will try to reach for something that it already recognizes, in order to process what it is viewing. That which most closely relates to the unfamiliar from our past experiences, makes up what we see when we look at things that we don't comprehend. (Wettlaufer, 2003)

An ecological understanding of perception derived from Gibson's (2007) early work is that of "perception-in-action", the notion that perception is a requisite property of animate action; that without perception action would be unguided, and without action perception would serve no purpose. Animate actions require both perception and motion, and perception and movement can be described as "two sides of the same coin, the coin is action". Gibson works from the assumption that singular entities, which he calls "invariants", already exist in the real world and that all that the perception process does is

to home in upon them. A view known as social constructionism (held by such philosophers as Ernst von Glasersfeld, 1995), regards the continual adjustment of perception and action to the external input as precisely what constitutes the "entity", which is therefore far from being invariant.

Perception differs from one individual to another, (Mullins1999). Consequently employees will perceive issues differently and will have different expectations from the same employer. Some may be concerned on career development, while others on salary and fringe benefits; some may prefer a flex work system while others will not mind a controlled system. Others may want performance related pay while others will want fixed pay. Employees' perceptions in an organization are crucial to its success; since the driving force behind the success, or otherwise of any business rests on its employees, (Mullins1999).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The research design was a census survey. The census method was used because the number of public secondary schools in Limuru District is small. Census survey is feasible when the population is small and variable. Kathuri and Pals (1993) indicate that the purpose of a survey research is to determine opinions, attitudes, preferences and perceptions of a group of interest to the researcher.

3.2 Population

This study targets all the public secondary school teachers in Limuru District. There are a total of 18 public secondary schools in Limuru District (appendix I) with 333 teachers, consisting of 162 males and 171 females. There are 18 head teachers, 18 deputy head teachers, 89 heads of departments and 208 teachers (total of 333) which constitute the population of the study.

3.3 Sampling design

The sample size for the study was 155 teachers drawn from a total of 333 teachers in all the public secondary schools in Limuru District. The sample comprises all head teachers and their deputies, and 40% HODs and teachers selected at random from a total of 297 as presented in table 1 below.

Table 1 Sample Design

S/N	School	Head Teacher	Deputy Head Teacher	100% of Heads and Deputies	Heads of Department	Teachers	Total No of HODs and Teachers	40% of HODs and Teachers	Total Sample (Heads, Deputies, HODs and Teachers) per School
1	Loreto High	1	1	2	8	22	30	12	14
2	Limuru Girls High	1	1	2	8	20	28	11	13
3	Ngenia High	1	1	2	5	11	16	6	8
4	Ndungu Girls	1	1	2	5	13	18	8	10
5	Ndungu Njenga	1	1	2	3	12	15	6	8
6	Nguirubi	1	1	2	5	11	16	6	8
7	Gichuru	1	1	2	5	13	18	8	10
8	Kamandura Girls	1	1	2	4	12	16	6	8
9	Kinyongori High	1	1	2	5	9	14	6	8
10	Makutano	1	1	2	4	8	12	5	7
11	Mirithu Girls	1	1	2	7	15	22	8	10
12	Mukoma	1	1	2	3	5	8	3	5
13	Tigoni	1	1	2	4	9	13	6	8
14	Ngarariga Girls	1	1	2	4	10	14	6	8
15	Thigio Boys	1	1	2	5	9	14	6	8
16	Rironi	1	1	2	5	10	15	6	8
17	St. MaryThigio	1	1	2	5	9	14	6	8
18	Manguo	1	1	2	4	10	14	6	8
Total		18	18	36	89	208	297	120	155
Total Sample		18	18	36	36	83	119	155	

Source: Author, (2010).

3.4 Data collection

Primary data was collected using a questionnaire. The questionnaire was administered to 155 teachers in the public secondary schools in Limuru District. Respondents were given structured questionnaires with closed ended questions. Responses from the open-ended questions were also used to help in explaining findings from the closed-ended questions. The respondents comprised head teachers, deputy head teachers, heads of departments and teachers. The questionnaires were delivered and collected from the schools by the researcher personally. The questionnaires were in two sections, section (A) and (B). Section A focused on the general information of the respondents and the schools while section B focused on teachers' perceptions of performance appraisal practices.

3.5 Data analysis

The filled questionnaires were edited for completeness and consistency before being analyzed. Qualitative data will be analyzed using chi-square test. Descriptive statistics, such as frequencies and percentages were used for quantitative data analysis. Tables and graphs were used to explain and interpret the data as well as indicate levels of respondents' concurrence. Interpretations were made and conclusions drawn.

Also, since some of the data collected was qualitative in nature, the researcher used content analysis. Content analysis measures the semantic content of the message. It is used to arrive at inferences through a systematic and objective identification of specific messages and relating them to trends.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 General Information

4.1.1 Demographic Data

A total of 155 questionnaires were administered to the teachers, including head teachers, deputies, HODs and teachers of which only 124 responded. This represents 80% of the total. Of the 18 head teachers and deputies who received the questionnaires only 10 and 15 responded representing 55% and 83%, respectively. The HODs who responded were 28 out of 36, while 71 out of 83 teachers responded representing 78% and 85% respectively as shown in the table 2 below.

Table 2 Demographic Data

N/O	Category of respondents	Total number in the Category	No of (Questionnaires Administered)	No of Responses	Percentage (%)
1	Head teachers	18	18	10	55
2	Deputies	18	18	15	83
	Total	36	36	25	69
3	HODs	89	36	28	78
4	Teachers	208	83	71	85
	Total	297	119	99	83

Source: Author, (2010).

4.1 .2 Age Distribution of Respondents

As shown in table 3 majority of teachers were in the age group between 26—34 years and 35—44 years who account for 45% and 32% respectively. The age group of teachers above 45 years is 13% which is attributed to the recent revision of the retirement age from 55 to 60 years. The age group of teachers below 25 years stood at 10%. The distribution of teachers by their age is represented in table 3 below.

Table 3 Age of Respondents

Age Bracket	25 years and below	26-34	35-44	45 and above
Percentage Distribution	10%	45%	32%	13%

Source: Author, (2010).

4.1.3 Level of Education

The results presented in table 4 below revealed that a large proportion of the teachers were holders of university Bachelor's degrees, with a percentage of 49, Masters degree holders were 34%, Post graduate diploma in education were 7%, Diploma holders were 6% while 4% were certificate holders. No teacher had a PHD Degree.

Table 4 Distribution of Respondents by Level of Education

Level of Education	Frequency	Percentage
Certificate	5	4
Diploma	8	6
BA	21	17
BED	39	32
PGDE	9	7
MA/MED	42	34
TOTAL	124	100

Source: Author, (2010).

4.1.4 Teaching Experience

As presented in table 5 below 83% (30%, 27% and 26%) of the teachers had experience of 10 years and above while 17% (105%, 2% and 5%) had teaching experience of less than 10 years. The high level of experience is expected to enhance the understanding of performance appraisal.

Table 5 Respondents' Level of Teaching Experience

Year	Frequency	Percentage
2 years and below	7	5
3-5 years	3	2
6-9 years	12	10
10-15 years	37	30
16-20 years	33	27
21 years and above	32	26
Total	124	100

Source: Author, (2010).

4.1.5 Level of Responsibility

As shown in table 6, 72 % of the respondents were teachers with no responsibility, 28% were HODs, 60% were deputies while 40% were head teachers.

Table 6 Level of Responsibility

Response	Frequency	Percentage
Head teacher	10	40
Deputy head teacher	15	60
Total	25	100
HOD	28	28.28
Teacher	71	71.71
Total	99	100

Source: Author, (2010).

4.2. Performance Appraisal Practices in Public Secondary Schools in Limuru District

4.2.1 Performance Appraisal Practices

4.2.1.1 Type of Appraisal used.

The respondents were asked to rate, on a scale of 1 to 5, where 1 stood for not at all and 5, very large extent, the extent to which their school used various types of performance appraisal instruments, namely Essay Appraisal, Balance Score Card, 360⁰ feedback, Work standards approach. From these findings none of these methods was used by any of the schools.

4.2.1.2 Student/Customer Appraisal by Head teachers, deputies, HODs and teachers

As indicated in table 7 below teachers were asked to indicate the extent to which their school used student appraisal process 33% and 27% of them indicated that the method was used to a moderate and great extent respectively.

Table 7 Student/Customer Appraisal by Head teachers, deputies, HODs and teachers

Response	Frequency	Percentage
Not at all	15	12
Little extent	26	21
Moderate extent	40	32.5
Great extent	33	26.6
Very Large extent	10	7.7
Total	124	0

Source: Author, (2010).

4.2.1.3 Peer Appraisal

As indicated in table 8 below, all respondents said that Peer Appraisal is practiced in the schools, with 45.16% and 38.7% indicating to very large and great extents respectively.

Table 8 Peer Appraisal

Response	Frequency	Percentage
Not at all	2	1.6
Little extent	6	4.8
Moderate extent	12	9.67
Great extent	48	38.7
Very Large extent	56	45.16
Total	124	100

Source: Author, (2010).

4.2.1.3 Extent of use of Assessment centre

As indicated by table 9 below respondents were asked to indicate the extent of use of Assessment centres in their schools. 57.2% of the teachers indicated that Assessment Centres were used by their schools to a little extent .

Table 9 Assessment Centre

Response	Frequency	Percentage
Not at all	4	3.2
Little extent	71	57.2
Moderate extent	26	21
Great extent	15	12
Very Large extent	8	6.45
Total	124	100

Source: Author, (2010).

4.2.1.4 Management by Objectives Appraisal

As shown on table 10 below respondents were asked to indicate the extent to which their school used Management by Objectives Appraisal, they indicated that it was used to a moderate and to a little extent, with percentages of 40% and 32% respectively.

Table 10 Management by Objectives Appraisal techniques

Response	Frequency	Percentage
Not at all	2	1.6
Little extent	40	32.2
Moderate extent	49	39.5
Great extent	33	26.6
Very Large extent	-	-
Total	124	100

Source: Author, (2010).

4.2.1.5 Upward Appraisal

Respondents were asked to indicate the extent to which their school used Upward Appraisal, they indicated that it was used mainly to a moderate, little and great extent as indicated in table 11 below

Table 11 Upward Appraisal

Response	Frequency	Percentage
Not at all	20	16.1
Little extent	33	26.6
Moderate extent	36	29
Great extent	24	19
Very Large extent	11	8.8
Total	124	100

Source: Author, (2010).

4.2.1.6 Immediate Supervisor Appraisal

As indicated in table 12 below respondents indicated that Immediate Supervisor appraisal was used to a great and very large extent of 55.6% and 25.8% respectively.

Table 12 Immediate Supervisor

Response	Frequency	Percentage
Not at all	-	-
Little extent	4	3.2
Moderate extent	19	15.3
Great extent	69	55.6
Very Large extent	32	25.8
Total	124	100

Source: Author, (2010).

4.2.1.7 Self Rating Appraisal

Respondents were asked to indicate the extent to which their school used Self Rating Appraisal, majority of them indicated that self Rating was used to a moderate and to a little extent as presented by 46 % and 43.5% respectively as indicated by table 13 below.

Table 13 Self Rating Appraisals

Response	Frequency	Percentage
Not at all	9	7.2
Little extent	54	43.5
Moderate extent	57	46
Great extent	4	3.2
Very Large extent	-	-
Total	124	100

Source: Author, (2010).

4.2.2 Current Appraisal Practice

4.2.2.1 Rating of Appraisal Seriousness by Head Teachers and Deputy Head Teachers

As shown in the table 14 below 48 % of the head teachers and the deputies strongly agreed that the appraisal system was taken seriously while none strongly disagreed.

Table 14 Results of Appraisal Seriousness by Head Teachers and Deputy Head Teachers

Response	Frequency	Percentage
Strongly disagree	-	-
Disagree	2	8
Neither agrees nor disagrees	4	16
Agree	7	28
Strongly agree	12	48
Total	25	100

Source: Author, (2010).

Rating of Appraisal Seriousness by HODs and Teachers

Findings in table 15 indicate that a higher percentage of HODs and Teachers (43.4%) neither agreed nor disagreed that the appraisal system was taken seriously.

Table 15 Results of Appraisal Seriousness by HODs and Teachers

Response	Frequency	Percentage
Strongly disagree	11	11.1
Disagree	15	15.15
Neither agrees nor disagrees	43	43.4
Agree	21	21.2
Strongly agree	9	9
Total	99	100

Source: Author, (2010).

4.2.2.2 Identification of Training Needs by Head Teachers and Deputy Head Teachers

Most head teachers and deputies (36% and 40%) agree and strongly agree that Performance Appraisal is used to identify training needs as shown in table 16 below.

Table 16 Identification of Training Needs by Head teachers and Deputy Head Teachers

Response	Frequency	Percentage
Strongly disagree	2	8
Disagree	3	12
Neither agrees nor disagrees	1	4
Agree	9	36
Strongly agree	10	40
Total	25	100

Source: Author, (2010).

As shown in table17 below, most HODs and Teachers (56.6%) disagree that performance appraisals are used to identify training needs.

Table17 Identification training needs by HODs and Teachers

Response	Frequency	Percentage
Strongly disagree	3	3
Disagree	56	56.6
Neither agrees nor disagrees	7	7
Agree	27	27.3
Strongly agree	6	6
Total	99	100

Source: Author, (2010).

4.2.2.3 Abuse of Performance Appraisal Process by school management to oppress teachers, Head teachers and Deputy Head Teachers

As indicated in table 18 below 72% of the head teachers and deputies strongly disagreed that performance appraisal process is abused by school management to oppress teachers while none strongly agreed.

Table 18 Abuse of Performance Appraisal Process by school management to oppress teachers' i.e Head teachers and Deputy Head Teachers

Response	Frequency	Percentage
Strongly disagree	18	72
Disagree	5	20
Neither agrees nor disagrees	-	-
Agree	2	8
Strongly agree	-	-
Total	25	100

Source: Author, (2010).

Abuse of Performance Appraisal Process by school management to oppress teachers- HODs and Teachers

As indicated in table 19 below most HODs and Teachers either agreed or strongly agreed that Performance appraisal process is abused by school management to oppress teachers by 50% and 36% respectively.

Table19 Abuse of Performance Appraisal Process by school management to oppress teachers- HODs and Teachers

Response	Frequency	Percentage
Strongly disagree	3	3
Disagree	7	7
Neither agrees nor disagrees	4	4
Agree	49	49.5
Strongly agree	36	36.4
Total	99	100

Source: Author, (2010).

4.2.2.4 Head teachers and Deputy Head Teachers' Annual increment

The study sought to establish if the appraisal process is only concerned with teachers' annual increment. 56% of the head teachers and deputies strongly disagreed, 32% disagreed while none strongly agreed as indicated in table 20 below.

Table 20Head teachers and Deputy Head Teachers' Annual increment

Response	Frequency	Percentage
Strongly disagree	14	56
Disagree	8	32
Neither agrees nor disagrees	-	-
Agree	3	12
Strongly agree	-	-
Total	25	100

Source: Author, (2010).

HODs and Teachers' annual increment

Most HODs and Teachers (51.6%) strongly disagreed that the current appraisal process in public secondary schools is concerned with teachers' annual increment as indicated by table 21 below.

Table 21 HODs and Teachers' annual increment.

Response	Frequency	Percentage
Strongly disagree	51	51.6
Disagree	44	44.4
Neither agrees nor disagrees	2	2
Agree	2	2
Strongly agree	-	-
Total	99	100

Source: Author, (2010).

4.2.2.5 Head teachers and Deputy Head Teachers' Work Environment

The respondents were asked to indicate whether the work environment was conducive for the practice of performance appraisal 64% of the head and deputies confirmed that there was a conducive environment for appraisal as indicated in table 22 below.

Table 22 Head teachers and Deputy Head Teachers' Work Environment

Response	Frequency	Percentage
Strongly disagree	-	-
Disagree	3	12
Neither agrees nor disagrees	-	-
Agree	16	64
Strongly agree	6	24
Total	25	100

Source: Author, (2010).

HODs and Teachers' Work Environment-

Table 23 is a summary of the HODs and Teachers' responses to whether their work environment was conducive for the practice of appraisal, where 45.45% and 33.3% disagreed and strongly disagreed respectively.

Table 23 Influence of Work Environment on Performance Appraisal for HODs and Teachers

Response	Frequency	Percentage
Strongly disagree	33	33.3
Disagree	45	45.45
Neither agrees nor disagrees	7	7
Agree	8	8
Strongly agree	6	6
Total	99	100

Source: Author, (2010).

4.2.2.6 Role of Appraisal process in supporting school's development planning-Head teachers and Deputy Head Teachers

The respondents were asked to indicate if the appraisal process supports school's development planning. No head teacher or deputy strongly disagrees that appraisal process supports schools development planning while only 4% strongly agrees as indicated by table 24 below.

Table 24 Role of Appraisal in School's development planning -Head teachers and Deputy Head Teachers

Response	Frequency	Percentage
Strongly disagree	-	-
Disagree	7	28
Neither agrees nor disagrees	8	32
Agree	9	36
Strongly agree	1	4
Total	25	100

Source: Author, (2010).

Role of Appraisal process in supporting school's development planning-HODs and Teachers

Most teachers and HODs strongly disagreed and disagreed that Appraisal process supports school's development planning, as indicated by table 25 below

Table 25Role of Appraisal process in supporting School's development planning-HODs and Teachers

Response	Frequency	Percentage
Strongly disagree	30	30.3
Disagree	44	44.44
Neither agrees nor disagrees	8	8
Agree	11	11.11
Strongly agree	6	6
Total	99	100

Source: Author, (2010).

4.2.2.7 Need to review the current appraisal process -Head teachers and Deputy Head Teachers

Head teachers and deputies were asked to indicate whether there is need to review the current appraisal process, 60% indicated that they agreed that there is need to review the appraisal process as indicated by the table 26 below

Table 26 Need to review the current appraisal process -Head teachers and Deputy Head Teachers

Response	Frequency	Percentage
Strongly disagree	-	-
Disagree	2	8
Neither agrees nor disagrees	1	4
Agree	15	60
Strongly agree	7	28
Total	25	100

Source: Author, (2010).

Need to review the current appraisal process -HODs and Teachers

As indicated in table 27, 36. 66% of the HODs and teachers strongly agree that there is need to review the current appraisal process .Table 27 Need to review the current appraisal process -HODs and Teachers.

Table 27Need to review the current appraisal process -HODs and Teachers

Response	Frequency	Percentage
Strongly disagree	9	9
Disagree	14	14.14
Neither agrees nor disagrees	10	10.1
Agree	30	30.30
Strongly agree	36	36.36
Total	99	100

Source: Author, (2010).

4.2.2.8 Frequency of Appraisal

The respondents were asked to indicate the number of times they had been appraised in the last one year. Results revealed that appraisal in the last one year were very infrequent with some having not been appraised even for a single time. 36% of the head teachers and deputies had not been appraised even a single time for the last one year. No teacher had been appraised five times. Table 28 show the response of the head teachers and deputies.

Table 28 Frequency of Appraisal-Head teachers and Deputy Head Teachers

Frequency of Appraisal	Frequency	Percentage
None	9	36
One	6	24
Two	6	24
Three	3	12
Four	1	4
Five	-	-
More than Five	-	-
Total	25	100

Source: Author, (2010).

Frequency of Appraisal by HODs and Teachers

As shown in Table 29, 48% and 40% of the HODs and teachers have been appraised once or none respectively. No teacher had been appraised five times. These results indicate that performance appraisal was not a common practice in public secondary school in Limuru District.

Table 29 Frequency of Appraisal by HODs and Teachers

Frequency of Appraisal	Frequency	Percentage
None	39	39.39
One	47	47.47
Two	10	10
Three	3	3
Four	-	-
Five	-	-
More than Five	-	-
Total	99	100

Source: Author, (2010).

4.2.2.9 Extent of Training in Performance Appraisal

The study further sought to establish the extent to which teachers received training on performance appraisal. Only 24% of the head teachers and the deputies reported to have adequate training while 40% reported to have no training at all. The rest had some form of training.

Table 30 Extent to which Head teachers and Deputy Head Teachers had Training in P Performance Appraisal

Response	Frequency	Percentage
No Training	10	40
Some Training	9	36
Adequate Training	6	24
Total	25	100

Source: Author, (2010).

Extent to which HODs and Teachers had Training in Performance Appraisal

63.63% of the HODs and the Teachers reported to have had no training at all in performance appraisal, 34.34% had received some training while 2% reported to have had adequate training, as indicated in the table 31 below

Table 31 Extent to which HODs and Teachers had Training in Performance Appraisal

Response	Frequency	Percentage
No Training	63	63.63
Some Training	34	34.34
Adequate Training	2	2
Total	99	100

Source: Author, (2010).

4.3.1. Effectiveness of Performance Appraisal

4.3.1.1 In-service training needs of teachers, Head teachers and Deputy Head Teachers

The study sought to establish the effectiveness of the appraisal system in identifying in-service training needs of teachers. No head teacher or deputy found it to be either effective or very effective, 28% had no opinion while another 28% thought it was less effective and a majority (44%) thought it was ineffective.

Table 32 In-service Training needs of Teachers- Head Teachers and Deputy Head Teachers

Response	Frequency	Percentage
Ineffective	11	44
Less effective	7	28
No opinion	7	28
Effective	-	-
Very effective	-	-
Total	25	100

Source: Author, (2010).

In-service Training needs of Teachers-HODs and Teachers.

Most HODs and teachers have no opinion (72.72%) about the effectiveness of performance appraisal on identification of in-service training needs, as indicated in table 33 below.

Table 33 In-service Training needs of Teachers-HODs and Teachers.

Response	Frequency	Percentage
Ineffective	10	10.1
Less effective	16	16.1
No opinion	72	72.72
Effective	1	1
Very effective	-	-
Total	99	100

Source: Author, (2010).

4.3.1.2 Role of Performance Appraisal in Identification of Staff Development Needs- Head teachers and Deputy Head Teachers

The study sought to establish the role of performance appraisal in identification of staff development needs, with 44% of the head teachers and the deputies indicating that the appraisal is effective, as indicated in table 34 below.

Table 34 Role of Performance Appraisal in Identification of Staff Development Needs- Head teachers and Deputy Head Teachers

Response	Frequency	Percentage
Ineffective	6	24
Less effective	5	20
No opinion	-	-
Effective	11	44
Very effective	3	12
Total	25	100

Source: Author, (2010).

From table 35, 69.69% of the HODs and teachers indicated that appraisals were ineffective in identification of staff development needs.

Table 35 Role of Performance Appraisal in Identification of Staff Development Needs- HODs and Teachers

Response	Frequency	Percentage
Ineffective	69	69.69
Less effective	19	19.19
No opinion	10	10.1
Effective	1	1
Very effective	-	-
Total	99	100

Source: Author, (2010).

4.3.1.3 Role of Appraisal in enhancement of career prospect- Head teachers and Deputy Head Teachers

Most head teachers and the deputies (44%) had confidence that the appraisal enhances their career prospects, as indicated by table 36 below

Table 36 Role of Appraisal in enhancement of career prospect- Head teachers and Deputy Head Teachers

Response	Frequency	Percentage
Ineffective	3	12
Less effective	5	20
No opinion	-	-
Effective	11	44
Very effective	6	24
Total	25	100

Source: Author, (2010).

As shown on Table 37 most HODs and Teachers (41%) indicated that the appraisal did not facilitate their career development. This negative perception could be explained by lack of promotion and increase in pay as a result of appraisal.

Table 37 Role of appraisal in enhancement of career prospect-HODs and Teachers

Response	Frequency	Percentage
Ineffective	41	41.41
Less effective	38	38.38
No opinion	9	9
Effective	11	11.11
Very effective	-	-
Total	99	100

Source: Author, (2010).

There was great variation between head teachers and deputies on one hand and HODs and teachers on the other hand with regard to their perceptions on the role of appraisal in enhancing career prospects of teachers, with the former being positive and the latter negative.

4.3.1.4 Equipping Head teachers and deputies with knowledge

The study sought to find out if appraisal equips teachers with knowledge to cope with institutional issues in school, no head teacher, deputy, HOD, or teacher indicated that appraisal was very effective, had thus a negative perception on the effectiveness of appraisal in equipping teachers with knowledge. This is indicated in the table 38 and 39 below

Table 38 Equipping Head teachers and deputies with knowledge

Response	Frequency	Percentage
Ineffective	5	20
Less effective	9	36
No opinion	4	16
Effective	7	28
Very effective	-	-
Total	25	100

Source: Author, (2010).

Table 39 Equipping HODs and Teachers with knowledge

Response	Frequency	Percentage
Ineffective	24	24.24
Less effective	54	54.54
No opinion	17	17.17
Effective	4	4
Very effective	-	-
Total	99	100

Source: Author, (2010).

4.3.1.5 Changing teachers attitudes towards teaching- Head teachers and Deputies

Most head teachers and deputies indicated that appraisal is either ineffective or less effective in changing teachers' attitudes towards teaching, as indicated in table 40 below

Table 40 Changing teachers attitudes towards teaching- Head teachers and Deputies

Response	Frequency	Percentage
Ineffective	12	48
Less effective	9	36
No opinion	4	16
Effective	-	-
Very effective	-	-
Total	25	100

Source: Author, (2010).

Most teachers (46%) had no opinion about the effectiveness of appraisal in changing their attitudes towards teaching. This negative perception of the role of appraisal is indicated by table 41 below.

Table 41 Changing teachers attitudes towards teaching-HODs and Teachers

Response	Frequency	Percentage
Ineffective	18	18.18
Less effective	23	23.23
No opinion	45	45.45
Effective	13	13.13
Very effective	-	-
Total	99	100

Source: Author, (2010).

4.3.1.6 Improvement of the current appraisal system

Teachers gave different suggestions that included; training to enhance preparation, administration and effectiveness of performance appraisal. Some indicated that the process should be more friendly hence eliminate harassment from the appraisers. Others indicated that there should be immediate feedback, while others indicated that results should be used for promotion, salary increase and recognition.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Majority (77%) of teachers are aged from ages 26 to 44 years. Most of the teachers hold a bachelors degree, while 83% have a teaching experience of 10 years and above. This experience is expected to enhance their understanding of performance appraisal. However, the fact that 40% of the teachers indicated that they have had no training and 36% have had only some training, explains why 72% of the HODs and teachers did not have opinion on the role of performance appraisal in identification of in service training needs. This was supported by 79% of teachers' who indicated that performance appraisal practice is ineffective in identification of staff development needs and career prospects. This suggests that teachers have no confidence in performance appraisal and, in fact have a negative perception on performance appraisal. Head teachers, deputy head teachers, heads of departments and teachers all agreed that the current appraisal process is ineffective in changing teachers' attitudes towards teaching and that there was need to review it. This was supported by 88% of the head teachers and their deputies and 66% of heads of department and teachers. All teachers had a negative perception of performance appraisal practices in all areas related to effectiveness of the appraisal process. These findings thus reinforce the earlier studies by Odhiambo and Richu which found that teachers' perceptions of performance appraisal was negative.

Public secondary schools in Limuru District largely use Peer Appraisal as shown by 83% of the respondents and Immediate Supervisor appraisal systems as indicated by 81.4% of the respondents. Assessment centre, Management by Objective, Upward Appraisal and Self Rating are used to a moderate extent or, in some cases to a little extent, while Essay Appraisal, Balance Score Card, 360 degree feedback and work standards are never used at all in all the schools. Performance appraisal process is also very infrequent in public secondary schools with majority of the teachers indicating that they have been appraised once or none at all in the last one year. Hence, therefore, it would appear that

performance appraisal is not a common practice in public secondary schools in Limuru District.

However, there were some variations between head teachers, their deputies and heads of departments, teachers on the role of the current practice. 85% of the HODs and teachers either strongly agreed or just agreed that the appraisal process is abused by school management to oppress teachers. This very negative perception was held by heads of departments and teachers. 72% of head teachers and their deputies did not share this view. Thus, head teachers and their deputies could be using the appraisal to control the teachers. Majority of head teachers and their deputies (88%) also confirmed that the work environment was conducive for performance appraisal while 78% of heads of departments and teachers either strongly disagreed or disagreed with the statement. Thus, this negative perception is held by heads of departments and teachers only. The study findings thus confirmed that perceptions keep changing with time and they vary according to level of responsibility held by employees.

Majority of the teachers had not been trained on performance appraisal and did not understand the purpose, thereby making its administration difficult. This has also brought out the disparity in awareness between head teachers and other teachers, with majority of teachers thinking that performance appraisal does not serve any purpose but is a waste of time and money that could be used in other areas like equipping the laboratories

5.2 Recommendations

Public secondary schools should introduce training on performance appraisal for all teachers, not just a few head teachers their deputies and heads of departments. This would enhance the administration of the appraisal since the teachers would understand the purpose of the appraisal and would hopefully own. They will therefore, not see appraisal as an instrument of control in the hands of the school management. Teachers should be involved in performance appraisal process from the establishment of the performance standards, communication of the expectations, measurement of performance, comparison

of actual performance with standards, and giving immediate feedback. This will ensure that all teachers are aware of appraisal practices.

Performance appraisal should also be frequent with immediate feedback, with the results being used for promotion, salary increase, and recognition of the performing teachers. TSC and the Ministry of Education should use the appraisals seriously, thus enhance seriousness of the appraisals among the teachers.

Further studies should be done in private secondary schools in Kenya especially those offering different curricula like the Uganda system, the British System of Education to establish the current appraisal practices used in these schools. Teachers' perceptions of performance appraisal in these schools should also be studied. More studies should be done on teachers' perceptions of performance appraisal practices in public and private secondary schools and a comparison made between them.

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Appendix I: Limuru District Pubic Secondary Schools

S/N	School	Head Teacher	Deputy Head Teacher	Heads of Department	Teachers	Total
1	Loreto High	1	1	8	22	32
2	Limuru Girls High	1	1	8	20	30
3	Ngenia High	1	1	5	11	18
4	Ndungu Girls	1	1	5	13	20
5	Ndungu Njenga	1	1	3	12	17
6	Nguirubi	1	1	5	11	18
7	Gichuru	1	1	5	13	20
8	Kamandura Girls	1	1	4	12	18
9	Kinyongori High	1	1	5	9	16
10	Makutano	1	1	4	8	14
11	Mirithu Girls	1	1	7	15	24
12	Mukoma	1	1	3	5	10
13	Tigoni	1	1	4	9	15
14	Ngarariga Girls	1	1	4	10	16
15	Thigio Boys	1	1	5	9	16
16	Rironi	1	1	5	10	17
17	St. MaryThigio	1	1	5	9	16
18	Manguo	1	1	4	10	16
Total		18	18	89	208	333

Source: District Education Office : (2010), Teachers Service Unit, Limuru.

Appendix A

Alice G. M.

P.O. Box 203040

Nairobi.

3rd September 2010

Dear Respondent,

INTRODUCTION LETTER

I am pursuing a Master of Business Administration degree course in Human Resource Management at university of Nairobi .As part of the requirements for the degree award, I am required to undertake a research project in the area of human resource.

The purpose of this letter is therefore to request you to fill out the questionnaire on Teachers perceptions of performance appraisal at your school as it relates to your circumstances. This information is crucial to this study. Kindly therefore answer the questions as honestly as possible. I wish to assure you that the information you provide will be solely used for purposes of the study. The results and responses from the study will also be held in confidence and will be used solely used for academic purposes. Thanking you in advance.

Yours sincerely,

Alice Mugwe Gathii

Appendix B: Questionnaire

Section A; 1. General Information

- | | | |
|-------------------------------|---------------------|--------------------------|
| 1. Gender | Male | <input type="checkbox"/> |
| | Female | <input type="checkbox"/> |
| 2. Age | | |
| | 25 yrs and below | <input type="checkbox"/> |
| | 26 – 34 | <input type="checkbox"/> |
| | 35 – 44 | <input type="checkbox"/> |
| | 45 and above | <input type="checkbox"/> |
| 3. Highest qualification | | |
| | Certificate | <input type="checkbox"/> |
| | Diploma | <input type="checkbox"/> |
| | BA | <input type="checkbox"/> |
| | BEd | <input type="checkbox"/> |
| | BSc | <input type="checkbox"/> |
| | PGDE | <input type="checkbox"/> |
| | MA/MEd | <input type="checkbox"/> |
| | Others | <input type="checkbox"/> |
| 4. Teaching experience | | |
| | 2 years and below | <input type="checkbox"/> |
| | 3 – 5 years | <input type="checkbox"/> |
| | 6 – 9 years | <input type="checkbox"/> |
| | 10 – 15 years | <input type="checkbox"/> |
| | 16 – 20 years | <input type="checkbox"/> |
| | 21 years and above | <input type="checkbox"/> |
| 5. Position of responsibility | | |
| | Teacher | <input type="checkbox"/> |
| | HOD | <input type="checkbox"/> |
| | Deputy Head Teacher | <input type="checkbox"/> |
| | Head of School | <input type="checkbox"/> |

Section B.2.

Kindly tick the level that best describes the performance Appraisal practice used in your school.

Please use this as a guide (1-5) to answer question 1 below.

Key

- 1. Not at all
- 2. Little extent
- 3. Moderate extent
- 4. Great extent
- 5. Very Large extent.

1. To what extent does your school use the following practices to performance appraisal?

Practice	1	2	3	4	5
Peer Appraisal					
Assessment centre					
Essay Appraisal					
Management By Objective Appraisal					
Balance Score Card Appraisal					
Upward Appraisal					
Customer/student appraisal					
Immediate Supervisor					
Self Rating					
360 ⁰ feedback					
Ranking method approach					

Any other (please specify)

.....

.....

.....

2. Current Practice

Indicate your degree of agreement with the following statements. Write the appropriate number in the relevant box against each statement.

Key

- 1. Strongly disagree
- 2. Disagree
- 3. Neither agrees nor disagrees
- 4. Agree
- 5. Strongly agree

S/N	Current Practices	1	2	3	4	5
a)	The appraisal system is taken seriously in my school					
b)	Performance appraisal is used in my school to identify training needs					
c)	Current performance appraisal process is abused by schools management teams to oppress teachers					
d)	Current appraisal process in Secondary schools is only concerned with teachers' annual increment					
e)	In my school, the work environment is conducive to the appraisal system					
f)	In my school the appraisal process supports school's development planning					
g)	There is need to review the current appraisal process in my school					

3) Indicate the number of times appraised in the last one year. Please tick against the answer.

None	
One	
Two	
Three	
Four	
Five	
More than five	

4) Did you receive any training in appraisal?

No Training	
Some Training	
Adequate Training	

5) Effectiveness of Performance Appraisal

Rate the effectiveness of the appraisal system in addressing the issues captured in the various statements listed below. Write the appropriate number in the relevant box.

Key

- 1. Ineffective
- 2. Less effective
- 3. No opinion
- 4. Effective
- 5. Very effective

S/N	Effectiveness of Performance Appraisal	1	2	3	4	5
a)	Identification of in-service training needs of teachers					
b)	Identification of staff development needs					
c)	Enhancement of career prospects of teachers					
d)	Equipping teachers with skills to cope with institutional issues in the school					
e)	Equipping teachers with knowledge to cope with institutional issues in the school					
f)	Changing teachers attitudes to enable them cope with institutional issues in the school					
g)	Performance appraisal enhanced my working relations with colleagues					

6) How can the current appraisal system be improved?

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