

**INFLUENCE OF INSTITUTIONAL PRACTICES ON EFFECTIVE
IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL
IN PUBLIC PRIMARY SCHOOLS IN THARAKA SOUTH SUB-
COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This research document is my dedication to my sons Samuel Mugambi and Daniel Muthomi for their undying support and encouragement throughout my course

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ABBREVIATIONS AND ACRONYMS

CDE	Centre for Development and Enterprises
CIDA	Canadian International Development Agency
CORT	Code of Regulation for Teachers
EFA	Education for All
ERS	Economic Recovery Strategy
FPE	Free Primary Education
GOK	Government of Kenya
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NPM	New Public Management
OECD	Organization for Economic Corporation & Development
PA	Performance Appraisal
PC	Performance Contract
RBM	Results Based Management
TPAD	Teachers' Performance Appraisal and Development
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEA	United Nations Economic Commission for Africa

UPE	Universal Primary Education
USA	United States of America

ABSTRACT

The purpose was to investigate the influence of the institutional factors influencing implementation of Teacher Performance Appraisal and Development programmes in Tharaka South Sub-County of Tharaka Nthi County. The research questions include how supervision feedback practices, the Teacher training competency practices, goal setting practices and the head teacher's communication influence the implementation of Performance appraisal in public primary schools within Tharaka South Sub-County? The study adopted contract theory. The study adopted descriptive survey research design since it enabled correction of information from respondents without compromising their privacy. Target population comprised of 314 teachers and 31 head teachers. Simple random sampling was applied to sample 15 head teachers and 157 teachers. Data was collected using questionnaires, analyzed and presented in frequencies and percentages. Data was presented in relation to the study findings; the head teachers indicated that bachelors' of education was their highest academic qualification and diploma for teachers. Majority of the head teachers and teachers had served in current station for between 5-10 years. In line with objective one: findings established that supervision feedback practices influence of implementation of Teacher Performance Appraisal and Development programmes in public primary schools to a very great extent. On objective two the study established that teacher training competency practices influences implementation of Teacher Performance Appraisal and Development programmes. In line with objective three findings established that level of targets setting influence Teacher Performance Appraisal and Development programmes to a great extent. On objective four the study established that administrative support practices influences implementation of Teacher Performance Appraisal and Development programmes whereby the head teachers communicated on performance appraisal once per term. It was concluded that supervision feedback practices, also that the head teachers in the study area set some very high and unachievable targets for teachers, which demotivated them hence the need for head teachers to allow teachers and pupils to set their own targets to improve their learning and motivation. The study recommended that the head teachers, school committees and parents should be organized to raise funds for building and equipping libraries and for provision of suitable teaching facilities. The study recommends a study on the influence of continuous training on the effective implementation of appraisal systems.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Performance appraisal system is an important constituent of the whole human resource management function in the civil service (Aloo, Ajowi & Aloka, 2017). The appraisal predicated upon the principle of setting agreed performance targets, work planning, reporting, and feedback. The objective of the performance appraisal system is to improve and manage performance in education (Elliot, 2015). Improving and managing performance of education would enable an advanced level of staff involvement and participation in delivery, evaluation, and planning of work performance (Nolan, 2010).

Globally, teachers' Performance Appraisal System (PAS) programme should consist of the following; Setting of performance targets, work planning, values, and monitoring, competency assessment, evaluation, and end of year appraisal (Chikemibe & Makamure, 2010). In USA, Maverick educators as cited in Kwedho (2015), the administrators and elected officials came up with the idea of starting Teachers' Performance Appraisal and Development in the mid-1990s due to low performance in schools. Thus, Performance Contracting (PC) is well entrenched across various states and the school boards are the managers. In the state schools, teachers are continuously motivated and upgraded to improve the quality of their teaching. Performance appraisal is set aiming at improving

teachers' competence. Performance appraisal also has purpose, which helps in managerial decisions in identifying training needs; decision on promotion; transfer and rewarding.

In England, appraisal is although yet supportive and developmental process. It is designed to ensure that all teachers have the appropriate skills support they need to carry out their role effectively. It helps to ensure that teachers are able to continue to improve their professional practices and develop as teachers. Again, in 2012 England put in place regulations to affect the regards of teacher standards, teacher appraisal and teacher capability (Julie, 2012). Further in the subsequent year in 2013 new arrangement came into effect concerning teachers' pay which was pay progression linked to performance for teachers. In this sense the governing body in the England education sector resumed the duty to ensure that the performance of teachers at its schools is managed and reviewed in accordance with the school policy and the regulation which is done annually. Head teachers are responsible for supervising teachers for appraisal (ELP, 2018).

In 2016, Burkina Faso established a strategic plan for 2017 – 2030 on educational development. The plan highlighted Teachers' Performance Appraisal and Development showed significant as well as other positive effects on learning (Kwedho, 2015). Ahmed, Hussain, Ahmed, and Akbar (2010) found that introduction of Performance Contracting (PC) in South Africa was to enhance delivery of services as well as refocus the mindset of public service away from a

culture of inward looking towards an improved culture of business as focused on customer and results. Many performance improvements initiatives were put in place in an effort to enhance services delivery.

In Nigeria, Ojokuku (2015) depicted that the performance appraisal system exert a strong influence on overall performance and academics motivation. Teachers' performance appraisal ratings are related to the achievement scores of their students. Performance appraisal scores are negatively correlated with student achievement. In Gambia, Chikemibe and Makamure (2010) establish that an excellent curriculum evaluation should have an implementation agent. The teacher plays an important role in curriculum evaluation by transforming the curriculum into schemes of work, syllabus and into lessons that are delivered to students. In Rwanda, Teachers' Performance Appraisal is adopted in the education sector and empirical studies have established impressive progress in the learning outcomes. There has been a continued gain in the pupils' performance as it has been observed across the years since the introduction of TPA programmes (Zeitlin, Leaver & Ozier, 2017).

In Kenya, the introduction of Teachers' Performance Appraisal and Development (TPAD) has however not been without challenges not only in the public sector but also the education sector (Nyiwa, 2016). Wanjohi (2013) observes that TPA could play a role in ensuring effectiveness in the administration practices in primary school governance. It is important to note that the policy envisioned that with up-

to-date syllabus coverage coupled with effective curriculum evaluation and well-managed student discipline performance in national examinations would subsequently improve through performance feedback. According to the Republic of Kenya (2015) policy, promote communication between Appraise and supervisor with continuous feedback on work progress. Further, the policy provide information for decision making on administrative and human resource issues such as renewal of contracts, promotions, delegation of duties, training, deployment, rewards and sanctions.

Feedback plays a significant role at works in that it avails data on people about their work performance, and its quality. Performance feedback is an interactive process between a worker and a supervisor where information is exchanged relating to the target performance and the performance exhibited (OECD, 2013). In schools, performance appraisal feedback involves providing a teacher with performance data, regarding his or her designated duties and responsibilities after undergoing performance evaluation. Performance feedback is famed for informing the teachers about the extent to which set objectives have been met, how well one has done and the improvement needed. According to Waita (2012), performance feedback gives an opportunity to an appraisee (teacher) to point the challenges related to his or her level of achievement and raise the support that is needed in order to meet expected results. It can therefore catalyse work related behavioural change and significantly affect the performance of a teacher.

The teachers are expected to set targets or goals on time management, professional knowledge application, innovation and creativity, learner protection and safety, teacher discipline and conduct, collaboration with stakeholders, professional development and promotion of co-curricular activities with the aim of improving the quality of teaching in learning institutions (Wanjohi, 2013). Mulei and Orodho (2014) state that TPA programmes organize tasks for the managers to undertake them systematically, purposefully and with some understandable chances of success. TPA ensures each teacher in the learning institution knows his or her role and what is expected of him or her through a clear definition of the scope of his or her tasks.

Furthermore, teacher training and professional development play a significant role on the implementation of performance Appraisal. Teacher competency depend on whether the teacher is new or experienced, some components are applied differently and the frequency of appraisal differs, the following components are common to the appraisal of both new and experienced teachers (Ngware & Nafukho, 2011). Competency practices describe the skills, knowledge, and attitudes that new and experienced teachers must reflect in their teaching practice. Compliance with TPA requirements also provides a measure of accountability for school boards by ensuring that all teachers have documented evidence of their competency and by providing a documented process to deal with instances where a teacher's performance is unsatisfactory.

Head teacher's administrative practices include the role in supervising the curriculum implementation as well as managing resources in the school also requires them to ensure that teachers are endowed with the task of implementing the curriculum and are expected to set their individual targets, participate in monitoring and evaluating their performance on weekly, monthly and termly basis (Abdulkaram, 2011). Ngige (2014) and Komora (2010) established that successful head teachers communicate a hundred percent of the time to the staff, pupils and other stakeholders on a regular basis through listening, speaking and writing. Head teachers are endowed with the task of mobilizing and sensitizing the board members who will in turn channel down to other stakeholders of the school (Umunadi, 2009). 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 (Ngware & Nafukho, 2011).

From the aforementioned studies in the background amongst others, it is evident that little empirical studies have been carried out on institutional factors influencing implementing of Teacher Performance Appraisal programmes in public primary schools hence necessitating the current study. Further the study established the performance of public primary schools in the study area to establish the influence TPA implementation on learners' achievement. Table 1.1

presents the KCPE results from 2013 to 2018.

Table 1.1 KCPE Results for Tharaka Nithi County from 2013 to 2018

No.	Sub-County	2013	2014	2015	2016	2017	2018
1.	Chuka	264.03	261.91	257.24	245.69	242.58	236.71
2.	Tharaka North	246.21	238.3	253.90	235.69	230.85	220.23
3.	Tharaka South	236.12	239.07	250.22	229.71	213.05	215.14
4.	Maara	246.12	243.2	254.90	235.69	238.92	237.10

Source: Education Office Tharaka South (2019).

Information presented in Table 1.1 shows KCPE performance in Tharaka Nithi County dropped in all sub-counties, however, Tharaka South registered the lowest performance. Therefore, this study sought to establish whether teacher performance appraisal contribute to the dismal performance.

1.2 Statement of the Problem

The government of Kenya has over the years instilled strategies like boosting teachers' performance through performance appraisal helps to increase educational outcome. However, the performance of public primary schools within Tharaka South Sub-County that is in a marginalized area dropped significantly and especially the year 2016 when Teachers' Performance Appraisal and Development began with a mean score of 229.71 compared to 2015 when it was 250.2 KCPE analysis Tharaka South Sub-County (2015-2016). In addition, introduction of TPA received a lot of opposition from the teachers' unions warranting the current study to find out on the extent of its implementation in

public schools. The appraisal process takes place within poor environment and conditions leading to less commitment among teachers. The researcher therefore intended to investigate how school based factors such as goal setting, communication, teachers' competence practices and feedback practices influence implementation of Teachers' Performance Appraisal in Tharaka South Sub-County.

1.3 Purpose of the Study

The purpose of the study was to determine the institutional practices influencing implementation of Teacher Performance Appraisal in Tharaka South Sub- County, Kenya.

1.4 Objectives of the Study

The study was guided by the following study objectives;

- i. To establish the influence of supervision feedback practices influencing effective implementation of Teacher Performance Appraisal in public primary schools in Tharaka South Sub-County.
- ii. To determine the influence of teacher training competency practices influencing effective implementation of Teacher Performance Appraisal in public primary schools in Tharaka South Sub-County.
- iii. To determine the influence of goal setting practices influencing effective implementation of Teacher Performance Appraisal in public primary schools in Tharaka South Sub-County

- iv. To determine the influence of administrative support practices influencing effective implementation of Teacher Performance Appraisal in public primary schools in Tharaka South Sub-County.

1.5 Research Questions

The study answered the following questions;

- i. What is the influence of supervision feedback practices on effective implementation of Teacher Performance Appraisal in public primary schools in Tharaka South Sub-County?
- ii. How do teacher training competency practices influence effective implementation of Teachers' Performance Appraisal in public primary schools in Tharaka South Sub-County?
- iii. To what extent do goals setting practices influence effective implementation of Teachers' Performance Appraisal in public primary schools in Tharaka South Sub-County?
- iv. What is the influence of administrative support practices on effective implementation of Teachers' Performance Appraisal in public primary schools in Tharaka South Sub-County?

1.6 Significance of the Study

The study findings may provide useful information to the Ministry of Education on the institutional practices influencing implementation of Teacher Performance Appraisal in public primary schools in Tharaka South Sub- County and

generalized to other regions in the country. The study may be useful to the management of public schools especially the head teachers and the Board of Management to improve on their weak areas and strengthen their strategy and implementation process for the overall benefit of the school through the education office.

The findings may help the Directorate of Personnel Management (DPM) to use the findings to enhance the quality of public primary education in Kenya, by using the suggestions from teachers on ways of improving the existing P.A system. Again, the findings may help Teacher Service Commission (TSC) to enhance the quality of Kenyan primary school education through effective performance appraisal system of its employees – the teachers, by taking appropriate measures to correct anomalies identified by the study. Head teachers in public primary schools may use the study to understand the strengths and weaknesses of the present appraisal process may be able to understand how to make it effective for improved teacher performance and hence the performance of schools. Findings from the study may be useful to teachers to understand more on the impact of implementation of TPA in their schools as a measure of competence and performance. It may also help other researchers as it is increased knowledge in the area and might also provide a base for further research in a related study.

1.7 Limitation of the Study

The limitation of the study is the fact that performance appraisal data was collected through a self-assessment questionnaire for teachers. This implied that some teachers could have given socially acceptable responses that were socially desirable responses because respondents tended to overrate themselves on positive traits. To overcome this, the researcher requested the respondents to be as truthful as possible as they responded to the study instruments.

1.8 Delimitations of the Study

The study involved head teachers and teachers in public primary schools in Tharaka South Sub-County as key informants involved in teacher performance appraisal. It did not cover any private schools within the Sub-County because they adopt different administrative practices. The study respondents included head teachers and teachers in public primary schools in the study area.

1.9 Basic assumptions of the study

The researcher assumed that the study respondents gave accurate and honest responses to fill the questionnaire. The other assumption was that all teachers and head teachers were registered under TSC, qualified and aware that the commission uses an open appraisal for teachers with the aim of improving the teaching standards and performance at the institutional level.

1.10 Definition of Significant Terms

Institutional practices refer to school based strategies used to enhance teacher performance in public primary schools

Administrative support practices refer to the process of supervising instructional process, in a timely manner, giving feedback to all the stakeholders involved and how it influences implementation of Teachers' Performance Appraisal and Development.

Feedback practices refer to the supervisor comments and commendations regarding the employees overall performance towards achieving the required work performance.

Goal achievement refers to a quantifiable measure or indicator to be attained within a specified period of what the individual or school wants to achieve in terms of improvement.

Goal Setting refers to measures, targets or scores of what the teacher and the learner want to achieve in terms of improvements in performance within an explicit time frame and given level of resources.

Implementation refers to the act of putting a Teachers' Performance Appraisal and Development policy into action indicated by the system's as well as the students' performance

Teacher Performance Appraisal programmes refer to an agreement in which the employment agency, the Teachers Service Commission agree to pay the employees, teachers in public primary schools when they successfully complete the task they were employed to do.

Teachers' competency practices-refer to the improvement of knowledge and skills to enhance, improve and explore teachers' teaching process.

1.11 Organization of the Study

This research was organized in five chapters. Initially, the introduction which covers: background to the study, statement of the problem, purpose of the study, objectives and research questions, significance of the study, limitations, delimitations, and basic assumptions of the study and definition of terms. Chapter two presents the literature review based on the study objectives. It highlighted empirical evidence on carried out research in the same field of study. The conceptual and theoretical frameworks were also discussed in the chapter.

Chapter three of the study dealt with the methodology that the researcher intended to use in the research comprising of research designs, population targeted, sample size and sampling procedure, the research instruments to be used, instruments reliability and validity, data collection procedures, data analysis techniques and the ethical considerations by the researcher. Chapter four covers data presentation, interpretation and discussion and chapter five deals with summary, conclusion and recommendation. Suggestions for further study will also be presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter deals with the following sub headings: the concept of Teachers' Performance Appraisal, feedback practices, teachers' competence practices, influence of levels of goal setting and the administrative support practices. Summary of literature review, theoretical framework and conceptual framework have also been provided in the chapter.

2.2 The Concept of Performance Appraisal

Evaluation of the performance is part of management policy in most organizations. It is perceived therefore that the process of setting up appropriate evaluation systems will include implementing, communication and managing of the situations where the subordinates are working. Effective teachers are the most critical factor in influencing student performance and many countries have laid emphasis on teacher evaluation as one measure that can be used to not only assess but also enhance the quality of teaching (Spaull, 2013). The key aspects of a successful appraisal are: training of appraisal is a very important issue because carrying out staff appraisal and evaluation each year should not be treated as just a regular routine, and it is certainly not a formality (Kadenyi, 2014)

In New Zealand and Canada teacher evaluation includes probationary assessments to determine the preparedness of new teachers in joining the profession and this is specifically used as a measure to prevent individuals

with poor teaching potential from entering the profession (Julie, 2012). Teachers in South Korea, are subjected to performance management appraisal that is used for teacher accountability that leads to promotions and career opportunities, professional development appraisal used for individual and school-wide teacher development as well as a reward scheme that is based on individual performance (OECD, 2013). Overall, however, teacher evaluation requires a conducive teaching and learning environment and a considerable investment of human capital, funds and time suitable on a system, establish the required structures, build evaluation capacity at all levels and monitor its implementation.

Kerry (2013) confirmed that there is evidence that teacher performance is an important school variable influencing student achievement. Stronge (2012) also asserts that student academic achievement varies depending on which teacher the student is assigned to. According to the CDE report (Centre for Development and Enterprises, 2015), in South Africa, if teacher evaluation is not well designed and implemented, it could discourage teachers of the neediest learners and produce a perverse incentive for good teachers to evade teaching low performers in low performing schools. Education in Kenya has been deteriorating majorly because of management systems that have continuously laid emphasis on the process rather than the results. This is due to lack of clear and well-formulated objective that make it difficult to assess individuals as well as institutional performance (GOK, 2005).

Kamiti (2014) suggested that Performance Appraisal System acts as an

important factor contributing to the motivation of employees. The more transparent and objective the performance appraisal system is in the public service, the higher would be the motivation of employees. Taylor and Tyler (2012) discovered that performance measures and a quality classroom-observation-based evaluation measures could improve mid-career teacher performance both during the period of assessment, consistent with the traditional predictions; and in subsequent years, consistent with human capital investment. However, the estimated improvements during evaluation were less precise.

The Teachers Service Commission Code of Regulation for Teachers (2015) gives the commission the mandate to develop an open appraisal system for the teachers. The system was to make supervision stronger and regularly monitor how teachers perform as they implement the curriculum in schools. The Teachers Service Commission (2015) gives direction that the Commission determines the intervals of conducting appraisals in the educational institutions. The appraisal instrument is to be jointly discussed, completed and signed by the appraiser and appraisee. An appraiser, where an appraiser does not perform to the expected standards, recommend an appropriate corrective action. Every report shall be submitted to the TSC commission's headquarters at the end of the appraisal period.

TSC (2015) further makes appraisal compulsory by directing disciplinary action against a teacher who fails to complete and submit an appraisal report to the supervisor, or neglects or refuses to sign and discuss the appraisal report

with the supervisor. Performance Appraisal according to Aguinis as cited in Elliot (2015) can be explained as the continuous process used for identifying, measuring and developing an employee's performance in accordance with an organization's strategic goals.

2.3 Supervision Feedback Practices and Performance Appraisal

According to Abdulkaram (2011), all educational resources are vital in the achievement of national objectives. According to Yaseen (2015), feedback process ensures that the assessment and review phase, strengths, weaknesses, success and areas needing improvement are identified. The performance appraisal system should focus on the identification of strengths and accomplishments of staff through on-the -job training among other motivational practices, rather than their faults and failures. It should in turn lead to a plan for future development and progress of the individual. Feedback is done by developing or increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility, improving work progress or any other method.

Feedback helps them to learn their level of professional abilities and make appropriate adjustments for improved performance. The act of performance feedback is the activity of communicating information to an employee about their achievement on task expectations. The importance of feedback in an appraisal process, as well as to the broader management of any institution has been widely recognized. Feedback is known to direct working behavior, influence future objectives and, an individual sense of accomplishment as well

internal motivation, (Obongo, 2009). Muli (2011), confirmed that TSC rarely then provided teachers feedback upon appraisal report from schools. Muli (2011) suggested that teachers should receive their feedback at all levels and in fairest time, so that they can use the information to improve on their weakness, this better their future performance. The current study aimed at finding out whether under the present system, teachers were provided with performance feedback since this may influence their attitude towards appraisal either positively or negatively. According to Sindhi (2013) knowledge of the result is critical in performance process because it is used as the basis of individual coaching or training to overcome performance gap, where provided, progress is shown in relation to goals and individual tend to experience greater success.

Overall, strong management teamed with strong effective governance is a winning combination that will support the implementation of Teacher Performance Appraisal programmes in schools (Muraguri, 2011). Introduction to Teachers' Performance Appraisal and Development in public schools was a major challenge with the teachers' unions, Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) strongly against the signing of Teacher Performance Appraisal programmes. On the aforementioned, the employer reiterated strongly that it is lawfully mandated to monitor the conduct of performance of the teachers in service in all public schools. Effective communication through feedback practices from the authority is vital to any organizational success: it is like the lifeblood of any organization without which productivity is affected (Mpapale, 2011).

2.4 Training Competency Practices and Performance Appraisal

It is imperative that education systems of high quality should have an adequate workforce of qualified teachers at the school level to implement the curriculum and meet the needs of the students. There have been calls for not only improving but also accessing education for all children globally that have been publicized since there has been a fundamental challenge to education and training systems all over the world. According to Schmitt and Lose (2012) on the link between teachers' competence practices and learning outcomes in America, where teacher professional training and acquired skills and knowledge increases their competency.

Smaller classes benefit all pupils because of individual attention from teachers. In-service training and workshop goes a long way in increasing teacher effectiveness (Blatchford & Paul, 2011). Most of the countries with teachers' competence practices exceeding are found in Sub-Saharan Africa and Asia. Congo has teachers' competence practices in Mali, Mozambique, Rwanda, Ethiopia and Malawi. In Afghanistan, the teachers' competence practices is at high levels, while in Bangladesh and Cambodia it's fairly influential, UNESCO Institute of statistics (as cited in Kalai Waita, Mulei, Mueni & Mulei 2016).

In the teaching profession, the treacherous variable of the human resource is always overlooked by many who erroneously compare a teacher's field to a large factory where the volume of production is controlled by such factors as

power, raw materials and labor, which is not the case. Inadequacy in this area would affect the success of the Performance Contract implementation. In another study done by Olukufunke (2012), that looked at the effects of availability and utilization of physics laboratory equipment on students' performance concluded that inadequacy of suitable teaching facilities is blamed on the poor performance in institutions. The board members not only act as guardians of the school assets but also take due care of their security, deployment and proper application. In addition, they assist in creating a safe environment where quality education and teaching can take place effectively (White, 2009).

Billkopt (2009) says people are grateful for information on how to deal with their professional deficiencies, especially when they are provided in a constructive way. However, not many administrative actions can derive satisfaction among workers, than positive confirmation of how well a person is performing. To the teachers, this means performance feedback should be provided consistently to reduce their working deficiencies and reinforce their strengths. A sufficient supply of qualified teachers is a prerequisite at the school level to implement Teacher Performance Appraisal programmes.

2.5 Goal Setting Practices and Performance Appraisal

Targets' setting is an art and it is vital to provide a detailed guidance to the sector teams to inform employees on the processes of defining objectives and targets. It is critical for any organization to have Teacher Performance Appraisal programmes with targets that are neither unachievable nor

unambitious. Teams need guidance on how to strike the right balance in setting targets (Joan, Joana & Pedro, 2012). It is important to set targets at a high level to stretch the members of staff. However, the targets need to be perceived as achievable if the staff members are to accept the stretch and if perceived as unattainable, the targets negatively affect motivation.

Goal setting should be reviewed periodically in order to keep being valid and achievable and need to be communicated as soon as the target period and not later.

When teachers set their own targets, they take responsibility and ownership of the learning process. They are engaged in pursuit of their set targets and demonstrate greater persistence, creativity and risk taking in the attainment of the targets. However though, Elliot(2015) argue that although it improves performance, it is a skill and one must learn how to effectively set targets rest they discourage either the learners or the employees should they fail to meet them.

As Kalai et al (2016) established in their study on Pupil- Teacher Ratio and its impact on academic performance, the quality of education has been compromised due to the large populations in public schools. In Tharaka South Sub-County, high enrolments in public schools have and continue being a challenge that affects implementation of Teacher Performance Appraisal programmes and especially in goal setting. Obuya's findings in his study on pupils' academic performance (2015) concurs with what Kalai et al (2016)

established that high Pupil-Teacher Ratio negatively affects students' performance in public schools. In this study, the implication is that it translates to ineffective implementation of Teacher Performance Appraisal programmes due to the challenges of inadequacy of teachers and overwhelming number of pupils, which is translated in achievement of set goals.

According to Omboi (2011) Teacher Performance Appraisal (TPA) is a management tool for measuring performance that establishes operational and management independence between Government and Teachers Service Commission (TSC) that reduce the quality of controls. TPA offers performance contract geared towards the fulfillment of obligations by the parties involved to execute a service according to terms agreed upon. The parties; teachers' employers and the teachers are expected to fulfill their obligations according to the laid down terms of agreement in the contract. Monitoring performance in public sector reform was to enhance efficiency and effectiveness of services (Mulei & Orodho, 2014).

2.6 Administrative Support Practices and Performance Appraisal

Ongoing monitoring provides the supervisor with opportunity to check how well employees are meeting pre-determined standards and to make changes to unrealistic, problematic standards. By monitoring continually, supervisors identify acceptable performance during the appraisal period and provide assistance to address such performance rather than wait until the end of the period. Gateere, Keraro and Gakure (2013) affirm that "one minute rewarding and one minute reprimanding" should be equally major parts of a manager's

job.

Performance appraisal is powerful and influential reinforcement and disciplinary decisions, such as staff promotion, crossing of efficiency bar and pay raises as well as termination of contract (Kadenyi, 2014). Ngware and Nafukho (2011) state that the views of all stakeholders should be considered to enable the successful operations of the institution that culminates to performance contract implementation. Midway through the year, both employee and supervisor meet to review the individuals' progress towards the plans and goals discussed in the first phase. Employee may seek out coaching or ask for feedback from manager to enhance achievement of goals.

Stakeholders cannot overemphasize teacher's commitment to curriculum evaluation concerning testing policies in school. Additionally, curriculum evaluation should be well directed from supervision of examinations, setting, ranking and grading, and marking. Subsequently, teachers should consistently follow up on the learners' academic achievements to ensure that there is value added progress (Nolan, 2010).

The relationship between communication and effective educational leadership Ogwang' (2013), found that a head teacher who communicates clearly in the school usually creates a good environment to excel and this enables better performance in the institution. Head teachers who want to raise performance use persuasive language to create positive attitudes to the contracts from the pupils, staff as well as the parents and other stakeholders to stimulate action

from them.

Generally, the head teacher's communication strategy affects the entire school system: feedback practices, human resources and students and how interaction through communication affects performance in the institution. He should strive to persuade the school governing body who will in turn strike a balance between the interests of the parties involved in education and ensure the school provides quality education, which is the objective of Teachers' Performance Appraisal and Development in public primary schools (White, 2009). Ngige (2011) argue that communication barriers may lead to information distortion or misinterpretation that ultimately leads to resistance to change as was the case with teachers after the introduction of Teachers' Performance Appraisal and Development in Kenya.

Although there is no universal model of governance for schools, a good governance structure requires a thorough review of the particular school's unique context and structure. Good management practices require that head teachers act and disseminate information in a timely manner to avoid breakdown of communication. They need to communicate well in order to avoid ambiguity and make teachers understand what is going on in the institution, (Gateere, Keraro & Gakure, 2013). Harduth and Sampson (2015) state that the head teacher's strategic clarity and execution of strategy enables the board to fulfill its duties and responsibilities for proper school governance and ensure they receive timely advice and appropriate information on all

relevant matters. Failure to inform the members of staff can lead to confusion or in some cases; the employees make their own assumptions or turn to outside sources for information, which can retrogress the progress of education instead of accelerating it (Daresh, 2009; Ngware & Nafukho, 2011).

The head teachers who are the managers of the institutions need be effective communicators in order to make all the departments run. With good communication skill, they should be able to mobilize and manage both human and feedback practices within the local communities and Ministry of Education to drive the institution forward (OECD, 2013; Ngugi, 2014) culminating in implementation of Teachers' Performance Appraisal and Development in schools.

According to Ngugi (2014), the school principal enhances implementation of teacher performance appraisal through class observation to check and monitor instruction. To accomplish this, the principal considered the teacher's performance evaluation more of a tool than a process. Further, the principal used the teacher's performance evaluation to conduct forty minutes observations. The use of the system allowed the principal to ensure that teachers used instructional strategies correctly. Moreover, this practice also helped the principal monitor and measures a teacher's fulfillment of observation form. The leadership practices help principal performs teachers' performance evaluation.

2.7 Summary of Literature Review

There are various empirical studies by different researchers that have been carried out on implementation of Teacher Performance Appraisal programmes in both the education sector as well as the public sector. While Wanjohi (2013) reported that attitudes and beliefs toward the organization and about the appraisal system affect how ratings are done and how feedback is handled, Yaseen (2015) conclude that performance appraisal continues to be a vexing human resource challenge that the academic research world has not adequately addressed. Omboi and Kariuki (2011) 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); Stronge (2012) and Olukufinke (2012) 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. Most of these studies did not cover institutional practices as the main factor affecting implementation of Teachers' Performance Appraisal in public primary schools resulting in divergent opinions, which the study seeks to establish.

Various studies have been carried out in Kenya on Teacher Performance Appraisal programmes; Kiboi (2006) studied the management perception of Teachers' Performance Appraisal and Development in state corporations and found out that most managers perceive Teachers' Performance Appraisal and Development as a management tool useful in achieving predetermined goals.

Akinyi (2010) studied teachers' views towards performance management contracts: a survey of public secondary schools in Siaya district. The study showed that most teachers are aware of Teachers' Performance Appraisal and Development and majority had received information about Teachers' Performance Appraisal and Development from various sources. Ngige (2014) in his study established that targets' setting was the greatest factor that influenced resistance to Teachers' Performance Appraisal and Development and communication barriers influenced resistance among other factors.

2.8 Theoretical Framework

The study adopted the Contract Theory proposed by Hart and Holmstrom (1985) which postulates that contracts are essential to the functioning of any given organization. The theory focuses on how individuals and organizations construct and develop legal agreements. The theory further divulges on how the different contracting parties make decisions to create a contract with particular terms ensuring that the interests of both are considered. The contracting process and implementation is intended to enhance performance as well as services delivery in a timely manner.

According to the theory, employees have employment performance contracts and one reason for drawing up a contract is to regulate the future actions of the organization. The employment contract between the teachers and the employer stipulates rewards for good performance as well as conditions for dismissal, deployment and demotions. A general weakness of the theory is that performance goal setting by the teachers can influence the amount of effort

they put in their job once it has made clear that efforts increase performance and ultimately rewards and hence there is a possibility of using shortcuts to earn rewards.

Furthermore, the TPA programmes may attract teachers more for the rewards than the process. The performance contract appraisal reports will be used to identify performance gaps, training needs, recognition and taking corrective measures and sanctions in cases of unsatisfactory performance (CORT, 2013). There is a general view that the contract has reduced employees into machines especially where the Teachers' attitude is high and in resource poor schools that could eventually lead to low performance and labour turnover.

One of the strength of this theory is that it provides a general means of understanding the contract design and it helps an organization formulate policies and draw up better contracts thus shaping better organizations in the society. It stipulates what the employer expects to happen and what will happen in providing clear and specific agreements of how both parties should perform and stand.

2.9 Conceptual Framework

The conceptual framework below represents the relationship between independent and dependent variables that guide the study.

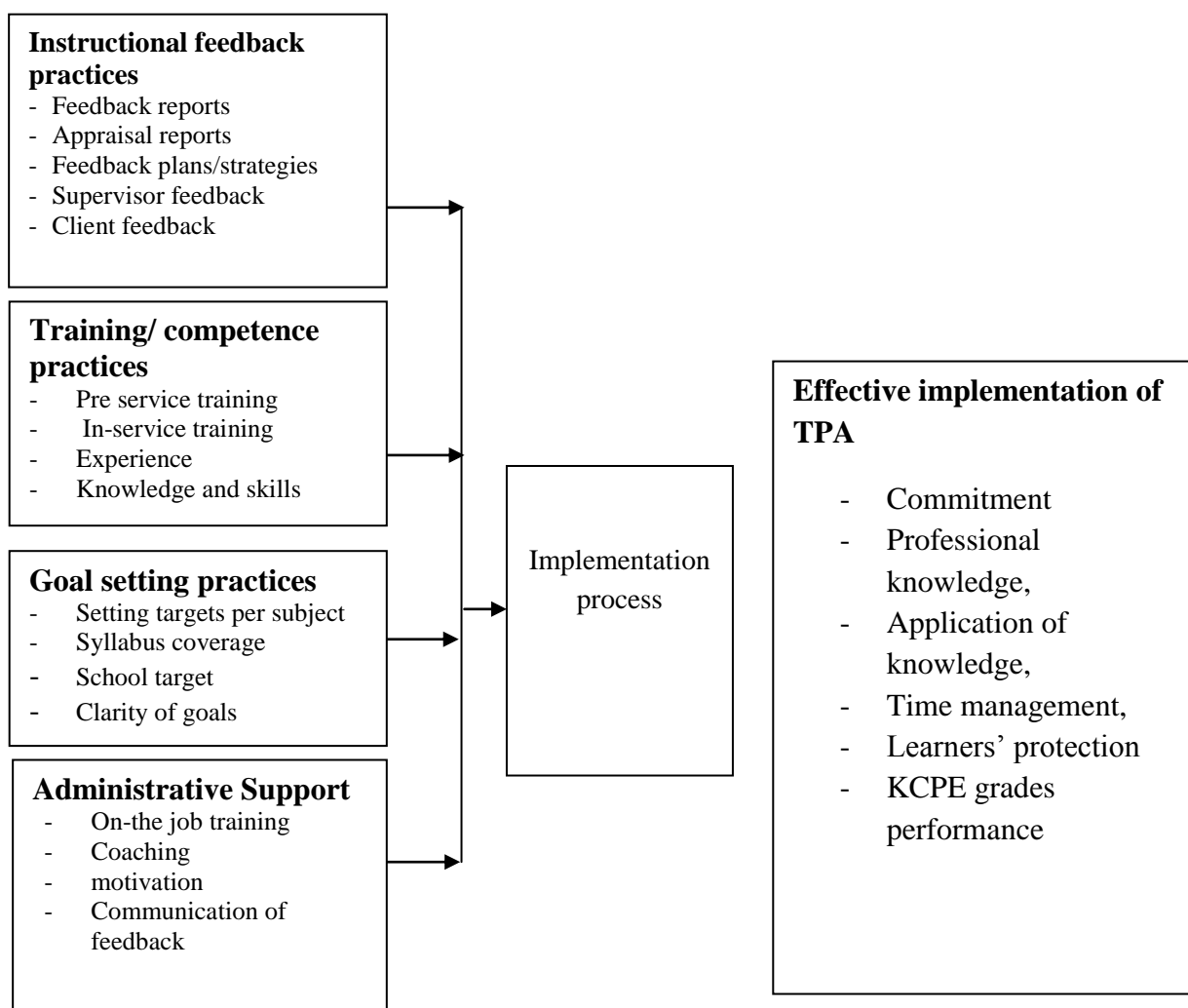


Figure 2.1 Effective Implementation of Performance Appraisal

The conceptual framework shows the connection between the study variables. To the proponents of this model and stakeholders, it is perceived suitable as it provides a basis for monitoring and evaluating the teachers' performance. Effective implementation of Teacher Performance Appraisal among the public primary schools, however, is dependent on various factors: Teachers' competence practices, Administrative support, performance goal setting, feedback practices and how the Head teacher coordinates the day-to-day activities within the school to enhance the teaching standards, improve on learning facilities increase motivation and community support as well as

response and acceptance of Teacher Performance Appraisal. There is a need for them to embrace the process, communicate clearly and in a timely manner within the institution to avoid ambiguities failure to which will lead to confusion and negative interpretation of the intention of the performance contract.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the research that focuses on design, target population, sample size and sampling techniques, data collection instruments and procedure, validity and reliability of the instruments, data analysis as well as ethical considerations.

3.2 Research Design

Research design is a scheme, plan or general outline, which is used to generate answers to research questions (Orodho, 2003). The researcher used a correlation research design. It depicted the respondents in an accurate way to find out their perceptions in implementation the TPA in public primary schools. The descriptive survey research design was selected as it is invaluable in obtaining information concerning the status of the phenomena to explain what exactly exists in relation to conditions in the situation. This research design utilized the use of questionnaires since questionnaires are easy to administer to the respondents and show the relationship between variables.

3.3 Target Population

Target population refers to the whole group of individuals to which the researcher intends to generalize conclusions. Tharaka South Sub-County has 103 head teachers in public primary schools and 614 teachers as well as the sub-county education officer who were the target population.

3.4 Sample Size and Sampling Procedure

Lodico, Spaulding and Voegtle (2010), argue that if the sample size is well

selected, it can give good reliability. The researcher used 30% of the targeted population as the sample size. The lower the target population, the higher the sample size that is sufficient to generalize the results. The researcher used stratified proportional random sampling to obtain the desired sample size as the total population is homogeneous. Where schools were selected based on the seven educational zones to ensure representative selection of respondents from the entire sub-county

Table 3.1: Sample Size

Target respondents	Target population	Sample size
Head teachers	103	15
Teachers	614	184
SCEO	1	1
Total	718	216

3.5 Research Instruments

The study used questionnaires and interview guide to collect primary data. Questionnaires were for the head teachers and teachers that were used to obtain close-ended items using a five point likert scale. The close-ended questionnaires were used to obtain quantitative data and it provided more structured responses that facilitated tangible responses. The interview guide contained open-ended questions, which provided qualitative data (Punch & Oancea, 2014). The data was specific to the researcher’s needs to address the research questions and the instruments were appropriate for this study considering the nature of the sample size and target population.

The questionnaire was divided into six sections. Section A contained demographic information to solicit personal information of the respondents, Section B contained items of feedback practices, section C contained items on teacher competency practices, section D contained information on goal setting practices while section E contained items on administrative support practices as well as section F containing information on the implementation of teacher performance contracting. The interview guide contained unstructured questions to obtain information on the study variables.

3.6 Validity of Research Instruments

The term validity refers to the extent to which an instrument measures what it is expected to measure and performs what it is designed to perform. Validity involves collecting and analyzing data to assess the accuracy of an instrument (Cohen, Manion & Morrison, 2007). Validity means that the research findings truly represent the phenomena the study is trying to measure. To check content validity of the research instrument, the researcher sought for the opinion of the two supervisors who are experts in research and carried out a pilot study to pre-test and determine instruments' content validity and reliability. This enabled the researcher to discard or modify items found inadequate in measuring the variables to improve on the quality of research instruments hence increasing its validity.

3.7 Reliability of Research Instruments

The term Instrument reliability is defined as the extent to which an instrument

measures what it is designed to measure. The ‘positivists’ paradigm insists on strict criteria for judging the quality or trustworthiness of the research findings objectivity and that a researcher must show evidence that the findings are consistent with the occurrences of the real world (Punch & Oancea, 2014). Kothari (2008) defines reliability as the measure of degree to which a research instrument yields consistent results or data after a number of attempts.

A pilot study was conducted to ensure relevance of the questions and whether they were clearly understandable by the respondents. The pilot study was conducted with the aim of establishing the reliability of the questionnaire as well as structure sequence of the items. The correlation coefficient of the scores from two sets of scores was calculated using Pearson’s Product Moment Formula. A correlation coefficient of between 0.7 and 1 is considered reliable (Mugenda & Mugenda, 2003). For this study the headteachers’ questionnaire score ac correlation coefficient of 0.75 while the teachers’ questionnaire scored 0.83 and the interview guide for the SCEO scored 0.71 thus, the instruments were deemed reliable for the study.

3.8 Data Collection Procedure

The researcher sought for a research clearance from the School of Education, University of Nairobi before proceeding to the National Commission for Science Technology and Innovation (NACOSTI). A letter of introduction was obtained from the County Director of Education, Tharaka Nithi County, which was presented to the Head teachers of the sampled schools before conducting the research to inform them of the intended research and arrange on the

convenient times to administer the questionnaires. The questionnaires was dropped and picked later.

3.8 Data Analysis Techniques

The data collected was cleaned, coded and entered into the computer for analysis. Quantitatively data was analyzed by descriptive statistics since this research was a descriptive survey. Further, coefficients from partial correlation was also used to establish the relationship between adequacies of feedback practices, teacher training competency practices, levels of goal setting, administrative support and implementation of Teacher Performance Appraisal programmes. Inferential statistics was used to evaluate the level of effective implementation of teacher performance appraisal in public primary schools.

3.10 Ethical Considerations

The relevant permission was sought from the relevant authority to conduct the study in the sampled schools. The respondents was ensured and assured of confidentiality and anonymity before the start of the research to uphold their privacy by the researcher. The researcher ensured that respondents participated voluntarily and gave both negative as well as positive findings to ensure integrity of the research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

Analysis, presentation and interpretation of the collected data is discussed in this chapter based on the objectives of the study. It covers response rate, demographic information, influence of supervision feedback practices, teacher training competency practices, goal setting practices and influence of administrative support practices on implementation of effective performance appraisal.

4.2 Response rate

The respondents involved were the school head teachers and teachers. In addition, the SCEO was interviewed to backup data collected from the schools on the effectiveness of implementing teachers' performance appraisal in public primary schools in Tharaka South Sub-County. The response rate of the returned the questionnaires and one interview guide schedule were as tabulated in Table 4.1.

Table 4.1: Instrument Return Rate

Respondents	Sampled size	No. collected	Return rate (%)
Head teachers	31	29	93.5
Teachers	184	118	64.1
SCEO	1	1	100.0
Total	216	148	68.5

Table 4.1 indicates that the average questionnaire return rate was well above

60 percent, which according to Mugenda and Mugenda (2003) is an acceptable proportion and can be termed adequate for analysis. The high return rate was due to the extra efforts made by the researcher in terms of reaching out to the respondents through making prior arrangement to meet the respondents as well as making calls and visits to remind the respondents to fill the questionnaires with the sole aim of collecting sufficient data to carry out the research.

4.3 Demographic Information

The study sought to gain an insight on the characteristics of the respondents thus the demographic data of head teachers and teachers focusing on their gender, age, highest academic qualification, experience and period of working.

4.3.1 Respondents Gender

The gender of the respondents was considered a vital element to ensure that the study was inclusive and without gender disparity so as to gain insight from both gender representation. Therefore, the respondents were asked to indicate their gender and Table 4.2 presents the study findings.

Table: 4.2 Respondents' Distribution by Gender

Gender	Head teachers		Teachers	
	F	%	f	%
Female	8	27.6	76	64.4
Male	21	72.4	42	35.6
Total	29	100.0	118	100.0

Table 4.2 shows that majority of the head teachers (72.4%) were male while only 27.6 percent were female. This shows that there were more male heads than females in the public primary schools in Tharaka South Sub-County. On the other hand, the opposite was the case of the teachers. The study's teacher respondents constituted of 66.4 percent of females and 35.6 percent of males. This shows that there were more female teachers in the schools as compared to the male teachers.

Again, the study also shows that it was not gender biased as it involved both genders as suggested by Waita (2012). The findings on the gender ratio showed that despite the fact that the teacher population constituted of more females than male the leadership positions occupied by the females were fewer than their total population as compared to men. This was as suggested by Waita (2012) that checking on respondents gender ensured that the study was representative and collected data not biased based on gender line. The findings concur with Ogwang (2013) who stated that although the teaching fraternity in Homa Bay District had more females than males, the reverse happens with the principal's population.

4.3.2 Respondents' Age

The study sought to establish the teachers and head teachers distribution based on their age. Table 4.3 presents the study findings.

Table 4.3: Respondents' Age in Years

No. of years	Head teachers		Teachers	
	F	%	f	%
Below 30 years	0	0.0	15	12.7
31 – 40 years	1	3.4	69	58.5
41 – 50 years	16	55.2	32	27.1
Over 50 years	12	14.4	2	1.7
Total	29	100.0	118	100.0

Information tabulated in Table 4.3 shows that more than half (55.2%) of the head teachers were between 41 years and 50 years old, while 58.5 percent of the teachers were aged between 31 years and 40 years. The findings show that most of the head teachers were elder than the teaching staff. This implied that the head teachers had gained more hands-on experience as suggested by Agutu (2011) that more elder teachers were into public secondary school headship because of the experience they had gained over the years.

4.3.3 Professional Qualification of Respondents

The researcher sought to establish the professional qualification of teachers and head teachers on the assumption that majority of the teachers were qualified. Results are presented in the Figure 4.1.

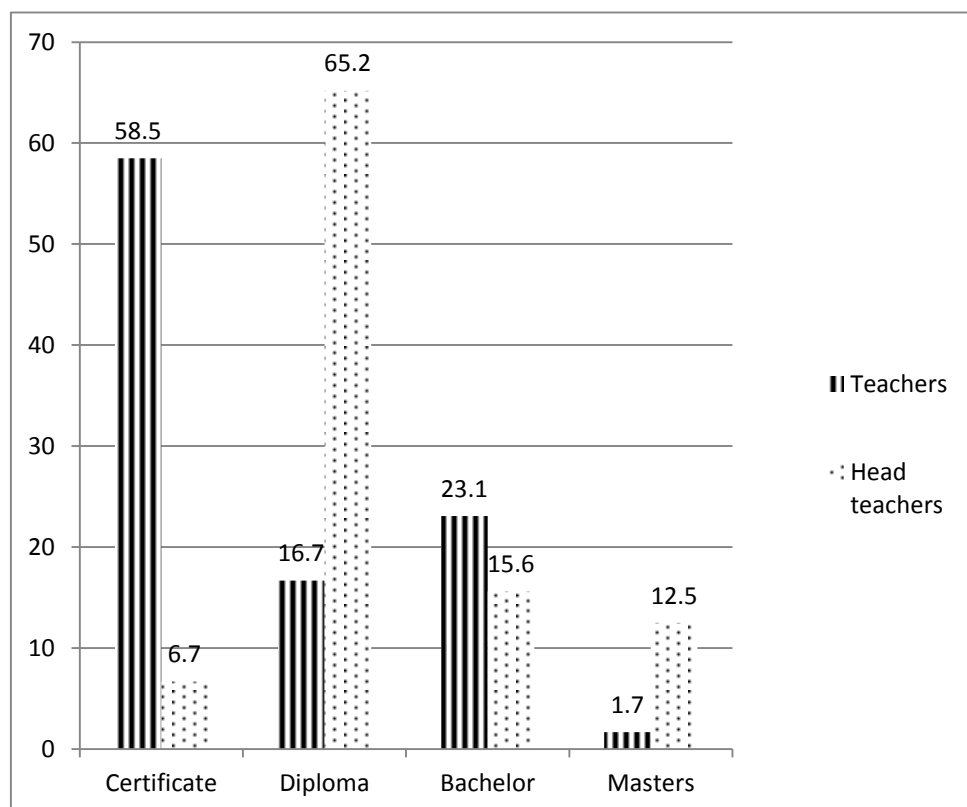


Figure 4.1: Respondents' Highest Professional Qualification

The Figure 4.1 reveal that majority of the head teachers were well qualified; 93.3 percent of the respondents indicated that they attained diploma certificates to master's level, majority of whom (65.2%) attained diploma as their highest professional qualification. Findings also reveal that majority of the teachers had certificates and above and this could largely be driven by the teachers quest for upward mobility in this contemporary world of today where emphasis is laid on qualifications and merit. The implication is that majority are able to understand the performance appraisal policy and requirements well though these findings differ with what Mpapale (2011) found in her study that high qualifications are not closely linked to effective implementation of performance appraisal.

4.3.4 Period of Working in the Current Station

In order to assess the teachers and head teachers' experience in the workstation, they were asked how long they had worked in their present station of work. Researcher wanted to find out whether the teachers as well as the head teachers had some wealth of experience that could be relied upon to implement performance appraisal in their schools considering that some of the standards depend on the environs for support: targets setting, supervision feedback practices. Responses are presented in Table 4.4.

Table 4.4 Head Teachers' Length of Service in Current School

No. of years	f	%
Below 5 years	2	6.9
5 – 10 years	26	89.7
11 – 15 years	1	3.4
16 years and above	0	0.0
Total	29	100.0

Table 4.4 shows that majority (89.7%) of the head teachers had been in their current station between 5 and 10 years, none of the head teacher was in the current station for over 16 years. This shows that the primary schools in the study area adhered to the Ministry of Education's recommendations that school head should to stagnate in one station for many years to reduce overstay which lead to foot-dragging in the implementation of policies and guidelines like the implementation of the TPAD. This is however, in sharp contrast to what the TSC Chief Executive Officer said in Mombasa at the

22nd annual Kenya Secondary Schools Association conference on 22nd June 2017 where she stated that heads of institutions should not overstay in a particular institution.

In addition, the study findings showed that the head teachers had been in their current station long enough to give credible data for the purpose of the study because only 6.9 percent of them had been in their current station for less than 5 years. Therefore, a majority of the head teachers' respondents participating in the study were in the schools long enough to give substantial evaluation on the effectiveness of implementing teacher performance appraisal since its introduction in 2012 in schools in Kenya. Thus, the collected data was reliable in giving generalizable information on the situation of the study variables in Tharaka South Sub-County.

Further, the respondents (teachers and head teachers) were asked to indicate their teaching experience in years and the study findings presented in Figure 4.2.

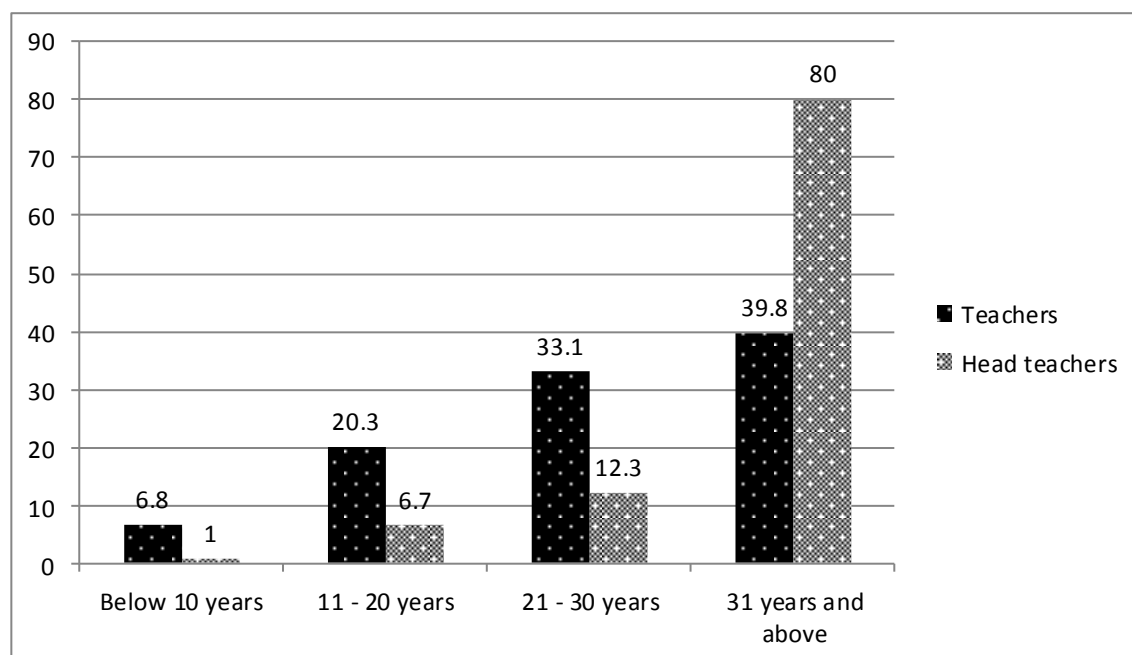


Figure 4.2: Respondents' Teaching Experience in Years

Findings in Figure 4.2 show that an overwhelming majority (80%) of the head teachers have been working as teachers for 31 years and above and majority of the teachers 39.8 percent have also for 31 years and above. This implies that the head teachers and teachers had worked as teachers for duration of time adequate for them to understand their environs, which is a vital prerequisite in implementing performance appraisal.

The researcher also wanted to find out the terms of employment of the teachers. This was to establish whether performance contracts applied to all teachers whether employed by the government or by PTA teachers employed on permanent basis would take the performance appraisal policy more seriously. Thus, they had been in the teaching profession for a long time to give credible information on teacher appraisal before the inception of the

appraisal tool, which in this study translates to effective implementation of Teacher Performance Appraisal and Development programmes.

4.4 Influence of Supervision Feedback Practices

The first objective was to assess the influence of level of supervision feedback practices on effective implementation of Teacher Performance Appraisal in public primary schools in Tharaka South Sub-County. Therefore, the head teachers and teachers were issued with statements that indicate how supervision feedback practices influence effective implementation of performance appraisal. Responses on the extent to which head teachers and teachers agree or disagree with the statements using the likert scale: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree are presented in subsequent tables. Table 4.5 presents head teachers' responses.

Table 4.5 Views of Head Teachers on Supervision Feedback Practices and Teacher Performance Appraisal

Statement	SA		A		U		D		SD	
	f	%	f	%	F	%	f	%	f	%
i. Communicates feedback in time	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
ii. Feedback from is not communicated in good time	0	0.0	0	0.0	0	0.0	0	0.0	29	100.0
iii. I does not communicate in a friendly manner	0	0.0	0	0.0	0	0.0	0	0.0	29	100.0
iv. The way feedback affects implementation of TPA	26	89.7	2	6.9	0	0.0	1	3.4	0	0.0
v. Negative attitude towards communicated feedback	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0

n= 29

According to information presented in Table 4.5 all head teachers (100%) strongly agreed that they communicates performance appraisal feedback in time and on the notion that teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated. However, all head teachers in the primary schools in the area strongly disagreed that feedback from performance appraisal is not communicated in good time, and on the statement that they do not communicate performance appraisal in a friendly manner. An overwhelming majority (89.7%) strongly agreed that the way performance appraisal feedback is communicated affects implementation of TPA.

The correlation of the results is presented in Table 4.6.

Table 4.6 Correlation of Head Teachers' Responses on Supervision Feedback and Performance Appraisal

		Performance appraisal	Supervision feedback
Performance appraisal	Pearson Correlation	1	.210(*)
	Sig. (2-tailed)	.	.036
	N	29	29
Provision of resources	Pearson Correlation	.218(*)	1
	Sig. (2-tailed)	.036	.
	N	29	29

* Correlation is significant at the $P \leq 0.05$ level (2-tailed) $n=29$: $a=.210$, $r=.218$

On testing the influence of supervision feedback on performance appraisal in public primary schools as perceived by the head teachers, a P-value of 0.036 was obtained. At a test of $P \leq 0.05$ significance level, the results of the study indicate that supervision feedback has an influence on performance appraisal.

The findings show that all head teachers strongly believed that supervision feedback practices influence implementation of teacher performance appraisal more so because of the relationship it creates between the teachers and their supervisors (head teachers). This implies that supervision feedback practices strongly influence the effectiveness of the implementation of teacher performance appraisal in primary schools in Tharaka South Sub-County.

The study also sought teachers' opinions on the supervision feedback practices on the implementation of TPA and the responses were as shown in Table 4.7.

Table 4.7 Views of Teachers on Supervision Feedback Practices and Teacher Performance Appraisal

Statement	SA		A		U		D		SD	
	f	%	F	%	f	%	f	%	f	%
i. The Supervisor communicates feedback in time	8	6.8	25	21.2	5	4.2	39	33.1	41	34.7
ii. Feedback is not communicated in good time	93	78.8	25	21.2	0	0.0	0	0.0	0	0.0
iii. The Supervisor does not communicate in a friendly manner	55	46.6	49	41.5	0	0.0	14	11.9	0	0.0
iv. The way feedback is communicated affects implementation of TPA	118	100.0	0	0.0	0	0.0	0	0.0	0	0.0
v. Teachers have a negative attitude towards communicated feedback	87	73.7	31	26.3	0	0.0	0	0.0	0	0.0

n= 118

According to data contained in Table 4.7 most (34.7%) of the teacher were in strong disagreement with their head teachers that the Supervisor communicates performance appraisal feedback in time while 33.1 percent of them also disagreed on getting the timely feedback communicated by the supervisors after performance appraisal. A majority (78.8%) were in strong agreement that feedback from performance appraisal is not communicated in good time. This shows that supervision feedback was rarely given in timely manner in public primary schools in Tharaka South Sub-County. This implies that lack of timely communication of supervision feedback hindered effective

implementation of supervision feedback practices on timely conferencing to address areas of weakness as well as uphold teacher performance.

On another supervision practice on the nature of feedback delivery an overwhelming majority of 88.1 percent of the teachers agreed that the Supervisor does not communicate performance appraisal in a friendly manner. All the teachers strongly agreed that the way performance appraisal feedback is communicated affects implementation of TPA, while 73.7 percent also strongly agreed that teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated. It is from these findings that the study can deduced that supervision feedback practices by supervisors was important to the teaching fraternity's performance thus influencing the effectiveness of implementing TPA as indicated by the majority of the respondents.

Consequently, information from the interview with the SCEO revealed that most supervisors accorded the roles to conduct teachers' performance appraisal using the TPAD tools were mainly doing it as a formality thus lacking the right enthusiasm on influencing the effective implementation of TPA. Based on the findings, many supervisors provided minimal support to the schools hindering successful implementation of performance appraisal.

A Pearson Product-Moment correlation analysis was done to determine the relationship between supervision feedback practices and performance appraisal. Findings are presented in Table 4.8.

Table 4.8 Relationship between Supervision Feedback Practices and Performance Appraisal

		Supervision feedback practices	
Supervision feedback practices	Pearson		
	Correlations	0.638	1
	Sig. (2-tailed)	0.29	

* Correlation is significant at the $P \leq 0.05$ level (2-tailed) $n=29$; $a=.210$, $r=.218$

The results in Table 4.8 show that there is positive correlation between supervision feedback practices and performance appraisal. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table above indicates the correlation matrix between the factors (supervision feedback practices, teacher training competency practices, goal-setting practices in teaching and administrative support practices) and performance Appraisals. According to the correlation matrix, there is a positive and significant relationship between Teachers performance appraisals and supervision feedback practices of magnitude 0.638 and a P-value of 0.029 at 5% level of significance and 95% level of confidence. The positive relationship indicates that there is a correlation between supervision feedback practices and the performance appraisals.

The findings imply that public primary schools supervisors do not offer supervision feedback practices hence affecting the success of the Performance appraisal. This is in agreement with Afoabi (2005) who argued that no matter how beautiful programs in an institution and assets are, without adequate adherence to policy and regulations, attainment of institutional goals is futile.

It is necessary to have all stakeholders aboard in order to enhance good relationships that would culminate in credits in favor of the schools culminating in effective implementation of performance appraisal in schools. Based on other studies by other scholars like Nyiwa (2016); Elliot (2015) and Julie (2012) who established that performance appraisal could not be implemented effectively without adequate supervision and proper feedback practices.

4.5 Influence of Teacher Training Competency Practices

The second objective was to assess the influence of Teacher training competency practices on implementation of Teacher Performance Appraisal and Development programmes in public primary schools Teachers and head teachers were asked to indicate whether teacher training competency practices influences performance appraisal. Therefore, the teachers were issued with statements that indicate whether teacher training competency practices influence effective implementation of performance appraisal. Responses on the extent to which head teachers and teachers agree or disagree with the statements using the likert scale: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree are presented in subsequent tables. Head teachers' responses are presented in Table 4.9.

Table 4.9 Head Teachers Views on Competency Training Practices and Teacher Performance

Statement	SA		A		U		D		SD	
	F	%	F	%	f	%	f	%	F	%
i. I have gone through training in performance appraisal	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
ii. Most teachers are not aware of performance appraisal	21	72.4	8	27.6	0	0.0	0	0.0	0	0.0
iii. Performance appraisal is viewed as a way of fault findings on teachers	0	0.0	0	0.0	0	0.0	0	0.0	29	100.0
iv. Teachers need to be trained in performance appraisal	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
v. Attitude change among the teachers towards performance appraisal is critical for it to bear fruits	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 4.9 shows that 100 percent of head teachers were in strong agreement with the statements showing that training competency practices influence effective implementation of TPA. For instance, all head teachers indicated that they have gone through training in performance appraisal, as well as the notion that teachers need to be trained in performance appraisal. This shows that all head teachers in Tharaka South Sub-County were in unison agreement that teacher-training competence was required for schools to achieve effective implementation of TPA. The findings imply that it was important to offer training competences on matters relating to performance training as well as their professional development, knowledge and application as stipulated by

one of the objectives of TPAD to attain successful and effective TPA in schools.

On the other hand, all the head teachers strongly agreed that performance appraisal is viewed as a way of faultfindings on teachers and attitude change among the teachers towards performance appraisal is critical for it to bear fruits thus, 72.4 percent strongly agreed that most teachers are not aware of performance appraisal. This shows that despite the TPAD recommendation of the knowledge development among teachers as an essential appraisal element still teachers were not fully sensitized on the relevance of TPA system in their teaching development. The implications of the negativity makes them perceive PA as a fault finding mission thus the relevance of effective adherence to the training competency practices to ensure that TPA is effectively implemented in public primary schools.

The correlation of the results is presented in Table 4.10.

Table 4.10 Correlation of Head Teachers' Responses on Competence Training and Performance Appraisal

		Performance appraisal	Competence training
Performance appraisal	Pearson Correlation	1	.210(*)
	Sig. (2-tailed)	.	.038
	N	29	29
Competence training	Pearson Correlation	.218(*)	1
	Sig. (2-tailed)	.036	.
	N	29	29

* Correlation is significant at the $P \leq 0.05$ level (2-tailed) $n=29$; $a=.210$, $r=.218$

On testing the influence of competence training on performance appraisal in public primary schools as perceived by the head teachers, a P-value of 0.038 was obtained. At a test of $P \leq 0.05$ significance level, the results of the study indicate that competence training has an influence on performance appraisal.

The teachers responses on teacher training competencies were as presented in Table 4.11.

Table 4.11 Teachers Views on Competence Practices and Implementation of TPA

Statement	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
i. I have gone through training in performance appraisal	11	9.3	7	5.9	9	7.6	22	18.6	69	58.5
ii. Most teachers are not aware of performance appraisal	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0
iii. Performance appraisal is viewed as a way of fault findings on teachers	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0
iv. Teachers need to be trained in performance appraisal	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0
v. Attitude change among the teachers towards performance appraisal is critical for it to bear fruits	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0

n=118

Information presented in Table 4.11 shows that a majority of the teachers displayed the negativity portrayed by their head teachers towards TPA. This was shown when a majority (58.5%) strongly disagreed that they have gone through training in performance appraisal. All of them (100%) indicated that they strongly agreed to the notions that 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, as well as that attitude change among the teachers towards performance appraisal is critical for it to bear fruits. This shows that teacher-training practices were not adequately addressed in Tharaka South Sub-County reducing the chances for effective implementation of TPA.

A Pearson Product-Moment correlation analysis was done to determine the relationship between teacher training competency practices and performance appraisal. Findings are presented in Table 4.12.

Table 4.12: Relationship between Teacher Training Competency Practices and Performance Appraisal

Implementation of	performance appraisal	Teacher training
Teacher	Pearson Correlation	-.025
	Significance (2-tailed)	.784
	N	118
Implementation of Performance Contracting	Pearson Correlation	1.000
	Significance (2-tailed)	.
	N	118

* Correlation is significant at the $P \leq 0.05$ level (2-tailed) $n=29$; $a=.210$, $r=.218$

The results in Table 4.12 indicate that there is positive correlation between teacher training competency practices and performance appraisal. The two variables were $r=1.000$, $p<.05$. This means that null hypothesis was rejected, thus there is significant relationship between teacher training competency practices and performance appraisal in public primary schools in Tharaka South Sub-County. The findings also show that there is a positive and significant relationship between performance appraisals and teacher training competency practices. The positive relationship indicates that there is a

correlation between teacher training competency practices and the performance Appraisals.

Findings show that majority of the teachers said that teacher training competency practices influences effective implementation of Teacher Performance Appraisal which concurs with Nyiwa (2016) who found out that teacher training competency practices is overwhelming and this adversely affects performance in public schools. The findings agree with what UNESCO (2006) report in that teachers' shortage in Kenya is acute and is highly affecting learning. The high competency was largely caused by the influx of learners after implementation of free primary education as well as the employer's lack employment of adequate teachers.

This implies that the schools have an acute shortage of teachers and the finding concurs with MOEST (2004) report that public primary schools in Kenya have been facing a myriad of challenges of increasing Teacher training competency practices. That could lead to low performance and ultimately affect implementation of performance appraisal. According to UNESCO (2005) report agree with since a high quality education system should have a sufficient supply of qualified teachers.

The researcher further asked the SCEO to mention on the influence of teacher training competency practices on effective implementation of TPA in the schools in the sub—county. He indicated primary schools in the sub-county are understaffed which could result to heavy workload on teachers leaving

very little time for pupils' attention, which could contribute, to poor performance in examinations. This is largely because the Sub-County lies within a marginalized region of the county. Blatchford & Paul (2011) found leading to an overall drop in performance. This concurs with the findings of this study that established that high teacher training competency practices influence of performance and ultimate realization the effectiveness of the implementation of Teacher Performance Appraisal.

The researcher further established from the SCEO that the level of teachers' competence was very low and this implies that implementation of performance appraisal needed to match the high expectations the teachers face from all educational stakeholders. He thus stated that a high quality education system should have a sufficient supply of qualified teachers that means 100% availability of qualified teachers at the school level to implement the curriculum and cater for the needs of the students. The employment of qualified teachers translates to better enlightenment on PA thus influenced the effectiveness of the implementation of teacher performance appraisal systems. This finding concurs with a report by UNESCO (2006) teachers face serious challenges in their efforts to deal with overcrowded classes that have caused low efficiency in the schools, which is one of the main reasons for poor quality education offered in schools in the developing countries.

4.6 Influence of Goal Setting Practices on Implementation of Performance Appraisal

The third objective was to assess the influence of level of targets set on

implementation of Teacher Performance Appraisal in public primary schools. Teachers and head teachers were asked to indicate whether goal-setting practices influences performance appraisal. Therefore, the teachers were issued with statements that indicate whether goal-setting practices influence effective implementation of performance appraisal. Responses on the extent to which head teachers and teachers agree or disagree with the statements using the likert scale: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree are presented in subsequent tables. Findings from the head teachers are presented in Table 4.13.

Table 4.13 Head Teachers Views on Goal Setting Practices and Teacher Performance Appraisal

Statement	SA		A		U		D		SD	
	f	%	F	%	f	%	f	%	f	%
i. The goal setting is subjective	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
ii. Teacher in this school do not agree to the goal setting	18	62.1	4	13.8	0	0.0	4	13.8	3	10.3
iii. Subjective goal settings makes teachers have a negative attitude towards implementation of TPA	14	48.3	8	27.6	0	0.0	0	0.0	7	24.1
iv. It is very difficult to have objective goal setting in implementation of TPA	0	0.0	0	0.0	0	0.0	0	0.0	29	100.0
v. The attitude of the head of school has an influence on how teachers participate in implementation of TPA	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0

Results presented in Table 4.13 shows that 100% of the head teachers strongly agreed that the goal setting of performance appraisal is subjective while 62.1

percentage of the head teacher strongly agreed that the teacher in their schools do not agree to the performance appraisal goal settings. Most of the head teachers (48.3%) of the head teachers strongly agreed that the subjective goal settings makes teachers have a negative attitude towards implementation of TPA though, all the head teachers strongly disagreed that it is very difficult to have objective goal setting in implementation of TPA, and on the notion that the attitude of the head of school has an influence on how teachers participate in implementation of TPA received 100 percent strong agreement from the head teachers.

The correlation of the results is presented in Table 4.14.

Table 4.14 Correlation of Head Teachers' Responses on Goal Settings and Performance Appraisal

		Performance appraisal	Goal setting
Performance appraisal	Pearson Correlation	1	.210(*)
	Sig. (2-tailed)	.	.039
	N	29	29
Goal setting	Pearson Correlation	.218(*)	1
	Sig. (2-tailed)	.036	.
	N	29	29

* Correlation is significant at the $P \leq 0.05$ level (2-tailed) $n=29$: $a=.210$, $r=.218$

On testing the influence of goal setting on performance appraisal in public primary schools as perceived by the head teachers, a P-value of 0.039 was obtained. At a test of $P \leq 0.05$ significance level, the results of the study indicate that goal setting has an influence on performance appraisal.

Teachers were asked to indicate the extent to which they agree that goal-setting practices influence Teacher Performance Appraisal. Findings are presented in Table 4.15.

Table 4.15 Teachers Views on Goal Setting Practices and Teacher Performance Appraisal

Statement	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
i. The goal setting is subjective	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0
ii. Teacher in this school do not agree to goal settings	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0
iii. Subjective goal settings makes teachers have a negative attitude towards implementation of TPA	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0
iv. It is very difficult to have objective goal setting in and implementation of TPA	0	0.0	0	0.0	0	0.0	104	88.1	14	11.9
v. The attitude of the head of school has an influence on how teachers participate in implementation of TPA	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0

Findings in Table 4.15 show that teachers' perceptions on the influence of goal setting practices influencing effective implementation of TPA concurred with those of their head teachers. This was shown by 100 percent strong agreement on the notions that the goal setting of performance appraisal is subjective, teacher in this school do not agree to the performance appraisal goal settings, subjective goal settings makes teachers have a negative attitude

towards implementation of TPA, and that the attitude of the head of school has an influence on how teachers participate in implementation of TPA. However, 88.1 percent of the teachers disagreed that it is very difficult to have objective goal setting in and implementation of TPA.

A Pearson Product-Moment correlation analysis was done to determine the relationship between level of target set and performance appraisal. Findings are presented in Table 4.16.

Table 4.16: Relationship between Goal Setting Practices and Performance Appraisal

Implementation of performance appraisal		Level of target set
Level of target set	Pearson Correlation	.024
	Significance (2-tailed)	.795
	n	118
Implementation of performance contracting	Pearson Correlation	.735
	Significance (2-tailed)	.000
	n	118

* Correlation is significant at the $P \leq 0.05$ level (2-tailed) $n=29$; $a=.210$, $r=.218$

The results in Table 4.16 indicate that there is a positive correlation between level of target set and performance appraisal. The two variables were $r=.735$, $p<.05$. This means that null hypothesis was rejected, thus there is significant relationship between level of target set and performance appraisal in public primary schools in Tharaka South Sub-County. According to the correlation matrix, there is a positive and significant relationship between performance appraisals and goal setting practices in teaching. The positive relationship indicates that there is a correlation between goal setting practices

in teaching and teachers performance appraisals.

The results of the study shows that the current practices on goal setting did not receive total acceptance from the teachers, which in turn has influenced the effectiveness of the implementation of TPA in public primary schools in the study area. This could be because of earlier pre-established resistance by the teachers when performance appraisal was introduced as Ngige (2014) established in his study on factors influencing resistance to change. On the other hand, Barnon and Harackiewicz (2001) found that setting targets improves performance, which is in contrast to Ngige's findings.

Inferring to the findings, whereby almost all teachers and head teachers indicated that setting high targets in most standards especially the key standards: time management, professionalism, learners' protection and safety as well as discipline, high expectations of teachers performance coupled with standards reflecting those expectations and targets for achieving them will on the evidence of their performance lead to improved performance and implementation of performance appraisal. Other standards: collaboration with stakeholders, innovativeness and creativity as well as training needs and development reflect low standards set. This is a result of the inspirational quality aspect; something aimed for though might not always be achieved. Teachers and students should set their own targets that are achievable in the belief that improve learning outcomes, management in the school system as well as expose weaknesses in the operations that can be remedied. Zimmerman (1990) established that when teachers and learners set their own targets, they own up and take responsibility, which concurs with the findings

of this study on setting targets.

4.7 Influence of Administrative Support Practices on Implementation of Teacher Performance Appraisal and Development Programmes

The fourth objective was to assess the influence of administrative support practices on effective implementation of Teacher Performance Appraisal in public primary schools. Teachers and head teachers were asked to indicate whether administrative support practices influences performance appraisal. Therefore, the teachers were issued with statements that indicate whether administrative support practices influence effective implementation of performance appraisal. Responses on the extent to which head teachers and teachers agree or disagree with the statements using the likert scale: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree are presented in subsequent tables. Table 4.17 presents the head teachers' responses.

Table 4.17 Head Teachers Views on Administrative Support Practices and Teacher Performance

Statement	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
i. I analyses the duties and responsibilities of each teacher	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
ii. I involves my teachers in the performance appraisal exercise	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
iii. My attitude towards a teacher affects the way he or she appraises	0	0.0	0	0.0	0	0.0	0	0.0	29	100.0
iv. My experience in teaching and supervision affects the way I conducts performance appraisal	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
v. Performance appraisal can be very subjective	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
vi. The way performance appraisal is communicated to teachers affect its effectiveness on the teacher	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 4.17 shows that head teachers were in anonymously strong agreement that their administrative practices influence effective implementation of TPA in public primary schools. For instance, 100 percent of the head teachers strongly agreed that they analyses the duties and responsibilities of each teacher, they all involve teachers in the performance appraisal exercise, as well as, that their experience in teaching and supervision affects the way they conduct performance appraisal. This shows that the head teachers as the primary supervisors have fully governed effective administrative support practices in the bid to ensure success in the implementation of TPA.

Contrary, all the head teachers strongly disagreed that their attitude towards a teacher affects the way they appraises though agreeing that performance appraisal can be very subjective, and that the way performance appraisal is communicated to teachers affect its effectiveness on the teacher. This shows that the head teachers do not communicate frequently to teachers on information pertaining to performance appraisal. The head teacher should communicate precisely, clearly and accurately in order to achieve positive results and at the stipulated time.

The correlation of the results is presented in Table 4.18.

Table 4.18 Correlation of Teachers’ Responses on Administrative Support and Performance Appraisal

		Performance appraisal	Administrative support
Performance appraisal	Pearson Correlation	1	.210(*)
	Sig. (2-tailed)	.	.036
	N	29	29
Administrative support	Pearson Correlation	.218(*)	1
	Sig. (2-tailed)	.036	.
	N	29	29

* Correlation is significant at the $P \leq 0.05$ level (2-tailed) $n=29$: $a=.210$, $r=.218$

On testing the influence of administrative support on performance appraisal in public primary schools as perceived by the head teachers, a P-value of 0.036 was obtained. At a test of $P \leq 0.05$ significance level, the results of the study indicate that administrative support has an influence on performance appraisal.

Teachers were asked to indicate whether head teachers administrative support practices influences implementation of performance appraisal. Responses are presented in Table 4.19.

Table 4.19 Teachers Views on Administrative Support Practices and Teacher Performance Appraisal

Statement	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
i. My Supervisor analyses the duties and responsibilities of each teacher	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0
ii. My Supervisor involves me in the performance appraisal exercise	0.0	0	0.0	0	0.0	0	0.0	0	118	100.0
iii. Supervisors' attitude towards a teacher affects the way he or she appraises	63	53.4	45	38.1	0	0.0	4	3.4	6	5.1
iv. Supervisors experience in teaching and supervision affects the way he or she conducts performance appraisal	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0
v. Performance appraisal can be very subjective	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0
vi. The way performance appraisal is communicated to teachers affects its effectiveness on the teacher	118	100.0	0.0	0	0.0	0	0.0	0	0.0	0

n=118

Data contained in Table 4.15 shows that teachers responses brought out some similarities and differences from the head teachers responses on the administrative support practices and their contribution towards effective implementation of TPA. This is shown by all teachers strongly agreeing that their supervisor analyses the duties and responsibilities of each teacher, which was in unison to the head teachers' responses. Contrast is shown when all the

teachers strongly disagreed that their supervisor involves them in the performance appraisal exercise. This shows that the teachers' attitude towards implementation of performance appraisal of teachers differed with what their head teachers opined. This implies that much still needs to be done to ensure that the administrative support and teacher performance appraisal exercises are harmonized.

The attitude of teachers on their supervisors received 53.4% strong agreement from the teachers who acknowledged that their supervisors' attitude towards a teacher affects the way he or she appraises. The experience and subjectivity received 100% strong agreement from teachers who indicated that supervisors experience in teaching and supervision affects the way he or she conducts performance appraisal, performance appraisal can be very subjective, and the way performance appraisal is communicated to teachers affects its effectiveness on the teacher.

A Pearson Product-Moment correlation analysis was done to determine the relationship between head teachers communication and performance appraisal. Findings are presented in Table 4.20.

Table 4.20: Relationship between Head Teachers Administrative Support and performance appraisal

Implementation of performance appraisal		Head teachers
Head teachers	Pearson Correlation	.047
Administrative support	Significance (2-tailed)	.617
	N	118
Implementation of Performance Appraisal	Pearson Correlation	.774
	Significance (2-tailed)	.000
		118

* Correlation is significant at the $P \leq 0.05$ level (2-tailed) $n=29$; $a=.210$, $r=.218$

The results in Table 4.20 indicate that there is a positive correlation between head teachers communication and performance appraisal. The two variables were $r=.774$, $p<.05$. This means that null hypothesis was rejected, thus there is significant relationship between head teachers communication and performance appraisal in public primary schools in Tharaka South Sub-County. According to the correlation matrix, there is a positive and significant relationship between performance appraisals and administrative support practices. The positive relationship indicates that there is a correlation between administrative support practices and the performance appraisals.

Findings show that most of the teachers said that administrative support practices influences implementation of Teacher Performance Appraisal since the attitude, experience, and communication possessed by a head teacher are very important to supervisory personnel as they spend most of their time

talking to colleagues, meetings, consulting with parents and other community members as well as preparing reports. The findings concurs with D'Souza (2000) that head teachers need to communicate well in order to avoid ambiguity and make teachers understand what is going on in the institution. Good management practices require that head teachers act and disseminate information in a timely manner to avoid breakdown of communication. Head teachers who want to raise performance must also use persuasive language to create positive attitudes to the contracts from the pupils, staff as well as the parents and other stakeholders to stimulate action from them.

The finding concurs with Korir et al (2000) that a head teacher who communicates clearly in the school usually creates a good environment to excel and this enables better performance in the institution. The finding is in agreement with Emerson (1993) that in order for communication to be successful it is important all members in the organization have all the information required at the right time and clearly in order to perform their duties failure to which will lead to misunderstandings.

4.8 Implementation of Teacher Performance Appraisal

The study further sought the dependent variable, effective implementation of teacher performance appraisal, to show the extent to which implementation agents like the policy, tool, regulations and standards facilitate effective implementation of TPA in public primary schools in Tharaka South Sub-County. Teachers and head teachers were asked to indicate whether administrative support practices influences performance appraisal. Therefore, the teachers were issued with statements that indicate whether administrative

support practices influence effective implementation of performance appraisal. Responses on the extent to which head teachers and teachers agree or disagree with the statements using the likert scale: 1 - Very low extend, 2 - low extend, 3 - Moderate extend, 4- High extend, 5 - Very high extend are presented in subsequent tables. Table 4.21 presents the head teachers' responses.

Table 4.21 Head Teachers' Views on Implementation of Teacher Performance Appraisal

Statement	1		2		3		4		5	
	F	%	f	%	f	%	f	%	f	%
i. Performance appraisal policy	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
ii. Performance Appraisal tools	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
iii. Feedback and involvement of appraises	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
iv. Standards and objectives	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0
v. Training of appraisers	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 4.21 shows that all head teachers strongly agreed that performance appraisal policy, Performance Appraisal tools, feedback and involvement of appraises Standards and objectives, as well as training of appraisers influence effective implementation of TPA in schools. This shows that the study variables had a significant influence on the dependent variable, which facilitated the level of effectiveness in the implementation of TPA. Teachers'

response on rating the extent to which the dependent variable of the study was effectively implemented were as presented in Table 4.22.

Table 4.22 Teachers Views on Implementation of Teacher Performance Contracting

Statement	SA		A		U		D		SD	
	f	%	F	%	f	%	f	%	f	%
i. Performance appraisal policy	15	12.7	9	7.6	11	9.3	45	38.1	38	32.2
ii. Performance Appraisal tools	118	100.0	0	0.0	0	0.0	0	0.0	0	0.0
iii. Feedback and involvement of appraises	118	100.0	0	0.0	0	0.0	0	0.0	0	0.0
iv. Standards and objectives	82	69.5	36	30.5	0	0.0	0	0.0	0	0.0
v. Training of appraisers.	0	0.0	0	0.0	0	0.0	0	0.0	118	100.0

Table 4.22 shows that most teachers 32.2 percent indicated that they strongly disagreed that Performance appraisal policy while all teachers strongly disagreed that training of appraisers influence effective implementation of TPA. However, all teachers strongly agreed that Performance Appraisal tools, feedback and involvement of appraises and 69.5 percent of the teachers strongly agreed that Standards and objectives influence effective implementation of TPA in their schools.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the major findings and conclusions. It also suggests recommendations for potential actions and suggestions for future research.

5.2 Summary of Study

The purpose was to investigate the influence of the institutional factors influencing implementation of Teacher Performance Appraisal and Development programmes in Tharaka South Sub-County of Tharaka Nthi County. The study was guided by the research questions; how does the level of supervision feedback, Teacher training competency, goal setting practices and head teacher's administrative support influencing the implementation of Performance appraisal in public primary schools within Tharaka South Sub-County? The study adopted contract theory. The study adopted descriptive survey research design since it enabled correction of information from respondents without compromising their privacy. Target population comprised of 314 teachers and 31 head teachers. Simple random sampling was applied to sample 15 head teachers and 157 teachers. Data was collected using questionnaires, analyzed and presented in frequencies and percentages. Data was presented in relation to the study findings; the head teachers indicated that bachelors' of education was their highest academic qualification and diploma for teachers. Majority of the head teachers and

teachers had served in current station for between 5-10 years.

5.3 Study Findings

Based on the study objectives the results were as following;

5.3.1 Supervision Feedback Practices

In line with objective one: findings established that supervision feedback practices influence of implementation of Teacher Performance Appraisal and Development programmes in public primary schools to a very great extent as indicated by 58.3% of the head teachers. Majority of the teachers 78% indicated that the schools do not have adequate supervision feedback practices. Financial support from the government, parents, community, NGOs, religious based organizations and investors was also inadequate as indicated by 50% of the head teachers. Financial inadequacy affects the success of the performance appraisal.

5.3.2 Teacher training competency practices

In line with objective two: the study established that teacher training competency practices influences implementation of Teacher Performance Appraisal and Development programmes as indicated by 61.9% of the teachers. This was proved by the fact that the schools have an acute shortage of teachers whereby the schools had an average of between 11-20 teachers as indicated by 66.6% of the head teachers. Findings also established that teachers taught a class of between 41- 50 pupils which is more than the recommended teacher is: pupil ratio of 1:40. However, the school had a very high number of qualified teachers as indicated by 66.7% of the head teachers and a very high number of teachers employed on permanent basis as

indicated by 83.3% of the head teachers. The teachers therefore experience heavy workload leaving very little time for pupils' attention, which could contribute, to poor performance in examinations.

5.3.3 Goal Setting Practices

In line with objective three: findings established that level of targets setting influence Teacher Performance Appraisal and Development programmes to a great extent as indicated by 53.4% of the teachers whereby the head teachers set very high targets on teachers time management as indicated by 45.8% of the teachers; high targets on professionalism as indicated by 54.2%, learners protection and safety as indicated by 50%, discipline and teachers conduct as indicated by 40.7% and innovativeness and creativity as indicated by 57.6% of the teachers. The head teachers also set high targets on teachers training needs and development as indicated by 50.8% and collaboration with stakeholders as indicated by 46.6% of the teachers. It is very important for any organization to have Teacher Performance Appraisal and Development programmes with targets that are neither unachievable nor unambitious.

5.3.4 Administrative Support Practices

In line with objective four: the study established that administrative support practices influences implementation of Teacher Performance Appraisal and Development programmes as indicated by 73.7% of the teachers whereby the head teachers communicated on performance appraisal once per term as indicated by 71.2% of the teachers. Findings also established that the head teachers clarified policy guidelines on setting targets, communicated on timeliness in targets implementation and gave feedback on performance

redress largely as well as clarified policy guidelines on expectations and implementing targets, gave feedback on reporting back and addressing implementation issues to a great extent. A head teacher who communicates clearly in the school usually creates a good environment to excel and this enables better performance in the institution as well as using persuasive language to create positive attitudes to the contracts from the pupils, staff as well as the parents and other stakeholders to stimulate action from them.

5.4 Conclusion

It was concluded that supervision feedback practices influence of implementation of Teacher Performance Appraisal and Development programmes in public primary schools. The public primary schools in the study area did not have adequate supervision feedback practices although they received some financial support from stakeholders like the government, parents, community, NGOs, religious based organizations and investors. Therefore, attainment of institutional goals is futile without adequate supervision feedback practices.

The study also established that there was acute shortage of teachers in the study area whereby the schools had so many pupils but few teachers that concurs with what UNESCO, (2006) report on teacher shortages indicated. The teachers therefore face serious challenges in their efforts to deal with overcrowded classes that have caused low efficiency in the schools, which is one of the main reasons for poor quality education.

It was also concluded that the head teachers in the study area set some very high and unachievable targets for teachers, which demotivated them hence

the need for head teachers to allow teachers and pupils to set their own targets to improve their learning and motivation. When teachers and pupils set their own targets, they take responsibility and ownership of the learning process.

The study established that although a head teacher who communicates clearly in the school usually creates a good environment to excel enabling better performance in the institution, which agrees to Korir and Karr's findings on communication that established that head teachers who communicate clearly achieve better performance. Communication is very essential to head teachers since they spend a lot time in meetings, consulting with parents and other community members as well as preparing reports.

5.5 Recommendations

The listed recommendations were made in order to improve Teacher Performance Appraisal and Development programmes in public primary schools in Tharaka South Sub-county.

- i) The head teachers, school committees and parents should be organized to raise funds for building and equipping libraries and for provision of suitable teaching facilities.
- ii) The government should provide more teachers to needy schools in order to minimize the teaching load. The PTA should also aim at employing more teachers on contract. This would enable teachers to work effectively and efficiently.
- iii) There should be more consultation between the administration of schools and teacher in the setting up of the performance targets

to enable teacher to own their target and work towards achieving them. The targets should be reviewed periodically in order to keep being valid and achievable and need to be communicated as soon as the target period and not later.

iv) The head teacher should communicate to the staff precisely, clearly and accurately in order to achieve positive results and at the stipulated time since failure to inform the members of staff can lead to confusion or in some cases.

v) Teachers should be given enough time to familiarize with Teacher Performance Appraisal and Development programmes before it is fully implemented in the public primary schools.

5.6 Areas of Further Study

The study recommends the following research topics;

- i. Influence of continuous training on the effective implementation of appraisal systems.
- ii. The influence of performance planning on the teacher performance appraisals
- iii. Effectiveness of the performance appraisal systems applied by the public service commission.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Department of Educational
Administration and Planning,
University of Nairobi
The Head teacher,

_____ Primary
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 **“Institutional practices influencing implementation of teachers' performance appraisal in public primary schools in Tharaka South 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.

Yours sincere

Jeniffer Kamunda

APPENDIX II: HEAD TEACHER'S QUESTIONNAIRE

The information you give will be used for the purpose of the study only.

Therefore, do not write your name.

Section A: Demographic Information

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 30 years [] 31 – 40 years []
41 – 50 years [] Over 50 years []
3. What is your highest professional qualification? Certificate [] Diploma []
Bachelors [] Masters [] If any other specify
.....
4. How long have you served as head teacher in this school?
Below 5 years [] 5 – 10 years [] 11 – 15 years [] 16 years and above []
5. Please indicate your teaching experience in years
Below 10 years [] 11 – 20 years [] 21 – 30 years [] 31 years and
above []

Section B: Institutional practices

6. Indicate the extent to which you agree or disagree with the following statements using the following key: 5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

Supervision feedback practices		5	4	3	2	1
Statement						
i.	I communicates performance appraisal feedback in time					
ii.	Feedback from performance appraisal is not communicated in good time					
iii.	I does not communicate performance appraisal in a friendly manner					
iv.	The way performance appraisal feedback is communicated affects implementation of TPA					
v.	Teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated					
Goal setting						
i.	The goal setting of performance appraisal is subjective					
ii.	Teacher in this school do not agree to the performance appraisal goal settings					
iii.	Subjective goal settings makes teachers have a negative attitude towards implementation of TPA					
iv.	It is very difficult to have objective goal setting in and implementation of TPA					
v.	The attitude of the head of school has an influence on how teachers participate in implementation of TPA					
Competency training practices						
i.	I have gone through training in performance appraisal					

ii.	Most teachers are not aware of performance appraisal					
iii.	Performance appraisal is viewed as a way of fault findings on teachers					
iv.	Teachers need to be trained in performance appraisal					
	Attitude change among the teachers towards performance appraisal is critical for it to bear fruits					
	Administrative support practices					
i.	I analyses the duties and responsibilities of each teacher					
ii.	I involves me in the performance appraisal exercise					
iii.	My attitude towards a teacher affects the way he or she appraises					
iv.	My experience in teaching and supervision affects the way he or she conducts performance appraisal					
v.	Performance appraisal can be very subjective					
vi.	The way performance appraisal is communicated to teaches affects its effectiveness on the teacher					
	Implementation of teacher performance contracting	1	2	3	4	5
i.	Performance appraisal policy					
ii.	Performance Appraisal tools					
iii.	Feedback and involvement of appraises					
iv.	Standards and objectives					
v.	Training of appraisers.					

7. Are there other factors that influence Performance Appraisal of High school teachers? Explain

.....
.....

Thank you for your participation.

APPENDIX III: TEACHER'S QUESTIONNAIRE

The information you give will be used for the purpose of the study only.

Therefore, do not write your name.

Section A: Demographic Information

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 30 years [] 31 – 40 years []
41 – 50 years [] Over 50 years []
3. What is your highest professional qualification? Certificate [] Diploma []
Bachelors [] Masters [] If any other specify
.....
4. How long have you served as teacher in this school?
Below 5 years [] 5 – 10 years [] 11 – 15 years [] 16 years and above []
5. Please indicate your teaching experience in years
Below 10 years [] 11 – 20 years [] 21 – 30 years [] 31 years and
above []

Section B: Institutional practices

6. Indicate the extent to which you agree or disagree with the following statements using the following key: 5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

Supervision feedback practices		5	4	3	2	1
Statement						
i.	The Supervisor communicates performance appraisal					
ii.	feedback in time					
iii.	Feedback from performance appraisal is not communicated in good time					
iv.	The Supervisor does not communicate performance appraisal in a friendly manner					
v.	The way performance appraisal feedback is communicated affects implementation of TPA					
	Teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated					
Goal setting						
i.	The goal setting of performance appraisal is subjective					
ii.	Teacher in this school do not agree to the performance appraisal goal settings					
iii.	Subjective goal settings makes teachers have a negative attitude towards implementation of TPA					
iv.	It is very difficult to have objective goal setting in and implementation of TPA					
v.	The attitude of the head of school has an influence on how teachers participate in implementation of TPA					

	Competency training practices					
i.	I have gone through training in performance appraisal					
ii.	Most teachers are not aware of performance appraisal					
iii.	Performance appraisal is viewed as a way of fault findings on teachers					
iv.	Teachers need to be trained in performance appraisal					
v.	Attitude change among the teachers towards performance appraisal is critical for it to bear fruits					
	Administrative support practices					
i.	My Supervisor analyses the duties and responsibilities of each teacher					
ii.	My Supervisor involves me in the performance appraisal exercise					
iii.	Supervisors' attitude towards a teacher affects the way he or she appraises					
iv.	Supervisors experience in teaching and supervision affects the way he or she conducts performance appraisal					
v.	Performance appraisal can be very subjective					
vi.	The way performance appraisal is communicated to teachers affects its effectiveness on the teacher					
	Implementation of teacher performance contracting	1	2	3	4	5
i.	Performance appraisal policy					
ii.	Performance Appraisal tools					
iii.	Feedback and involvement of appraises					

iv.	Standards and objectives					
v.	Training of appraisers.					

7. Are there other factors, not listed in question 10 that influence Performance Appraisal of High school teachers? Explain

Thank you for your participation.

APPENDIX III: INTERVIEW GUIDE FOR SCEO

1. Do the supervisors of teachers’ performance appraisal in primary schools in your area communicate supervision feedback in time? Explain your answer
2. Kindly rate the manner in which the supervisor communicates supervision feedback on teachers performance appraisal in public primary schools in Tharaka South Sub-County?
3. On Question 2 above explain common incidences and compliments from teachers in the area on supervision feedback communication
4. Does the way performance appraisal feedback is communicated affects implementation of TPA
5. This the goal setting of performance appraisal performed in primary schools subjective?
6. Subjective goal settings makes teachers have a negative attitude towards implementation of TPA? Explain
7. The attitude of the head of school has an influence on how teachers participate in implementation of TPA.....
8. Supervisors experience in teaching and supervision affects the way he or she conducts performance appraisal.....
9. The way performance appraisal is communicated to teaches affects its effectiveness on the teacher
10. Are there other factors that influence Performance Appraisal of High school teachers? Explain.....

APPENDIX IV: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Email: dg@nacosti.go.ke
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When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/88224/30553**

Date: **18th June 2019**

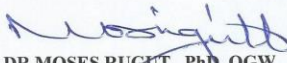
Ngaruni Jeniffer Kamunda
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of institutional practices on effective implementation of teacher performance appraisal in public primary schools in Tharaka South Sub County Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Tharaka Nithi County** for the period ending **18th June, 2020.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR MOSES RUGUT., PhD, OGW
DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Tharaka Nithi County.

The County Director of Education
Tharaka Nithi County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/19/88224/30553**
MS. NGARUNI JENIFFER KAMUNDA **Date Of Issue : 18th June,2019**
of UNIVERSITY OF NAIROBI, 92-902 **Fee Received :Ksh 1000**
KIKUYU,has been permitted to conduct
research in Tharaka-Nithi County
on the topic: INFLUENCE OF
INSTITUTIONAL PRACTICES ON
EFFECTIVE IMPLEMENTATION OF
TEACHER PERFORMANCE APPRAISAL IN
PUBLIC PRIMARY SCHOOLS IN THARAKA
SOUTH SUB COUNTY KENYA
for the period ending:
18th June,2020



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

Applicant's
Signature

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

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