

**THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDE TOWARDS  
PERFORMANCE APPRAISAL AND THEIR COMMITMENT TO  
SERVICE IN PUBLIC SECONDARY SCHOOLS IN RACHUONYO  
SOUTH SUB – COUNTY, KENYA**

**BY  
OCHIEWO JOHANES KENYATTA**

**A research Project Submitted in Partial Fulfillment of the Requirement for  
the Award of the Degree of Master of Business Administration (MBA), School  
of Business, University of Nairobi**

**November, 2016**

## **DECLARATION**

I declare that the research project is my original work and has not been presented for examination or award in any other university or institution of learning.

Signed:..... Date:.....

Ochiewo Johanes Kenyatta  
Registration No. D61/66089/2013

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

Signed:..... Date:.....

Prof. Peter K' Obonyo  
Department of Business Administration  
School of Business  
University of Nairobi.

## **DEDICATION**

I would like to dedicate this work to my family and friends for their great support throughout the entire research process.

## **ACKNOWLEDGEMENT**

I would like to acknowledge my sincere gratitude to all those who in one way or another assisted me during my study and made this research a success. I am greatly indebted to my supervisor, Prof. Peter K' Obonyo, for his patience, support, guidance and his availability.

To all, may God bless you.

## **TABLE OF CONTENTS**

<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>LIST OF ACCRONYMS.....</b>	<b>ix</b>
<b>ABSTRACT.....</b>	<b>x</b>
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
<b>1.1 Background of the study.....</b>	<b>1</b>
<b>1.1.1 The concept of attitude.....</b>	<b>2</b>
<b>1.1.2 Performance appraisal.....</b>	<b>3</b>
<b>1.1.3 The concept of commitment.....</b>	<b>4</b>
<b>1.1.4 Public secondary schools in Rachuonyo South Sub- County.....</b>	<b>6</b>
<b>1.1.5 Secondary school teachers in Rachuonyo South Sub- County.....</b>	<b>8</b>
<b>1.2 Research problem.....</b>	<b>8</b>
<b>1.3 Research objective.....</b>	<b>9</b>
<b>1.4 Value of the study.....</b>	<b>9</b>
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>10</b>
<b>2.1 Introduction.....</b>	<b>10</b>
<b>2.2 Theoretical foundation.....</b>	<b>10</b>
<b>2.3 The concept of attitude.....</b>	<b>12</b>
<b>2.4 Employee commitment.....</b>	<b>15</b>
<b>2.5 Performance appraisal.....</b>	<b>18</b>

2.6 Attitude and commitment.....	24
<b>CHAPTER THREE: RESEARCH METHODOLOGY.....</b>	<b>27</b>
3.1 Introduction.....	27
3.2 Research design.....	27
3.3 Study population.....	27
3.4 Sample design.....	27
3.5 Data collection.....	28
3.6 Validity.....	29
3.7 Reliability.....	29
3.8 Data analysis.....	29
<b>CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION.....</b>	<b>31</b>
4.1 Introduction.....	31
4.2 Response rate.....	31
4.3 Demographic profile.....	31
4.3.1 Gender distribution of teachers.....	31
4.3.1 Teacher Level of education.....	32
4.3.2 Length of service in current organization.....	33
4.4 Teachers' attitude towards performance appraisal.....	34
4.4.1 Performance appraisal system taken seriously by teachers.....	35
4.4.2 Conducive work environment for performance appraisal.....	36
4.4.3 Performance appraisal in relation to annual increment.....	37
4.4.4 Use of performance appraisal in identifying training needs.....	38
4.4.5 Performance appraisal in relation to abuse by school managers.....	39

4.4.6 Number of times appraisal is done in one year.....	40
4.4.7 Training on performance appraisal.....	41
4.4.8 Attitude towards performance appraisal by mean and standard deviation.....	42
4.5 Teachers' commitment to Service delivery.....	43
4.5.1 Teachers' obligation to continue working for T.S.C.....	43
4.5.2 Leaving T.S.C. not an option.....	44
4.5.3 T.S.C problems as teachers' problem.....	45
4.5.4 T.S.C personal meaning to teachers.....	46
4.5.5 Lack of strong sense of belonging to T.S.C.....	47
4.5.7: Commitment to service by use of mean and standard deviation.....	48
4.5.8 Correlation of teachers' attitude and their commitment to service.....	50
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	52
5.1 Introduction.....	52
5.2 Summary of findings.....	52
5.3 Conclusion.....	54
5.4 Recommendations.....	54
5.5 Limitations of study.....	54
5.6 Suggestions for further Research.....	55
REFERENCES.....	56
APPENDICES.....	63

## LIST OF TABLES

Table 1. Division in which public secondary school are distributed .....	28
Table 2 Sample Computation .....	28
Table 4.3 Gender distribution by Respondents.....	32
Table 4.4 Respondents Distribution By Level Of Education .....	33
Table 4.5 Length of Service in the Current Organization.....	34
Table 4.6 Performance Appraisal System Is Taken Serious In My School.....	35
Table 4.7 Conducive Work Environment For Performance Appraisal.....	36
Table 4.8 Performance Appraisal In Relation To Annual Increment.....	37
Table 4.9 Performance Appraisal In Relation To Identifying Training Needs .....	38
Table 4.10 Performance Appraisal Being Abused By School Manager.....	39
Table 4.11 Number of Times Appraisal is done a year.....	40
Table 4.12 Teachers Training on Performance Appraisal.....	41
Table 4.13 Summery of attitude y use of mean and standard deviation.....	42
Table 4.14 Any obligation to continue working for T.S.C.....	44
Table 4.15 Would it be hard to leave T.S.C. now .....	45
Table 4.16 TSC problems as teachers problems.....	46
Table 4.17 TSC has a great deal of personal meaning to me.....	47
Table 4.18 Lack of strong sense of belonging to TSC.....	48
Table 4.19 Teachers commitment to service delivery by use of mean and standard deviation ..	49
Table 4.20 Correlation of Research Findings .....	50



## **LIST OF ACCRONYMS / ABBREVIATION**

T.S.C. – Teachers Service Commission

KSSHA – Kenya Secondary School Heads Association

K.C.S. E. – Kenya Certificate of Secondary Education

R.S.SC – Rachuonyo South Sub- County

EFA – Education for All

UNESCO – United Nations Education Scientific and Cultural Organization

MOEST – Ministry of Education Science and Technology

CIPD – Centre for Psychological and Interpersonal Development

TCTS- Teachers Commitment To Service

TATPA – Teachers’ Attitude Towards Performance Appraisal

## **ABSTRACT**

Teachers' performance in public secondary schools in Kenya remains the concern of the public and the government. According to Rachuonyo South Sub-County Education Board (2016), teacher commitment to duty has been wanting. It's argued that teacher absenteeism and laxity in teaching could be affecting students' performance in the national examinations. Also students' cases of indiscipline have been on the rise in certain schools. The Teachers' Service Commission introduced teachers' appraisal policy in 2012 to improve on teachers' service delivery in public schools, a departure from annual confidential report that has been in place over the years. Teachers' performance appraisal is a method of monitoring and evaluating a teacher's performance at the school level. It involves setting of performance target, periodic assessment, feedback on evaluation, performance based consultations, gathering evidence to demonstrate performance, rating of the performance, identification of performance gaps and planning on teacher development and support measures (T.S.C ACT 2012). The purpose of the study was to examine the influence of teachers' attitude towards performance appraisal on their commitment to service in public secondary schools in Rachuonyo South Sub-County. The study population was 605 public secondary school teachers in the Sub-County. Stratified random sampling technique was used to select teachers. Structured questionnaires were used to collect data from the teachers. Validity and reliability of instruments was determined before use. Quantitative data based on responses has been analyzed by use of descriptive statistics namely: Frequencies and percentages and then presented using tables, graphs and charts. The correlation between teachers' attitude and their commitment to service in Rachuonyo South Sub- County was +0.779 which was insignificant as far as correlation studies was concerned. One of the study was that the response was not 100% as this could have tilted the results. It was recommended that the study covers wide area and also considers principals of secondary schools and Head teachers of primary schools. The findings of the study may be useful to policy makers and educational partners at the T.S.C. as far as teacher management practices are concerned.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

The universal declaration of Human Rights adopted by the United Nations General Assembly in December, 1948, gave human beings a whole range of basic freedom with education as a basic right necessary for the achievement of all other freedoms (Ekwene, 2009). This can only be achieved through effective management of educational institutions. Performance appraisal is one of the management tools used as a guide for accountability and for setting goals. There is a growing realization in many organizations including educational institutions that effective management which can be measured through employee appraisal can contribute significantly to the success of operations. Young people are given the opportunity for the acquisition of knowledge, attitudes, skills and values which will enable them lead happy and productive lives and discharge their social duties for the betterment of life in the society. Effectively managed schools are essential if we are to make the most of the talents and abilities of all our children. Widespread acceptance among researchers internationally is that good teaching is the heart of school academic improvement programme (Morphy, 2013). He narrated that there have already been significant changes in the flexibilities open to academics and other schools in how they appraise and evaluate teachers.

All schools are likely to link pay for teachers more closely to their performance in classrooms rather than the length of services in the future. Performance contracting as performance measurement tool has become a critical factor of public management reform in many countries (Agutu, 2011). Reforms comprise changes in the processes and structures of public sector organization with the objective of getting them run better. Performance measurement is the pillar

of performance management that aligns the achievement of an organization's goals to the expected results as outlined in the strategic plan. Performance management therefore is an ongoing communication processes between the individual employees and their employer about expectations of the organization. Performance targets are set and later used to measure an individual's performance in reference to their duty.

Enhancing performance is essential to the continuous process of performance management. The objective of performance management is to ensure high performance including how to deal with underperformance. According to Bacal (1999), poor performance is not necessarily the fault of employees in the organization but may be attributed to the top leadership of the organization that has been unable to establish and develop a well defined and unequivocal strategic plan for attaining excellent performance.

### **1.1.1 The concept of attitude**

Attitude towards professional performance has two important issues tackled theoretically. Much of the literature provides that the first one to use the term attitude was the English philosopher, Spenser, in his book, the First Principles. Then the concept has become very common that theorists from different fields began to develop theories in accordance to what they have in their own field of research. Fieshbein and Ajzen (1975) presented a model that explains the complex relation between attitude and behaviour or performance called the Reasoned Action Model. This model supposes that the person's belief about a certain object affect their own attitude towards that object. Moreover, the attitude affects behavioural intervention, which affects the person's actual behaviour towards the object. In the teaching matter, the relationship between attitude and teaching practice were summarized by Smith (1993). As Smith put it, it can

be obviously understood that teachers' attitude towards the profession have an effect on their commitment to teaching.

### **1.1.2 Performance Appraisal**

The organization for economic cooperation and development (OECD, 2012) concluded that effective monitoring and evaluation of employees' performance is essential to the continuous improvement of the effectiveness of work in an organization. Employees' evaluation metrics are not absolute and therefore they should only be used as indicators of performance. Reliance and expertise of experienced employees to make informed decisions when appraising a new employee is critical, taking all factors into account that impact on achievement and strengths of each measure. According to Keintseng (1999), studies on the appraisal process, predominantly identified two methods of appraisal namely, the accountability model and professional development model. Goddard and Erneron (1995) further summarized the essence of accountability model of appraisal when they state that it is the purest form, it identifies incompetent employees, identifies weakness in employees' performance, assesses performance for the purposes of pay and promotion and provide evidence for disciplinary procedures.

Public organizations are however being called upon to be accountable. Issues of accountability are never far from the minds of Kenyans these days and it's vital to be clear about school administrators' to share information and explanation with those who are concerned with the school. Ben, (2011) argued that Australia was lagging behind in vital areas of school education. The students' performance had stagnated in mathematics just like in Kenya. In this study, it was revealed that more effective teachers were key to producing higher performing students.

Ernerson (1995) observed that one should realize that quality education can only be accomplished by means of an appraisal system that is based on the improvement of individual performance, which in turn would lead to improved working relationships and development of the individual career. Mordock (2000) underscored the fact that modern system of appraisal should encourage teachers to become reflective practioners; secondly, it is based on the belief that teachers wish to improve their performance in order to enhance learning. He believes that participation by staff in initiating and contributing to the instruments and procedures used to evaluate their performance leads to motivation and empowerment as teachers develop a full understanding of the whole programme.

### **1.1.3 The concept of commitment**

Employee commitment is one of the key elements in any organization. The work teachers engage on a daily basis is complex and demanding and requires a level of personal engagement and commitment. With escalating demands and new challenges inherent in current educational climate, what it means to be a committed teacher is also changing. It has become imperative to gain further insight into teacher commitment due to its close association with concepts such as quality of teaching, teacher adaptability, teacher attendance, teacher burnout, teacher retention, organizational “health” of the school, and the students’ attitude and learning outcomes (Tsii and Cheng, 1999).

The term commitment is often used when describing desirable attributes of an employee. It is a word used to differentiate those caring and dedicated to their work from those who put their personal interests and needs first (Nias, 1989). The word commitment is also firmly attached to the teaching profession that a research project tracking 54 primary school teachers over 20 years, reported that the word commitment appeared in almost every interview (Nias, 1989). Some

teachers see their commitment as part of their professional identity, it defines them and their work and they gain satisfaction and a lot of enjoyment for this (teacher cited in Elliot & Crosswell, 2001). Teacher commitment has also been a measure of school effectiveness (Yong, 1999). Hence, teacher commitment and engagement is viewed as a foundational element in the success and future of education (Skillbeck and Connell 2004).

Commitment is a key factor that influences teachers work and students' performance in schools. Commitment is teachers' psychological attachment to the teaching profession (Coladarci, 1992). Teachers with high level of commitment work harder, are emotionally attached to their schools, and make more efforts to carry out the goals of teaching. As Hanson put it (1955) commitment must thus be looked upon both as a precaution and as a prescription Teacher commitment includes commitment in the school or organization, students, career continuance, professional knowledge base and the teaching profession (Crosswell Elliott, 2004). Education researchers list some characteristics of committed teachers and principals for their organizations as: Teachers constantly should talk about developing teaching approaches; teachers and principals should continuously observe each others' performance, and evaluate their own performances through these observations; teachers and principals together should supply education materials; and teachers and principals should help each other with development of teaching approaches (Balci, 1993).

Another factor that contributes to teachers' commitment and dedication is administrative implementation. Compatible administrative implementation strengthens teachers' commitment. The desire of teachers spending more time at school, making more efforts for school achievement, approving compatibility of administration are among contributing causes of commitment and dedication to school. Among the factors that decide teachers' commitment and

dedication degree are: Interaction between teachers, teacher-student relationship, the quality of the work teachers do at school, the compatibility of school administration. Teachers who are committed to their school displace such attitudes as: being proud of the school he works for, evoking a desire to work harder, and being interesting in the future of the school (Balci, 1993).

. Teaching necessitates passion, commitment and dedication. Teachers, critical factors of any education system, play an important role in promoting education via enhancing the ability of students through their work in school. To sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to their job (Day, 2000). It is widely recognized that the role of the teacher has intensified and teachers need to adapt to bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day (Hargreaves, 1994). Therefore, Secondary school teachers in Rachuonyo South Sub-County have no option but to show high degree of commitment to their profession, especially in the highly competitive nation where performance is the key indicator of success in any sector.

#### **1.1.4 Public Secondary Schools in Rachuonyo South Sub - County**

In Kenya, a public school is an educational institution run and funded by the government, basically through taxes. According to KSSHA report (2008), in the United Kingdom and related commonwealth countries, Public Schools are actually independent or private institutions that are run by organizations other than the government. The concept of a Public School as is known is that the government has some responsibility for the education of its citizens. In a nutshell, most Public Schools are free to charge only a little fee (Opiyo, 2006).

Rachuonyo South Sub - County is located on the southern edge of Kavirondo (Winam) Gulf of Lake Victoria. It borders Rachuonyo North Sub – County on the North, Nyamira and Kisii



counties to the south, Kericho county to the East and Homa-bay Sub County to the West. It covers about 350 square kilometers, and has two divisions namely Kabondo and Kasipul divisions respectively. The Sub - County has a total of 81 public secondary schools; 3 boys' schools, 4 girls' schools and 74 mixed secondary schools. In 2014, a total of 4,018 candidates sat for K.C.S.E. and 1,610 got C+ and above which are considered quality grades. Only 3 girls got A- and above as compared to 207 boys who got A- and above (Rachuonyo South Education Day, 2014). Regarding road network, the Sub - County has got only one tarmac road (Sondu – Oyugis road) and the rest of the roads are murram roads which always become muddy and almost impassible during rainy seasons (R. S. SC. Strategic plan, 2013 – 2014).

The fact that teacher appraisal policy was established to check on teacher performance, it would be essential to establish if its objectives were being met in public secondary schools within Rachuonyo South Sub - County. According to Njoka (2014), the Education for All (EFA) monitoring report, (2013 / 2014) emphasized that there is no improvised learning for all children; the government needs to support teachers in innovative strategies that can reduce disparities in schools achievement. For this reason, the Kenya National Commission for UNESCO will continue to support government's efforts in bridging the professional gap through capacity building of teachers' incompetence at all levels for quality education and better learning outcomes. Teacher performance appraisal being a new policy in T.S.C. replacing the former annual confidential report has not been used in the past in the Sub – County until 2016 to gauge whether it affects teacher's performance and their commitment yet it has existed for three years. In addition, no study known to the researcher may have been carried out in Rachuonyo Sub – County to provide feedback to the policy makers hence necessitating the study.

### **1.1.5 Secondary School Teachers in Rachuonyo South Sub County**

Rachuonyo South Sub County has a total of 605 secondary school teachers, with 205 in Kabondo schools and 400 in Kasipul schools, which will form the basis of the study. Teachers' personal sense of responsibility potentially influences their instructional practices, psychological well being and ultimately their students' learning and performance. Various conceptualizations of teaching responsibility has been linked to such outcomes as positive attitude towards teaching and professional dedication (Halvorsen et.al, 2009), job satisfaction (Winter et.al, 2006), positive effect towards teaching (Guskey, 1984), teachers' beliefs in their ability to influence students, teachers willingness to implement new instructional practices (Guskey, 1988), and with student achievement (Lee & Smith, 1996, 1997).

### **1.2 Research Problem**

Teacher performance has become a major challenge and a centre of interest in public secondary schools in respect to student achievements in national examinations in Kenya over the years (Rwanji, 2012) The challenge has become of more concern in most schools in Rachuonyo South Sub- County, putting into question the teachers'preparation, attendance to duty and general competence among other factors. This has prompted the T.S.C. in its bid to arrest the situation introduce the performance appraisal to help monitor the teachers output in their daily activities. Despite the perceived management benefits to be derived from this initiative which has been in operation in all other Government ministries including the MOEST of which T.S.C. is born, the public secondary school teachers in Rachuonyo South Sub-County have been hesitant in the implementation of the management tool. Schools are public organizations and for effective operations the schools have to develop strategic plans which go hand in hand with performance appraisal. Therefore, this study, seeks to address the question: what is the relationship between

teachers attitude towards performance appraisal and their commitment to service delivery in public secondary schools in Rachuonyo South Sub-county. No known study to that effect had been done in this Sub-County before.

### **1.3 Research Objective**

The objective of the study was to establish the extent at which teachers' attitude towards performance appraisal determines the level of teacher commitment to service delivery in public secondary schools in Rachuonyo South Sub-county.

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

The findings of the study would be significant in that it may provide insight, necessary for developing teacher appraisal report by the Policy makers. The findings and recommendations of the study may enable policy makers to improve policies regarding teacher performance and promotion. The study may assist the TSC and other education stakeholder to fully understand the challenges facing teacher performance appraisal policy in public secondary schools. The study may suggest other tools of gauging teacher commitment other than teacher performance appraisal. The study may assist the TSC in developing guidelines necessary for teacher management in schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section deals with the available literature. The studies on the relationship of teachers' attitude towards performance appraisal and their commitment to service in Kenya may not be sufficient. However, the literature that has been reviewed provides critical focus in addressing the objective of the study.

The attitude towards performance appraisal in many organizations has been a critical factor. According to Duatepe and Oyleme (2004) performance of teachers' is influenced by their attitude towards their profession. According to Bratton and Gold (2003), performance appraisal today is one of the key indicators of any organization towards competitive advantage through continuous performance improvement. A regular review of employee's performance provides information about his or her competence and aspirations.

Employees' commitment has been a key factor that influences work and performance in organizations. According to Colladarci (1992), commitment is what psychologically attaches the teacher to the teaching profession. Teachers with high level of commitment are hard working, psychologically attached to schools and put more efforts to carry out the goals of teaching.

#### **2.2 Theoretical Foundation**

This comprises the theories on which the variables of study, attitudes and commitment, are anchored, the theory of motivation and the theory of planned action. The theories on motivation, the Masslow's theory of motivation, Herzberg theory of motivation and Mc Clelland theory of motivation explain the motivation in work place and address the factors that contribute to job satisfaction and job dissatisfaction. A motive is what drives a person to act in a certain way or at

least develop an inclination for specific behaviour (Kast and Rozenzweig, 1985). Motivation is defined as forces within an individual that push or propel him to satisfy basic needs or wants (Yorks, 1976). The level of needs will determine what rewards will satisfy an employee. According to Dessler (1986), most psychologists believed that all motivation is derived from tension that results from one or more if our needs are unsatisfied. Masslow argued that only unsatisfied need provide the sources of motivation. Thus the motivational process is looked into as a decision-making process which takes place within the employee (Aldag, 1979). Vroom gave the defined motivation as a process governing choices made by persons among alternative forms of voluntary activity (Hammer & Organ, 1978). Motivators are the ingredience that arouse and direct motivation and maintain increased performance (Duttweller, 1986).

Abraham Maslow argued that man is constantly good and that individuals have a constantly growing inner drive that has great potential. The five general levels of needs are explained by Hammer and Organ (1978) as shown in the following hierarchical order, physiological needs (Need for water, food, sex and shelter; safety needs (protection against danger, threat, and deprivation); Social needs (giving and receiving of love, affection, belonging, friendship, association and acceptance); ego needs (needs for achievement, adequacy strength, and freedom, states, recognition). In essence need for self-esteem and self growth, self actualization needs; the need realize one's potentialities for continued self development and the desire to become more and more of what one is and what one is capable of becoming.

Imel (1982) reiterated the extent that jobs incorporate elements that satisfy some higher order human needs determine their potential for motivating workers. A person's level of aspiration is associated to the hierarchy of needs and attitudes that determine the individual route which he takes for the satisfaction of his needs (Haimann, 1973). According to Herzberg theory of

motivation, factors that lead to job satisfaction are internal whereas factors leading to job dissatisfaction are external. The internal factors include responsibility, recognition, advancement, achievement and the work itself. The external factors were found to include administrations, policies, company, salary, conditions, working relations, interpersonal and supervision (Caston and Braoto, 1985). An employee having a state of internal motivation tends to be committed to the job and self-through it (Aldag, 1979). In a state of internal motivation, the employee considers job behaviours to outcomes which are derived from the work itself. Such internal outcomes are experienced by employee independent of the involvement of others (Aldag, 1979).

The theory of planned action narrates that an individual's intention to involves in behaviour at a specific time and place. It argues that individual behaviour is driven by behaviour intentions where behaviour intentions are a function of three elements; an individual's attitude on behaviour, norms, and perceived behavioural control (Ajzen, 1991). It represents a person's motivation in the series of her or his conscious plan or decision to perform certain behaviour (Conner and Armitage, 1998). Generally, the stronger the intention is, the more likely the behaviour will be performed. Attitude towards behaviour means to which the degree to which a person has positive or negative feelings of the behaviour of interest. Subjective norms refer to the belief about whether significant others think he or she will perform behaviour.

### **2.3 The Concept of Attitude**

Attitude has always been a matter of interest to many psychologists. Having a certain attitude in life is critical to people so as to help them live harmoniously and towards a better understanding of the environment. Attitude plays a major role in determining a person's personality. This is because attitude determines the way people perceive and act towards people, objects or events

that they interact with. Besides that, attitudes can influence one's social interaction. That's why it's important to know what attitude entails, how it comes about and its impact on people. According to Schneider (1988), attitudes are reactions to persons, objects, and events. This includes beliefs and feelings about the attitude object". He also added that attitude can direct our experiences and determine the effects of experiences on our behaviours. Bavon and Byrne (1987), defines attitude as lasting general evaluation of people objects or issues. Attitude is lasting because it persists across time. According to him, attitudes are durable since it remains across time. Vanghan and Hogg (1995), argued that attitudes are relatively permanent-persist across times and situations. Vanghan and Hogg (1995) defined attitude as, A relatively enduring organization of beliefs, feeling and behavioural tendencies towards socially significant objects, groups, events or symbols or a general feeling or evaluation about some person; object or issue? Attitude is gaining significant because of its influence over an individual's behaviour. The possible reason for the popularity of the attitude concept that psychologists have argued that attitudes have something to do with social behavior (Wicker, 1969). Social attitude and personality trait, have played an important role to predict and explain human behaviour (Ajzen, 1991). Attitudes are believed to influence behaviour. The term attitude is often used an expression covering such concepts as preferences, feelings, emotions, beliefs, expectations, judgments, appraisals, values, principles, opinions, and intentions (Bagozzi, 1994a; 1994b). Advocating the role of attitude on human behaviour, Allport (1954) explains attitudes as the primary building stone in the edifice of social psychology. In addition, Conner and Armitage (1998) said that the attitude component is a function of person's salient behavioural beliefs, which stands for perceived outcomes or attributes of behaviour. Jung ([1921, 1971]) defines attitudes as readiness of the Psyche to act or react in a certain way. He argues that attitudes

always come in pairs, one conscious and the other unconscious. Similarly, Ajzen and Fishbein (1997) states that attitudes are held with respect to some aspect of the individual's world, such as another person, physical object, a behaviour, or a policy. Therefore the way a person reacts to his surroundings is called his attitude. Bavon and Byrne (1984) defined attitude as lasting clusters of feelings, beliefs, and behaviour tendencies directed towards specific persons, ideas, objectives or groups.

Allport (1935) expresses that an attitude is a mental or neural state of readiness, organized coming through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. It's a tendency to respond to some object or situation. According to Malhotra (2005), an attitude is a summary evaluation of an object or thought. Attitude is the effect for or against a psychological object (Thurstone, 1931). The object or phenomenon can be anything a person discriminates or holds in mind and may include people, products, and organizations (Bohner & Wanke, 2002).

Fazio & Williams (1986) said that attitudes are summary judgement of an object or event which aid individuals in structuring their complex social environment. Attitudes are acquired through learning over the period of time and controlled by individual's personality and group. Bem (1970) suggested that attitudes are likes and dislikes. Further, Walley et.al (2009) submitted that attitudes may be positive, negative, or neutral. Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor (Eagly & Chaiken, 1993). Therefore, attitudes are subjective and personal attributes and difficult to measure.



## **2.4 Employee Commitment**

In today's competitive world, every employer is facing new challenges regarding sustained productivity and creating committed workforce. Nowadays no organization can perform at peak levels unless every employee is committed to the organization's objectives. Hence, it's imperative to understand the concept of commitment. A large number of studies have been done to investigate the concept of organizational commitment. Still, commitment is the most challenging and reasonable concept in the field of management and organizational behaviour. Meyer & Allen's (1991) came up with a three model of organizational commitment which has been the dominant framework of organizational commitment. The three component model comprises of affective commitment (AC) which is the emotional attachment to one's organization; continuance commitment (CC) which is the attachment based on the accumulation of values side bets. Normative Commitment (NC) is the attachment based on motivation to conform to social norms regarding attachment. The concept of organizational commitment comes from an article "The organization man" written by Whyte in 1956. Commitment comes to being when a person by making a side bet connects extraneous interests with a consistent line of activity. Grusky (1966) relates commitment with the nature of the relationship of the member to the system as a whole. Kanter (1968) defines commitment as the willingness of social actors to offer their energy and loyalty to social systems, the attachment of personality systems to social relations. Brown (1969) categorizes commitment as:- something of the notion of membership, It reflect the current position of the individual, it provides predictive potential, providing predictions concerning certain aspects of performance and motivation to work.

According to Hall et al (1970), the process by which the general goals of an organization and those of the individual became increasingly integrated or congruent is commitment. Salancik

(1977) said commitment is a state of being in which an individual become bound by his action and through these action to beliefs that maintain the activities of his own involvement. Mowday et al (1979) defined commitment as relative strength of an individual's identification with and involvement in a particular organization. Scholl (1981) explained it as stabilizing force that acts to maintain behavioural direction when expectancy / equity conditions are not met and functionless. Allen & Mayer (1993) admitted that commitment is a psychological state that semence the individual to the organization. According to Meyer & Allen (1997) commitment is a psychological state that featurizes the employees' relationship with the organization and has implication for the decision to continue membership in the organization.

Employee commitment is important because low levels of commitment lead to several unfavourable organizational outcomes. It shows to the extent to which employee's identity with an organization is committed to its goals. Biljana (2004) stated that the commitment of employees is an significant issue because it may be used to predict employee's performance, absenteeism and other behaviours. Rajendran & Raduan (2005) argued that the organizational commitment is the subject of employee commitment, which entails work commitment, career commitment and organizational commitment and also added that the greater the organizational commitment the higher productivity. A number of research efforts have been done to understand the concept and to identify implication of organizational commitment over the performance of the employees on the work place. Hamir & Sohail (2006) looked into the influence of organizational commitment on two - turnover intentions and on job performance. Rajendran & Radman (2005) study explored that organizational commitment, leads to positive organizational outcomes. Komal et al (2011) reiterated that job satisfaction has the greatest impact on employees' commitment and productivity. Meyer et al (1989) explained facts of a positive

correlation between organizational commitment and job performance. Low commitment has also been associated with low levels of morale (Decottis & Summers, 1987). Non-committed employees may reflect the organization negatively to outsiders thereby inhibiting the organization's ability to recruit high quality employees (Modey et. al, 1982), depicted that commitment has been positively related to personal characteristics such as age, length of service in a particular organization.

Employees who are committed to their respective organization are more likely not only to remain with the organization but also likely to exert more efforts on behalf of the organization and work towards its success and therefore are likely to exhibit better performance than the uncommitted employees. Employee commitment can benefit organization in a number of ways such as it can improve performance; reduced absenteeism, and turnover thereby resulting in sustained productivity. Employees with high level of organizational commitment offer a secure and stable workforce (Steers, 1977) and thus providing competitive advantage to the organization. The committed employee is more creative, less likely to leave an organization than those who are uncommitted (Porter et al, 1974). According to Arturo (2004) sustained productivity improvement relies on the enterprises human capital and its social capital among these individuals. A committed employee is perceived to be one who stays with the organization even in shaky times, regular at work, protects company's assets and share company's goal (Meyer & Allen, 1997). Therefore, it's evident for sustained productivity that employee commitment is an important factor.

The commitment of teachers, subject panel heads and Heads of Departments (H.O.D) would be factors to consider in assessing timely curriculum implementation. T.S.C. (2003) points out that

a Public Officer shall meet his deadlines. In teacher appraisal policy, commitment to classroom teaching should be overemphasized. Republic of Kenya, (2013) observed that in supervising implementation of Curriculum, the Board of Management has been given the mandate to manage the teachers who are the implementers. According to Jensen (2011), teachers of Australia were found to be lagging behind in areas of curriculum implementation. The study revealed that students' performance had stagnated in Mathematics and fallen sharply in reading. The study further revealed that more effective teachers are the key to producing higher performing students. The Secondary Schools' curriculum in Kenya is supposed to be taught in four years before summative K.C.S.E. evaluation is done nation wide. Schools have varied programmes to ensure that four year curriculum is completed in time. Timely implementation of curriculum, which is a sign of commitment by teachers, would be crucial in ensuring that students are adequately prepared to sit for the examinations and subsequently perform well. Curriculum Organization and implementation in schools would be necessary if the principal provided curriculum leadership (Republic of Kenya, 2010).

## **2.5 Performance Appraisal**

Performance appraisal is one element of performance management which entails different measurements through the organization (Armsrong & Bavo, 1998). It's the most important if the organizations are to take the advantage of their most important assets, employees, and gain human capital advantage. Fombrum et al (1994) makes explicit use of word performance when illustrating the Human Life Cycle. This highlights the importance of performance appraisal as a means of determining records / or the need for further development Performance appraisal is a well – established way of providing milestones, feedback, guidelines and monitoring for staff. A further development is trying this appraisal into a larger and more complex system of

performance management (Weighmena, 1999). CIPD (2008) narrates that whilst performance appraisal is an important part of performance management, it is only one tool among a range of tools that can be used to manage performance. They highlight the fact that performance appraisals are most usually carried out by the line managers, rather than the human resource (HR). Milkovich & Wigdor (1991) indicated that while performance appraisal aims to accurately assess the effectiveness of an individual's job performance as well as improve organizational performance systems, it is impossible to standardize the context within which the appraisal takes place, or indeed the people who are either appraising or being appraised, further comprehending the reasons behind the derision that performance appraisal often receives.

According to CIPD (2008) the five key elements to Performance Appraisal include: measurements which basically deal with assessing performance against agreed targets and objectives, feedback which is providing information on the individual on their performance and progress, positive reinforcement which is emphasizing what has been done well and making only constructive criticism about what might be improved; exchange of views about what has happened frankly, how appraisees can improve their performance, the support they need from their manager to achieve this and their aspirations for their future career; and agreement where both parties (employer and employee) jointly come to an understanding by all parties about what needs to be done to improve performance generally and overcome any issues raised in the course of discussion.

Wolf (2008) argued that the key to solving underperformance is communication, coupled with clarity about expectations and objectives, early intervention and ensuring that managers have a clear view of the underlying problem before applying a solution. According to Fletcher & Williams (1992), the history of performance appraisal began to appear and used in the evaluation

of work performance from the time of first world war was initiated by American rather than a British Phenomenon. Initially, in the U.S. organizations used performance appraisal as a measure to raise morale of the workforce, assuming that high morale led to high productivity.

Hale & Whitley (2000) said that as with much human resource system, Performance Appraisal system originated a perceived requirement to institutionalize and centralize good human resource management practice. The systems were set up in order to aid corporation decision – making particularly for the purpose of salary review and promotion. Belief about the nature of human abilities theories of motivation, trade union concerns, government legislation and changing social attitudes have also influenced and modified performance appraisal process (Fletcher & Williams, 1992). During the 1990's the evident difficulties of assessment and appraisal as isolated activities resulted in growing shift in performance management and the need to link the requirement of business strategy to all employees (Fletcher & Williams, 1992). Hence the performance measurement system like balances Score Card (BSC) introduced by Norton & Kaplan (1992) come to fire and becoming popular and applied by many large organizations globally to measure the overall extensive performance appraisal.

It's commonly accepted that performance appraisal is more effective if an appraisee is more involve in the review of his own performance (Hale & Whitlam, 2000). However, with the new development in upland appraisal, whereby the sub-ordinate actually appraises the performance of the boss, performance appraisal has become even more democratized. As societies become more open and less rigid, so has performance appraisal. Performance appraisal has developed from becoming the role concern of top management to being something that the appraisees, the trade unions, the government have a say in (Fletcher & Williams, 1992). According to Moyatsi, et al (2006), importance of performance appraisal in schools cannot be overemphasized. In their

study, Teacher perception of the effectiveness of teacher appraisal in Botswana, they noted that for schools to complete the syllabus in time there was need to improve on teacher performance appraisal system. The study observed that many rural schools had not developed tools to monitor curriculum implementation. There is need to establish if performance appraisal guidelines introduced by the Teachers Service Commission is operational in Secondary Schools in Rachuonyo South Sub-County. Further, it's necessary to ascertain timely implementation of curriculum which was a challenge in public secondary school in Kenya (Republic of Kenya, 2005). The Education Conference of 2005 in Kenya discussed among others, poor performance in Secondary Education due to low level of teacher commitment to curriculum implementation in schools. The teacher plays a vital role in the life of the learner by ensuring that the objectives of the curriculum are translated and met.

Many problems met by managers in organizations are the tendency towards inertia and resistance to change. People tend to hold on their old way of doing things (Johnson & Schole, 2008). People often resist performance appraisal in a rational response based on self-interest. A negative reaction normally occurs when individuals feel that their personal freedom is threatened. It may be fear of the unknown, fear of job loss, fear of failure, disruption of interpersonal relationship, personal conflict, politics and cultural assumptions and values (Nelson & Campbell, 2008).

Resistance to performance appraisal is influenced when people perceive that a future change is a threat to them (Boucka, et al, 1999). Ketner (1993) maintains that people do resist performance appraisal because they do not know or understand what they are being asked to sign, they are afraid anything bad may befall them, they lack trust and they are afraid that the future will be narrowed. He further argued that in politics where those in power fear that they lose their political advantage in the advent of change, cultural assumption and values may also contribute

to resistance. Lienert (2003) argued that resistance to performance measurement grows stronger as the new techniques are pushed deeper into the organization. Sallis (2003) stated that, “an effective performance appraisal system must not only accurately measure current performance levels but also mechanisms for reinforcing strengths”. According to Betts (1989), there is need to appraise employees in order to give a clear indication of progress.

Performance appraisal is one of the key elements of any organization’s drive towards competitive advantage through continuous performance improvement. (Bratton & Gold, 2003).

A regular review of each individual employee’s performance provides information about his or her competence and aspirations. This is essential for planning (Hacket, 1998). It can also serve a wide range of specific uses for the manager, including identifying employees’ training needs, potentials for higher responsibilities, determining pay and redeployment (Hacket, 1998). However, performance appraisal has been operated frequently as a top-down and largely bureaucratic system owned by the human resource (H.R) department rather than by managers. It has been perceived as a means of exercising managerial control (Armstrong, 2006). Performance appraisal tends to be backward looking; concentrating on what had gone wrong rather than looking forward to future development needs. Further, performance appraisals exist in isolation as there is little or no link between them and the needs of the organization. Live managers have frequently rejected performance appraisal schemes as being time consuming and irrelevant.

Employees have resisted the superficial nature with which appraisals have been conducted by managers who lack the required skills and tend to be biased. Armstrong (1998) asserted that performance appraisal often degenerated into a dishonest annual ritual. The education sector has not been spared either. Hatie, et al (1999) and Malongwe (2005) observed that performance appraisal in Kenya Education System is not only an expensive exercise but also lack a clear



purpose. According to Malongwe (2005) employees react more favorably to performance appraisal when it satisfies their needs and include an opportunity to state their position, when factors on which they are being evaluated are job related and the objectives and plans of the evaluation are discussed openly. School heads and teachers do not always agree on what constitutes an effective appraisal. If school heads and teachers can have a shared understanding of the purpose of the appraisal as well as each party's role in the appraisal, teachers' acceptance of the appraisal could be increased. Malongwe (2005) strongly indicated that the supervisor's purpose, intentions and perceptions of the appraisal process may differ significantly from those of the appraisee. Teachers are also opposed to the use of appraisal form and advocate for an evaluate mechanism that is more interactive, inclusive, emphasizing on terms, values, employees job roles and customer needs (Maravec, 1996).

The study done by Odhiambo (2003) on the experience of teachers appraisal practices in Public Secondary Schools in Nairobi revealed that teachers' had negative attitude towards performance appraisal. Rachel (2007) studied again on the perception of teachers towards performance appraisal in Public Secondary School in Nakuru District reinforced Odhiambo's findings that teachers still had negative perception towards performance appraisal. Kapfunde (2000) on his study of the attitude of teachers' performance appraisal in Zibambwe argued that teachers may have negative attitude towards performance appraisal because of basing assessment on a single criterion where he argued that, if performance were to be assessed on a single criterion, teachers would be forced to ignore tasks that are not essential. Thus ignoring other tasks which the teacher is good at might frustrate the teacher. Secondly, Kapfunde (2000) identified two types of leniency errors, characterized by high rating. The teacher performance is overrated. The second one is negatively leniency error characterized by low rating. The teacher performance is

underrated. Thirdly, he came up with the Halo Error which is the tendency of the appraiser to let the assessment of the individual appraisee on one trait influence his / her appraisal of that individual on other traits (Kapfunde, 2000). The forth error Kapfunde came up with was the similarity error which occurs when the headteacher rated teachers by giving special consideration to those qualities that bear the perceived to be good. According to Kapfunde (2000), the School Head's ability to appraise objectively and accurately may be adversely affected by Social differentiation.

## **2.6 Attitude and Commitment**

Attitude towards work are the feelings we have towards different aspects of the work environment (Carpenter et al, 2009). According to him there are some elements which influences the attitude towards work. These include personality, person – environment fit, job characteristics, psychological contract, organizational justice, work relationship and stress. Organizational commitment is defined as the emotional bond or attachment between staff and their firm (Meyer & Allen, 1997). Mowday et al (1979) defined organizational commitment as the relative strength of a person to identify with a particular organization. They describe organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. This can be characterized by three elements; a strong belief in acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization.

Tai et al (1998) reiterated that employee commitment and job satisfaction is a predictor of organizational commitment. On the other hand, organizational commitment is a significant predictor of job satisfaction (Lalopa, 1997). Work commitment and attitude are related to the

employees' behaviour and their performance efficiency (Mc Clarge, 1999). According to Bralton & Gold (2007) employee commitment is relative to the workers attachment to the organization in which they are hired. Employee commitment is vital as it determines whether employees are likely to leave their jobs or improve on their performance.

Bateman & Strasser (1984) argued that employees who are highly attached to an organization may experience a high level of satisfaction in their work. According to Lam et al (2003), highly committed employees will try to meet organizations goals and interests. Thus, satisfaction is purposed as an outcome instead of an antecedent. The theory suggested that job satisfaction is a precursor of organizational commitment where the aspect of job satisfaction has a strong impact on the dimension of organizational commitment.

Employee commitment is of benefit to both employees and employer (Clarke & Glen, 2007). For individual employees, work commitment signifies a positive relationship with the organization and attaches more meaning to life, whereas for employers, committed workers are likely to enhance the services, reduces turnover and reduced cases of absenteeism (Chon et al 1999). Organization commitment has also been associated with efficiency, productivity, creativity, and innovativeness among employees (Lashley and Lee – Ross, 2003).

According to Allen & Meyer (1990), highly committed workers are more likely to remain with the organization. They try to offer turnover intention, affective commitment and normative commitment. According to Elizer et al (1991), work values are defined as a set of attitudes and opinions with which employees can assess their jobs and work surroundings. They, however, established a weak relationship between work values and employee commitment. They established that internal work values were closely more relative to organizational commitment in comparison to external work values.

Blase (2000) carried out a study on effective instructional leadership. He argued that completing implementation of curriculum at stipulated time is possible through negotiated target setting by Heads of schools. According to the study, there is little input in certain classrooms where there are no curriculum goals and objectives. Proper administration of curriculum therefore requires performance targets and performance review of the teaching-learning process. The study however indicated that lack of tools and framework to gauge curriculum implementation was heavily affecting learning in schools. This study however would be on assessment of teacher commitment to the teaching profession where policy guidelines have been developed and assumed to be functional.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section describes research design, study population, sample design, data collection procedure and data analysis.

#### **3.2 Research design**

This study used descriptive survey as a method of collecting data on teacher attitude towards performance appraisal and their commitment to service in public secondary schools in Rachuonyo South Sub-County. Aloo (2009) used survey design in evaluating school-based teacher recruitment policy in public secondary schools in Nyando District and obtained accurate research results as shown by test of reliability. This design enables the researcher to gather data from a large sample from a target population. As Kombo & Orodho observed (2002), it can be applied when peoples' attitudes, opinions, habits and related issues are subject of study.

#### **3.3 Study population**

The study population comprised 500 secondary school teachers in Rachuonyo South Sub-County, of which a sample of study was taken.

#### **3.4 Sample design**

Stratified random sampling technique was used in the study. A sample of 30% totaling to 150 teachers were used in the study. Mugenda & Mugenda, (1999) recommended 30% sample size as adequate for large population study. Kothari (2005) also pointed out that a sample size of 1-10% of a large population can be used to generalize findings of study. He further reiterated that sampling is a process by which a relatively small number of individuals, objects or events are

selected and analyzed in order to find something from the entire population from which they are selected.

**Table 1: Distribution of public secondary schools in respective divisions**

<b>Divisions</b>	<b>Number of public secondary schools</b>	<b>Number of secondary school teachers</b>
Kabondo	25	210
Kasipul	56	290
<b>Total</b>	<b>81</b>	<b>500</b>

**Table 2: Computation of the Sample**

	<b>TARGET POPULATION</b>	<b>ACCESSIBLE POPULATION</b>	<b>SAMPLE SIZE</b>	<b>PARCENTAGE</b>
Teachers	500	500	150	30%
<b>Total</b>	<b>500</b>	<b>500</b>	<b>150</b>	<b>30%</b>

### **3.5 Data collection**

This consisted of a series of actions or steps necessary to efficiently carry out research and desired sequencing of these steps (Kothari, 2005). The researcher then used questionnaires in data collection. The questionnaires were administered by Research Assistants. The choices of questionnaires were useful in reaching a large group of respondents within a short time. Coher and Marion (1998) had identified questionnaires as crucial instruments of data collection in descriptive research. Gay (1996) as cited in Aloo (2009) explained that descriptive data are usually collected using questionnaire.

The questionnaire comprised three sections: Section A targeted general information about teachers; Section B gathered data on teacher's attitude towards performance appraisal while Section C gathered data on teachers commitment to the service. Questions/ items in section B and C were structured on five Point Likert-type scales.

### **3.6 Validity**

The validity of the instruments was very important. Validity is the degree to which the results obtained from the data actually represents phenomenon under study (Gay, 1996). Face validity was used in the study. Responses would be determined for face validity by considering whether they give information on teachers' attitude towards performance appraisal policy and their commitment to service.

### **3.7 Reliability**

In order to ascertain the reliability of questionnaires, a pilot study was conducted involving 30 secondary school teachers from the sub county who would subsequently not be used in the final study.

### **3.8 Data analysis**

Data collected from open ended questionnaires were analyzed for content as themes and sub-themes emerge. The researcher categorized all the responses according to research objective. Open - ended questions were included in the study for the purpose of obtaining quantitative data. For quantitative analysis the responses in the questionnaire were assigned numerical values. This was done to close-ended questions. In order to reduce the mass of data obtained, the data was converted into numerical values representing measurements of variables namely teachers' attitude towards performance appraisal and their commitment to service. All numerical numbers representing responses from the questionnaires were transferred to the code sheets then entered

into the computer. The results were presented using percentages, frequencies and tables, and pearson's correlation coefficients.



## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the analysis and discussion of the findings during the study. Results were presented in frequencies, percentages and Pearson's correlation coefficient table.

#### **4.2 Response rate**

The study managed to get 120 questionnaires of 150 which were given out. This was 80% response rate. Cooper & Schindler (2000) established that a questionnaire response rate of at least 75% is adequate for a social research to continue.

#### **4.3 Demographic profile**

The study was meant to establish the gender distribution of teachers, their level of education and the length of service in the teaching profession.

##### **4.3.1 Gender distribution of teachers**

The study also set to establish the gender distribution of the teachers. The results were presented in Table 4.3 below.

**Table 4.3: Respondents distribution by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Female	40	33
Male	80	67
Total	120	100.0

As shown in table 4.3, the gender distribution of the respondents and the findings were as follows, 80 out of 120 (67%) were male respondents and 40 out of 120 (33%) represented the female respondents. The majority of those interviewed were men, an indication that majority of Teachers in Rachuonyo South Sub-County are male.

#### **4.3.2 Teacher Level of education**

The study was set to establish the professional and academic qualifications of the teachers. The results were presented in Table 4.4.

**Table 4.4: Respondents distribution by level of education**

Level of education	Frequency	Percent
Diploma	10	8
Bachelors Degree	102	85
Postgraduate	8	7
Total	120	100.0

The result in table 4.4 revealed that 102 out of 120 teachers (85%) had degree level of education. 10 out of 120 teachers (8%) had diploma while 8 out of 120 teachers (7%) were postgraduate. The study showed that the majority of the teachers interviewed had bachelor degree level of education while teachers with postgraduate qualifications were the minority.

#### **4.3.3 Length of Service in current organization**

The researcher was interested in finding out how long the teachers have been in the teaching service. The findings were presented in table 4.5

**Table 4.5. Distribution of the respondents by length of service**

<b>Years of Service</b>	<b>Frequency</b>	<b>Percent</b>
Less than 5 years	70	58
6-10 years	20	17
11-15 years	8	7
16-20 years	5	4
21-25 years	7	6
26 years and above	10	8
Total	120	100.0

70 out of 120 teachers (58%) have been teaching for less than 5 years; 20 out of 120 (17%) have served for 6-10 years; 8 out of 120 (7%) have worked for 11-15 years; 5 out of 120 (4%) have for 16 -20 years; 7 out of 120 (6%) have served for 21-25 years and 10 out of 120 (8%) have taught for 26 years and above.

#### **4.4 Teachers' attitude towards performance appraisal**

In order to evaluate teachers' attitude towards performance appraisal, it was necessary to find out the following: whether the appraisal system is taken seriously in schools, whether the work environment is conducive to performance appraisal, whether current appraisal process is only concerned about annual salary increment, whether appraisal is used for identifying training needs

and whether the appraisal is abused by the school managers to oppress teachers, number of times appraisal is done in a year and whether teachers get training on performance appraisal. The findings were presented in table 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 and 4.12

#### **4.4.1 Performance Appraisal system taken seriously in schools**

The study surveyed whether the appraisal system is taken seriously in schools. The findings were presented in Table 4.6

**Table 4.6: Performance appraisal system is taken seriously in my School.**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	40	33
Agree	50	42
Neither agree nor disagree	18	15
Disagree	10	8
Strongly disagree	2	2
Total	120	100.0

From Table 4.6 above, 40 out of 120 teachers (33%)strongly agree and 50 out of 120 teachers (42%) agree that performance appraisal is taken seriously in the schools, while 15% neither

agree nor disagree, 8% disagree and 2% strongly disagree. Because 83% are on the agreement side, is an indication that performance appraisal is positively embraced by teachers.

#### **4.4.2 Conducive work environment for performance appraisal**

The study was to find out whether work environment was conducive for performance appraisal.

The findings were presented in Table 4.7

**Table 4.7: Conducive work environment for performance appraisal**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	20	17
Agree	40	33
Neither agree nor disagree	30	25
Disagree	16	13
Strongly disagree	14	12
Total	120	100.0

The results showed that 20 of 120 teachers (17%) strongly agree 40 out of 120 teachers (33%) agree and 30 out of 120 teachers (25%) neither agree nor disagree. 13% disagree and 12% strongly disagree.

#### 4.4.3 Performance appraisal in relation to annual increment

The teachers' attitude on performance appraisal whether it only relates to teachers' annual increment was surveyed. Results were reported as shown on table .4.8

**Table 4.8: Performance appraisal in relation to annual increment**

Responses	Frequency	Percent
Strongly agree	8	7
Agree	12	10
Neither agree nor disagree	20	17
Disagree	30	25
Strongly disagree	50	41
Total	120	100.0

The study showed that accumulation of 66% strongly disagree thus indicating that the use of performance appraisal by teachers is not based on annual increment .Survey showed that over 50 % of teachers do not relate performance appraisal to teachers' annual increment.

#### 4.4.4 Use of performance appraisal in identifying training needs

The survey was carried out to find out if the performance appraisal relates to the identification of training need. The findings were presented in Table 4.9

**Table 4.9: Performance appraisal in relation to identifying training needs**

Responses	Frequency	Percent
Strongly agree	20	17
Agree	43	36
Neither agree nor disagree	30	25
Disagree	8	7
Strongly disagree	19	15
Total	120	100.0

From Table 4.9 above, 53% support the idea of training in performance appraisal before rolling it out to teachers. The rest are either undecided or disagree altogether.



#### 4.4.5 Performance appraisal in relation to abuse by school managers

The study also investigated whether the appraisal is abused by the school manager to oppress teachers. The findings were presented in Table 4.10

**Table 4.10: Performance appraisal is abused by school managers**

Responses	Frequency	Percent
Strongly agree	9	8
Agree	6	5
Neither agree nor disagree	14	11
Disagree	15	13
Strongly disagree	76	63
Total	120	100.0

The findings showed that 66% strongly disagree with the statement. There was a strong feeling by teachers that performance appraisal is not abused by school managers.

#### **4.4.6: Number of times appraisal done in the last one year.**

The survey was carried out to establish the number of times the teachers have been appraised in the last one year. The findings were presented in Table 4.11

**Table 4.11: Number of times appraisal is done in the last one year.**

Responses	Frequency	Percent
None	4	3
One	32	27
Two	40	33
Three	30	25
More than three	14	12
Total	120	100.0

There was clear indication from the table that performance appraisal is done twice or thrice in most schools in the sub county.

#### 4.4.7: Teachers' training on performance appraisal

The study also examined whether teachers do receive training on performance appraisal. The findings were presented in Table 4.12

**Table 4.12: Teachers' training on performance appraisal**

Responses	Frequency	Percent
No training	20	17
Some training	70	58
Adequate training	30	25
Total	120	100.0

The survey showed that over 50 % of teachers have received some training in performance appraisal, and only 17% of teachers have not been trained on the same. This indicates that teachers have knowledge on appraisal policy.

#### 4.4.8 An illustration of teachers' attitude towards performance appraisal by use of mean and standard deviations.

The mean and standard deviations were used to determine the attitude of teachers towards performance appraisal based on some human resource practices. The results were shown on table 4.1.3 below.

**.TABLE 4.1.3: Summery of attitude towards performance appraisal by use of mean and standard deviation.**

NO	HUMAN RESOURCE PRACTICES	MEAN	STD DEVIATION
a)	The appraisal system is taken seriously in my school	96	4.09
b)	The work environment is conducive to performance appraisal	80	3.52
c)	Current appraisal process in schools is only concerned a bout teachers annual increment.	52	2.49
d)	Performance appraisal is used in my school to identify training needs.	50	3.55
e)	Current performance appraisal process is abused by school management to oppress teachers.	44	2.20
	GRAND MEAN	71	————

On the table the high grand mean of 71 was a manifestation of positive attitude towards performance appraisal. Taking of performance appraisal system seriously in schools recorded the highest mean of 96 and standard deviation of 4.09, an indication that most teachers take performance appraisal tool seriously. This was followed by work environment conducive to performance appraisal and use of performance appraisal to identify training needs with the same mean of 80. Performance appraisal only concerned about annual increment then followed with a mean of 52. Use of performance appraisal process by school managers to oppress teachers had the lowest mean of 44 and standard deviation of 2.0200 thus confirming that performance appraisal is not used by school managers to oppress teachers.

#### **4.5 Commitment to Service delivery by teachers.**

The survey on the respondents concerning how teachers feel about the TSC was carried out. The results of the findings are as shown in the tables below:

##### **4.5.1 Any obligation to continue working for TSC**

The study surveyed on the teachers' feelings on their obligations to continue serving in TSC. The findings were shown in table 4.14

**Table 4.14: Any obligation to continue working for TSC**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	18	15
Agree	14	12
Neither agree nor disagree	40	33
Disagree	15	13
Strongly disagree	33	27
Total	120	100.0

A good number of teachers (33%) were undecided on whether to continue or not to continue serving T.S.C., while 40% were on the agreement that they cannot working for T.S.C. 27% support the idea of their commitment to continue serving T.S.C.

#### **4.5.2 Leaving TSC not an option**

The respondents were asked if it would be hard to leave TSC now. The responses were presented in table 4.15

**Table 4.15: Would it be hard to leave TSC now?**

Responses	Frequency	Percent
Strongly agree	17	14
Agree	29	24
Neither agree nor disagree	25	21
Disagree	16	13
Strongly disagree	33	28
Total	120	100.0

Quite a number of respondents (28%)strongly disagree,13% disagree,21% undecided, 24% agree and 14% strongly agree. Those on the agreement side forms 38% which forms a reasonable number of teachers who would not wish to leave their employer now.

#### **4.5.3 Viewing TSC's problems as teachers' problems**

The study found out teachers' views on TSC problems as they own problems or not. The findings were presented in table 4.16

**Table 4.16: I feel TSC's problems are teachers' problems**

Responses	Frequency	Percent
Strongly agree	9	8
Agree	19	16
Neither agree nor disagree	21	18
Disagree	18	15
Strongly disagree	53	43
Total	120	100.0

Most respondents strongly disagree(43%) and disagree(15%) thus sending a strong signal that most teachers do not believe in the idea that T.S.C. problems could be theirs

#### **4.5.4 TSC has a great deal of personal meaning to teachers**

The respondents were asked to indicate if TSC has a great deal of personal meaning to teachers.

The responses were presented in table 4.17.



**Table 4.17: TSC has a great deal of personal meaning to me (respondent)**

Responses	Frequency	Percent
Strongly agree	17	14
Agree	35	29
Neither agree nor disagree	29	24
Disagree	24	20
Strongly disagree	15	13
Total	120	100.0

The results showed that 43% of teachers believe that T.S.C has personal meaning to them while 33% are in disagreement. The rest (24%) are undecided.

#### **4.5.5 Lack of strong sense of belonging to TSC**

The study was to establish the teachers' commitment to service by finding out whether the teachers have a strong sense of "belonging" to their organization. The results were presented in Table 4.18

**Table 4.18: Lack of strong sense of belonging to TSC**

Responses	Frequency	Percent
Strongly agree	11	9
Agree	13	11
Neither agree nor disagree	20	17
Disagree	17	14
Strongly disagree	59	49
Total	120	100.0

The majority of teachers (63%) do not have a sense of belonging to the employer, strong indicator that teachers don't love their employer T.S.C.

#### **4.5.6 Illustration of teachers' commitment to service delivery by the use of mean and standard deviation.**

The results were analyzed to find the mean and standard deviations based on teachers' commitment to service delivery as shown in table 4.1.9 below

**Table 4.19: Demonstration of teachers' commitment to service delivery by use of mean and standard deviation.**

<b>NO</b>	<b>TEACHERS' COMMITMENT</b>	<b>MEAN</b>	<b>STD DEVIATION</b>
1.	I do not feel any obligation to remain with my current employer.	66	3.06
2.	It would be hard for me to leave my organization right now, even if I wanted to	69	3.18
3.	I really feel as if the organization's problems are my own	55	2.65
4.	The organization has a great deal of personal meaning to me	75	3.36
5.	I don't feel a strong sense of belonging to my organization.	54	2.57
	AGREGATE MEAN	64	_____

From the table, it is evident that those whom the organization has a great deal of personal meaning to them had the greatest mean of 75 and standard deviation of 3.36, and those who had a strong sense of belonging to the employer had the lowest mean of 54 and standard deviation of 2.57. However, there is general feeling among the respondents that commitment to service delivery is paramount.

#### 4.5.7 Relationship between teachers' attitude towards performance appraisal and their commitment to service delivery.

Pearson's product moment correlation analysis was used to establish the strength and the significance of the relationship between teachers attitude towards performance appraisal and their commitment to service delivery. The results are presented in table 4.20 below.

**Table 4.20: Correlation coefficient depicting the relationship between teachers attitude towards performance appraisal and their commitment to service delivery**

		TCTS	TATPA
TCTS	Pearson's correlations	1	-0.21
	Sig. (2-tailed)		.779
TATPA	Pearson's correlation	-0.21	1
	Sig. (2-tailed)	.779	

## **KEY**

**TCTS-** Teachers' Commitment To Service.

**TATPA-** Teachers' Attitude Towards Performance Appraisal.

As shown in table 4.20, correlation coefficient for the relationship between teachers' attitude toward performance appraisal and their commitment to service delivery is weak and insignificant ( $r=-0.21, p>0.05$ ). The sign of the coefficient is negative, implying that both the attitudes and commitment move together. Put differently, teachers' attitudes have negative effect on their commitment.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes the research findings. The objective of study was to establish the extent at which teachers' attitude towards performance appraisal determines the level of teacher commitment to service in public secondary schools in Rachuonyo South Sub-county, Kenya. Summary, conclusions, recommendations, limitations of the study and suggestions for further research are outlined here.

#### **5.2 Summary of the findings.**

The concern of the research was to find out the relationship between teachers' attitude towards performance appraisal and their commitment to service among secondary school teachers in Rachuonyo South Sub-county. Performance appraisal was understood as a policy document introduced by T.S.C. to instill a culture of result-based management. It was also considered as a tool for improving performance and enhancing good governance and accountability for result in public schools.

The descriptive analysis used in this study confirmed that teachers' attitude towards performance appraisal is a fact and does not influence their commitment to service. The study, therefore, establishes that the performance appraisal is taken seriously in public secondary schools. Again, majority of teachers agreed that work environment is conducive to performance appraisal.

The analysis of questionnaire responses also revealed that most teachers do not relate performance appraisal to teachers' annual increment. The descriptive analysis indicated that half of the teachers confirmed that performance appraisal identifies training needs for teachers.

The analysis of questionnaire responses confirmed that the school managers do not use performance appraisal to oppress teachers. The study analysis again revealed that most teachers have had some training on performance appraisal which is quite fundamental in understanding what performance appraisal is all about.

The descriptive analysis further had to look at how teachers are committed to service, the employer (T.S.C.). The study therefore established that majority of teachers have moderate obligation to remain in service under T.S.C. It was noted again that a great percentage of teachers are not willing to continue working for T.S.C. However, it was again noted from analysis that majority of teachers are not willing to leave T.S.C. immediately.

The analysis of the questionnaire responses indicated that majority of teachers felt that employer problems are not theirs, and that the organization has personal meaning to them, it is again revealed that majority of teachers do not have a strong sense of belonging to the organization(T.S.C.) hence not committed to it. In the analysis, most teachers confirmed their loyalty to the employer even though they can leave T.S.C. at any time if there is an alternative employer.

### **5.3 Conclusion**

Based on research findings, the study revealed that teachers of public secondary schools in Rachuonyo South Sub-county have positive attitude towards performance appraisal and administering of the policy document does not affect their commitment to service. In a nutshell, commitment to service and in general, the organization, T.S.C., is not based on the recently introduced performance appraisal for teachers. It would, therefore, be concluded that the teachers' attitude towards performance appraisal does not in any way influence teacher commitment to service in public secondary schools in Rachuonyo South Sub-county.

### **5.4 Recommendations.**

There is need to sensitize teachers in performance appraisal, especially on what it entails and how it is done teachers need to embrace performance appraisal fully and it should not be viewed as punitive. Information on performance appraisal should be timely and adequate enough so as to avoid misinterpretation of what is required to be implemented. The T.S.C. should employ more teachers to narrow the shortage gap so that teachers are not overburdened in teaching and at the same time filling the appraisal forms.

### **5.5 Limitations of the study**

Rachuonyo South Sub-county which was the unit of study is a small unit hence the study should cover a larger unit such as the whole country Kenya. The study only covered only secondary school teachers, excluding primary school teachers, thus there is need to also consider primary teachers. A few teachers did not fill the open- ended questions in the questionnaire that sought their opinion on the subject. Some teachers did not have adequate information regarding



performance appraisal. Finally, there was lack of enough finance to enable the work to be done as fast as the researcher wished, and the distance between schools was vast thus making it difficult in data collection.

### **5.6 Suggestions for Further Research**

From the findings, it would be necessary to consider a wide study area in order to derive more information on performance appraisal. The study should be carried out involving primary and secondary school teachers, including head teachers and principals, so that a better representation can be obtained.

## REFERENCES

- Adeleke, M. H. (2006), *An appraisal of curriculum implementation in Nigeria*, Lagos: Macus Publication.
- Adibila, M. A. (2008). Innovations and curriculum implementation for Basic Education in Nigeria, Policy, priorities and challenges if practices and implementation, *Research Journal of International studies*. Issue 8 (November, 2005) PP 51 – 58.
- Agutu, L. (2011): *Factors influencing resistance to performance contracting among public Secondary Schools' Principals in Rarieda District, Kenya*.
- Ajzen, I. & Fishbein, M., 1977. *Attitude-behavior relations: A theoretical analysis and review of empirical research*. *Psychological bulletin*, 84(5), pp.888–918.
- Ajzen, L (1991). *The theory of planned behavior. Organizational behavior and human decision processes*, (50), pp.179-211.
- Aldagi Ramon J (1979) *Task Design and Employee Motivation*. Glenview, IL: Scott, Foresman and Company.
- Allport, G.W. (1954). *The Historical Background of Modern Social Psychology*. In G. Lindzey, ed. *Handbook of social psychology*. Cambridge, Mass: Addison-Wesley, p. 45.
- Aloo J. O. (2009) *Impact of the School Based Teacher Recruitment Policy on the Distribution and Retention of Teachers in Public Secondary Schools in Nyando District, Kenya*. Unpublished thesis. Maseno University.
- Babafemi T. O. A (2007) *An assessment of the implementation of 6-3-3-4 system of Education in Nigeria: A Case Study of Ilonin Kwara state*.
- Bagozzi, R.P. Ed., (1994). *Principles of Marketing Research*, Oxford: Blackwell Business.
- Bem, D.J. (1970). *Beliefs, Attitudes, and Human Affairs*, Belmont, CA: Brooks/Cole.

- Ben Jesen (2011), *Better Teacher Appraisal and Feedback: Improving performance*. Melbourne Grattan Institute.
- Biljana Dordevic, (2004). *Employee Commitment in Times of Radical Organizational Changes*.
- Bohner, G. and Wanke, M., (2002). *Attitudes and Attitude Change*, Brighton: Psychology Press.
- Brown. M.E. (1969), *Identification and some conditions of organizational involvement*.
- Burke, W. Warner, (1987). *Organizational Development*. Reading, MA: Addison-Wesley Publishing Company.
- Carpenter, M., Talya, B., and Erdogan, B. (2009) *Principles of management*, 1<sup>st</sup> Ed, New York: Flat World Knowledge.
- Caston, Richard J. and Rita Braoto (1985). "*The Worker-to- Job "Fit" Hypothesis*. Some Further Evidence." *Work and Occupations* 12: 269-284.
- Clarke and W. Chen, (2007) "*International Hospitality Management: Concepts and Cases*," Taylor & Francis, New York.
- Cohere, L. & Manion, L. (1998) *Research Methods in Education*, 4<sup>th</sup> Edition, London Routeledge Limited.
- Conner, M. & Armitage, C., (1998). Extending the theory of planned behavior: A review and avenues for further research. *Journal of applied social psychology*, 28(15), pp.1429–1464.
- Duttweiler, Patricia C (1986) Educational Excellence and Motivating Teachers. *Eric Journal*. The Clearing house. ERIC, E.J 275 791.
- Eagly, A.H. & Chaiken, S., (1993). *The psychology of attitudes*, Fort Worth, TX: Harcourt Brace Jovanovich.

- Ekwuene Luch (2005), *Education Research Network for West and Central Africa*, Ernwacca, Lagos.
- Elizur, I. Borg, R. Hunt and I. M. Beck, (1991) “The Structure of Work Values: A Cross-Cultural Comparison,” *Journal of Organizational Behavior*, Vol. 12, No. 1, pp. 21- 38. doi:10.1002/job.4030120103
- Fazio, R. & Williams, C., (1986). Attitude accessibility as a moderator of attitude-perception and attitude-behavior relation: An investigation of the 1984 presidential election. *Journal of personality and social psychology*, 51, pp.505–514.
- Gay, L. (1996) *Educational Research: Competence for analysis and applications*, 5<sup>th</sup> Edition, New Jersey: Maryland Imprint of Prentice Hall.
- Haimann, Theo. (1973) *Supervisory Management for Health Care Institutions*. St. Louis: The Catholic Hospital Association.
- Hartwick, J., & Barki, H. (1994). Explaining the role of use participation in information system use. *Management Science*, 40(4), 440-465.
- Imel, Susan (1982). *Quality Circles: Implications for Training*. Columbus: ERIC. ED 237 810.
- Irina B. (October 3, 2014) *Teachers’ Investment for the future*. Nairobi, Daily Nation.
- Jensen B (2011) *Better Teacher Appraisal and feedback: Improving performance*. London, Gratta Institute.
- Jung, C.G., (1971). Psychological Types. *In Collected Works*. Princeton, NJ: Princeton University Press.
- K. S. Chon, K. Sung and L. Yu, (1999) “*The International Hospitality Business: Management and Operations*,” Rout- ledge, New York.
- Kamau Monene (2013). *Tribalism blamed for drop in education standards*. The Standard.

- Kanter, R. (2001). *Evolve*. Boston: Harvard Business School Press.
- Keitseng A. S (1999). Self – Appraisal: A step towards meeting individuals’ professional development needs in Botswana Secondary School Teachers. *Journal of in-service Education* 25:23-37.
- Kerlinger, F. N. (1998) *Foundations of Behaviours research*: 2<sup>nd</sup> Ed. New Delhi.
- Kothari E. R. (2005) *Research Methodology, Methods and Techniques*, 2<sup>nd</sup> Edition New Delhi, New Age International Publishers Ltd.
- LaLopa, J.M. (1997) *The prediction of organizational commitment and turnover in resort jobs*.
- Lashley and D. Lee-Ross, (2003) “*Organization Behavior for Leisure Services*,” Elsevier/Butterworth-Heinemann, Ox-ford.
- Lee, Y., & Kozar, K. (2005). Investigating factors affecting the anti-spyware system adoption. *Communications of the ACM*, 48(8), 72-77.
- Malhotra, N.K., (2005). Attitude and affect: new frontiers of research in the 21st century. *Journal of Business Research*, 58(4), pp.477-482.
- Meyer & Allen (1997). *Commitment in the workplace*, Theory, research and application. Thousand.
- Mordock G. (2000) Introducing a teacher supportive evaluation system. *ETL Journal; An International Journal for Teachers of English Speakers of other languages*, 54:54-64.
- Morphy R. (2013) *Testing Teachers*. London, The Sutton Trust.
- Mugenda M & Mugenda G. (1999). *Research Methods, Quantitative and Qualitative Approaches*, Nairobi, Acts Press.

- N. J. Allen and J. P. Meyer, (1990) "The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization," *Journal of Occupational Psychology*, Vol. 63, No. 4, pp. 1-18. doi:10.1111/j.2044-8325.1990.tb00506.x
- Nkapa, N. (1997). *Educational Research for Modern Scholars*. 4<sup>th</sup> Edition, Enugu fourth Dimensions Publishing Company Ltd.
- Nyinya F. O. (2007). Attitudes of Teachers and Students towards *HIV / AIDS Education in Secondary Schools in Kisumu Municipality*. Unpublished thesis. Maseno University.
- OECD (2009) *Creating Effective Teaching and Learning Environments*. Unpublished Research.
- Rajendran Muthuveloo and Raduan Che Rose (2005). *Typology of Organizational Commitment*.
- Republic of Kenya (2008) *Sessional Paper No. 1 of 2005 on A policy framework for Education, training and Research*. Nairobi, Government Printer.
- Republic of Kenya (2012) *Basic Education Act 2013*, Nairobi, Government Printer.
- Republic of Kenya (2012). *Teachers Service Commission Act 2012*, Nairobi, Government Printer.
- Republic of Kenya. (2010) *Quality Index: Guidelines for Quality Assurance Standard Assessment of Schools in Kenya*. Nairobi, Ministry of Education.
- Salancik, G.R. (1997), Commitment and the control of organizational behaviour and belief, *New satisfaction and turnover among psychiatric technicians. Journal of Applied Psychology*, 59, 603
- Scandura, T. A. (1997). Mentoring and organizational justice. An empirical investigation. *Journal*

- Scholl, R.W., (1981), Differentiating commitment from expectancy as a motivating force, *Academy of Management Journal*.
- Steers, R. & Porter, L. (1987). *Motivation and work behavior*. New York: McGraw-Hill Book
- Stronge H. J. (2012). *Teacher Evaluation and School improvement: Improving Education landscape*. Unpublished PhD thesis.
- Stronge, J. H. (2002). *Quality of effective teachers*. Alexandria, V. A: Association for supervision and Curriculum Development.
- T. Bateman and S. Strasser, (1984) “A Longitudinal Analysis of the Antecedents of Organizational Commitment,” *Academy of Management Journal*, Vol. 27, No. 1, pp. 95-112. doi:10.2307/255959
- T. Lam, R. Pine and T. Baum, (2003) “Subjective Norms: Effectives on Job Satisfaction,” *Annals of Tourism Research*, Vol. 30, No. 1, pp. 160-177. doi:10.1016/S0160-7383(02)00047-6
- Teachers’ Service Commission (2014) “*Teachers Performance Appraisal Report*” Nairobi, TSC Kenya.
- Thurstone, L.L., (1931). The measurement of attitudes. *Journal of Abnormal and Social Psychology*, 26, pp.249-269.
- TSC (2013), *Teachers Performance Appraisal Report*, Nairobi, Teachers Service Commission Kenya.
- Wicker, A., (1969). Attitudes versus actions: The relationship of verbal and overt behavioral responses to attitude objects. *Journal of social issues*, 25(4), pp.41–78.
- Wm. C. Brown. (1987) *Introduction to Psychology*. Dubuque, IA.

Yousef, D.A. (1998). Satisfaction with job security as a predictor of organizational commitment and job performance in a multicultural environment. *International Journal of Manpower*, 19(3), 184-194.



## **APPENDIX 1: LETTER OF INTRODUCTION**

**Ochiewo Johanes Kenyatta**  
**School of Business**  
**Department of Business Administration**  
**P.O. Box 30197,**  
**NAIROBI.**

Dear Sir / Madam,

### **RE: REQUEST FOR RESEARCH DATA**

I am a student at the University of Nairobi doing Masters in Business Administration specializing in Human Resource Management.

In Partial fulfillment of the course requirement, I need to conduct research on the relationship between teachers' attitude towards performance appraisal and their commitment to service in Public Secondary Schools in Rachuonyo South sub – county, Kenya.

To achieve this, I wish to kindly request you to fill the attached questionnaire to generate the data required for the study.

This study is purely academic, and your responses will be treated with utmost confidentiality.

Your assistance and cooperation will be of great help.

Thank you.

Yours faithfully,

**Ochiewo Johanes Kenyatta**  
**MBA Student**

**Prof. Peter K'obonyo**  
**Supervisor**

## Section A: General Information

1. Respondent's name: \_\_\_\_\_

5. The division your school falls. Kasipul ☐ Kabondo ☐

### **Section B: Teachers' attitude towards performance appraisal**

- 1) Indicate the extent to which you agree with the following statements. Use a tick ( ✓ ) in the relevant box against each statement. The numbers against each statement are interpreted as follows:-

#### **Key**

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

NO.	CURRENT PRACTICES	1	2	3	4	5
a)	The appraisal system is taken seriously in my school					
b)	The work environment is conducive to performance appraisal					
c)	Current appraisal process in schools is only concerned about teachers' annual increment					
d)	Performance appraisal is used in my school to identify training needs					
e)	Current performance appraisal process is abused by school management to oppress teachers					

- 2) Indicate the number of times you have been appraised in the last one year. Please tick against the answer.

None	
One	
Two	
Three	
More than three	

- 3) Do you receive any training in performance appraisal? Tick the appropriate.

No training	
Some training	
Adequate training	

### **Section C: Teachers' commitment to service**

- 1) The following statements concern how you feel about the organization (TSC) where you work. Please indicate the extent of your agreement with each statement by ticking a number 1 to 5 in the boxes in the table below.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	2	3	4	5

NO.	STATEMENT	1	2	3	4	5
1.	I do not feel any obligation to remain with my current employer					
2.	It would be hard for me to leave my organization right now, even if I wanted to.					
3.	I really feel as if this organization's problems are my own.					
4.	The organization has a great deal of personal meaning for me.					
5.	I don't feel a strong sense of "belonging" to my organization.					
6.	This organization deserves my loyalty.					
7.	I would not leave my organization right now because I have a sense of obligation to the people in it.					

### **APENDIX III: PUBLIC SECONDARY IN RACHUONYO SOUTH SUB-COUNTY.**

1. Adega Mixed Secondary School
2. Agoro Sare High School
3. Agoro Sare Mixed Secondary School
4. Andingo Girls Secondary school
5. Angino Mixed Secondary School
6. Aolo Girls Secondary school
7. Apondo Secondary School
8. Atela Secondary School
9. Atemo Mixed Secondary School

10. Bishop Linus Okok Girls School
11. Buoye Mixed Secondary School
12. Denis Obara Secondary School
13. Dol Mixed Secondary School
14. Dudi Girls High School
15. Gangre Secondary School
16. God Agak Secondary school
17. God Agulu Secondary School
18. God Ber Secondary School
19. Got Rateng Secondary School
20. Harambe Secondary School
21. Kachieng' Mixed Secondary School
22. Kadie Secondary School
23. Kakelo Mixed Secondary School
24. Kalanding' Mixed Secondary School
25. Kalando Mixed Secondary School
26. Kandegwa Mixed Secondary School
27. Karabok Mixed Secondary School
28. Kilusi Secondary School
29. Kojwach Mixed Secondary School
30. Kokwanyo Secondary School
31. Kolweny Kingsway Secondary School
32. Kosele Mixed Secondary School
33. Kotienditi Secondary School
34. Kowidi Secondary School

35. Kwoyo Oyugis Secondary School
36. Lwanda Mixed Secondary School
37. Mithui Mixed Secondary School
38. Mititi Mixed Secondary School
39. Nyabola Mixed Secondary School
40. Nyafare Secondary School
41. Nyagowa Mixed Secondary School
42. Nyahera Girls Secondary School
43. Nyakiwa Mixed Secondary School
44. Nyalenda Secondary School
45. Nyalgosi Mixed Secondary School
46. Nyambare Mixed Secondary School
47. Nyamwaga E.L.C.K Mixed Secondary School
48. Nyandiwa Mixed Secondary School
49. Nyangiela Secondary School
50. Nyasore Secondary School
51. Nyatindo Mixed Secondary School
52. Nyawango Secondary School
53. Ober Boys' Secondary School
54. Obisa Mixed Secondary School
55. Ogilo Secondary School
56. Ombek Mixed Secondary School
57. Omoro Mixed Secondary School
58. Ongoro Mixed Secondary School
59. Orera Mixed Secondary School

60. Orinde Mixed Secondary School
61. Otel Mixed Secondary School
62. Othoro Mixed Secondary School
63. Otondo Mixed Secondary School
64. Owiro Mixed Secondary School
65. Pala Mixed Secondary School
66. Ponge Mixed Secondary School
67. Ringa Boys High School
68. Ringa Girls High School
69. Saye Mixed Secondary School
70. Siany Mixed Secondary School
71. Sino S.D.A. Mixed Secondary School
72. St. Annes Ojwando Mixed Secondary School
73. St. Joseph Sino Secondary School
74. St Pauls Oriang Mixed Secondary School
75. St Peters Kotieno Mixed Secondary School
76. St Philips Nyabondo Mixed Secondary School
77. St Teresas Opanga Secondary School
78. Umai Secondary School
79. Wang'apala Secondary School
80. Wire Mixed Secondary School
81. Yala Kotieno Mixed Secondary School