

**FACTORS INFLUENCING TEACHERS' ATTITUDES TOWARDS  
PERFORMANCE APPRAISAL IN PUBLIC SECONDARY SCHOOLS IN  
IMENTI NORTH SUB COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for  
the Degree of Master of Education in Cooperate Governance**

**University of Nairobi**

**2016**

## **DECLARATION**

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

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This research project has been submitted for examination with our approval as university supervisors.

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## **DEDICATION**

This research project is dedicated to my beloved husband John Oyaro and my two lovely sons Kevin and Victor. You are our blessing to me.

## **ACKNOWLEDGEMENTS**

First, I thank the almighty God for the blessings of good health accorded to me throughout this research. In addition, I would like to acknowledge my supervisors Dr. Jeremiah Kalai and Dr. Mugambi for their support and friendly support as they supervised me in this project. I acknowledge my friends of group 57 whom we team worked towards the success of our course. I also thank the principals and teachers who supported me by providing data for this study. I also wish to thank my staff of Kinoru Primary school who gave me ample time during my studies. To my sister and brother who gave me moral support during my studies; to my pastor Sammy Mwenda for tirelessly praying and encouraging me. To all mentioned and unmentioned, I say a big Thank You.

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## **ABBREVIATIONS AND ACRONYMS**

CDE	County Director of Education
EEO	Equal Employment Opportunity
HR	Human resource
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organization for Economic Cooperation and Development
PA	Performance appraisal
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

## ABSTRACT

The purpose of this study was to investigate the factors influencing teachers' attitudes towards performance appraisal in public secondary schools in Imenti North Sub County, Kenya. Four research objectives guided the study. The research objectives sought to determine how provision of feedback, rating techniques, training and how supervisors' characteristics influenced teachers attitudes towards performance appraisal. The study adopted the descriptive survey research design. The target population comprised of 40 principals and 423 teachers. The sample was 127 and 32 principals selected by use of simple random sampling. Findings revealed that majority 20 (71.4%) principals agreed that that they made sure they give feedback to teachers after performance appraisal. majority 75 (62.5%) disagreed that the principal communicated performance appraisal feedback in time. Majority 73 (60.8%) strongly agreed that the principal did not communicate performance appraisal in a friendly manner. Majority 85 (70.8%) of the teachers agreed that teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated. Findings on the rating techniques and teacher's attitudes towards performance appraisal revealed that majority of the principals 18 (64.3%) agreed that the attitude of the head of school had an influence on how he or she rates teachers. Majority 69 (57.5%) of the teachers agreed that the rating scale of performance appraisal is subjective. Findings revealed that 15 (53.6%) principals strongly agreed that teachers in the school had not received adequate training in performance appraisal. Majority of the teachers 68 (56.7%) disagreed that they had gone through training in performance appraisal. Findings revealed that gender of the principal had a mean of 1.43, a standard deviation of 0.504 and a variance of 0.254. In respect to the principals' age, the mean was 5.61, a standard deviation of 1.423 and a variables of 2.025. Thus the gender of the principals did not influence their responses towards teachers' attitude on performance appraisal. There were differences in the principals' age regarding their responses on teachers' attitude towards performance appraisal. The level of education did not affect teachers' responses towards their opinions on teachers' attitude towards performance appraisal. The study concluded that provision of feedback influenced teachers' attitudes towards performance appraisal. The study also concluded that rating techniques, training of teachers had an influence on their attitudes towards performance appraisal. Teachers should be trained on performance appraisal so that they may understand it and hence embrace it. The researcher suggests that since the current study was conducted in one Sub County, a similar study should be conducted in another sub county so that the results may be compared. It was also suggested that with the introduction of the then new performance contracting, a study on its implementation in the schools should be conducted so that errors may be corrected.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Organizations have survived in the pursuit of both performance and development through the huge investment into human capital (Chakanyuka, 2014). The performance of employees is critical to the survival of the production process in the organizations (Armstrong, 2006). Whether educational or corporate settings, it is with array that such production processes are supported by a well streamlined and purpose driven human labor which is willing and determined to challenge its self to the maximum to meet set challenges (Emojong, 2004).

Performance appraisal (PA) began a long time ago in both private and public sectors. It was done in higher offices and industry. This is supported by Rollison (2015) when he says that, performance appraisal in the past was conducted in the high reaches of the organisation. Robins (2007) also says that performance appraisal was done by means of the very unpopular inspectorate system. Performance management is therefore necessary to maintain the vitality of the organisation. It is based on the principle of management by agreement or participative management rather than management by command (Bezuidenhout 2006). Under the PA supervisors such as school heads and teachers (supervisees) jointly work out performance appraisal goals, review performance, provide feedback and work out remedial actions. Its emphasis is on development and the

initiation of self- managed learning plans and the integration of the individual and corporate objectives (Berry 2008).

Staff performance appraisal stresses on developmental and growth plans for employees (Malongwe, 2015). Staff performance therefore helps the employers to maintain accurate objective records of employee performance in order to defend themselves against possible charges of dissemination in connection with human resource actions such as discharge, promotions and salary practice (Sherman, 1988).

As Stronge and Tucker (1999) arguably suggest that teacher performance appraisal can be an important tool for supporting and improving the quality of teaching. Unfortunately, teacher performance appraisal too frequently has been viewed not as vehicle for growth and improvement, but rather as a formality that must be endured. At times of increased accountability, public scrutiny and surveillance mechanisms in regard to schools and teachers' work, teacher performance appraisal is sometimes seen as a threat to teachers' autonomy. For others, however, it is an important mean for improving teacher quality and student attainment. Existing literature also recognises the key importance of self-evaluation and critical reflection to teacher professional development and improvement through, for instance, reflection in, on and about practice and action research (Stronge and Tucker, 1999).

One of the main factors that have been found to influence the outcomes of performance appraisal is the attitudes that teachers have about the appraisal system (Monyatsi, Steyn & Kamper, 2006). Performance appraisal can only have the desired outcomes if teachers have a positive attitude towards the appraisal system. As research has found out, teacher appraisal process often faces problems associated with lack of agreement on appropriate appraisal criteria, concerns over the validity and reliability of evaluation methods, and the negative attitudes of teachers towards the appraisal system (Peterson, 2000).

In Australia, Brazil, Bulgaria, Hungary, Italy, Korea, Lithuania, Malaysia, Malta, Mexico, Poland, the Slovak Republic, Slovenia and Turkey, at least half of teachers worked in schools whose school principal reported at least an annual performance appraisal (Jensen & Reinchl, 2010). In a review of this research, Organization for Economic Cooperation and Development (OECD) (2009) observed that this is an interesting finding for Brazil, Bulgaria and Italy where the frequency of performance appraisal is particularly varied. In each of these countries, over half of teachers work in schools with at least annual performance appraisal but also around one-fifth work in schools that had had no performance appraisal in the previous five years.

Staff performance appraisal development focuses on the attitude of workers that have increased influences on work related decisions such as salary allocations, promotions based on performance appraisal outcome. Performance appraisal

centers on the underutilization or mismanagement of human resource resulting in increased costs, low production and diminished organizational performance hence appraise the employees' performance against objectively set job related standards (Sherman, 2008).

Nakimera (2011) studied the effect of appraisal systems on the quality of teaching and found out that there was no significant relationship between appraisal systems used in schools and the quality of teaching sighting inadequate instructional materials and unqualified teachers as obstacles to the quality of teaching in the secondary schools of Mukono District. In addition, Gillen (2006) observed that feedback from performance appraisal can be most beneficial to people at work where it is regular and timely because this helps the employees to set the linkage between their efforts and results and later be able to take corrective actions.

Teacher appraisal is receiving attention worldwide as governments become aware of the need to examine educational provision critically to ensure that it is relevant and appropriate to the needs of the youth (Motswakae, 2000). Therefore, teacher appraisal is of great importance since its main objective is to improve individual performance and motivation (Wanzare, 2013).

Performance appraisal has therefore gained popularity in schools as a systematic process of determining the merit, value, and worth of a teacher's current performance and estimating his/her potential level of job performance with further development (Mwangi, 2006). Studies on performance appraisal by researchers

such as Lawton, Hickcox, Leithwood, and Musella (1989) and Hyde (2001) highlight some far reaching effects that performance appraisals can have on people.

Teacher performance appraisal has been considered as a key element in reforms worldwide in order to improve the quality of education. However, the ways in which it has been implemented in different countries vary in terms of its main purposes, processes and effects (Flores, 2011). Gichuhi (2008) states that staff performance appraisal is important in Kenya schools in that education and training has continued to take a very high priority in the countries developmental plans in order to educate Kenyans and prepare them to fill the job vacancies in the mid and high level positions in the private and public sectors of the economy. This therefore can only be attained through effective performance appraisal that can ensure teachers perform effectively in relation to the set objectives. However, as pointed out by Gichuhi (2008), most of the schools in Kenya do not have an effective staff performance appraisal programs in place, and even where they are in place they do not provide effective motivation to the teachers and therefore the end result has been poor performance in the teaching profession.

Employees have resented the superficial nature with which appraisals have been conducted by managers who lack the required skills and tend to be biased. Armstrong (1998) asserts that performance appraisal too often degenerated into a dishonest annual ritual. The education sector has not been spared either.

Malongwe (2005) observes that performance appraisal especially in the Kenyan 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. Though both research and organizational practice suggest that supervisors appraisees

Studies on performance appraisal by researchers such as Lawton, Hickcox, Leithwood, and Musella (2009) and Hyde (2011) highlight some far reaching effects that performance appraisals can have on people. Performance appraisal of teachers is increasingly viewed as a critical process in schools for raising the competency of teachers and thereby the quality of education (Stiggins & Bridgeford, 2005). According to Odhiambo (2005), in a study that focused on the state of teacher appraisal in Kenyan secondary schools, there is need for an improved (facilitating) model of teacher appraisal. His findings indicated that teacher appraisal policies and practices in Kenyan secondary schools exhibit weaknesses, which need to be urgently addressed if teacher appraisal has to be

used to improve the quality of teaching and education in Kenya. Brown (2008) states that guidelines have been developed to enable staff to go through a step by step process of establishing the performance management system. Brief but comprehensive and easy to understand guidelines assist in improving the quality of the system, lessen misunderstanding and promote joint ownership.

One of the main factors that have been found to influence the outcomes of performance appraisal is the attitude that teachers have about the appraisal system (Monyatsi, Steyn & Kamper, 2006). Performance appraisal can only have the desired outcomes if teachers have a positive attitude towards the appraisal system. As research has found out, teacher appraisal process often faces problems associated with lack of agreement on appropriate appraisal criteria, concerns over the validity and reliability of evaluation methods, and the negative attitudes of teachers towards the appraisal system (Peterson, 2000). In addition, Lawton (1989) found that one of the major reasons for the difficulties associated with personnel evaluation is the intensity of the human interaction and the possibility of an adverse judgment about an individual's performance, a judgment that may damage a career or cause debilitating personal distress. It is therefore worthwhile to determine the attitude of teachers about the role of performance appraisal in enhancing teaching and learning.

Employee performance appraisal, whereby a superior evaluates and judges the work performance of subordinates, is one of the most common management

practices utilised in organizations. Over 90 percent of large organizations worldwide employ some performance appraisal system and over 75 percent of state employment systems require annual performance appraisal (Jacobson, 2001). In Imenti North Sub County, there are schools that consistently perform well in KSCE while others persistently perform poorly (Nyagosia, 2015).

Previous studies have also shown that there are teacher factors that influence teaching and learning, such as lack of accountability for results (Verspoor, 2008). If well utilized, teacher appraisal has the potential for promoting accountability for results in schools by ensuring teachers perform their duties as expected. Teacher appraisal has the potential to improve the teaching profession and the effectiveness of teachers. Before 2005 TSC was using a confidential teacher appraisal approach, which was found to have shortcomings. In an effort to improve teacher evaluation in the country, the TSC revised its approach to teacher appraisal from confidential to an open one. However, studies carried out after this period show that teacher appraisal has not had significant impact on quality of education (Muli, 2010).

## **1.2 Statement of the problem**

As pointed out by Monyatsi (2006), attitudes of teachers about performance appraisal has a significant influence on the outcomes of the exercise. Considering that performance appraisal is an exercise involving high intensity of the human interaction and the possibility of an adverse judgment about an individual's

performance (Lawton *et. al.* 1989), it is important that those charged with the responsibility of appraising teachers promote positive attitudes towards appraisal. Of importance is to articulate to teachers the role of performance appraisal in enhancing teaching and learning. In Imenti North Sub County, there are schools that consistently perform well in KCSE while others persistently perform poorly. For example, in the last five years, the Sub County has had performance below the average while other schools have been performing better. In this regard, this study sought to determine factors influencing teachers' attitudes towards performance appraisal in in public secondary schools in Imenti North Sub County, Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to investigate on the factors influencing teachers' attitudes towards performance appraisal in in public secondary schools in Imenti North Sub County, Kenya.

### **1.4 Objectives of the study**

The study was guided by the following objectives

- i. To determine how provision of feedback influence teachers attitudes towards performance appraisal influence in public schools in Imenti North Sub County

- ii. To determine how rating techniques influence teachers attitudes towards performance appraisal influence in public schools in Imenti North Sub County
- iii. To determine how training of teachers influence teachers attitudes towards performance appraisal influence in public schools in Imenti North Sub County
- iv. To establish how supervisors' characteristics (level of education, age and gender) influence teachers attitudes towards performance appraisal influence in public schools in Imenti North Sub County

### **1.5 Research questions**

The study was based on the following research questions

- i. How does provision of feedback influence teachers attitudes towards performance appraisal influence in public schools in Imenti North Sub County?
- ii. How does rating techniques influence teachers' attitudes towards performance appraisal influence in public schools in Imenti North Sub County?
- iii. What is the influence training of teachers on their attitudes towards performance appraisal influence in public schools in Imenti North Sub County?

- iv. How does supervisors' characteristics (level of education, age and gender) influence teachers' attitudes towards performance appraisal influence in public schools in Imenti North Sub County?

### **1.6 Significance of the study**

The findings of this study may assist the school principals to establish the factors influencing teachers' attitudes towards performance appraisal in public secondary schools in Imenti North Sub County, Kenya. The study findings may also be significant to the Ministry of Education (MoE) in improving the attitudes of teachers towards the practice. The study findings may advise the Teachers Service Commission (TSC) on areas that need improvement in teacher performance appraisal practices. Teachers, like all other employees, need to appreciate the role of performance appraisal as positive tool towards job improvement and career advancement. The study findings may point this to teachers thereby changing any negative attitudes about the exercise. For teacher-training colleges and universities, the findings may point to the areas of weakness in the teacher appraisal system and thereby suggest ways through which future educational leaders ought to be trained in relation to performance appraisal. The study may also add to the existing body of research on teachers' performance appraisal and effectiveness.

### **1.7 Limitations of the study**

The limitations of the study is the fact that performance appraisal data was collected through a self-assessment questionnaire for teachers. This implies that some teachers may give socially acceptable responses that are socially desirable responses because, as Webster (2002) established, respondents tend to overrate themselves on positive traits. To overcome this, the researcher will look for any contradictory data among responses. The researcher also requested the respondents to be as truthful as possible as they respond to the study instruments.

### **1.8 Delimitation of the study**

The study was delimited to public secondary school teachers in Imenti North Sub-county. Private schools will not be included in the study since they are managed differently. Although there are other factors that may influence teachers' job performance, the study focused on self-performance appraisal, supervisor's performance, peer performance appraisal, subordinate's performance as the variables of the study. The study was carried out among the principals, heads of departments and teachers.

### **1.9 Basic assumptions of the study**

In conducting this study, the following was assumed

- i. That teachers are aware of performance appraisals in their schools
- ii. That teachers carry out self appraisals practice in their schools
- iii. That supervisors carry out teacher appraisal in the schools

### **1.10 Definition of terms**

**Evaluation** refers to the process of judging performance of a teacher based on established criteria to bring about change in the behaviour of those receiving the information.

**Job performance** refers to the way teachers carry out their work for example completion of the syllabus

**Performance appraisal** refers to the systematic process of determining the merit, value, and worth of a teacher's current performance and estimating his/her potential level of performance with further development

**Performance:** That which a teacher does on the job. Performance depends upon the teacher's competence, abilities, and talents as well as upon the context within which the teacher works.

### **1.11 Organisation of the study**

The study is organised into five chapters. Chapter one is introduction comprising of background of the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study. Chapter two consists of literature review. performance appraisal practices, supervisors' characteristics and teachers' attitudes towards performance appraisal, training of teachers and teachers' attitudes towards performance appraisal, provision of feedback and teachers attitudes towards performance appraisal and rating techniques and teachers

attitudes towards performance appraisal. The chapter also presents the theoretical framework and the conceptual framework. Chapter three consists of the research methodology divided into: research design, target population, sampling and sampling procedures, research instrument, reliability and validity of the instruments, data collection procedures and data analysis techniques. Chapter four is data analysis, interpretation and discussion of findings while chapter five presents the summary of the study, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review of the study. The chapter covers performance appraisal practices, supervisors' characteristics and teachers' attitudes towards performance appraisal, training of teachers and teachers' attitudes towards performance appraisal, provision of feedback and teachers' attitudes towards performance appraisal and rating techniques and teachers' attitudes towards performance appraisal. The section also presents the theoretical framework and the conceptual framework.

#### **2.2 Concept of Performance Appraisal Practices**

Human resources are arguably the most valuable assets of any organization and obviously constitute the largest corporate investment (Roslender, 2009). Performance appraisal refers to a process, which studies and evaluates the job performance of personnel formally (Mondy, 2008). Appraisal is an effective instrument in the human resources management, which if performed correctly and logically, the organization will get its personnel to achieve their interest (Rezghi, 2000). P.A of teachers is very critical in that it helps in the identification of individual's current level of job performance, motivation and helps them (teachers) in identifying training and development needs, provides information for

succession planning, enables coaching and counseling of teachers, controls the behavior of both teachers and principals, improves internal communication and thus helping in setting performance goals and assessing potential for promotion of employees among many others.

Tziner and Murphy (2001) reported that attitudes and beliefs toward the organization and about the appraisal system affect how ratings are done and how feedback is handled. These attitudes and beliefs have an influence on the accuracy and usefulness of ratings. Their finding showed that beliefs about the performance appraisal system and rater orientation toward the system explained tendencies to give higher versus lower ratings and to discriminate between rates and rating dimensions. Thomas and Bretz (1994) conclude that performance appraisal continues to be a vexing human resource challenge that the academic research world has not adequately addressed. The focus of academic research on appraisal accuracy, rating errors, or an understanding of the cognitive processes used in the appraisal process are not considered by practicing managers to be major organizational concerns.

### **2.3 Provision of feedback and teachers attitudes towards performance appraisal**

One of the most important conditions for effective performance appraisal is to provide clear, performance-based feedback to employees (Carroll & Schneier, 2009) If participants do not perceive the performance appraisal system to be fair,

the feedback to be accurate, or the sources to be credible then they are more likely to ignore and not use the feedback they receive. Indeed, the significance of feedback to the appraisal process as well as to the broader management process has been widely acknowledged (Bernardin and Beatty, 2013). First, from the organization's point of view, feedback keeps both its member's behavior directed towards desired goals and stimulates and maintains high levels of effort. From the individual's point of view, feedback satisfies a need for information about the extent to which personal goals are met (Nadler, 1977), as well as a need for social comparison information about one's relative performance (Festinger, 1954).

Second, feedback potentially can influence future performance (Ilgen, 1979). Third, it is believed to play a significant role in the development of job and organizational attitudes. Performance appraisal feedback should include information on how to improve performance, along with information about what areas of performance need improvement. The frequency of feedback is also important. The rating scales should focus on results as much as on processes. Thus, feedback is not only important to individuals but also to organizations because of its potential influence on employee performance and variety of attitudes and behaviors of interest to organizations (Ilgen, 1979).

Some of the relevant characteristics that may influence the effectiveness of the appraisal process include the frequency of the appraisals, the nature of the appraisal (i.e., written vs. unwritten), the perceived fairness of the evaluation process (Huffman & Cain, 2000), and the degree to which the evaluation results

are discussed with the employees being evaluated (Dipboye & de Pontbriand, 1981). Reactions to feedback are presumed to indicate overall system viability and to influence future job performance as well as job and organizational attitudes (Taylor, 1984). Satisfaction with appraisal feedback is one of the most consequential of the reactions to appraisal feedback (Keeping & Levy, 2000).

Several researchers (Giles & Mossholder, 1990) have asserted that using satisfaction as a measure of employees' reactions affords a broader indicator of reactions to performance appraisal feedback than more specific cognitively oriented criteria. In fact, cognitively oriented measures, such as perceived utility and perceived accuracy, are positively related to satisfaction with appraisal feedback (Keeping & Levy, 2000). In addition, because appraisals form the basis of several important decisions, satisfaction with feedback signifies recognition, status, and future prospects within the organization. These various implications of satisfaction with performance appraisal feedback make it a significant determinant of future behavior and job and organizational attitudes (Taylor et al., 1984). The central role of the rater to the performance appraisal feedback process has been acknowledged by several researchers (Ilgen, 1979). Therefore, satisfaction with rater was included as a potential predictor of satisfaction with appraisal feedback.

Maddox (1987) warns that never should unsatisfactory performance be ignored. The manager must be sure that unsatisfactory performance is identified and

discussed. Experts believe that 50 per cent of performance problems in business occur because of lack of performance appraisal feedback. An employee will see no reason to change performance if it appears acceptable to the supervisor and the organization. Thompson (1990) further suggests that for the feedback to be effective, this one-to-one performance discussion must have: mutual trust (confidentiality, fairness, objectivity); recognition that the performance discussion is a mutual exploration to arrive at a solution two way listening and a supportive behavior on the part of the manager to make it easier for the employees to talk.

In a study of 367 Washington state government employees, Lovrich, Shaffer, Hopkins and Yale (1980), found that both rates (58 percent) and raters (71 percent) believed that participative performance appraisal was a fairer way of conducting appraisals than non-participative methods. They also found that, if given a choice, raters and rates would choose participative performance appraisal over a non-participative type of system. Ahmed and Alvi (1999) investigated the measure of effectiveness that a state agency uses to assess its performance appraisal function. Some of the criteria for assessment as suggested by the respondents included impact on employee motivation, employee satisfaction with the system, employee's attitude regarding fairness and objectivity, and the degree to which it provides adequate and valuable feedback. The process of assessing the relationship of performance appraisal and teacher commitment is very important in enhancing employee performance. Ngeno (2007) recommends that teachers

should be informed of the appraisal results. More so the feedback and involvement of employees should be done promptly to avoid delays.

#### **2.4 Rating techniques and teachers attitudes towards performance appraisal**

Gary (2003) states that the method of ranking employees during performance appraisal from the best to the worst on a trait. Since it is usually easier to distinguish between the worst and best employees, an alternation ranking method is most popular. First, list all subordinates to be rated, and then cross out the names of any not known well enough to rank. Then, indicate the employee who is the highest on the characteristic being measured and also the one who is the lowest. Then choose the next highest and the next lowest, alternating between highest and lowest until all employees have been ranked.

Widespread frustration and dissatisfaction with performance appraisal has challenged researchers and practitioners in both the private and public sectors to evaluate the effectiveness of performance appraisal systems. Evaluation of the success of a performance appraisal system is recommended as part of the system implementation and management process. However, comprehensive research of the evaluation of performance appraisal system in a field setting is scarce. Murphy and Cleveland (1998) advise that problems with current methods for evaluating performance appraisal systems represent some of the most practical problems facing practitioners. Traditional approaches to evaluating performance appraisal systems have not adequately considered the complex personal,

interpersonal, and organizational factors that affect the efficacy of performance appraisal in the organization setting (Mohrman & Resnick 1994). A significant amount of performance appraisal research has focused on the rater and evaluation of rating accuracy, which is often studied in an isolated context, generally in a laboratory setting. Extensive research has concentrated on the cognitive processes of the rater and psychometric

The literature indicates that there are many factors to consider in the evaluation of performance appraisal including employee attitudes towards variables such as attitudes of fairness. Bretz, Milkovich and Read (1992) indicate that the most important performance appraisal issue faced by organizations is the perceived fairness of the performance review and the performance appraisal system. Their findings suggested that most employees perceive their performance appraisal system as neither accurate nor fair. Skarlicki and Folger (1997) suggest that the appraisal process can become a source of extreme dissatisfaction when employees believe the system is biased, political, or irrelevant. In general, research indicates that attitudes of fairness arise from consideration of the outcomes received (outcome fairness); the procedures used to determine those outcomes (procedural fairness); and the way in which the decision-making procedures were implemented and explained (interpersonal fairness) (Smither, 1998). This description of the components of fairness draws heavily on the research and literature in the area of organizational justice.

Tziner and Murphy (1999) studied the attitudes of managers towards performance appraisal and their organizations. Raters who showed low levels of confidence with the system were more likely to rate employees unusually high and to fail to discriminate well among rates. Raters who showed higher levels of attitudinal commitment or who perceived more risks associated with distorting ratings tended to give lower ratings and to discriminate more between raters and/or dimensions. Keeping and Levy (2000) examined the measurement of performance appraisal reactions. They investigated how well commonly used reaction scales, representative of those used in the field, measured the substantial constructs of satisfaction. They found that these scales did a “favorable” job of measuring appraisal reactions. In addition, they found that the data also fit a higher order appraisal reactions model. Among the reactions investigated were satisfaction (with the system and session), fairness (procedural and distributive justice) perceived utility and perceived accuracy.

## **2.5 Training of teachers and teachers attitudes towards performance appraisal**

Today, performance appraisal is one of the key elements of any organizations drive towards competitive advantage through continues 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, 2008). 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, 2008).

This term is often interpreted as the activity when an expert and learner work together to effectively transfer information from the expert to the learner to enhance a learner's knowledge, attitudes or skills, so the learner can better perform a current task or job. According to Cole (2002) training is the process of increasing the knowledge and skills of an employee for doing particular jobs. It is an organized activity designed to create change in the thinking and behaviour of people and to enable them to do their jobs in a more efficient manner. Effective training in performance appraisal can minimize learning costs; improve individual, team and corporate performance in terms of output, quality, speed and overall productivity. More skills in performance appraisal lead to increased competitiveness.

Karia and Ahmad (2000) studied the importance of training for performance appraisal improvement in Malaysia and found that one source of human motivation at work was intrinsic motivation; desire to grow; learn and develop oneself. The findings further noted that employees view general training as a gift, this leads to a sense of debt to the company which the employee strive to repay (reciprocate) by increasing commitment, exerting more effort and increasing productivity. They further argues that empirical studies have provided extensive

evidence that training facilitate the updating of skills in performance appraisal. They found that training in performance appraisal lead to improved attitudes, commitment, well-being, and sense of belonging, thus directly strengthening the organization's competitiveness and in performance appraisal (Karia & Ahmad, 2000).

Bartlett (2001) studied the association between employee attitudes towards training in performance appraisal, and feelings of organizational commitment. The findings found that perceived access to training in performance appraisal, social impact of training, motivation to learn, and perceived benefits of training are positively related with employees attitudes towards performance appraisal. Kuvaas (2008) and Lawson, et al (2003) argue that barriers to elicit employee commitment to organization arise from lack of training to update performance appraisal skills as well as encourage a sense of belonging, thus lowering efficiency and reduced productivity in the organisation. This view supports a study by Frazis and Speltzer (2013) who found that training is an investment that may offer a greater pay off at a later date through reciprocity. Caruth and Humphreys (2006) suggest that a successful performance appraisal system is one that has resulted from hard work, careful training, planning and integrated with the strategy and needs of the organisation.

According to Coens and Jenkins (2002), inaccuracies in appraisal can demotivate employees forcing them to leave the organizations. This would affect the organisations since employees would sought other opportunities thus no retention.

When retention is an issue, motivation and therefore the performance of the employees will be affected. Yee and Chen (2009) says that performance appraisal evaluates employees' present and previous output within the laid down standards, but it also provides feedback on employees' performance in order to motivate them to improve on their job performance or at least encourage them to reduce inefficiencies in their work. Therefore, it of essence that performance appraisal is of quality so as to function as a tool of employee performance.

## **2.6 Supervisors' characteristics and teachers attitudes towards performance appraisal**

A significant direction of research regarding performance appraisal efficacy and approaches for evaluation has concentrated on employee satisfaction and attitudes of the process (Richu, 2015). This direction has lead researchers and practitioners to take a more comprehensive view of performance appraisal system efficacy and evaluation of systems which include these factors. One common theme of recent research is that attitudes of the system's users toward the supervisors' characteristics on performance appraisal system (Roberts, 1990). Employee attitudes of fairness of performance appraisal have been shown to be linked to satisfaction with the supervisors' characteristics.

Fairness of performance appraisal has been studied by a number of researchers over time. In their review of performance appraisal research Bretz, Mikovich and Read (1992) indicated that the most important performance appraisal issue faced

by organizations is the perceived fairness of the supervisor. Their findings suggested that most employees perceive their performance appraisal by the supervisor as neither accurate nor fair. Skarlicki and Folger (1997) suggest that the appraisal process can become a source of extreme dissatisfaction when employees believe the supervisors is biased, political or irrelevant. A major problem for organizational leaders is that the performance appraisal process and the performance evaluation system are often perceived as both inaccurate and unfair (Latham & Wexley, 1981).

Landy, Barnes, and Murphy (2014) studied employee attitudes of the fairness and accuracy of the supervisors' performance appraisal system. The researchers found that frequency of evaluation by the supervisor, identification of goals to eliminate weaknesses, and supervisory knowledge of a subordinate's level of performance and job duties were significantly related to attitudes of fairness and accuracy of performance appraisal. Their results confirmed traditionally held attitudes that performance appraisal should be done as frequently as possible, that the supervisor should work with the subordinate to agree on responsibilities; and, that the supervisor should devote sufficient time to observe and evaluate and employee's performance (Landy, 2014).

Gabris and Ihrke (2000) reported that leadership credibility of immediate supervisors is significantly associated with whether employees perceive performance appraisal systems as procedurally fair and instrumentally just and

appropriate. Their study of county government professionals explored this issue as well as related issues of job burnout, job satisfaction, manager innovation and cooperation between organizational units. Boswell & Boudreau, (2001) found a significant positive relation between supervisors' characteristics and employees' attitude towards performance appraisals.

## **2.7 Summary of literature review**

This chapter has presented the literature review of the study. The literature review has established that appraisal is an effective instrument in the human resources management, which if performed correctly and logically, the organization will get its personnel to achieve their interest. While Tziner and Murphy (2001) reported that attitudes and beliefs toward the organization and about the appraisal system affect how ratings are done and how feedback is handled, Thomas and Bretz (1994) conclude that performance appraisal continues to be a vexing human resource challenge that the academic research world has not adequately addressed. Carroll and Schneier (2009) agree that one of the most important conditions for effective performance appraisal is to provide clear, performance-based feedback to employees. However, Bernardin and Beatty (2013) reiterate that if participants do not perceive the performance appraisal system to be fair, the feedback to be accurate, or the sources to be credible then they are more likely to ignore and not use the feedback they receive.

Festinger (1954) and Nadler, 1977) agree that the significance of feedback to the appraisal process as well as to the broader management process has been widely acknowledged. First, from the organization's point of view, feedback keeps both its member's behavior directed towards desired goals and stimulates and maintains high levels of effort. Ilgen (1979) on the other hand states that feedback potentially can influence future performance. Huffman and Cain (2000) and Dipboye & de Pontbriand, (1981) agreed that evaluation results should be discussed with the employees being evaluated to make them have positive attitudes towards the appraisal. Giles and Mossholder, 1990) have asserted that using satisfaction as a measure of employees' reactions affords a broader indicator of reactions to performance appraisal feedback than more specific cognitively oriented criteria. In addition Keeping and Levy (2000) indicated that cognitively oriented measures, such as perceived utility and perceived accuracy, are positively related to satisfaction with appraisal feedback.

Lovrich, Shaffer, Hopkins and Yale (1980), found that both rates (58 percent) and raters (71 percent) believed that participative performance appraisal was a fairer way of conducting appraisals than non-participative methods while Ahmed and Alvi (1999) found that the process of assessing the relationship of performance appraisal and teacher commitment is very important in enhancing employee performance. Gary (2003) states that the method of ranking employees during performance appraisal from the best to the worst on a trait. Which agrees with Murphy and Cleveland (1998) that advise that problems with current methods for

evaluating performance appraisal systems represent some of the most practical problems facing practitioners. While Skarlicki and Folger (1997) suggest that the appraisal process can become a source of extreme dissatisfaction when employees believe the system is biased, political, or irrelevant, they findings are in line with Tziner and Murphy (1999) that raters who showed low levels of confidence with the system were more likely to rate employees unusually high and to fail to discriminate well among rates.

According to Cole (2002) training is the process of increasing the knowledge and skills of an employee for doing particular jobs this agrees with Karia and Ahmad (2000) who found that one source of human motivation at work was intrinsic motivation; desire to grow; learn and develop oneself. The findings further noted that employees view general training as a gift, this leads to a sense of debt to the company which the employee strive to repay (reciprocate) by increasing commitment, exerting more effort and increasing productivity. While Bartlett (2001) found that perceived access to training in performance appraisal, social impact of training, motivation to learn, and perceived benefits of training are positively related with employees attitudes towards performance appraisal, Kuvaas (2008), Lawson, et al (2003) argue that barriers to elicit employee commitment to organization arise from lack of training to update performance appraisal skills as well as encourage a sense of belonging, thus lowering efficiency and reduced productivity in the organisation. This view is supported by

Frazis and Speltzer (2013) that training is an investment that may offer a greater pay off at a later date through reciprocity.

## **2. 8 Theoretical framework**

The study will be based on Goal-setting theory. Goal-setting theory is one of the most popular theories in use among psychologists due to wide support provided by extensive empirical research and its relative simplicity as compared to other theories (Locke & Latham, 2002; PSU, 2012). According to Latham (2004) goal setting has been found to inspire individuals and is a critical key to self-management .In many cases, goal setting creates an alternative purpose for work and provides the challenge that enables individuals to overcome even the most physically exhausting tasks. Whether a goal requires cognitive or physical exertion, perhaps even both, studies have shown that the greatest amount of effort is applied to those that are considered more challenging.

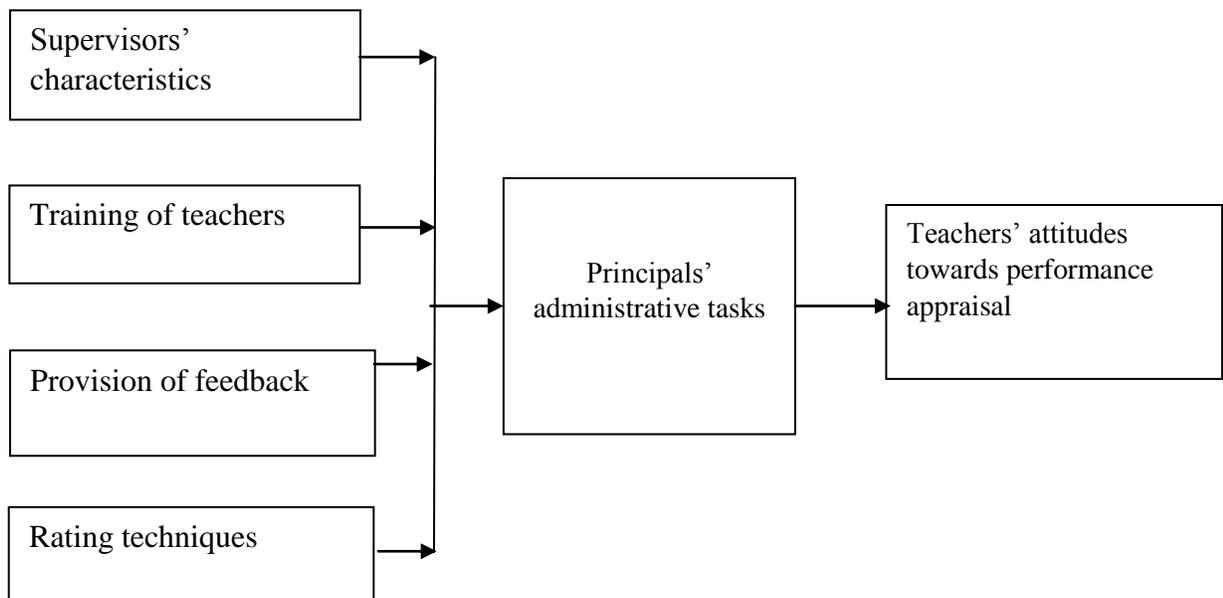
When attention is focused too narrowly on a goal, intentional bias can occur. This was demonstrated in a study Simons and Chabris (1999). In the study, subjects were asked to measure the number of passes in a basketball game. People became so focused on their task that they didn't notice a man in a gorilla suit on the course. Concentrating too much on a specific task or goal can cause you to miss a major aspect of your environment. Improper management techniques, or the presence of inequity in the workplace can subvert the effectiveness of the goal setting theory. Also, not accounting for an individual's subconscious actions also

provides weaknesses to the goal setting theory. This approach also does not account for actions motivated by the subconscious; as the goal-setting theory focuses on cognition with no regard to the subconscious. On occasion, an individual can do something without being aware of what is motivating them. Finally, goal-setting theory focuses on how goals are related to job performance, but does not take into account the "why", and does not account for why setting goals is linked to performance.

## 2.9 Conceptual framework

The conceptual framework of the study is presented in Figure 2.1

**Figure 2.1 Interrelationship among variables in the teachers' attitudes towards performance appraisal**



The conceptual framework presented in Figure 2.1 shows the Interrelationship between variables in the teachers' attitudes towards performance appraisal in public secondary schools in Imenti North Sub County, Kenya. The framework shows that Supervisors' characteristics, training of teachers, provision of feedback and rating techniques have an influence on teachers' attitudes towards performance appraisal.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the procedure that were used in conducting the study. The chapter focuses on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques and ethical considerations.

#### **3.2 Research design**

The study adopted the descriptive survey research design. Description survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarise, present and interpret for the purpose of clarification. Borg and Gall, (2000) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. Using a descriptive survey design, it was possible to measure the independent variables using questionnaires and relate them to the dependent variable, which is the effect of performance appraisal on teaching and learning in secondary schools. The survey design enabled the researcher to collect data without manipulating the variables.

### **3.3 Target population**

The target population comprised of 40 principals and 423 teachers in the 40 public secondary schools in Imenti North Sub County.

### **3.4 Sample size and sampling procedures**

According to Mugenda and Mugenda (2003), a sample is a smaller group obtained from the accessible population. Orodho (2009) states that, where the target population is above 30, 10 to 30 percent may be sampled. The researcher used 30 percent of the principals and teachers in the schools which means 32 principals and 127 teachers were the sampled for the study. The researcher used simple random sampling to select the individual subjects.

### **3.5 Research instruments**

The researcher relied on self-administered questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). The advantages of using questionnaires are that the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. There were two sets of questionnaire which were designed for the school principals and teachers (Appendix B and C) respectively.

### 3.6 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda & Mugenda, 2003) Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answer the research the objectives. The supervisors who are experts in the area of study validated the instruments. The researcher implemented the suggestions given by the supervisors.

### 3.7 Reliability of the instrument

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pre test will be conducted in other schools in Imenti Central sub-county which were not included in the main study. The procedure for extracting an estimate of reliability will be obtained from the administration of test-retest reliability method which involved administering the same instrument twice to the same group of subject with a 2 weeks time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

The reliability analysis revealed a coefficient of 0.721 for the teachers and 0.721 for teachers. According to Mugenda and Mugenda (2003) a coefficient of 0.70 or more showed that there is high reliability of data. The data was therefore deemed reliable.

### **3.8 Data collection procedures**

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) and permissions sought from the County Director of Education (CDE) (Meru Central, Sub-County) and thereafter write letters to the principals to be allowed to do the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality will be maintained in dealing with the identities. The completed questionnaires were collected immediately.

### **3.9 Data analysis techniques**

The researcher used Statistical Package for Social Sciences (SPSS) version 17.0. The data analysis was based on the research questions. Quantitative analysis such as means standard deviation and were used. Data on the questionnaires was edited by inspecting the data pieces before coding them. The process helped in identifying those items which are wrongly responded to, spelling mistakes and blank spaces left by the respondents. The data was then coded to facilitate data entry into the computer to allow for statistical analysis. Descriptive statistics such as frequencies, percentages were used to summarize the data. To answer research

questions one, two three and three, descriptive statistics using frequencies and percentages were used while in research question four which sought to establish how supervisors' characteristics (level of education, age and gender) influence teachers attitudes towards performance appraisal influence in public schools, means, standard deviation and variance were used.

### **3.10 Ethical considerations**

In adhering to the ethical issues, the researcher safeguarded against doing anything that will harm the participants in the study. The researcher also sought permission from the participants to have them participate in the study. The researcher also assured that participants are informed, to the extent possible, about the nature of the study. It was the responsibility of the researcher to interpret the data and present evidence so that others can decide to what extent interpretation is believable Informed consent allows the respondents to choose to participate or not Kombo and Tromp (2006). In this study the participants' informed consent was used when sampling the participants. Confidentiality and anonymity will be achieved by not asking participants to write their names on the questionnaires.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter presents the data analysis and interpretation. The chapter presents the demographic information of the respondents and further presents the data as per the research questions. The data presented was generated from the questionnaires that were administered to the respondents namely the school principals and teachers.

#### 4.2 Questionnaire return rate

Questionnaire return rate the proportion of the questionnaires that are returned after being administered to the respondents. The questionnaire return rate is presented in Table 4.1

**Table 4.1 Questionnaire return rate**

<b>Category of respondent</b>	<b>Number issued</b>	<b>Number returned</b>	<b>% age return rate</b>
Principals	32	28	87.5
Teachers	127	120	95.5

In this study, out of 32 questionnaires administered to the principals, 28 were filled in returned. This was 87.5 % of the targeted number. Out of 127 questionnaires administered to the principals, 120 were filled in and returned. This was 95.5 percent of the targeted number. These percentages were deemed as adequate for analysis where according to the Mugenda and Mugenda (2003), a questionnaire return rate of above 80 percent is deemed adequate for data analysis.

#### **4.3 Demographic information of the respondents**

The demographic information of the respondents was based on their demographic data of the principals were based on their gender, age, highest professional qualification, duration of service as principal and their teaching experience.

**Table 4.2 Demographic information of principals**

<b>Variable Gender</b>	<b>Principals</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Female	16	57.1	72	60.0
Male	12	42.9	48	40.0
<b>Age in years</b>				
Below 25 years	0	00	2	1.7
26-30 years	0	00	12	10.0
31-35 years	2	7.1	24	20.0
36-40 years	5	17.9	25	20.8
41-45 years	8	28.6	23	19.2
46 - 50	0	00	21	17.5
51 years and above	13	46.4	13	10.8
<b>Professional qualification</b>				
Bachelors	23	82.1	104	86.7
Masters	5	17.9	16	13.3
<b>Duration as principals</b>				
Below 5 years	5	17.9	12	10.0
5-10 years	7	25.0	23	19.2
11-15 years	7	25.0	34	28.3
16-20 years	4	14.3	22	18.3
21-25 years	2	7.1	27	22.5
26 years and above	3	10.7	2	1.7
<b>Teaching experience</b>				
Below 5 years	0	00	12	10.0
5-10 years	6	21.4	23	19.2
11-15 years	6	21.4	34	28.3
16-20 years	9	32.1	22	18.3
21 – 25 years	0	00	27	22.5
26 years and above	7	25.0	2	1.7

To establish the gender of the principals, the principals were asked to indicate their gender. The reason behind exploring the gender of the principals was that the gender of principal may have a bearing on their responses towards teachers' attitude towards performance appraisal. Data on the distribution of the principals gender show that there are more female principals in Imenti North Sub County were females though the margins is not big and could be termed as negligible.

This shows that the difference in the ages of the principals may not influence their responses towards the factors influencing teachers' attitudes towards performance appraisal in in public secondary schools.

The principals were also asked to indicate their age in years. The age of the principals may have an influence on their perceptions towards teachers' attitude on performance appraisal. Data on the age of the principals indicated that almost half of them were aged 51 years and above with a relatively less number were aged between 41 and 45 years. The data implies that most of the principals were relatively old which could be translated to the duration of time they had served as teachers prior to appointment as principals. Professional qualifications of the principals is important for the study since principals who have high professional qualifications understand better the issues of performance contracting. The principals were further asked to indicate their highest professional qualifications.

Data on the professional qualifications of the principals indicated that majority had a bachelor's degree as their highest professional qualifications. The data shows that all the principals were qualified as teachers prior to becoming principals. Adequately qualified principals were in a better position to understand and explain issues affecting the day to day running of the schools hence the principals in the study are aware of the factors influencing teachers' attitudes towards performance appraisal in in public secondary schools in Imenti North Sub County, Kenya.

The duration that principals have been in schools gives such principals experience on how teachers view of perceive performance appraisal. The researcher therefore sought the information pertaining the duration of time that the principals had served in that capacity. Data on the duration that principals had served in that capacity shows that the principals had served for different number of years with a relatively higher number of them having served for between 5 and 15 years. Further the data shows that 9 of them had served for over 16 years. The data implies that most of the principals in the study had a considerable longer service as principals. This shows that they have been involved in matters of performance appraisal and hence are able to give information on factors influencing teachers' attitudes towards performance appraisal in in public secondary schools in Imenti North Sub County, Kenya.

The principals were also asked to indicate their teaching experience. The principals teaching experience exposes them to the attitude of teachers towards performance appraisal. Data on the teaching experience of the principals indicates that a relatively large number of the principals had worked as teachers for between 16 and 20 years and above 26 years respectively. The rest has worked as teachers for over 5 years. These findings imply that apart from being principals, they had been teachers for a relatively long time and hence must have been involved in performance appraisal practices. This translates to their capacity to explain those factors that influence teachers' attitudes towards performance appraisal from the perspective of being teachers.

Data on the gender of the teachers show that majority were males. This shows that the sub county is dominated by male teachers which implies that the data may have a biasness in terms of gender. As people grow in a profession, their attitude changes with time. The researcher further sought to establish the age of the teachers in the study. Data on the age of the teachers indicated that teachers were in different categories as shown in the table with teachers who were as young as 25 years and below and others who were above 51 years. The data shows that teachers were well distributed in terms of age and hence were likely to present balanced responses on their attitudes towards factors influencing teachers' attitudes towards performance appraisal in in public secondary schools in Imenti North Sub County, Kenya.

Professional development of teachers has an influence on their understanding of educational administration where performance appraisal is one such task. The teachers were further asked to indicate their highest professional qualifications. Data on the highest professional qualification of the teachers indicates that majority had a bachelor's degree with a few of them who had a master's degree. The data shows that all the teachers were qualified hence were able to provide information on factors influencing teachers' attitudes towards performance appraisal in in public secondary schools in Imenti North Sub County, Kenya.

The duration that teachers have served has a strong influence on their attitude towards performance appraisal. The teachers were also asked to indicate the

duration they had served as teachers in the current school. Data on the duration as teachers in the current school showed that the teachers had served in their current schools for different number of years. Majority of them had served for over 5 years including those who had served as teachers for above 26 years. This duration of time could be considered as adequate for teachers to have interacted with performance appraisal which may have formed an attitude towards.

Teachers' experience has an influence on how they perceive certain aspects of school administration. The researcher therefore sought to establish the teaching experience of the teachers. Data on the teaching as teachers showed that the teachers had served as schools for different number of years. Majority of them had served for over 5 years including those who had served as teachers for above 26 years. This duration of time could be considered as adequate for teachers to have interacted with performance appraisal which may have formed an attitude towards.

#### **4.4 Factors influencing teachers' attitudes towards performance appraisal in public secondary schools**

This study sought to investigate on the factors influencing teachers' attitudes towards performance appraisal in in public secondary schools in Imenti North Sub County, Kenya. The objectives were to determine how provision of feedback, rating techniques, training of teachers and supervisors' characteristics namely level of education, age and gender influenced teachers' attitudes towards

performance appraisal influence in public schools in Imenti North Sub County. This section analyses the responses from the principals and teachers with an aim of answering the stated objectives.

#### **4.4.1 Provision of feedback and teachers attitudes towards performance appraisal**

The study sought to establish how provision of feedback influenced teachers’ attitudes towards performance appraisal. The principals were asked to indicated how different issues concerning provision of feedback affected teachers attitude towards performance appraisal. Table 4.3 presents the data from the principals.

**Table 4.3 Principals responses on the influence of provision of feedback towards teachers’ performance appraisal**

<b>Statement</b>	<b>SA</b>		<b>A</b>		<b>D</b>		<b>SD</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
I make sure I give feed back to teachers after performance appraisal	10	35.7	10	35.7	4	14.3	4	14.3
Lack of instant feedback makes teacher desist performance appraisal	5	17.9	13	46.4	6	21.4	4	14.3
I always try to explain to teachers the importance of performance appraisal feedback	8	28.6	11	39.3	4	14.3	5	17.9
Delayed feedback to teachers after performance appraisal	9	32.1	9	32.1	6	21.4	4	14.3

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makes it useless								
I always try to give feedback as soon as possible to teachers	9	32.1	10	35.7	6	21.4	3	10.7

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Data from the principals indicated that there were certain issues within the provision of feedback after appraisal that affected teachers' attitudes towards performance appraisal. For example 20 (71.4%) principals agreed that that they made sure they give feedback to teachers after performance appraisal. Five (17.9%) and 13 (46.4%) strongly agreed and agreed respectively that lack of instant feedback makes teacher desist performance appraisal. While majority of them agreed that they always tried to explain to teachers the importance of performance appraisal feedback, majority 9 (23.1%) strongly agreed that delayed feedback to teachers after performance appraisal makes it useless. In the same item, 9 (32/1%) agreed to the statement. The data shows that lack of instant feedback after performance appraisal and delayed feedback were some of the issues that affected teachers' attitude towards performance appraisal.

Giles and Mossholder (1990) have asserted that using satisfaction as a measure of employees` reactions affords a broader indicator of reactions to performance appraisal feedback than more specific cognitively oriented criteria. In fact, cognitively oriented measures, such as perceived utility and perceived accuracy, are positively related to satisfaction with appraisal feedback. In addition, because appraisals form the basis of several important decisions, satisfaction with feedback signifies recognition, status, and future prospects within the

organization. These various implications of satisfaction with performance appraisal feedback make it a significant determinant of future behavior and job and organizational attitudes (Taylor et al., 1984).

The researcher also sought to establish from the teachers how provision of feedback affected teachers' attitudes towards performance appraisal. The data is presented in Table 4.4

**Table 4.4 Provision of feedback towards teachers' attitude towards performance appraisal**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The principal communicates performance appraisal feedback in time	10	8.3	13	10.8	75	62.5	22	18.3
Feedback from performance appraisal is not communicated in good time	30	25.0	69	57.5	12	10.0	9	7.5
The principal does not communicate performance appraisal in a friendly manner	73	60.8	24	20.0	18	15.0	5	4.2
The way performance appraisal feedback is communicated affects teachers attitude	13	10.8	72	60.0	30	25.0	5	4.2
Teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated	24	20.0	85	70.8	6	5.0	5	4.2

Data from the teachers responses indicated that majority 75 (62.5%) disagreed that the principal communicated performance appraisal feedback in time; 22 (18.3%) also strongly disagreed. Majority of the teachers 69 (57.5%) agreed that feedback from performance appraisal was not communicated in good time with 30 (25%) strongly agreeing to the statement. It was further established that

majority 73 (60.8%) strongly agreed that the principal did not communicate performance appraisal in a friendly manner with 24 (20%) agreeing to the statement. Asked to indicate whether the way performance appraisal feedback was communicated affected teachers attitude, 13 (10.8%) strongly agreed with 72 (60%) agreeing. It was also revealed that majority 85 (70.8%) of the teachers agreed that teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated. The data shows that communication of performance appraisal results in time and the manner in which it was done affected teachers attitude towards performance appraisal. The findings concur with Ngeno (2007) who recommends that teachers should be informed of the appraisal results. More so the feedback and involvement of employees should be done promptly to avoid delays.

#### **4.4.2 Rating techniques and teachers attitudes towards performance appraisal**

The study sought to establish how rating techniques influenced teachers' attitudes towards performance appraisal. The principals were asked to indicated how different issues concerning rating techniques affected teachers attitude towards performance appraisal. Table 4.5 presents the data from the principals.

**Table 4.5 Principals responses on the influence of rating techniques and teachers attitudes towards performance appraisal**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The rating scale of performance appraisal is subjective	5	17.9	13	46.4	6	21.4	4	14.3
Teacher in this school do not agree to the performance appraisal rating scales	9	32.1	8	28.6	7	25.0	4	14.3
Subjective rating scales makes teachers have a negative attitude towards performance appraisal	6	21.4	10	35.7	7	25.0	5	17.9
It is very difficult to have objective rating scale in performance appraisal	6	21.4	13	46.4	6	21.4	3	10.7
The attitude of the head of school has an influence on how he or she rates teachers	3	10.7	15	53.6	4	14.3	6	21.4

Data on the principals responses on the influence of rating techniques and teachers attitudes towards performance appraisal indicated that teachers principals felt that the rating scale of performance appraisal was subjective as indicated so by 5 (17.9%) who strongly agreed and 13 (46.4%) who agreed to the statement. The principals also indicated that teacher in their school did not agree to the

performance appraisal rating scales as indicated so by 9 (32.1%) who strongly agreed and 8 (28.6%) who agreed to the statement. Six (21.4%) principals strongly agreed that subjective rating scales makes teachers had a negative attitude towards performance appraisal while 10 (35.7%) agreed to the statement. The principals also felt that it was very difficult to have objective rating scale in performance appraisal as indicated so by 6 (21.4%) who strongly agreed and 13 (46.4%) who agreed. Majority of the principals 18 (64.3%) agreed that the attitude of the head of school had an influence on how he or she rates teachers. The results from the principals' responses show subjective rating, difficult in having objective rating scale and how the principals rated their teachers were some of the factors that affected teachers' attitude towards performance appraisal. These findings are in line with Tziner and Murphy (1999) who studied the attitudes of managers towards performance appraisal and their organizations. They found that raters who showed low levels of confidence with the system were more likely to rate employees unusually high and to fail to discriminate well among raters. On the other hand, raters who showed higher levels of attitudinal commitment or who perceived more risks associated with distorting ratings tended to give lower ratings and to discriminate more between raters and/or dimensions. The findings also concur with Keeping and Levy (2000) who examined the measurement of performance appraisal reactions. They investigated how well commonly used reaction scales, representative of those used in the field, measured the substantial constructs of satisfaction. They found that these scales

did a “favorable” job of measuring appraisal reactions. In addition, they found that the data also fit a higher order appraisal reactions model. Among the reactions investigated were satisfaction (with the system and session), fairness (procedural and distributive justice) perceived utility and perceived accuracy.

The teachers were also asked to indicated how different issues concerning rating techniques affected teachers attitude towards performance appraisal. Table 4.6 presents the data from the principals.

**Table 4.6 Teachers' responses on the influence of rating techniques and teachers attitudes towards performance appraisal**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The rating scale of performance appraisal is subjective	16	13.3	69	57.5	27	22.5	8	6.7
Teacher in this school do not agree to the performance appraisal rating scales	22	18.3	70	58.3	12	10.0	16	13.3
Subjective rating scales makes teachers have a negative attitude towards performance appraisal	14	11.7	16	13.3	65	54.2	25	20.8
It is very difficult to have objective rating scale in performance appraisal	8	6.7	70	58.3	28	23.3	14	11.7
The attitude of the head of school has an influence on how he or she rates teachers	32	26.7	44	36.7	24	20.0	20	16.7

Data from the teachers responses indicated that 69 (57.5%) agreed that the rating scale of performance appraisal is subjective. It was also revealed by majority 70 (58.3%) that teacher in the school do not agree to the performance appraisal rating scales. In the same item, 22 (18.3%) teachers strongly agreed that teacher in the school do not agree to the performance appraisal rating scales. The teachers felt that it was very difficult to have objective rating scale in performance appraisal as indicated by 70 (58.3%) who agreed and 8 (6.7%) who agreed to the statement.

The teachers were further of the opinion that the attitude of the head of school had an influence on how he or she rates teachers as indicated so by 32 (26.7%) who strongly agreed and 44 (36.7%) who agreed. Bretz, Milkovich and Read (1992) indicate that the most important performance appraisal issue faced by organizations is the perceived fairness of the performance review and the performance appraisal system. Their findings suggested that most employees perceive their performance appraisal system as neither accurate nor fair.

#### **4.4.3 Training of teachers and teachers attitudes towards performance appraisal**

The study sought to establish how training of teachers influenced teachers' attitudes towards performance appraisal. The principals were asked to indicate how different issues concerning training of teachers affected teachers attitude towards performance appraisal. Table 4.7 presents the data from the principals.

**Table 4.7 Principals responses on the influence of training of teachers and teachers attitudes towards performance appraisal**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Teachers in this school have been trained in performance appraisal	4	14.3	14	50.0	5	17.9	5	17.9
Teachers in this school have not received adequate training in performance appraisal	9	32.1	15	53.6	3	10.7	1	3.6
Lack of teachers training has made teacher have negative attitude towards performance appraisal	7	25.0	12	42.9	5	17.9	4	14.3
Teachers who are well training in performance appraisal embrace it	6	21.4	17	60.7	3	10.7	2	7.1
It is important that teachers are well grounded in performance appraisal issues	4	14.3	19	67.9	3	10.7	2	7.1

Data from the principals responses on the influence of training of teachers and teachers attitudes towards performance appraisal indicated that 14 (50%) agreed that teachers in the school have been trained in performance appraisal. It was also revealed by 9 (32.1%) and 15 (53.6%) principals who strongly agreed and agreed

respectively that teachers in the school had not received adequate training in performance appraisal. It was also established from the principals that lack of teachers training has made teacher have negative attitude towards performance appraisal as indicated by 12 (42.9%) who agreed and 7 (25%) who strongly agreed. Further the principals were of the opinion that teachers who were well training in performance appraisal embrace it as indicated so by 9 (21.4%) who strongly agreed and 17 (60.7%) who agreed. The principals indicated that it is important that teachers are well grounded in performance appraisal issues as indicated 19 (67.9%) who agreed and 4 (14.3%) who strongly agreed.

This is in line with Karia and Ahmad (2000) who studied the importance of training for performance appraisal improvement in Malaysia and found that one source of human motivation at work was intrinsic motivation; desire to grow; learn and develop oneself. The findings further noted that employees view general training as a gift, this leads to a sense of debt to the company which the employee strive to repay (reciprocate) by increasing commitment, exerting more effort and increasing productivity. They further argues that empirical studies have provided extensive evidence that training facilitate the updating of skills in performance appraisal. They found that training in performance appraisal lead to improved attitudes, commitment, well-being, and sense of belonging, thus directly strengthening the organization's competitiveness and in performance appraisal

**Table 4.8 Teachers' responses on the influence of training of teachers and teachers attitudes towards performance appraisal**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
I have gone through training in performance appraisal	13	10.8	21	17.5	68	56.7	18	15.0
Most teachers are not aware of performance appraisal	18	15.0	74	61.7	7	5.8	21	17.5
Performance appraisal is viewed as a way of fault findings on teachers	17	14.2	28	23.3	47	39.2	28	23.3
Teachers need to be trained in performance appraisal	35	29.2	55	45.8	8	6.7	22	18.3
Attitude change among the teachers towards performance appraisal is critical for it to bear fruits	33	27.5	53	44.2	18	15.0	16	13.3

Data on the teachers' responses on the influence of training of teachers and teachers' attitudes towards performance appraisal revealed that majority of the teachers 68 (56.7%) disagreed that they had gone through training in performance appraisal. They also stated that most teachers were not aware of performance appraisal as indicated by 74 (61.7%) who agreed to the statement with 18 (15%)

who strongly agreed. Majority of the teachers 35 (29.2%) and 55 (45.8%) strongly agreed and agreed respectively that teachers needed to be trained in performance appraisal. The teachers were also of the opinion that attitude change among the teachers towards performance appraisal is critical for it to bear fruits as indicated so by 33 (27.5%) who strongly agreed and 53 (44.2%) who agreed.

These findings reciprocate the findings of Bartlett (2001) who studied the association between employee attitudes towards training in performance appraisal, and feelings of organizational commitment. The findings found that perceived access to training in performance appraisal, social impact of training, motivation to learn, and perceived benefits of training are positively related with employees attitudes towards performance appraisal. Further Kuvaas (2008) and Lawson, et al (2003) argue that barriers to elicit employee commitment to organization arise from lack of training to update performance appraisal skills as well as encourage a sense of belonging, thus lowering efficiency and reduced productivity in the organisation. This view are supported by Frazis and Speltzer (2013) who found that training is an investment that may offer a greater pay off at a later date through reciprocity.

#### **4.4.4 Supervisors' characteristics and teachers' attitudes towards performance appraisal**

The study sought to establish how supervisors' characteristics influenced teachers' attitudes towards performance appraisal. The principals were asked to

indicated how different issues concerning supervisors' characteristics affected teachers attitude towards performance appraisal. Table 4.9 presents the data from the principals.

**Table 4.9 Principals responses on supervisors' characteristics and teachers' attitudes towards performance appraisal**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
I communicate to the teachers the importance of performance appraisal	8	28.6	13	46.4	4	14.3	3	10.7
I give feed back to teachers after appraising them	8	28.6	12	42.9	6	21.4	2	7.1
I make sure teachers are aware of what they will be appraised on	5	17.9	14	50.0	6	21.4	3	10.7
I have gone through training in performance appraisal	5	17.9	16	57.1	5	17.9	2	7.1
I allow teachers to discuss with me on the appraisal	3	10.7	14	50.0	6	21.4	5	17.9

Data on the principals responses on supervisors' characteristics and teachers' attitudes towards performance appraisal indicated that majority of the principals 13 (46.5%) agreed that they communicated to the teachers the importance of performance appraisal. They also indicated that they gave feed back to teachers after appraising them as shown by 12 (42.9%) who agreed and 8 (28.6%) who

agreed. Majority also indicated that they made sure teachers were aware of what they will be appraised on and also that they allowed allow teachers to discuss with me on the appraisal. Table 4.10 presents the teachers' responses on supervisors' characteristics and teachers' attitudes towards performance appraisal

**Table 4.10 Teachers' responses on supervisors' characteristics and teachers' attitudes towards performance appraisal**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
My principal analyses the duties and responsibilities of each teacher	8	6.7	37	30.8	67	55.8	8	6.7
My principal involves me in the performance appraisal exercise	22	18.3	22	18.3	66	55.0	10	8.3
Principals attitude towards a teacher affects the way he or she appraises	29	24.2	49	40.8	28	23.3	14	11.7
Principals experience in teaching and supervision affects the way he or she conducts performance appraisal	33	27.5	52	43.3	23	19.2	12	10.0
Performance appraisal can be very subjective	19	15.8	60	50.0	30	25.0	11	9.2

Data in table 4.18 on teachers' responses on supervisors' characteristics and teachers' attitudes towards performance appraisal showed that teachers disagreed that their principals analysed the duties and responsibilities of each teacher as indicated by 67 (55.8). Majority further disagreed that their principals involved me in the performance appraisal exercise. They however indicated that principals experience in teaching and supervision affects the way he or she conducts performance appraisal as reported so by 33 (27.5%) who strongly agreed and 52 (43.3%) who agreed. Lastly majority of the teachers 19 (15.8%) and 60 (50%) strongly agreed and agreed respectively that performance appraisal can be very subjective.

In order to establish how supervisors' characteristics (gender, age and level of education) influence teachers attitudes towards performance appraisal influence in public schools in Imenti North Sub County, mean scores of the respondents were taken where the researcher sought to establish whether there were differences in the responses across level of education, age and gender. The responses of the principals were categorized across their level of education, age and gender. The data is tabulated in the tables below.

**Table 4.11 Headteachers attitude towards performance appraisal: means, standard deviation and variance.**

<b>Variable</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Variance</b>
Gender	1.43	.504	.254
Age	5.61	1.423	2.025
Level of education	2.18	.390	.152

Data showed that gender of the school principal had a mean of 1.43, a standard deviation of 0.504 and a variables of 0.254. These shows that that the gender of the principals did not influence their responses towards teachers' attitude towards performance appraisal. In respect to the principals' age, the mean was 5.61, a standard deviation of 1.423 and a variables of 2.025. This implies that there were differences in the principals' responses on teachers' attitude towards performance appraisal with regard to their age. Similarly, the level of education did not affect teachers' responses towards their opinions towards teachers' attitude towards performance appraisal.

Bretz, Mikovich and Read (1992) indicated that the most important performance appraisal issue faced by organizations is the perceived fairness of the supervisor. Their findings suggested that most employees perceive their performance appraisal by the supervisor as neither accurate nor fair. Skarlicki and Folger (1997) suggest that the appraisal process can become a source of extreme

dissatisfaction when employees believe the supervisors is biased, political or irrelevant. A major problem for organizational leaders is that the performance appraisal process and the performance evaluation system are often perceived as both inaccurate and unfair (Latham & Wexley, 1981).

#### **4.4.5 Challengers faced in performance appraisal in schools**

The study also sought to establish the challenge that were faced in performance appraisal in schools. The teachers and the principals were asked to indicate what challenges they faced during performance appraisal. Responses from the principals and teachers indicated that the introduction of performance contracting has met some resistance within schools. The lack of universal acceptability was one of the reasons various institutions began participation in the system at different times with the bulk of the institutions however registering their first participation in 2005/06 (GoK, 2010). Some of the challenges experienced during the implementation of the performance contract are mainly of an internal nature. But looked at on a broader perspective these however point out on the internal inefficiencies that plague many of the public agencies. Specific challenges include the lack of adequate resources, resources not being released on time; some performance targets were highly ambitious and unplanned transfer of staff. Stability of resources enhances the motivating effect of the contract. When resources are not available or availed late, the staff involved gets frustrated. The majority of the principals and teachers expressed this view.

Lack of universally defined targets for all units within the school is another challenge. Resistance to change amongst the teachers is another challenge. Performance contracting being a new concept, there are those teachers who find it easier to conduct business under the old order. The teachers and the principals in the study expressed that the definition of key performance indicators is unclear thus some teachers are unable to differentiate between routine tasks and these key performance indicators. There is an indistinct link between the reward system and performance. There is a lack of collective responsibility in the delivery of set targets in schools. This is further aggravated by lack of a strong leadership necessary for the implementation of a new concept such as performance contracts. A relatively short sensitization period resulted in the teachers having an imperfect understanding of the concept. Inadequate resources both in terms of physical infrastructure and personnel compromise the ability of managers to deliver on their performance contracts was another challenge.

#### **4.4.6 Strategies have you put in place for improvement of effectiveness of performance appraisal in your schools**

The teachers and principals expressed that there were strategies that they had put in place for improvement of effectiveness of performance appraisal in your schools. Some of the strategies included putting more efforts to address factors that may contribute to resistance to change among teachers. This included having the principals and the teachers trained on what performance appraisal means and

how it should be carried out. Another strategy put in place by schools is having clearly defined key performance indicators under the performance contracts should to distinguish them from routine tasks. There should be continuous sensitization of the teachers to increase their understanding of the concept. The schools should conduct a resource audit to determine the optimal level of resources; both infrastructure and personnel, required for the attainment of its strategic objectives.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, conclusions and recommendations of the study. The chapter also presents suggestions for further research.

#### **5.2 Summary of the study**

The purpose of this study was to investigate on the factors influencing teachers' attitudes towards performance appraisal in in public secondary schools in Imenti North Sub County, Kenya. Four research objectives were formulated to guide the study. The first research objective sought to determine how provision of feedback influence teachers attitudes towards performance appraisal influence in public schools in Imenti North Sub County; the second research objective sought to determine how rating techniques influence teachers attitudes towards performance appraisal influence in public schools in Imenti North Sub County; the third research objective aimed at determining how training of teachers influence teachers attitudes towards performance appraisal influence in public schools in Imenti North Sub County while the last research objective sought to establish how supervisors' characteristics (level of education, age and gender) influence teachers attitudes towards performance appraisal influence in public schools in Imenti North Sub County. The study adopted the descriptive research design. The target

population comprised of 40 principals and 423 teachers in the 40 public secondary schools in the Sub County. The researcher used 30 percent of the teachers in the schools which means 127 teachers were sampled. The researcher sampled 32 principals. The researcher relied on self-administered questionnaires. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answer the research the objectives. A Pearson's product moment correlation coefficient formula was used to test the reliability of the research instruments. The researcher used Statistical Package for Social Sciences (SPSS) version 17.0.

### **5.3 Summary of findings**

#### **5.3.1 Teachers attitudes towards performance appraisal in public secondary schools in Imenti North Sub County**

Findings on the influence of provision of feedback and teachers attitudes towards performance appraisal revealed that principals indicated that there were certain issues within the provision of feedback after appraisal that affected teachers' attitudes towards performance appraisal. For example 20 (71.4%) principals agreed that that they made sure they give feedback to teachers after performance appraisal majority of the principals agreed that lack of instant feedback makes teacher desist performance appraisal. Findings shows that lack of instant feedback after performance appraisal and delayed feedback were some of the issues that affected teachers' attitude towards performance appraisal. Majority 75

(62.5%) of the teachers disagreed that the principal communicated performance appraisal feedback in time.

Majority of the teachers 69 (57.5%) agreed that feedback from performance appraisal was not communicated in good time while majority 73 (60.8%) strongly agreed that the principal did not communicate performance appraisal in a friendly manner. Majority 85 (70.8%) of the teachers agreed that teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated. The data shows that communication of performance appraisal results in time and the manner in which it was done affected teachers attitude towards performance appraisal.

### **5.3.2 Rating techniques and teachers attitudes towards performance appraisal in public secondary schools in Imenti North Sub County**

Findings on the rating techniques and teachers attitudes towards performance appraisal revealed that principals also indicated that teacher in their school did not agree to the performance appraisal rating scales as indicated so by 9 (32.1%) who strongly agreed and 8 (28.6%) who agreed to the statement. They also strongly agreed that subjective rating scales makes teachers had a negative attitude towards performance appraisal. Majority of the principals 18 (64.3%) agreed that the attitude of the head of school had an influence on how he or she rates teachers. The results from the principals' responses show subjective rating, difficult in

having objective rating scale and how the principals rated their teachers were some of the factors that affected teachers' attitude towards performance appraisal.

Majority of the teachers 69 (57.5%) indicated that the rating scale of performance appraisal is subjective. It was also revealed by majority 70 (58.3%) that teachers in the school did not agree to the performance appraisal rating scales. The teachers felt that it was very difficult to have objective rating scale in performance appraisal as indicated by 70 (58.3%). The teachers were further of the opinion that the attitude of the head of school had an influence on how he or she rates teachers as indicated so by 32 (26.7%) who strongly agreed and 44 (36.7%) who agreed.

### **5.3.3 Training of teachers and teachers attitudes towards performance appraisal in public secondary schools in Imenti North Sub County**

Findings on training of teachers and teachers attitudes towards performance appraisal revealed that that teachers in the school had not received adequate training in performance appraisal. Lack of teachers training has made teacher have negative attitude towards performance appraisal as was indicated by 12 (42.9%) who agreed and 7 (25%) who strongly agreed. The principals were of the opinion that teachers who were well training in performance appraisal embrace it. Teachers' responses on the influence of training of teachers and teachers' attitudes towards performance appraisal revealed that majority of the teachers 68 (56.7%) disagreed that they had gone through training in performance appraisal. They also stated that most teachers were not aware of performance appraisal as

indicated by 74 (61.7%) who agreed to the statement with 18 (15%) who strongly agreed. Majority of the teachers 35 (29.2%) and 55 (45.8%) strongly agreed and agreed respectively that teachers needed to be trained in performance appraisal.

#### **5.3.4 Supervisors' characteristics (level of education, age and gender) and teachers' attitudes towards performance appraisal in public secondary schools in Imenti North Sub County**

Findings on the supervisors' characteristics and teachers' attitudes towards performance appraisal showed that gender of the school principal had a mean of 1.43, a standard deviation of 0.504 and a variance of 0.254. These shows that that the gender of the principals did not influence their responses towards teachers' attitude towards performance appraisal. In respect to the principals' age, the mean was 5.61, a standard deviation of 1.423 and a variables of 2.025. This implies that there were differences in the principals' responses on teachers' attitude towards performance appraisal with regard to their age. Similarly, the level of education did not affect teachers' responses towards their opinions towards teachers' attitude towards performance appraisal.

#### **5.4 Conclusions**

Based on the findings, the study concluded that provision of feedback influenced teachers' attitudes towards performance appraisal. The study established that there

was lack of instant feedback, poor communication of appraisal results by the principal, lack of appraisal feedback communication in good time which made teachers develop a negative attitude towards the appraisal. Teacher were for example not happy with the manner the appraisal results were communicated to them.

The study also concluded that rating techniques affected teachers' attitudes towards performance appraisal. Teacher did not approve of appraisal rating scales. They indicated that there was subjective rating scales on the side of the principals which made teachers had a negative attitude towards it. The teachers felt that it was very difficult to have objective rating scale in performance appraisal. The head of school had an influence on how he or she rated teachers.

The study also concluded that training of teachers had an influence on their attitudes towards performance appraisal. Lack of teachers training has made teacher have negative attitude towards performance appraisal. Most teachers were not aware of performance appraisal hence negatively affecting performance appraisal. The gender of the principals did not influence their responses towards teachers' attitude towards performance appraisal. In respect to the principals' age, the study concluded that there were differences in the principals' responses on teachers' attitude towards performance appraisal with regard to their age.

## 5.5 Recommendations

Based on the findings of the study, the following were the recommendations

- v. The school principals should search for ways of providing feedback to teachers in good time so that the teachers may develop a positive attitude towards performance appraisal. The principals should also embrace communication skills in providing such results.
- vi. The school principals and teachers should analyse and come up with friendly rating scales that the teachers should feel that they are being rated positively. The key performance indicators under the performance contracts should be clearly defined to distinguish them from routine tasks. Subjective rating should be discouraged as it has led to teachers feeling that the whole performance appraisal is a subjective endeavor.
- vii. That teachers should be trained on performance appraisal so that they may understand it and hence embrace it. Lack of training has been seen to hinder the process and make teachers have negative attitude towards performance appraisal. There should be continuous sensitization of the teachers to increase their understanding of the concept

## **5.6 Suggestions for further studies**

Taking the limitations and delimitations of the study, the following are areas suggested for further study

- i. The researcher suggests that since the current study was conducted in one Sub County, a similar study should be conducted in another sub county so that the results may be compared.
- ii. With the introduction of the then new performance contracting, a study on its implementation in the schools should be conducted so that errors may be corrected

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## APPENDICES

### APPENDIX A: LETTER OF INTRODUCTION

Catherine Oyaro  
Department of Educational  
Administration and Planning,  
University of Nairobi  
22<sup>nd</sup> June, 2016

The Principal,

\_\_\_\_\_ Secondary school

Dear Sir/Madam,

#### **REF: PERMISSION TO CONDUCT A RESEARCH**

I am a student at the University of Nairobi currently pursuing a Masters' degree in corporate governance. I am carrying out a research on **“factors influencing teachers' attitudes towards performance appraisal in in public secondary schools in Imenti North Sub County, Kenya.”** Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. The information you provide will be used for the purpose of the study. You are assured that your identity will remain confidential. Do not write your name anywhere in this questionnaire.

Thank you for your cooperation.

Catherine Oyaro





appraisal feedback				
Delayed feedback to teachers after performance appraisal makes it useless				
I always try to give feedback as soon as possible to teachers				

**Section C: Rating techniques and teachers' attitudes towards performance appraisal**

7. Indicate the extent to which you agree or disagree with the following statements using the following key:

SA = Strongly Agree      A = Agree      D = Disagree      SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The rating scale of performance appraisal is subjective				
Teacher in this school do not agree to the performance appraisal rating scales				
Subjective rating scales makes teachers have a negative attitude towards performance appraisal				
It is very difficult to have objective rating scale in performance appraisal				
The attitude of the head of school has an influence on how he or she rates teachers				

**Section D: Training of teachers and teachers attitudes towards performance**

**appraisal**

8. Indicate the extent to which you agree or disagree with the following statements using the following key:

SA = Strongly Agree                      A = Agree      D = Disagree    SD = Strongly Disagree

Statement	SA	A	D	SD
Teachers in this school have been trained in performance appraisal				
Teachers in this school have not received adequate training in performance appraisal				
Lack of teachers training has made teacher have negative attitude towards performance appraisal				
Teachers who are well training in performance appraisal embrace it				
It is important that teachers are well grounded in performance appraisal issues				

**Section E: Supervisors’ characteristics and teachers attitudes towards**

**performance appraisal**

9. Indicate the extent to which you agree or disagree with the following statements using the following key:

SA = Strongly Agree                      A = Agree      D = Disagree    SD = Strongly Disagree

<b>Practices</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
I communicate to the teachers the importance of performance appraisal				
I give feed back to teachers after appraising them				
I make sure teachers are aware of what they will be appraised on				
I have gone through training in performance appraisal				
I allow teachers to discuss with me on the appraisal				

10. What challenges are faced in performance appraisal in your school?

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11. What strategies have you put in place for improvement of effectiveness of performance appraisal in your schools

---

## APPENDIX C

### TEACHERS QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the factors influencing teachers' attitudes towards performance appraisal in in public secondary schools in Imenti North Sub County, Kenya. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

#### Section A: Demographic data

Please indicate the correct option by inserting a tick (✓) in appropriate box provided

1. What is your gender?

Female [ ] Male [ ]

2. What is your age in years?

Below 25 [ ] 25 – 30 [ ]

31 – 35 [ ] 36 – 40 [ ] 41 – 45 [ ]

46– 50 [ ] 51 and above [ ]

3. What is your highest professional qualification?

Diploma [ ] Bachelors [ ] Masters [ ]

PhD [ ]

If any other specify .....

4. How long have you served as teacher in this school?



The way performance appraisal feedback is communicated affects teachers attitude				
Teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated				

**Section C: Rating techniques and teachers' attitudes towards performance appraisal**

8. Indicate the extent to which you agree or disagree with the following statements using the following key:

SA = Strongly Agree      A = Agree      D = Disagree      SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The rating scale of performance appraisal is subjective				
Teacher in this school do not agree to the performance appraisal rating scales				
Subjective rating scales makes teachers have a negative attitude towards performance appraisal				
It is very difficult to have objective rating scale in performance appraisal				
The attitude of the head of school has an influence on how he or she rates teachers				

**Section D: Training of teachers and teachers attitudes towards performance appraisal**

9. Indicate the extent to which you agree or disagree with the following statements using the following key:

SA = Strongly Agree                      A = Agree      D = Disagree    SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
I have gone through training in performance appraisal				
Most teachers are not aware of performance appraisal				
Performance appraisal is viewed as a way of fault findings on teachers				
Teachers need to be trained in performance appraisal				
Attitude change among the teachers towards performance appraisal is critical for it to bear fruits				

**Section E: Supervisors' characteristics and teachers attitudes towards performance appraisal**

10. Indicate the extent to which you agree or disagree with the following statements using the following key:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly

Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
My principal analyses the duties and responsibilities of each teacher				
My principal involves me in the performance appraisal exercise				
Principals attitude towards a teacher affects the way he or she appraises				
Principals experience in teaching and supervision affects the way he or she conducts performance appraisal				
Performance appraisal can be very subjective				
The way performance appraisal is communicated to teaches affects its effectiveness on the teacher				

11. What challenges are faced in performance appraisal in your school?

---

12. What strategies have you put in place for improvement of effectiveness of performance appraisal in your schools

---

## APPENDIX D

### RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. CATHERINE GATWIRI OYARO**  
**of UNIVERSITY OF NAIROBI, 2398-60200**  
**Meru, has been permitted to conduct**  
**research in Meru County**  
**on the topic: *FACTORS INFLUENCING***  
***TEACHERS ATTITUDES TOWARDS***  
***PERFORMANCE APPRAISAL IN PUBLIC***  
***SECONDARY SCHOOLS IN IMENTI NORTH***  
***SUB COUNTY, KENYA.***  
**for the period ending:**  
**5th July, 2017**

**Permit No : NACOSTI/P/16/56246/11972**  
**Date Of Issue : 6th July, 2016**  
**Fee Received :Ksh 1000**



**Applicant's Signature**

*[Handwritten Signature]*  
**Director General**  
**National Commission for Science, Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



**REPUBLIC OF KENYA**



**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 10003**

**CONDITIONS: see back page**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

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when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date

**NACOSTI/P/16/56246/11972**

**6<sup>th</sup> July, 2016**

Catherine Gatwiri Oyaro  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Factors influencing teachers attitudes towards performance appraisal in public secondary schools in Imenti North Sub County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Meru County for the period ending 5<sup>th</sup> July, 2017.

You are advised to report to the **County Commissioner and the County Director of Education, Meru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Meru County.

The County Director of Education  
Meru County.

