

**A SURVEY OF PERFORMANCE APPRAISAL  
PRACTICES IN PUBLIC SECONDARY SCHOOLS IN  
UGUNJA DISTRICT, KENYA**

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**A research project submitted in partial fulfillment of requirement for the award of  
Master of Business Administration (MBA), School of Business,  
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## DECLARATION

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

.....

**Sign**

.....

**Date**

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

.....

**Sign**

.....

**Date**

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## **DEDICATION**

This work is dedicated to Almighty God, my late dad, Sir Patrick Owiye Aloo loving mum, Mrs. Jedidah Akumu Owiye, my husband Dennis Oduor, and my loving son Byrone Lesley who have been very proud of me to see me continue with higher education. My siblings Emily, Nancy, James, Fredrick, Duncan, Chrispine, Evans, Everlyn, Lilian, my in-laws and particularly my wonderful nieces and nephews who I hope I have inspired to also continue with higher education not forgetting my colleagues at work and my MBA study group members Edith, Maganda, Rachel and Diana.

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## **ABBREVIATIONS AND ACRONYMS**

<b>NPD</b>	National Development Plans
<b>TSC</b>	Teachers Service Commission
<b>DEO</b>	District Education Office
<b>UGJA</b>	Ugunja
<b>DIST</b>	District
<b>HOD</b>	Head Of Department
<b>H/T</b>	Head Teacher
<b>PAS</b>	Performance Appraisal Systems

## ABSTRACT

The study focused on a survey of performance appraisal practices in public secondary schools in Ugunja district, Kenya. In the study we realized that many cases where performance appraisal has been very biased and in most cases. This sort to address some long time appraisal issues in the following offices in Kenya: TSC sub county Office, Districts Education Office, Head teachers /Principals Teachers Academicians and school and education sector in general. The most important purpose of a school was to provide children with equal and enhanced opportunities for learning; the most important resource a school has for achieving that purpose is the knowledge and skills of its teachers; and the most important strategy for maintaining and improving that resource is a career development process of teacher evaluation and professional development. The study sort to address some basic research questions: What are the objectives of employees' performance appraisal in these organizations? What are the potential sources of dissatisfactions regarding performance appraisal? On one main objective which is to establish performance appraisal practices in secondary schools in Ugunja District, Kenya. The Study population sample was all the twenty public secondary schools using School Administration Officers staff in Ugunja District which was included because they likely to be conversant with their records and how they could benefit from the study. This study was done by a census study. Quantitative data was analyzed using descriptive statistics such as frequencies, means and percentages Responses to the open-ended questions formed the qualitative data that was organized, categorized and reported in emergent theme and data was analyzed using SPSS. The results showed that the appraisal will act on the motivation of the teachers. The Key finding Majority of the respondents agreed with the statements. Statement number four "The appraisal is tailored to specific teacher duties" response of mean 3.3684.the other respondents receive disagreement at various levels statement number three "All school managers participate in the appraisal process" at mean of 2.9474, statement eight "Management conducts individual assessment and evaluation" at mean of 2.3684 while statement ten "Staff is promoted to higher positions according excellent performance "at mean of 2.4737. In Conclusion the researched mentioned the following as some of the benefits which include, it will yield recommendations for promotion, the teacher will get the other fringe benefits; there sometime noticeable certificate awards, it will state the need of staff training and professionals development. The appraisal will act on the motivation of the teachers. Other teachers get the benefits of be appreciated and recognized at the work place. it also stimulate the motivational benefits and encouraged some teachers also get token of hard after the release of exams results like KCSE, and to some the efforts are recognized and encouraged to work hard for better performance. The fatal at time get tokens and gifts for motivational. In Recommendation it stated that increase the regular school attendance and coverage of syllabus, increase in the effective execution of work with little or no supervision by producing the good results, increasing the teachers ability to achieve their set objectives without forgetting their areas weakness, increasing the willingness and the ability of parents and stakeholders, teachers will improve the efforts of syllabus coverage.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

In Kenya, Education and training have continued to be given a very high priority in the country's National Development Plans in order to educate and prepare enough people to fill middle and high level positions in the private and public sectors of the economy. Since independence in 1963, there has been rapid expansion of education (Appleton et al., 1999). Student enrolment in secondary schools has increased rapidly with much of the expansion a result of the establishment of community schools. With this expansion has come the need for education reforms.

Reform efforts in education in developing countries have mostly aimed at making education an effective vehicle for national development. Governments and education policy makers have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed and that limited funds allocated to the sector have maximum impact (Republic of Kenya, 1996, 1997; Inter-Agency Commission, 1990; Unesco, 1996; World Bank, 1988). It is often asserted that children's future, and with it the development of the Nation State, depend, to a large extent, on the education system and the skill and dedication of its teachers. Perraton (2000) reminds us that good education demands good teachers and yet in many countries (particularly the developing countries) teachers remain poorly educated, poorly paid and all too often poorly regarded. As moves for greater accountability and quality delivery gain momentum in the public and private sectors, attempts to assess the performance of

teachers in a number of different countries have been made. Kenyan teachers have not been exempt from these pressures.

Traditionally in Kenya and other developing countries, unsystematic appraisal has long flourished (covertly and unfairly) based on impulse, prejudice and incorrect or inadequate data. Wanzare (2002) also observes that: teacher evaluation as practiced in many third world countries, Kenya included, has numerous shortcomings and dubious effectiveness. Within the framework of imposed and intentional changes that have taken place in Kenya's educational system, formalized procedures for the appraisal of teachers' performance are viewed by educators as logical and essential for accountability, quality improvement and best practice. These views are in accord with Hattie and Clinton (2001) who argue that "the major advantage of assessing teachers is the demonstration that the profession can identify value and reward the very best". With the current number of teachers (primary and secondary) totaling over 244,947, the wage bill takes more than 80 per cent of Education Ministry's recurrent budget, leaving less than 20 per cent for school text books and equipment. Following a nationwide strike by teachers in October 1997, the annual wage bill rose from the previous Kenya shilling (Ksh.) 32 billion to Ksh. 37 billion out of the Ministry of Education's total recurrent expenditure of Ksh. 46 billion (Aduda, 2000). It is argued in this paper that insulating the public sector from performance evaluation is an unjustified privilege especially when such substantial funding is involved. Of late, there have been many reforms in Kenya's school system.

The reforms have mainly aimed at providing quality education (Sessional paper, 1999). There is a growing concern by various stakeholders about the status of education in

Kenya. The government, parents, non-governmental organizations and donors recognize that although major strides have been made in education, there are serious shortcomings in the education system (Abagi and Odipo, 1997). There is a burgeoning national debate on the quality of teaching and learning and a feeling that a more effective teacher appraisal programme would lead to this quality. International research reveals that appropriate appraisal schemes have the potential to improve the professionalization of teaching, the effective management of schools, the quality of education provided for the students, the professional development of teachers as well as satisfying legitimate demands for accountability. For example, Ingvarson and Chadbourne (1994) put it rather well.

The most important purpose of a school is to provide children with equal and enhanced opportunities for learning; the most important resource a school has for achieving that purpose is the knowledge and skills of its teachers; and the most important strategy for maintaining and improving that resource is a career development process of teacher evaluation and professional development. Although teacher appraisal is already well established in countries such as Britain, the USA, Australia and New Zealand, it has only recently become a significant issue in Kenya. Over the years, teacher appraisal in Kenyan secondary schools has been mainly inspectorial, achieved through occasional inspection of schools and teachers by school inspectors. However, the Head Teachers (Principals) and heads of academic departments are increasingly playing leading roles in the appraisal of teachers.

### **1.1.1 The Concept of Performance Appraisal**

The term “appraisal” as defined by Decenzo and Stephen (2005) is a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance. Yet Staff appraisal systematically evaluates the quality of a worker’s performance as noted by Austin and Villanova (1992). To them an appraisal should not be viewed as an end in itself, but rather as an important process within a broader performance management system that links organizational objectives, professional development and rewards.

Before defining performance appraisal one has to know what Performance management is, therefore according to Armstrong (2009), Performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Performance management is concerned with: aligning individual objectives to organizational objectives and encouraging individuals to uphold corporate core values; enabling expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviors (expected to be); providing opportunities for individuals to identify their own goals and develop their skills and competencies (Armstrong, 2009).

### **1.1.2 Performance Appraisal Practices**

Of all the activities comprising human resource management, performance appraisal is arguably the most continuous and least popular among those who are involved in it. Managers do not seem to like doing it; employees see no point in it, and human resource managers, as guardians of an organization's appraisal policy and procedures, have to stand by and watch their work fall into disrepute. However, despite the poor record of appraisal systems within organizations, it is an acceptable part of management that recommends that there should be some means by which performance can be measured, monitored and controlled (Barlow, 1989). In recent times, there has been a growing concern for better teacher performance in the secondary schools of Ugunja District. The reasons for this concern are not farfetched. First of all, secondary schools in the District are fast deteriorating in almost all facets: goals and objectives are not being achieved; and most schools are recording mass failure by students in examinations. There could be several factors contributing to this phenomenon. Thus, there was need to establish if the appraisal practices used on teachers is affecting their performance in the secondary schools of Ugunja District. In this chapter, the researcher presents the study background, problem statement, purpose, specific objectives, research questions, scope and the significance of the study.

### **1.1.3 Goal-setting theory**

Goal-setting theory is one of the most popular theories in use among I/O Psychologists due to wide support provided by extensive empirical research and its relative simplicity as compared to other theories (Locke & Latham, 2002; PSU, 2012). According to Locke



and Latham (2002) using techniques such as correlation, experimental and quasi-experimental design, a plethora of research studies have been conducted over 40 years using close to 40,000 participants in eight countries, over time periods varying from one minute to 25 years (PSU, 2012). Smith and Hitt (2005) in their book, *Great Minds in Management*, reinforced the popularity of this theory with their reference to a 2003 assessment of OB scholars who rated goal-setting theory, first in importance out of seventy-three management theories, validating the claim that goal setting has had tremendous research and practitioner support (PSU, 2012). This yielded data to support increased performance on over 100 different tasks, applicable to individuals as well as groups, organizational units, and entire organizations (PSU, 2012). According to Latham (2004) goal setting has been found to inspire individuals and is a critical key to self-management. In many cases, goal setting creates an alternative purpose for work and provides the challenge that enables individuals to overcome even the most physically exhausting tasks (Latham, 2004). Whether a goal requires cognitive or physical exertion, perhaps even both, studies have shown that the greatest amount of effort is applied to those that are considered more challenging (Latham, 2004). From a psychological standpoint, a sense of pride develops from an individual's improved self interest; which may lead to better jobs and increased pay over time (Latham, 2004). When making the commitment to set a goal and focus on its accomplishment within a specified period of time, attention is often diverted away from activities that are considered goal-irrelevant. For this reason, people are often motivated to utilize or discover the knowledge necessary for successful completion (Latham, 2004).

When two separate goals are set at the same time, exerting too much focus on one may make it difficult to achieve the other (Latham, 2004). For example, if someone sets quantity and quality goals simultaneously; trying too hard for quantity may cause quality to be neglected (Latham, 2004). However, this can be fixed by prioritizing separate goals or finding a balance between goals directly dealing with each other. It is more important to have well thought out goals than to have too many and not be able to follow through on any one goal (Gergen & Vanourek, 2009). Another limitation deals with goals and risks. When attention is focused too narrowly on a goal, intentional bias can occur. This was demonstrated in a study Simons and Chabris. In the study, subjects were asked to measure the number of passes in a basketball game. People became so focused on their task that they didn't notice a man in a gorilla suit on the course. Concentrating too much on a specific task or goal can cause you to miss a major aspect of your environment (Simons & Chabris, 1999). Improper management techniques, or the presence of inequity in the workplace (e.g., underpayment), can subvert the effectiveness of the goal setting theory. Also, not accounting for an individual's subconscious actions also provides weaknesses to the goal setting theory (Locke & Latham, 1979, p. 80). This approach also does not account for actions motivated by the subconscious; as the goal-setting theory focuses on cognition with no regard to the subconscious (PSU, 2012). On occasion, an individual can do something without being aware of what is motivating them. Finally, goal-setting theory focuses on how goals are related to job performance, but does not take into account the "why", and does not account for why setting goals is linked to performance (PSU, 2012).

### **1.1.4 Secondary Schools in Ugunja-Kenya**

Ugunja district is located in Siaya County in western Kenya region. There are xxxx public secondary schools in the district with xxx teachers. The performance of the district has his been good due motivational, high dropout rates, teacher management practices. There is no national school in Ugunja yet the district has top old schools such as Ambira, Rangala girls. Most of the school are day public secondary while a few are boarding.

### **1.2 Research Problem**

Employee performance appraisal, whereby a superior evaluates and judges the work performance of subordinates, is one of the most common management practices utilized in organizations. Over 90 percent of large organizations worldwide employ some performance appraisal system and over 75 percent of state employment systems require annual performance appraisal (Locker & Teel, 1988; Murphy & Cleveland, 1991; Seldon, Ingraham & Jacobson, 2001). The widespread use of performance appraisal can be attributed to the belief by many managers and human resource professionals that performance appraisal is a critically needed tool for effective human resource management and performance improvement (Longenecker & Goff, 1992). The assumption appears to be that an effectively designed, implemented, and administered performance appraisal system can provide the organization, the manager, and the employee with a plethora of benefits (Cascio, 1987; Coens & Jenkins, 2000). In spite of its widespread use, or perhaps because of it, the practice of formal performance appraisal continues to come under considerable scrutiny and criticism. Performance appraisal is

one of the most widely researched areas in industrial/organizational psychology (Murphy & Cleveland, 1991.)

Researchers have developed and practitioners have implemented various changes to the evaluation criteria, rating instruments, and appraisal procedures in an effort to improve the accuracy and perceived fairness of the process (Banks & Murphy, 1985). However, in spite of the attention and resources applied to the practice and dissatisfaction with the process still abounds and systems are often viewed by employees as inaccurate and unfair (Church, 1985). The following basic research questions: 1. what are the major problems in the practices of performance appraisal of employees? 3. What are the objectives of employees' performance appraisal in these organizations? 4. What are the potential sources of employees' dissatisfactions regarding performance appraisal? 5. What are alternative solutions for problems regarding the practices of employees' performance appraisal in schools?

### **1.3 Research Objective**

To establish performance appraisal practices in secondary schools in Ugunja District, Kenya.

### **1.4 Value of the Study**

This study will to add more values to the various offices in the education sector as it is discussed, first TSC sub county Office, the study will benefit the TSC office as they will actually know the best promotion strategies on the teachers and effective teacher management practices and help in development of new policies in teacher appraises.

Secondly, Districts Education Office, the study will benefit the DEO office as they will come up with modern and best practices in the appraisal of teachers in relation to effective teacher management practices and theory building.

Thirdly, Head teachers /Principals, the study information will help head teacher on some of the best practice in teacher appraisal such as Rating scales, summative appraisal, Formative appraisal and Comparative methods.

Fourthly, Teachers, the teachers will benefit as they have in the past been subjected to unfair appraisal practice hence they will motivate when the report is fully adopted and lastly, academicians who will find these documents vital in theory building in best appraisal practices as it will be seen as a vital literature review source.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the review of literature relating to the variables under investigation. The theoretical review and conceptual framework are also presented.

#### **2.2 Performance Appraisal Practices**

Performance Appraisal is defined by different scholars of human resource management in different time. Therefore, some theories of those scholars have been discussed as follows. According to Longenecker, (1997) performance appraisal is two rather simple words that often arouse a raft of strong reactions, emotions, and opinions, when brought together in the organizational context of a formal appraisal procedure. Most organizations throughout the world regardless of whether they are large or small, public or private, service or manufacturing, use performance appraisal, with varying degrees of success, as a tool to achieve a variety of human resource management objectives. Organizations use different tools and have a number of goals for performance appraisals, often resulting in some confusion as to the true purpose of performance appraisal systems. However, at its core, the performance appraisal process allows an organization to measure and evaluate an individual employee' s behavior and accomplishments over a specific period of time (Wiese and Buckley, 1998). Yong (1996) defines performance appraisal as “an evaluation and grading exercise undertaken by an organization on all its employees either periodically or annually, on the outcomes of performance based on the job content, job requirement and personal behavior in the position”.

Regardless of the definition or the specific components included, performance appraisal in most organizations is formal, structured, and required. The process is generally defined to include an interview between the rater and the ratee as well as performance documentation required by the formal evaluation system. One descriptor left out of most definitions is that performance appraisal is often dreaded by participants. Folger and Lewis (1993) suggest that performance appraisals typically engender the same degree of enthusiasm as paying taxes.

The performance appraisal process is one of the human resource activities in government and private organizations of Ethiopia. The practice and process of the performance appraisal in any government employees under Federal Civil Service is according to the proclamation No. 262/2002 declared in chapter four, stating that the federal civil servants proclamation performance evaluation purpose is to enable civil servants (a) effectively discharge their duties in accordance with the expected level quality standard time; (b)- identify their strengths and weaknesses: (c) improve their “future performances and develop self-initiative. (2) Performance evaluation shall be transparent and shall be carried out with the collective participation of-civil servants working together. (3) Performance evaluation shall be carried out in accordance with, directives issued by the Commission. This proclamation works only for AAU employees” performance appraisal while the performance appraisal of employees in the SUC is accordance of labor law of Ministry of Lobar and Social Affairs, proclamation No. 377/96. Who is the only legal body to arbitrate cases/dispute between the employer and employee when arise. In

addition SUC employees do not have trade union to deal with the cases arising from the employment relationship.

There are many appraisal methods and instruments that can be used for appraising employee's work performance such as: Rating scales: Graphic rating scales focus on employee behavior and outcomes. The scale is developed by selecting various characteristics that relate to the specific job. The appraiser rates the employee in terms of a number of defined work or personal qualities by placing a tick somewhere along a line from the highest to the lowest score. A non-graphic rating scale is more valid than a graphic scale. The employee is ranked in terms of a brief description relating to each point on the scale.

Comparative methods: Ranking: This is the simplest appraisal method. The appraiser ranks employees according to merit (from best to worst). Ranking is usually embedded with an assessment of overall performance. This instrument is popular when a large number of employees are involved. The final ranking of each individual employee is determined by the number of times he/she is judged to be better than other employees. Forced distribution requires supervisors to spread employees' evaluations in a pre-describe distribution. The categories are chosen from a certain percentage of workers assigned to a group. The supervisors place employees in classifications ranking from poor to excellent. Paired comparison refers to a series of pairs of comparison. Each worker is compared with every other worker in a selected group. The number of times each individual is preferred is calculated, and a performance rating index is determined based on the number of times an employee is rated higher than his/ her peers. Critical incident.



This technique focuses on the continuous recording of job behavior to reflect performance of employees in terms of success or failure. It is a time-consuming method, usually describing the strengths and weaknesses of the employees. Essay method: This method requires a written report to evaluate the strengths or the weaknesses of the workers. It's also a time-consuming method that depends on the rater's writing skills and is reliant on comprehensive reporting. Specific points of discussion have to be addressed in the report which, too, is a time-consuming method.

Management by Objectives (MBO): This method that has been mentioned before is a motivation driving skills. It provides a goal-setting phase, based on the formation of long-term organizational objectives (Erasmus, 2005).

### **2.3 Types of Performance Appraisal**

Casio (1995: 38) states that the fundamental requirements for any rater are that an adequate opportunity be made available for performance to be observed over a reasonable period of time. Once the performance appraisal method has been developed, the next step is to determine who will perform the assessment function, and where to get the feedback from. There are five parties who can do the appraising which include Self-appraisal, Supervisor's appraisal, Subordinate's appraisal, Peer appraisal and Persons outside the immediate work environment. Self-appraisal: Self-appraisal is justified where there are strong reasons to believe that the employee himself is in the best position to observe and evaluate his/her own methods of work and outcomes (Cummings & Schwab, 1973). It gives a chance for the employee to look at his/her strengths and weaknesses, the achievements, and judge his/her own performance. Cascio (1995: 291) believes that the

opportunity to participate in the performance management process, particularly if appraisals are combined with goal setting and the chance to add value to the organization, improves the employee's motivation and reduces defensiveness during the evaluation interview. However, self-appraisals tend to be more lenient and more biased, and are probably more appropriate for counseling and development than for employment decisions. Supervisor's appraisal: The supervisor's appraisal focuses on the employee's responsibilities and the actual performance is rated by the supervisor, because the supervisor is the person who most familiar with the subordinate's performance and also is in the best position to observe the employee's behavior and his/her performance.

Subordinates' appraisal: Subordinates' appraisal gives a chance to judge the employee on capabilities such as communication and motivational skills. Subordinates know how well a supervisor delegates, organizes and plans. The information for subordinate's appraisal can provide a sense of morale within the unit and is an indicator of the respect the staff has for the supervisor. Subordinates' ratings can assist management in identifying individuals who are promotable because of their skills in managing people (Latham & Wexley, 1943). Peer appraisal: Peers' feedback can help to assess employees' abilities to work in a team, be co-operative and sensitive towards others. The judgment of peers can provide a perspective on performance that is different to that of the supervisor. According to Latham and Wexley (1943), the high reliability of peer appraisals is a function of at least two factors. First, reliability is affected positively by the daily interaction among peers. Peers have a comprehensive view of an employee's job performance. development (p. 24).

## **2.4 Performance Appraisal Practices**

An important focus of higher education in the 1990's has been the quality of teaching. This was partly due to demands from both employers and from government stating that graduates were deficient in communication and interpersonal skills and they lacked vision and commitment (Musoke, 2003). For instance, Namubiru (2003) in her study about appraisal systems used and improved teacher performance in the secondary schools of Mukono District in Uganda found out that there was a significant correlation between the results of the appraisal system and the teachers' classroom content delivery.

Busigy (2006) on the other hand found that high quality teaching in schools would only be achieved when head teachers and heads of departments appraised their teachers on a regular basis to identify teacher weaknesses. Tumusiime (2000) agrees with Busingye (2006) who found out that appraisal systems have helped head teachers identify teacher weaknesses especially in regards to the quality of teaching in schools. In this regard, these head teachers have endeavored to organize seminars and workshops aimed at helping teachers learn new teaching techniques geared towards improving the quality of teaching in their respective schools.

Graig and others (2003) also pointed out that performance appraisal for a teacher is a continuous process that takes place in a three year cycle. It consists of two types of appraisal: the formative and summative appraisal. Formative appraisal involves the process of gathering performance data, analyzing it and using the results to improve teaching. Summative appraisal on the other hand is the process of using performance established by the school divisions to improve teaching. Strange (1991) and Timperley

(1998) stressed that there are varieties of views in the literature as to whether a performance appraisal practices should serve both formative and summative functions. They suggested that both formative and summative purposes are acceptable but should not be used together in a single system. Kamwine (2004) found out that teachers seem generally to appreciate the opportunity to reflect on their professional role on one to one basis with another colleague. He further pointed out those academicians, as professionals were willing to seek feedback from those, they respected to attempt to learn new skills and improve their performance. Smith (1993) agrees with Kamwine (2004) who found out that most effective teachers have learnt from their successes and failures and have always been capable of identifying their own weaknesses and strength.

Nakimera (2001) studied the effect of appraisal systems on the quality of teaching and found out that there was no significant relationship between appraisal systems used in schools and the quality of teaching sighting inadequate instructional materials and unqualified teachers as obstacles to the quality of teaching in the secondary schools of Mukono District. In addition, Gillen (1996) observed that feedback from performance appraisal can be most beneficial to people at work where it is regular and timely because this helps the employees to set the linkage between their efforts and results and later be able to take corrective actions. Therefore, to contribute to the closure of such gaps this study considered the appraisal practices as a factor for influencing the quality of teaching in secondary schools in Ugunja District.

## **2.5 Appraisal Practices and the Involvement of Teachers in Schools**

Appraisal practices can measure a variety of things. They are sometimes designed to measure the quality of teaching in schools, the participation of teachers in school activities. In regards to this study, different researchers have linked the appraisal practices to the involvement of teachers in school administration. For example, Musoke (2003) found out that confidential reports were the commonly used methods of appraisal practice in that they provide more feedback on the involvement of teachers in school administration. However, Musoke (2003) did not put into perspective other appraisal practices like; appraisal interviews, management by objective and graphic rating scale which are also effective in determining the effectiveness of the educational system.

Although, Musoke (2003) observed that confidential reports were the commonly used appraisal practices in schools, Kakande (2004) found out that for an appraisal system to be declared useful and valid in a school setting, first and foremost it should be able to emphasize key aspects in regards to the involvement of teachers in school administration. These aspects include the teachers' regularly participating in staff meetings, the teachers participating in counseling and guidance of students and peers and also the teachers ensuring a democratic students' leadership through regular, free and fair elections among others. Kakande (2004) is in agreement with Cardy (2003) who found out that performance appraisal practices involves performance assessment of an individual in relation to the objectives, activities, outputs and targets of the job over a specific period of time. However, in regards to a school setting, the appraisal exercise should be aimed at

helping teachers to grow professionally by enabling them express their concerns, realize their weaknesses and helping the teachers to overcome such weakness.

In addition, since Cardy (2003) stressed that appraisal practices helps teachers to grow professionally is in line with Onzoma (2002) who found out that positive feedback from the performance appraisals had the strongest and most consistent effect on the teachers' willingness to involve them in school administration where the principle is open, facilitative, supportive and collaborative. Rao and Narayana (1997) pointed out that when properly conducted, performance appraisals do not only let the employee know how well they are performing but also influences the employee future level of effort, activities, results and task direction towards their involvement in organizational administration.

However, Okello (1997) does not agree with Onzoma (2002) were he stresses that there was no significance correlation between the appraisal practices used and the employees' organizational administration. He asserted that feedback from the performance appraisal system is hardly given as well as a high degree of confidentiality is not exhibited in the process. Ssenabulya (2006) agrees with Okello (1997) who also did not find a significant relationship between appraisal practices used in organizations and the employees' involvement in organizational administration. Ssenabulya (2006) contended that employee involvement in organizational administration would only be achieved if the appraisal practices were transparent, open- ended and participatory.

## **2.6 Process of the Performance Appraisal Systems and Its Influence on the System**

Longenecker (1997) contended that a performance appraisal system helps the organization identify three major things: performance standards, core competences, and communicating the standards and competencies to employees. Comparing the employees' performance from the performance appraisal is vital in making future improvements. The performance appraisals are supposed to be conducted at least twice annually. As a way of institutionalizing the performance appraisals in government institutions, the GOK developed sector performance standards (GOK, 2010). These standards were benchmarked against the best in the world and touched on key areas like performance indicators, medium-term plans and performance targets. These performance targets are set at the beginning of the year and agreed upon by all the ratees (Open Threat, 2008). Apart from performance monitoring, the annual performance appraisals also help in determining how every employee fits into the organizational development and efficiency in performing all the assigned tasks and responsibilities. It also helps in determining the training needs of the employees in planning future job schedules (Longenecker, 1997). Additionally, the kind of environment that is created by the performance appraisals optimizes the employees' work performance. Individual performance goals that are consistent with organizational goals provide guidelines to the employee on how their effort can lead to organizational improvement. Boice and Kleiner (1997) point out that the organizational objectives must be determined first before embarking on a performance management system in order to make it effective. Departmental and

individual objectives are then formulated which must be consistent with the organizational objectives. All employees involved in the performance rating process must be involved throughout the process. According to Bertone *et al* (1998), involving employees will make them understand organizational goals, what is expected of them and what they will expect for achieving their performance goals. In order to develop an effective PAS, the individuals who are involved as raters should undergo training (Goff & Longenecker, 1990). They should be trained on the process of managing, motivating and evaluating employee performance. The system should not be seen as a simple "quick fix" solution. The raters should see it within its wider context of performance management (Boice & Kleiner, 1997). Coaching and counseling, setting performance standards, linking the system to pay, and how to provide employee feedback. The training will equip ratees with expertise and knowledge that they need in making decisions in the course of the process.

According to Boice and Kleiner (1997) there is need to eliminate selective memory by the raters. This can be eliminated by performing the reviews on a frequent and ongoing basis. The frequent reviews will also remove the surprises experienced during annual reviews. These periods of review can be bi-monthly or quarterly. PAS should also link individual performance with reward (Townley, 1999). It is assumed that linking performance with reward increases the levels of performance. Such schemes have been used in both public and private sectors (Armstrong & Brown, 2005). Linking employees with reward motivates employees and commits them to the appraisal process. It will also show the employees that the completion of the performance targets and objectives will affect them directly (Prowse & Prowse, 2009). In order to have an effective system,



ratees should be given room to appeal against a rating that they feel is incorrect. The appeals may be against any rating that may be perceived to be discriminatory. The appeals would protect the employees from any unfair ratings. It could also protect the organization from any potential charges of unfair treatment of employees and assure that the raters will not be biased in their evaluations because their appraisals will also be reviewed by

## **2.7 Factors of Performance Appraise In Social Context**

According to Prowse and Prowse (2009), the dilemma of a performance appraisal process has always been developing performance measures. Henderson (1984) says that a good PAS should be based on measuring employee's contribution to the job as opposed to the employee's activities or behaviors. However, developing a PAS that accurately reflects employee performance is not an easy task. Such systems must be tailor-made to match employee and organizational characteristics. Performance ratings are based on rater evaluations which are subjective to human judgments. Personal factors and prejudices are likely to influence the ratings (Cleveland and Murphy, 1992). On the other hand, errors based on age, gender or race can influence the rater's evaluations. Sometimes raters can be too harsh or too lenient on the ratee and this affects the accuracy of evaluations. Interpersonal factors are those factors that relate to the kind of treatment the appraisee receives in the hands of the appraiser (Thurston & McNall, 2010). According to Greenberg (1993), interpersonal factors are important in the PAS as they influence the outcome of the interactions. The quality of these interactions during the process also contributes to fairness perceptions in the whole process. During the rating period, the

raters should value the ratees and treat them with dignity and fairness. There should be an environment of trust in the raters. They should also be supportive of their ratees. The absence of such a trust may make the ratees to be dissatisfied with the PAS thereby rendering the whole process ineffective (Korsgaard & Roberson, 1995).

## **2.8 Employee Attitude and Performance Appraisal System**

In a performance appraisal process, employee attitudes toward the system are strongly linked to satisfaction with the system. According to Boswell and Boudreau (2000), perceptions of fairness of the system are an important aspect that contributes to its effectiveness. Understanding employee attitudes about the PAS in organizations is important as they can determine its effectiveness (McDawall & Fletcher, 2004). If the PAS is seen and believed to be biased, irrelevant or political, that may be a source of dissatisfaction with the system. Employee reaction to the PAS is a critical aspect of the acceptance and effectiveness of the system. Extreme dissatisfaction and perceptions of unfairness and inequality in the ratings may lead to the failure of the system (Cardy & Dobbins, 1994; Murphy & Cleveland, 1995). The criteria that must be met in order to make the system be perceived by ratees to be fair include having a formal system of appraisal, ratees must have a very high degree of job knowledge, the ratees must have an opportunity to appeal against their performance ratings, the dimensions of performance must be relevant, and having action plans to deal with any weaknesses. The organizational climate must be cooperative rather than competitive (Murphy & Cleveland, 1995; Landy *et al*, 1978). It's not only the ratees' attitudes towards the PAS that is critical. Even the attitudes of the raters are also critical to the system (Brown *et al*,

2010). The attitudes and approach the raters to the process have been shown to influence the quality of the appraisals. Some raters have indicated that they are reluctant to conduct the appraisals saying that they hated conducting appraisals, "second only to firing employees".

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 introduction**

Chapter three looked at the research design and methodology, the study population and data collected procedures and sampling techniques and eventually how the data from the field was analyzed

#### **3.2 Research Design**

Descriptive survey design was used in conducting this research. Descriptive design is not restricted to fact findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. It is more than just collection of data since it involves measurement, classification, analysis, comparison and interpretation of data.

Descriptive survey was chosen because it is a method that helps in collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho, 2003). Orodho & Kombo (2002) clarify that the method can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. This method is also chosen because as Cohen, Manion & Morizon, (2000) put it; it is appropriate for educational fact-finding and yields a great deal of information, which is accurate. It also enabled the researcher to gather data at a particular point in time and use it to describe the nature of the existing conditions. Last the design was suitable for collecting using cross-sectional data.

### **3.3 Study Population**

Study population sample was all the twenty public secondary schools using School Administration Officers' and Education Management staff in Ugunja District which was included because they likely to be conversant with their records and how they could benefit from the study. This study was done by a census study

### **3.4 Data Collection**

The data was collected by means of questionnaire (Appendix 2) which was administered by the respondents using the "drop and pick later" method. The respondents were school administrators, and teachers who are believed to have the knowledge required for the study. The questionnaire was divided in three Sections. Section A captured demographic data of the respondent and those of the organizations themselves. Section B captured information in relation to the performance management and appraisal.

### **3.5 Data Analysis**

Quantitative data was analyzed using descriptive statistics such as frequencies, means and percentages (Kombo & Tromp, 2006). Responses to the open-ended questions formed the qualitative data that was organized, categorized and reported in emergent theme and data was analyzed using SPSS.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter presents an analysis and findings of the study. Out of the 20 respondents targeted in the study 19 completed questionnaires, representing 98% response rate. The response was considered to be adequate and representative to allow generalizations of the findings. This was in line with Mugenda and Mugenda (1999) who observed that a response rate of 50% is sufficient for purposes of statistical analysis.

Data is presented and analyzed according to gender, age bracket, academic qualifications, work experience of the respondents' means and standard deviation.

#### 4.2 Analysis of the Demographic Characteristics

The demographic characteristics namely gender, age bracket and educational qualifications of the respondents are presented in Table 4.1 below.

##### 4.2.1 Gender Composition of the respondents

The study sought to find out the Gender of Sampled respondents as contained in Table 4.1

**Table 4.1 Gender Composition**

Male	Female
78.95%	21.05%

From Table 4.1 it is clear that majority of the respondents were males 78.95 % while females were 21.05%.

#### 4.2.2 Composition of the respondents according to Age bracket analysis

To ascertain the age Composition of the respondents, four distinct age brackets were provided as contained in Table 4.2

**Table 4.2 Distribution of the respondents by Age bracket**

21-30	31-40	41-50	50+
21.05%	10.53%	47.37%	21.05%

The age composition of the total sample was as shown in Table 4.2 more or less expected. Youngest respondents were in the age bracket of 21-30 represented by 21.05% similar to respondents aged above fifty years accounting for 21.05%. Respondents aged 31-40 constituted 10.53%, majority of the respondents were between 41-51 years at 47.37%.

#### 4.2.3 Education levels attained by the respondents

**Table 4.3 Distribution of respondents by level of education**

<b>Level of Education</b>	<b>Percentage</b>	<b>Number of respondent</b>
P1	0.00%	0
Diploma	31.58%	6

Bachelors Degree	52.63%	10
Masters Degree	15.79%	3

Responses were asked to indicate their highest level of education. The results are results are summarized in table 4.4.As shown in the table majority (52.63%) of the respondents have a bachelor’s degree .This is followed by those how have a diploma (31.58%) and finally the smallest group consists of holders of master degree (15.79%).

#### 4.2.4 Respondents Work experience

**Table 4.4 Distribution of Respondents by Work experience**

less than 5	6-10 Years	11-15 Years	16-20 Years	above 21
10.53%	5.26%	5.26%	36.84%	42.11%

Responses were received from various respondents to in relation their years of work experience those with least work experience were 6-10 years and 11-15 years both at 5.26% .Those with less than five years were at 10.53%. The respondents with 16-20 years’ work experience were represented at 36.84% while the highest were at 42.11%.



**Table 4.5 Means and standard deviation of ratings of appraisal practices**

NO	STAFF APPRAISAL		TOTAL	MEAN	STDEV
	I am aware of the appraisal system in my school	19	71	3.7368	0.4737
	I am involved in appraising system	19	71	3.7368	1.3684
	All school managers participate in the appraisal process	19	56	2.9474	-0.2632
	The appraisal is tailored to specific teacher duties	19	64	3.3684	0.8947
	All Staff are subjected to the appraisal system	19	60	3.1579	0.1579
	Departmental heads are involved in the appraisal system	19	57	3.0000	0.0000
	Management conducts individual assessment and evaluation	19	62	3.2632	0.2632
	Management awards pay according to individual performance	19	45	2.3684	-0.6316
	Performance reviews are discussed with the teacher.	19	61	3.2105	0.2105
	Staff is promoted to higher positions according excellent performance	<b>19</b>	<b>47</b>	<b>2.4737</b>	<b>-0.5263</b>

Means and standard deviation for indicators of performance appraised practices by public secondary schools in Ugunja Distrusts are presented in the table 4.5 .As observable in the table the most popular practices are popular practices are creation of “awareness of the appraisal systems” and “improvement of the employees in the appraisals process” each with a mean of score of 3.70 out of a possible maximum of 5.The Least popular is “awarding pay according to individual performance at a mean of

2.40 it not clear why this indicator attracted such low interest. Statement number four “The appraisal is tailored to specific teacher duties” response of mean 3.3684.the other respondents receive disagreement at various levels statement number three “All school managers participate in the appraisal process” at mean of 2.9474, statement eight “Management conducts individual assessment and evaluation” mean of 2.3684 while statement ten “Staff is promoted to higher positions according excellent performance “at mean of 2.4737.

### **4.3 Interview Schedule**

The survey data also covered the interview questions from the respondents in the section C of the questionnaire, below is the representation of the interview data respondents

No	Question	Responses
4.3.1	<b>Administrator's role in Staff Appraisal in measuring teacher performance:</b>	<p>According to the respondent #1 syllabus coverage and subject mean score is used to measure teacher performance are instrumental in measuring the performance .the respondent no #8 mentioned capacity building and monitoring stools and equipping staff with skills and unsure that goals are met.#11 mentioned that check of all the work targets are achieved in time by the appraise .#12 stated that appraisal should focus on evaluating the strengthens and weakness of the teachers' teaching processing during a certain period of time. Administration of staff appraisals is to improve service delivery of the service delivery according to respondents no #14.Gradinmoing of teachers in terms of delivery is to find the competence level as suggested by respondent no #15.syllsubsis coverage and mean score for the subjects is used to measure the performance as suggested by no# 1.tThe administrators need to use discussion and evaluations for measure of effectiveness and efficiency of at work as suggested by respondents # 17.eastablishing the performance of the teacher in a given area in a specials time as indicated by respondent #5.Countinuous assessment of staff in terms of the output and it's also assist in the evaluation of the teaching program from the teachers point of view as indicated by respondent no#3. The respondent no#7 indicated that performance appraisal is a way of determining the quality of output a staff give to the organization.</p>

<p><b>4.3.2</b></p>	<p><b>Measures in which appraisal is conducted</b></p>	<p>The respondents mentioned the following records of work, schemes of work, continuous assessment respondent #8 also mentioned students exam results and motivation assessments of the staff. Respondent #11 listed the following testing the student’s exams, supervision of the work done and availability of the required resources. #12 stated that the performance measurements should focus on co-curriculum, academic and public relations .The respondents #13 suggested that the level of delivery, value added programs and course of action should be checked to as a measurement method for appraisal of the teachers. Punctuality, attitude towards the employees job /work and personal growing are measure of appraisal according to respondent no#14.the other appraisal measures that can be commonly been used will include academic performance in class, social interaction and extra co-curriculum activities such as music’s as in no#15.Records of works, schemes of work and continuous assessment are used in respondents no#1 schools. Consultative meeting and discussion, roll call monitoring methods, syllabus coverage and completion by use of class attendant registers, student performance based of the knowledge impact and guidance of learners based on the value addition. Responded n as indicated by respondent #18 by the subject performance in class teaching, co-curriculum activities achievement in games, music’s and social personal interaction. Performance features, characters and teacher innovations are critical in measurement. Other measures styles can be record keeping and discipline as indicated by respond no #5.repondet no #3 stress that performance measurement is conducted</p>
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		<p>because of upward ward mobility, and judgments in salaries and benefits and for improvements in Current systems. In-addition to the out of the other respondents respondent no #7 stresses that meeting deadlines is a major indicator of the appraisal process.</p>
	<p><b>The most effective measures as a results of question b above and reasons</b></p>	<p>Some of the respondents stated that the most effective measures of appraisals in include the traditional results, evaluation. #11 the respondent mention testing a vita way of measuring the teacher performance. #9 academic measurement as it's the core aim of the educational institution s and it gives the hint on the teacher's efforts. The reasons mentioned include they are the most indicating variables ,#9 also mentioned evaluations is appropriate as its used to evaluate the teachers work .Values added progress is a good measurement strategy as suggested by respondents #13 because of the analysis by columns which is often used in results analysis. Attitude towards work is the most effective according to no #14 because it can be captured by other staff members. Since the systems is exam based academic performance is readily been used since its tagged on the exams systems where results are computed to marks and exams data. A record is an effective measure as indicated by the respondent no #! As it shows the coverage of syllabus and details of coverage. respondents no #17 indicated that consultation between the appraiser and appraise an enable identification of short fall ,s discussion of charge value for better performance .subject performance ranking through results obtain by the</p>

		<p>students after examinations as respondent no #18 the data assigned to them unlike the others which are assigned. Performance is subjective as suggested by respondent no #4 and #5 that it reflects an output of the organization. Appraisal for improvements on current systems because measures can be taken immediately and results can be traced.</p>
<p><b>4.3.3</b></p>	<p><b>The weakness measures as results of question b above and reasons</b></p>	<p>The interviewed respondents narrated that the following are weakness associated with performance appraisal in their schools personal grooming., social interactions because it's usually biased on one social life, continuous assessment because it's not very practical, roll call method as it encourages dishonesty and mischief in the insurance of information, public relations method because it's some toms misleading because it can be fringed without noticing, check the cliques of Acton because of limited supervision. Respondent no #9 mentioned that motivation is one of the weekends method without reasons while respondent no #8 sais the same motivation with the reasons that staff need to be self-motivated as per the dictate of their work. Character is a weaker method because it not is a direct as the output may be different. Appraisals for promotions as indicated by respondent no # 2 because the chances are that they are rarely available and no real things are discussed.</p>
<p><b>4.3.4</b></p>	<p><b>Benefits</b></p>	<p>The respondents in sections C of the questionnaire mentioned the following as some of the benefits which</p>

	<p><b>extended to teachers who are positively appraised</b></p>	<p>include it will yield recommendations for promotion, the teacher will get the other fringe benefits; there sometime noticeable certificate awards. It will state the need of staff training g and professionals’ development. The appraisal will act on the motivation of the teachers. Other teachers get the benefits of be appreciated and recognized at the work place. It also stimulate the motivational benefits and encouraged some teachers also get token of hard after the release of exams results like KCSE, and to some the efforts are recognized and encouraged to work hard for better performance. The fatal at time get tokens and gifts for motivational purposes.</p>
<p><b>4.3.5</b></p>	<p><b>The effects of the benefits mentioned in e) above towards innovation. Commitment and increased performance and reasons</b></p>	<p>The results received and mentioned in e) above towards innovation. Commitment and increased motivation and performance and reasons. In the following ways, the employees feels appreciated by the employer and sense of belong at the work place for them, some staff feel that no financial benefits...Appraisal appoint weakness and gives an opportunity and suggestion for improvement as the respondents indicated, the results for appraisals indicate that every body works better when efforts are recognized, appraisal will also make the staff to work hard to reach their objectives positive appraisal increases performance and encourages competition to met their set targets. The apparels get the benefit of being part and parcel of the systems. The staff appraised will always try to aim higher to meet the set targets. With commitment. The praise us also wholesome and many people will embrace it’s as</p>

		necessary tool.
<b>4.3.6</b>	<b>Effects of Appraisal to teachers who are negatively appraised</b>	The respondents indicated the following as some of the reactions in terms of the negative effects as such that something its witch-hunting and forcing to get the wrong out of them., some are encourages to work hard, blame game goes up as some are encouraged ,to take up the challenge and continue working herds it's like a chance to achieve what they didn't achieve, the true working sprit any be sunken, sometime the sanitations invite motivation speakers to open dialoged to encourage the depressed group. They under performances get attitude change, while others feel rejects from the staff. The impacts sometime results into feel of the inferiority complex and fear of victimization,
<b>4.3.7</b>	<b>School /Departmental further plans for appraisals</b>	Responses in relations to School /Departmental further plans for appraisals .the respondents mentioned the followings as some of the future plans: to flow the TSC appraisal and implement them as far as possible, to allocate more finance on appraisals, to make it simply and more involving in my areas, to have introduction 360 degree, implementation of the appraise results, extend the appraisal process to the non-teaching staff also, introduction of workshops and seminars on appraisal, benchmarking with



		<p>other schools on their appraisal methods, to strengthen the process by involving departmental heads in the Appraisal, Introduction indication of ICT in the appraisal process, the appraised should involve all the stakeholders including teachers' ,parents, stakeholders ,community at large, to reduce the period of on which the appraisal is conducted</p>
<p><b>4.3.8</b></p>	<p><b>Teacher performance understating and its impacts to schools in Ugunja District</b></p>	<p>Data retrieve form the questionnaire collected in the survey indicate that Teacher performance and its understating and its impacts to schools in Ugunja District in the following ways of service delivery is guide to learner at the schools, it makes pupils as the subject complete with others, increase the regular school attendance and coverage of syllabus, increase in the effective execution of work with little or no supervision by producing the good results, increasing the teachers ability to achieve their set objectives without forgetting the their areas weakness, increasing the willingness and the ability of parents and stakeholders to work together to uplift the educational standards, uncountable the teachers to meet their objective by improving the district performance and nationally, teachers will improve the efforts of syllabus coverage, regular class attendance ,and in-service trainings, mean score improvement, increase the quality of the students work by improving the student quality of work and discover their talents, it will encourage the teachers to improve on the areas which are not always taken seriously like music's, drama, games, to encourage achievement or results in time frames, to increase competency in the workplace, inculcate professionalism in the teaching area.</p>

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMEDATION**

#### **5.1 Introduction**

This chapter summarizes and discusses the findings, draws conclusions relevant to the research and makes recommendations on the same. Just to recap the study had one objectives namely to establish performance appraisal practices in secondary schools in Ugunja District, Kenya. To achieve this, a survey study was conducted using a questionnaire.

#### **5.2 Summary of the Findings**

The objective of the research was to determine performance appraisal practices in secondary schools in Ugunja District, Kenya. The findings indicate that Majority of the respondents were males at 78.95 % while females were at 21.05% The age division of the total sample is more or less expected. Youngest respondents to answer were in the age bracket of 21-30 which constituted 21.05%. Similar respondents established for respondents who were above fifty years at 20.05%.the youngest respondents were represented by 10.53% and the majority of the respondents were at 47.37%. Responses were received from respondents with different educational levels various education levels, from Primary school to University Master Degree. Most of the respondents have received as the highest level of education at least university degree to Masters totaling to 15.63% while the rest are of Diploma holders and below constituted 31.58%.The respondents with bachelor's degree were the highest at 52.63%, while no respondents had a P1 certificate.. Responses were received from various in respondents to in relation to

their years of work experience those with least work experience were 6-10 years and 11-15 years both at 5.26% .Those with less than five years at (10.53%).The respondents with 16-20 years' work experience were represented at 36.84% while the highest were at 42.11%.

Majority of the respondents agreed with the statements. The statement no 1 "I am aware of the appraisal system in my school " receive response rate of mean 3.7368 with is agreement same as statement number two "I am involved in appraising system" receive response rate of mean 3.7368.statement number four "The appraisal is tailored to specific teacher duties" response of mean 3.3684.the other respondents receive disagreement at various levels statement number three "All school managers participate in the appraisal process" at mean of 2.9474,statement eight "Management conducts individual assessment and evaluation" ay mean of 2.3684 while statement ten " Staff is promoted to higher positions according excellent performance " at mean of 2.4737.

### **5.3 Conclusions**

Some of the respondents stated that the most effective measures of appraisal include the in results evaluation. #11 the respondent mention testing a vita way of measuring the teacher performance. #9 academic measurement as it's the core aim of the educational institution s and it gives the hint on the teacher's efforts. The reasons mentioned include the fact that the most indicating variables ,#9 also mentioned evaluations is appropriate as its used to evaluate the teachers work .Value added progress in performance of teachers is a good measurement strategy as suggested by respondents #13 because of the analysis by columns which is often used in results analysis. Attitude towards work is the most

effective according to no #14 because it can be captured by other staff members. The respondents in sections C of the questionnaire mentioned the following as some of the benefits which include it will yield recommendations for promotion, the teacher will get the other fringe benefits; there sometime noticeable certificate awards. it will state the need of staff training and professional development. The appraisal will act on the motivation of the teachers. Other teachers get the benefits of be appreciated and recognized at the work place. It also stimulate the motivational benefits and encouraged some teachers also get token of hard after the release of exams results like KCSE, and to some the efforts are recognized and encouraged to work hard for better performance. The fatal at time get tokens and gifts for motivational purposes.

Data retrieve from the questionnaire collected in the survey indicate that Teacher performance and its understating and its impacts to schools in Ugunja District in the following ways of service delivery is guide to learner at the schools, it makes pupils as the subject completes others, increase the regular school attendance and coverage of syllabus, increase in the effective execution of work with little or no supervision by producing the good results, increasing the teachers ability to achieve their set objectives without forgetting the their areas weakness ,increasing the willingness and the ability of parents and stakeholders to work together to uplift the educational standards, uncountable the teachers to meet their objective by improving the district performance and nationally, teachers will improve the efforts of syllabus coverage, regular class attendance ,and in-service trainings, mean score improvement, increase the quality of the students work by improving the student quality of work and discover their talents, it will encourage the teachers to improve on the areas which are not always taken seriously like music's,

drama, games, to encourage achievement or results in time frames, to increase competency in the workplace, insulate professionalism in the teaching area

#### **5.4 Limitations of the Study**

This study was conducted to in the teacher's appraisals and its impacts on performance management; however a number of limitations aroused as some respondents did not respond to the questionnaires while others responded late As such there is still room for further investigation of on customer satisfaction. The study also focused on general teacher performance without target group. Despite the potential contribution of this study, this study had four limitations. First, the questionnaire was self-constructed instead of adopting research standard such as SERQUAL and this made analysis difficult and affected the reliability of the result. Second, convenience data sample was used in this study and employment of random sample is necessary to judge the generalizability of findings of any empirical investigation. Thirdly, the different locations of authors and interviewers made supervision impossible and this robbed this study of potential probe for any useful information. This lack robbed this study of possible compares and insight with respect future projects, there is need for cooperation between academic bodies and mobile operators so as to achieve better teacher and performance appraisal methods investigations.

## **5.5 Recommendations**

Increase the regular school attendance and coverage of syllabus, increase in the effective execution of work with little or no supervision by producing the good results, increasing the teachers ability to achieve their set objectives without forgetting the their areas weakness, increasing the willingness and the ability of parents and stakeholders to work together to uplift the educational standards, encourages the teachers to meet their objective by improving the district performance and nationally, teachers will improve the efforts of syllabus coverage, regular class attendance ,and in-service trainings, mean score improvement, increase the quality of the students work by improving the student quality of work and discover their talents, it will encourage the teachers to improve on the areas which are not always taken seriously like music's, drama, games, to encourage achievement or results in time frames, to increase competency in the workplace, inoculate professionalism in the teaching area.

## **5.6 Suggestions for Further Research**

First, the study was conducted in the context of teacher performance appraisal was conducted in Kenya and a singular region was selected for the study therefore, further research needs to be carried out across the nation to determine whether the results will remain the same. Secondly, there is the possibility that the differences in appraisal techniques could moderate the impact of overall teacher performance and thus research needs to be carried out on individual schools in Kenya to evaluate fully how each strength of these different schools and administration on could impact teacher

performance. Future studies can further investigate the factors that affect teacher performance as a result of the appraisal strategy chosen.

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# APPENDICES

## Appendix I

### RESEARCH PERMISSION LETTER



# UNIVERSITY OF NAIROBI

## SCHOOL OF BUSINESS

### KISUMU CAMPUS

Telegrams: "Varsity" Nairobi  
Fax: 4181650  
Kisumu, Kenya  
Telex: 22095Varsity  
Mobile: 0720348080  
Email: [ajaleha@uonbi.ac.ke](mailto:ajaleha@uonbi.ac.ke)

P.O Box 19134-40123  
Kisumu, Kenya

Date: 03<sup>rd</sup> October, 2013.

#### TO WHOM IT MAY CONCERN

The bearer of this letter Ms. Beatrice Adhiambo Owiye.

REGISTRATION NO: D61/67640/2011

The above named student is in the Master of Business Administration degree program. As part of requirements for the course, she is expected to carry out a study on **"A survey of performance appraisal practices in Public Secondary Schools in Ugunja District, Kenya."**

She has identified your organization for that purpose. This is to kindly request your assistance to enable her complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

Your assistance will be greatly appreciated.

Thanking you in advance.

Sincerely,

**MR. ALEX JALEHA**  
**COORDINATOR, SOB, KISUMU CAMPUS**

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## Appendix II

**FOR HEAD TEACHERS, DEPUTIES AND DEPARTMENT HEADS.**

### **Questionnaire on the Implementation of the Appraisal System and Its Effect on Teacher Performance**

#### **Introduction**

Dear respondent, this instrument has been designed by the researcher in an attempt to acquire information related to the implementation and evaluation of the appraisal system in Ugunja District Schools. This instrument is to be filled by management ( from top, to department heads) and any information given will be used for only academic purposes and shall be treated with absolute confidentiality.

#### **SECTION A: MANAGER'S BACKGROUND INFORMATION**

**Instructions: Please tick against the category that best describes you.**

1. Age bracket of the respondent

a) 21-30 [ ]      b) 31-40 [ ]      c) 41-50 [ ]      d) 50+ [ ]

2. Sex of the respondent

a) Male [ ]      b) Female [ ]

3. Level of Education of the respondent

a) P1 Certificate [ ]    b) Diploma [ ]    c) Bachelors [ ]    d) Masters [ ]

4. Working experience

a) Less than 5 [ ]    b) year 6 – 10 [ ]    c) 11 – 15 [ ]    d) 16-20 [ ]    e) 21 and above  
[ ]

## SECTION B: STAFF APPRAISAL

### Instructions

Please indicate the extent to which you strongly Agree - SA, Agree – A, Disagree – D, or Strongly Disagree – SD to the following statements by way of ticking appropriately;

### Statement

NO	STAFF APPRAISAL	SA	A	D	SD
1.	I am aware of the appraisal system in my school				
2.	I am involved in appraising system				
3.	All school managers participate in the appraisal process				
4.	The appraisal is tailored to specific teacher duties				
5.	All Staff are subjected to the appraisal system				
6.	Departmental heads are involved in the appraisal system				
7.	Management conducts individual assessment and evaluation				
8.	Management awards pay according to individual performance				
9.	Performance reviews are discussed with the teacher.				
10.	Staff is promoted to higher positions according excellent performance and				

**SECTION C:**

**INTERVIEW STATEMENTS FOR THE DEPARTMENT HEADS, DEPUTIES  
AND HEADS, OF PUBLIC SECONDARY SCHOOLS IN UGUNJA DISTRICT**

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

1. As an Administrator, what is staff appraisal and what is its role in measuring teacher  
performance?

.....  
.....

2. Please state any three measures upon which appraisal is conducted.

.....  
.....

3a. Of the three measures of appraisal indicated above, which is the most effective?

.....

3b. why? .....

.....

4a. Which of the above appraisal measures mentioned in question three is weakest?

.....

4b. why?.....

.....

5. What kind of benefits are extended to those teachers who are positively appraised?.....

.....

6. Do appraisal benefits seduce innovation, commitment and increased performance?

.....

6b.why?.....

.....

7. What happens to those who are negatively appraised?

.....

.....

8. What are your department's/ school's future plans for the appraisal system?.....

.....

9. In your own understanding what is teacher performance?

.....

.....

10. What do you think are the important components of teacher performance at Ugunja District Schools?

.....

.....