A SURVEY OF TEACHERS' PERCEPTION OF PERFORMANCE APPRAISAL PRACTICES IN PUBLIC SECONDARY SCHOOLS IN NAKURU DISTRICT

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A MANAGEMENT RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA)

SCHOOL OF BUSINESS
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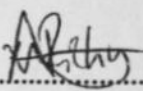### NOVEMBER, 2007
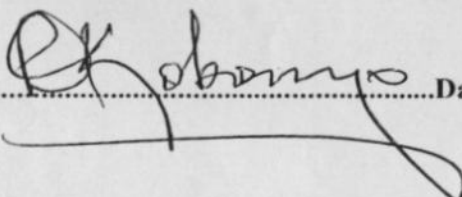
DECLARATION

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

Signed.....~~ARithy~~............................Date........5/11/2007..................

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

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DEDICATION

To my dear husband Thomas Njoroge. My mother Grace Barabiu, my sister Florence and brother Ian for their love, moral, financial and spiritual support throughout my entire course. May God bless you abundantly.

ACKNOWLEDGEMENTS

I would like to thank the Almighty God whose grace has been sufficient for me throughout out my entire MBA course

My special thanks go to my supervisor professor P.K'obonyo of the University of Nairobi for his guidance and advice through out this project, and also my course instructors for taking me through the entire course.

I am greatly indebted to my husband, mother, brother and sister for their moral and financial support and constant encouragement throughout my course.

ABSTRACT

The purpose of performance appraisal in schools is to assess teachers performance in their jobs as objectively as possible .the information collected through performance appraisal is used to assess training need sand also in determining teachers potential for development .The results of the performance appraisal are used in setting direction for individual performance development by bringing out both performance strengths and weaknesses and subsequently developing an action plan to facilitate the desired development. The purpose of this research was to find out the existing performance appraisal practices and the way they are perceived by teachers in public secondary schools in Nakuru District .The population of the study consisted of 2892 teachers .A sample of 116 teachers was chosen at random for the study. A questionnaire on general information practices of performance appraisal and perception of the practices was used for data collection .Descriptive statistics were used to analyse the data. Results indicated that the frequency of appraisal was very low. The working environment did not facilitate the practice and did not meet the needs of the teachers .The management was not well trained for the practice of performance appraisal. The practices did not support school development and did not contribute to improving the teachers skills .It was conclude that performance appraisal practices were unsatisfactory and that the teachers perception of performance appraisal was consistently negative. A total review of the performance appraisal practices was recommended if it is to make a positive impact on education.

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LIST OF ACRONYMS/ABBREVIATIONS

HRM   Human Resource management

DES   Department of Education and Science

TSC   Teachers service commission

LEA   Local Education Assessors

USA   United States of America

B.A   Bachelor of Arts

B.Ed   Bachelor in Education

P.G.D.E   Postgraduate diploma in Education

M.A   Masters in Arts

M.Ed   Masters in Education

HOD   Head of Department

CHAPTER ONE

INTRODUCTION

1.1 Background

According to Smither (1998), performance appraisal is a process of identifying, observing, measuring, and developing human performance in an organization. The identification component refers to the process of determining what aspects to focus on in the appraisal process. Observation means that all performance aspects must be directly and sufficiently observed so that fair and accurate judgments can be made. Measurement component of the definition calls for the evaluation of what is identified and observed. The development component refers to the future oriented and improvement focus of appraisal. Unfortunately, many of the components are neglected or done poorly in practice. Identification is often done in a unilateral fashion by the HRM department and a rating form is sent out from the "black box" of the department. Raters are often not trained in what should be observed or in evaluation standards. Development is often neglected and left up to the motivation and skills of individuals' raters. Administrative purposes are often the primary reasons for conducting appraisal. Goddard and Emerson (1995) define teacher appraisals a continuous and systematic process intended to help individual teachers with their professional development and career planning, and to help ensure that the in-service training and deployment of teachers matches the complimentary needs of individual teachers and the school. Teachers' appraisal is therefore an intervention, which aims to benefit both the individual and the school in pursuit of quality education.

Hodgets and Kuratko (1991) identify five main characteristics of a well-designed appraisal system. First, they point out that an effective appraisal system should be tied to the person's job and measure the individual's ability to successfully carry out the requirements of the position. Second,

it is based on standards on desired performance that were explained to the personnel in advance. Third, it is comprehensive, measuring all the important aspects of the job rather than just one or two. Fourth, it is objective, measuring task performance rather than the interpersonal relationship of the rater and rate. Finally, it is designed to pinpoint the strong points and shortcomings of the personnel and to provide a basis for explaining why these shortcomings exist and what can be done about them.

From the foregoing, it is evident that appraisal is used as a technique to influence and control employee behavior in order to increase productivity and effectiveness. It also serves to provide accountability for better services to the public. Though the purposes of appraisal are similar across organizations, the nature of organization dictates the nature of the appraisal system to be followed. Literature on teacher appraisal shows that it can be very complex as it involves a number of factors that can either impede or support educator effectiveness (McMahon, 1995). Williams (1990) argues that borrowing slavishly from the economic models of appraisal can be disastrous as educational organizations are newer simple closed systems. Furthermore, job descriptions, which are a key element in appraisal, are not devised for individual teachers but for the whole teaching staff.

1.1.1 Performance Appraisal

Effective hiring and firing, attracting the best candidate, reducing staff turnover and improving performance are fundamental management functions (Taylor 1999). Between hiring and termination of employment, there should be regular appraisals (Forsyth, 1995). The process presumes that there are guidelines on what should be occurring and runs a rule over what is being done and how it is being done in order to improve performance of the future. It is a force for good

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in two ways, first it identifies gaps in people's skills and competencies, and second it helps them keep pace in a fast changing work and organizational environment.

In the early 1980s, teacher appraisal was seen as central to the enhanced quality teaching (Farnham and Horton, 1996). Appraisals were seen as an effective way of weeding out weak, incompetent teachers and, by relating pay to performance, a way of rewarding better teachers. Britain's Department of Education (DES, 1996) noted that appraisal was emphasized as an important management tool. It was seen as assisting in more purposeful staff development and training, based on 'systematic assessment of every teacher'. Appraisal was also seen to be important 'in supplying comprehensive and up-to-date information necessary for the...effective provision of professional support [staff]' and the deployment of teachers. Those with 'professional difficulties' could be 'identified for appropriate counseling; guidance and support' and where such assistance does not restore performance to a satisfactory level, 'the teachers concerned being considered for early retirement or dismissal' (DES, 1996).

Relevant literature suggests that the basic principles underlying appraisal schemes in all organizations are similar (Dunham, 1995; Goddard and Emerson, 1995). Furthermore, studies on teacher appraisal reflect that the current interest in teacher appraisal is a result of a move to relate education to the forces of competition in the market place (Spring, 1996). This, according to Humphreys and Thompson (1995) is based on the misconception that the aims of education and that of the market place are identical. Of note is that teaching is a very complex process and its appraisal involves a number of variables, which can either support or impede teacher effectiveness (Malongwa, 1995). The problematic aspects of appraisal should not lead to its abandonment in schools. Instead this poses a challenge for the need to come up with an effective appraisal scheme for schools that specifically addresses the school environment.

1.1.2 Kenya's Experience

Though well established in countries such as Britain, the USA, Australia and New Zealand (Harnham and Horton, 1996, and Credlin 2000) teacher appraisal has only recently become a significant issue in Kenya. Over the years, teacher appraisal in Kenyan secondary schools has been mainly inspectoral, achieved through occasional inspection of schools and teachers by school inspectors (Odhiambo, 2003).

In a study aimed exploring and evaluating the state of teacher appraisal in Kenya's secondary schools, Odhiambo, (2003) notes that the study revealed the following to be some of the perceived benefits and concerns about teacher appraisal: "proper feed-back" is important for teachers' improvement of classroom performance; good results of appraisal are important for promotion; appraisal encourages effective teaching which in turn produces quality education; appraisal acts as a reminder for the teachers of what they are expected to do (accountability); appraisal identifies areas of weaknesses and strengths; and appraisal motivates teachers and increases awareness of curriculum issues.

The study by odhiambo (2003) also notes that educational administrators and the teachers raised their concerns and fears about teacher appraisal. For the administrators there was a common fear of authoritarian, coercive control of appraisal process by appraisers, biases, influence of appraisal by "outsiders", extra pressure put on teachers by appraisers and the appraisal costs (Odhiambo, 2003). On the other hand, teachers showed common concern about the possibility of appraisal being open to abuse by Head Teachers, the financial implications of a "proper appraisal" and the threatening nature of appraisal. Olembo, Wanga and Karagu (1992) note that in their role of supervision agents, head teachers are involved in the translation of educational policies and objectives and this is done from time to time checking the teachers' classroom work, updates the schemes of work and

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assessing their overall performance on the pupils' achievement. This has important implications as appraisal is seemed to be pegged on only the students' performance in examinations.

The study by Odhiambo (2003) also points out that teachers' perceived lack of appropriate structures within their schools and even within the Ministry of Education for implementing effective appraisal. In addition, some teachers claimed that appraisals had led to demotivation and low morale in their schools and that the available opportunities for them to enhance their skills and confidence were pathetically limited. Indeed Okumbe's(1998) research on descriptions of effective schools indicate that in-service training and other forms of staff development generally are ongoing activities carried out in the school site and are often on practical considerations in improving implementation of the instructional program and other priorities.

Odhiambo (2003) clearly points out that one of the dilemmas facing teachers was the belief that, on the one hand, the appraisal function should lead to professional development while, on the other, it provided a ready weapon for manipulation by administrators. Though a national policy on teacher appraisal exists, this is mainly implemented at school level, and is largely dependent on school Head Teachers. Further, Hattie et al. (1999) note that there was a lack of agreement and understanding among teachers as to the precise purpose of the appraisal scheme. Of concern is the infrequency of appraisal. Common appraiser biases were also identified. Both the appraisers and appraisees saw biases to exist especially in the use of appraisal results for teachers' promotions. They observed that the Ministry of Education and the Teachers' Service Commission (TSC) were still promoting mediocre or incompetent teachers, despite appraisal results showing their incompetence. Hattie et al. (1999) argue strongly that one of the specifications of acceptable assessment revolves around the consideration that assessment must be fair. In essence, fairness relates to a lack of bias and equitable treatment in the appraisal process.

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The problem of what to do after appraisals with teachers who were poor performers was evident as one of the challenges facing administrators. The most the administrators can do is to make the teachers aware that their performance is not good. Hattie *et al.* (1999) also add that the expense of an effective appraisal system is also a cause of concern for both teachers and education administrators. In the Kenyan context, some argue that this money could be better used in other areas such as the purchase of school equipment and books, which are seriously lacking in Kenyan secondary schools.

These above concerns by stakeholders in the education sector provided the basis for the study, which seeked to establish the performance appraisal practices and teachers perception in Kenyan secondary schools, and specifically in Nakuru District. The district is Urban/Rural and therefore provided a challenge and a different perspective on the administration of performance appraisal in schools.

1.2 Statement of the Problem

Many managers, and indeed head teachers, have perceived performance appraisal as an unwelcome and difficult task (Cardy, 1998). Not many people enjoy giving appraisals and probably not many enjoy receiving them. Appraisals have been criticized for the amount of error and bias that occurs (Forsyth, 2002). Further, dissatisfaction with appraisal is a common survey finding. Yet the appraisal and its role in the management of performance remains an important issue in organizations. Even though the role of evaluation may be uncomfortable to many, judgments of performance are needed if performance-contingent decisions, involving termination of employment contract to pay increase and promotion, are to have a rational basis. The study by Odhiambo (2003) covered the urban town of Nairobi alone and covered only six schools.

Given the different perceptions of performance appraisal ,fears, reluctance ,misunderstandings and possible different approaches to appraisal it is likely that appraisal systems and their implementation vary a great deal in schools .The consequences of these variations(for example, in setting or not setting performance targets using different techniques such as 360 degrees performance appraisal or supervisor-based performance appraisal among others)are likely to impact performance of teachers and hence schools differently .

The foregoing made it imperative to conduct a study to identify the predominant appraisal approaches or practices in secondary schools and establish whether such practices are consistent with the generally accepted performance appraisal systems and their implementation. It is this need that provided rationale for the proposed study. The study sought to answer the following research questions:

i.   What are performance appraisal practices in secondary schools in Nakuru district?

ii. What is the perception of teachers on the practice of performance appraisal?

1.3   Objectives of the Study

The study had the following objectives:

i.   To establish the practice of performance appraisal in Public secondary schools in Nakuru District.

ii. To determine the perception of teachers on the practice of performance appraisal in Public secondary schools in Nakuru District.

1.4 Importance of the Study

This study would be of use to management in the education industry in enabling them understand what performance appraisal is and the specific practices among individual schools. The study would also assist interested stakeholders in evaluating schools based on how their performance reflects good performance appraisal practices. The study would also contribute to the wider body of knowledge both in academic and research, in the area of performance appraisal.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1   Introduction

This chapter constituted the theoretical literature on the framework on which the research was focused. The chapter dealt with highlighting the goals and purpose of Teacher Appraisal. Further, the chapter addressed the views for and against performance appraisal and outlines some of the performance appraisal techniques that are have been in use.

2.2   The Purpose of Professional/Teacher Appraisal

The goals and purposes of professional appraisal may be summarized in two categories: evaluative and developmental (Credlin, 2000). The evaluative purposes include decisions on pay, promotion, demotion, retrenchment and termination. The developmental purposes include research, feedback, management and career development, human resource planning, performance improvement and communication (Credlin, 2000).

Productivity improvement is of concern to almost all organizations, and what employees do or do not influences the productivity of the employing organization. Performance appraisal in industry is viewed as being important because "an effectively designed (appraisal) form serves as a contract between the organization and the employee, and helps act as a control and evaluation system enabling appraisal to better serve a multitude of purposes" (Credlin, 2000).

These purposes include management development, providing a framework for future employee development by identifying and preparing individuals for increased responsibilities. Performance measurement, establishing the relative value of an individual's contribution to the company, and helping to evaluate individual accomplishments. Remuneration and benefits, helping to determine appropriate pay for performance and equitable salary and bonus incentives based on merit or results. Identification of potential, identifying candidates for promotion. Feedback, outlining what is expected from employees against their actual performance levels. Human resource planning, auditing management talent to evaluate the present supply of human resources for replacement planning. Communications, providing a format for dialogue between superior and subordinate, and improving understanding of personal goals and concerns. This can also have the effect of increasing the trust between the supervisor and the employee.

Other purposes of performance appraisal are demotions, terminations, internal recruitment and research. Literature pertaining to industrial and business settings may have a limited application when transposed to educational environments. How can a teacher's "productivity" be measured, for example, Credlin (2000) asks. In view of its historical context, a return to the system of "payment by results" would not be deemed to be a satisfactory solution to the problem. The appraisal and evaluation of teacher performance must be viewed in terms of its unique context, not merely in terms of process and product. This would appear to preclude the transposition of performance evaluation processes from industrial settings to educational institutions, and to necessitate the consideration of teacher appraisal/evaluation as a unique issue. The literature on performance appraisal/evaluation of teachers insists on the necessity of such processes.

Ingvarson and Chadbourne (2000) state that there are two basic reasons why teacher evaluation is necessary: (1) Teachers must be **accountable** - be able to make explicit what they do and why; (2)

Teachers must develop professionally - the context and the knowledge base of their work are shifting constantly.

These two purposes of evaluation or appraisal, which are outlined above as being similar if not identical, are referred to as **summative evaluation** - evaluation for the purpose of obtaining information for the making of personnel decisions, and **formative evaluation** - evaluation for guiding professional career development (Ingvarson and Chadbourne, 2000).

2.3   The Case for and against Performance Appraisal

2.3.1   The Case against Performance Appraisal

Given description of a typical appraisal situation presented in section 2.1, it is little wonder that dissatisfaction with appraisal is common in organizations. Commenting on *Performance appraisal in a quality context*, Cardy (1998) notes that a number of performance appraisal authors have gone so far as to recommend eliminating the practice of appraisal entirely. Some of the major reasons offered for the elimination of appraisal include: the assertion that most variance in performance is due to system factors rather than person factors; the observation that appraisal can undermine teamwork and encourage unhealthy interemployee competitiveness; and the belief that appraisal is an unreliable measurement process that leads to the creation to the creation of losers, cynics, and wasted human resources.

Taylor (1999) notes that critiques of performance appraisal come in three distinct forms: criticisms of the way that managers carry them out in practice (that is, for example, the unfair bias in managerial assessment of performance); criticisms from a practical point of view of the appraisal in general (that is, for example, reluctance of a managers to carry out appraisal); and theoretical criticisms from those who wholly advocate different approaches to performance management (that is, for example, that the traditional approaches that are inappropriate for organizations that are

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knowledge-based, have flatter hierarchies, and need to maximize flexibility in order to compete effectively).

Another view that comes up is that by Fisher (1995) who notes that problems in performance appraisal arise because of the following: negative attitudes to performance appraisal, lack of continued support, encouragement and participation of senior managers, problems in making judgments about people, lack of skill in conducting performance appraisal discussions, difficulties in identifying the criteria for evaluating performance manifested in an inability to set good objectives or to use effective performance measures.

2.3.2 The Case for Performance Appraisal

According to Cardy (1998), a counterbalancing reason from the employer and employee perspective for the continuation of the practice of appraisal has also been offered. Taylor (1999) notes that performance appraisal continues to be used widely as it contributes to organizational performance and the achievement of corporate goals in a steady and unostentatious way. This is achieved through its contribution in enhancing individual motivation at work, and as an effective tool of management control. Table 1 below summarises the case for performance appraisal.

Table 1. Employee and Employer Reasons for Conducting Appraisal

Employer perspective
1) Despite imperfect measurement, individual differences in performance can make a difference.
2) Documentation of performance appraisal and feedback may be needed for legal defence.
3) Appraisal provides a rational basis for constructing a bonus or management system.
4) Appraisal dimensions and standards can operationalize strategic goals and clarify performance expectations.
5) Providing individual feedback is part of a performance management process.
6) Despite the traditional individual focus, appraisal criteria can include teamwork and teams can be the focus of appraisal.

Employee Perspective
1) Performance feedback is needed and desired.
2) Improvement in performance requires assessment.
3) Fairness requires that differences in performance levels across workers be measured and have an impact on outcomes.
4) Assessment and recognition of performance levels can motivate improved performance.

Source: Smither, J (1998) *Performance Appraisal: State of the Art in Practice*. San Francisco: Jossey-Bass Publishers.

2.4   Advantages and Disadvantages of Teacher Appraisal

2.4.1 Advantages of Teacher Appraisal

Farham and Horton (1996) posit that a well-planed and carefully implemented teacher appraisal system can have a far-reaching impact on teacher effectiveness. This, it can be argued will in turn

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lead to improvements I n the quality of teaching and learning of students. Some of the benefits to teachers include: the opportunity to influence the development of the organization by playing a part in that development; the confirmation that their work is recognized and valued; the assurance that work being tackled is the work the organization requires.

On the part of the school, appraisal offers the opportunity to obtain from teachers who are close to the points of implementation their identification of school and staff development needs; the opportunity to motivate the teacher when informed praise is given for good performance; the opportunity to know accurately which teachers have which weaknesses; the opportunity to take from the teacher the pressure of not knowing which of the interest groups surrounding the school to please.

Bach and Sisson (2000) note that for appraisal to be viewed as advantageous, two factors apply: firstly, the meaning and purposes associated with the model; and secondly, the extent to which teachers have been involved in deciding the model of appraisal to be implemented. Though appraisal offers a number of benefits to both the individual and the school, it should be succinctly pointed out that it can have some disadvantages as well.

2.4.2 Disadvantages of Teacher Appraisal

Literature of introduction of teacher appraisal in the USA and Great Britain reveals that it is a problematic issue. It is always met with resistance rather than cooperation, and poorer rather than better performance; Appraisal also encroaches into the already meager resources at the disposal of the school; and Lack of funds to support the needs emanating from the appraisal process, thus leading to staff demotivation.

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2.5 External and Internal Influences on Performance Appraisal

As argued in the theory presented earlier, the increasingly turbulent and more fast-changing business environment is affecting the ways in which today's organizations conduct Performance Appraisal. It is therefore of interest to investigate more specifically what not only the external factors are but also the internal factors influencing Performance Appraisal.

Llgen and Pulakos (1999) note that key changes have occurred over the years in the nature of work and how it is organized. They further note that although organizations vary in the extent to which they are characterized by these changes, many if not most of the today's organizations are experiencing one or more of the following trends to some degree:

The interweaving of technology and jobs - More and more jobs are integrated with technology, and technology has a great influence on performance. Therefore, assessing performance is becoming increasingly more difficult when trying to disentangling the contributions of the jobholder from the contributions of technology.

Changes in the design of jobs - A number of forces are reducing the extent to which jobs are stable and job elements are common. Some of these are weaker unions (and therefore weaker forces to codify and lock in job classifications for long periods) and increasing tailoring of jobs to fit people (such as the Disability Act, sharing jobs and so on).

Integration of contingent employees into the workforce - Defining, motivating, and managing the performance of contingent workers (that is temporary contract part-time and seasonal employees) in organizations characterized by the types of changes herein raises a number of issues that were not as salient in organizations of the past (Llgen and Pulakos (1999).

Increased emphasis on continuous learning - In the past, performance was based entirely on previous behaviour. Now, as part of the definition of performance, organizations are asking how the job can be done in a way that allows for continuous learning. Some of the changes that

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necessitate continuous learning is technological advancement, downsizing, higher demands for quality, corporate restructuring, and streamlining that all require employee relearning to be competitive for different jobs, and that organizations be constantly looking for discrepancies between current and required skill levels (that is, skill gaps) in the workforce (Llgen and Pulakos (1999).

Control of performance standards by customers - In the past, internally set and internally relevant standards were used to define effectiveness. Consequently, good and poor performance was relatively straightforward to define, and task and subject matter experts within the organization typically accomplished such definition. The recent boom in the service industry and the Total Quality Management movement has resulted in a focus on customer expectations.

Limitations on leadership and supervision - Traditional supervisory roles suitable for hierarchical organizations are much less apt to fit well in organizations that are characterized by self-directed work teams or high levels of employee flexibility with respect to the tasks performed, the hours worked, the location where work is performed, and so forth. In addition, the supervision of employees who have less stable jobs or who are working on multiple project teams that are not within the supervisor's direct purview presents some distinct challenges. The role of supervisor as an employee developer, rewarder, motivator, and appraiser may need to be reconceptualized and reoperationalized to deal with the changing nature of work.

Changes in the structure of work from individuals to teams - The structure of work is changing from being organized around individuals to being structured around work groups or teams. Traditionally, a job was mapped onto each employee. It was thus possible to isolate relatively well the duties and responsibilities of each individual, as well as to conduct a job analysis to specify the cluster of activities performed. Alternatively, the team approach maps jobs onto the teams and allows for considerable fluidity over time and among persons in the way duties and responsibilities

are associated with team members. This makes it far more difficult to isolate, and hence to evaluate, reward, and develop, individual performance.

Such changes in the nature of work have altered the way performance is viewed and make it considerably more difficult to define, assess, predict, and affect performance (Llgen and Pulakos (1999).

2.6 Teacher Performance Appraisal Practices

A brief discussion of the history of teacher appraisal schemes in Great Britain ad the U.S.A. This serves four purposes: Firstly, appraisal schemes in these countries have been in place for a long period, and enough literature abounds. Secondly, the brief discussion of appraisal schemes of the two countries, may give insight into the factors that influenced the introduction of these schemes. Thirdly, this will help shed light on what measures taken in the two countries to overcome the problems that usually come with the development of appraisal schemes in general. Fourthly, this discussion is relevant because the education system of Kenya has a lot in common with the systems in the two countries.

Teacher Appraisal in Great Britain

The origins of the policy for teacher appraisal in Great Britain seem to have emerged out of a dissatisfaction with the performance of schools and teachers which developed throughout the late 1970s and 1980s (McMahon 1995). The appraisal for education was part of the 'accountability in education' movement, which was evidenced by the 1977 Green Paper: *Education in Schools: A Consultative Document*. The document emphasized the need to establish procedures for the

assessment of teacher performance for purposes of accountability. According to McMahon (1995), the Department of Education and Science (DES) stated that:

"The establishment of standard procedures for the assessment of teachers' performance, for the advice, and where necessary, warning to teachers; whose performance is consistently unsatisfactory, and for all the other steps required by employment protection legislation, or judged necessary as part of a fair procedure for considering dismissal of staff, are all matters which unquestionably call for the most extensive consultation with the teachers' associations.'

The document explicitly recognized the need to engage in consultations and dialogue with teacher organizations when dealing with issues pertaining to the introduction of appraisal in schools. The government believed that it could manage its teaching force more effectively if it had accurate knowledge of each teacher's performance. As Goddad and Emerson (1995) point out, the information required by the employer could be made available through a formal assessment of teacher performance based on classroom observation by the teacher's supervisor.

McMahon (1995) concurs with the above by making reference to a DES (1995) White Paper: Better Schools which stated that the government was of the view that appraisal could benefit the school management by providing "…reliable, comprehensive and up to date information necessary for the systematic and effective provision of professional support and development, including the deployment of staff to the best advantage." Secondly, the White Paper further suggested that such an intervention should help teachers to respond to changing demands and realize their full potential by developing their strengths and improving upon their weaknesses. Thirdly, the most promising teachers should be identified for timely promotion, and those with professional difficulties should be identified for counseling, guidance and support. While those who could not respond positively should be considered for early retirement or dismissal.

However, the White Paper contained many positive aspects of appraisal, which could benefit the teacher. McMahon (1995) argued that it emphasized the need for incompetent teachers to be weeded out, and appraisal should be linked to pay. As far as teachers were concerned, the positive aspects of the scheme for purposes of professional and career development were far outweighed by the prospect of appraisal being used for purposes of advancement, discipline and dismissal.

The government faced a difficulty in the implementation of these ideas as the day-to-day control of schools was in the hands of local authorities. Fiddler (1995) argues that in an attempt to circumvent these hurdles, government funded a project on teacher management and appraisal in a number of (Local Education Assessment)LEAs as a means of developing suitable procedures for appraisal; but this had little effect as teacher associations involved in the negotiations were strongly opposed to any link of appraisal to salary, promotion and dismissals.

Because of this resistance from their associations, Bollington et al (1990) pointed out that the DES funded another project to survey appraisal schemes in British and German industries, and North American schools. Their findings helped them make recommendations on the principles and processes appraisals should ideally encompass. The ensuing negotiations between government and teacher associations produced a report that suggested disciplinary procedures should remain separate and it emphasized that appraisal should be piloted before attempt was made to implement it at national level.

The relations between DES and teacher association became strained once the central government made it a condition of the settlement of the 1985 – 86 salaries dispute that teacher accept a scheme of appraisal through section 49 of the Education Act (No. 2) of the 1986 which gave the secretary

of state for Education powers to make regulations providing for teacher appraisal (William and Mullen 1990).

During the period of non-cooperation from teacher associations, LEA coordinators concentrated on settling the groundwork by raising teachers' awareness of appraisal issues upon training. This move by LEAs helped the implementation by allowing teachers to raise heir concerns and clarify their understanding of the process. The teacher appraisal debate was brought back to track when the teacher organizations soon found their negotiations (McMahon 1995). Firstly, procedures for the implementation of the appraisal were trialed in schools. Secondly, workshops on different aspects of the appraisal process were held, with regular reports on the project, produced to provide formative feedback about the scheme. Thirdly, national coordinators also provided a series of position papers that contained recommendations about the appraisal procedures; and fourthly, consultations through conferences and the media continued. Funds for the training of teachers in preparation for the appraisal were also introduced.

According to McMahon (1995) Regulations on appraisal were published in July 1991 to take effect in September the same year. The defaults of the national scheme were contained in two documents: Education (School Teacher) Regulations 1991/1511 and Circular No. 12/91. The regulations set out those aspects of the schemes, which were legally binding, while Circular 12/91 contained more detailed suggestions about how appraisals might be implemented in practice. The appraisal scheme was implemented in September 1991 and was to take place in a two -year cycle for each teacher. In September 2000 new arrangements for monitoring the performance of teachers were due to come into force (www.dfee.gov.uk/teachingreforms/). These have aroused considerable controversy and opposition from teachers' representatives (see for example the National Union of Teachers website – www.teachers.org.uk.. According to Goldstein (2001) the

various documents describe how teachers are meant to use measures of pupil progress to support annual judgments of their performance – the *performance management framework*, or for an application to meet the *threshold standards* for promotion to a higher pay scale. Because of a successful legal challenge the implementation of these has been delayed and it is now not clear what will emerge, although the government still intends to introduce these arrangements.

The government documents place a considerable emphasis upon pupil progress as a means of judging the performance of teachers (Goldstein, 2001). They explicitly link teachers' achievements of progress targets with the targets that have already been set at school level, for example in terms of percentages of students reaching key stage test levels at various ages. There appears to be some confusion in this respect since while the *Performance management* documents state that it really is *progress* that is to be assessed, taking into account pupils' prior achievement, the school level targets generally have not been set on that basis. This confusion is also evident in the documents themselves (Goldstein, 2001); in examples of performance management objectives, reference is made to pupil progress in each case, but in only one of these is there even a hint that prior achievement is to be taken into account – the others refer to judging the 'absolute' achievements of a class or group.

Teacher Evaluation in the U.S.A

The equivalent of teacher appraisal in the USA, teacher evaluation, was introduced in the mid 70s (Poser and Poster 1992).The growing importance of teacher evaluation can be attributable to public demand for accountability in education which had shifted from a teacher's curriculum and programme management to the quality of classroom teaching and students learning (Darling-Hammond and Ascher, 1992). Perceived failure of schools to produce enough scientists, mathematicians, and engineers, thus given the then Soviet Union a supreme militaristic advantage

over America led to a rush of proposed reforms (Gitlin and Smyth, 1989). These reforms for the most part focused on the alleged inadequacies of teachers who are viewed as being deficient and in need have help.

Unlike Great Britain where there was a call for a national scheme of appraisal, in the USA there could be no federal legislation in matters of this kind as the states themselves enact what they individually deem necessary (Poster and Poster, 1992). However, the federal government has a political responsibility to be responsive to the activities in the individual entities; hence, local developments can at times shape national policies and vice versa.

Shenkfield and Stifflebeam (1995) point out that discussions on the most appropriate and favourable way of introducing teacher evaluation continued between district, state, and teacher unions, and not restricted by a central government. The federal government had a lot of influence on the way teacher evaluation was introduced by enacting legislation that gave some guidelines i.e. a 1986 report A Nation Prepared: teachers for the 21st century, and a 1983 policy document A Nation at risk (Duke, 1995). The link of performance to pay in the two documents made teachers unhappy (Shinkfield and Stifflebeam, 1995). The concerns were based on the qualifications of those making judgments and the validity of instruments used to collect data. Following negotiations and continued debate in many for a, a compromise was reached whereby the accountability or summative system of evaluation was designated for employment decisions as promotions and dismissal, while the formative system was referred for professional growth (Duke, 1995).

2.7   Models of Teacher Appraisal

Two models of appraisal are identified by Credlin (2000) namely the accountability model and the staff development model. The accountability model checks whether teachers are doing their job properly; it emphasizes the making of judgments about the teachers. On the other hand, the staff development model emphasizes improvements in the knowledge, skills, and attitudes associated with teaching.

Credlin (2000) argues that, 'by themselves, appraisal schemes are usually not powerful enough to raise the quality of teaching', to achieve is purpose; appraisal must be linked to evaluation and embedded in a process of career development.

From the foregoing, in non-government schools whose students are educated at a considerable expense to the parents, and which rely on what might be termed "customer satisfaction" for continued viability and on enhanced reputation for growth, the concepts of accountability ad productivity might be expected to be at the core of an appraisal program, and the professional development of the teaching staff, leading, to high quality teaching and learning, to be an equally important consideration. In government schools, the notion of productivity is an important consideration, the primary focus of appraisal would appear to be the professional development of teaching and non-teaching staff, this to be accomplished by means of self reflection, assisted by peers and perhaps by superiors, and planning for future development (Credlin, 2000).

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

This section gives a detailed description of the research design, location, and population, sampling procedure and sample size, data collection and its analysis. The population of the study comprised of all the 139 public secondary schools in Nakuru district as listed in the Rift valley provincial Education office, Ministry of Education. (See Appendix B)

3.2 Research Design

This study adopted a survey research design. According to Kathuri and Pals (1993), the purpose of a survey research is to describe and explore a phenomenon. Kathuri and Pals further say that the purpose of a survey research is to determine opinions, attitudes, preferences and perceptions of groups of interest to the researcher. This method was appropriate for the study since the study intended to find out the status of performance appraisal, experiences and practices of teachers in secondary schools thus Kathuri and Pals (1993) recommends a survey research design for a status study.

3.3 Population

The study targeted the teachers in Public schools in Nakuru district. There were 2892 teachers in Nakuru district .Respectively 1,000 Females and 1,892 Males. This constituted the population for the study.

3.4 Sampling Design and Sample Size

Stratified and proportionate random sampling was used to ensure a fair distribution of different schools in the sample. Stratification was based on the type of school, either national, provincial or district. Schools in each of these categories will be randomly listed and the schools that take odd numbers will be listed. Questionnaires were administered to the teachers in the sampled schools. The sample was obtained using coefficient of variation. Nassiuma (2000) who says that in most surveys or experiments, a coefficient variation of at most 30% is usually acceptable. The study took a coefficient variation of 22% and a standard error of 0.02. The population of teachers selected for the study was 2,892. Nassiuma (2000) gives the following formula:

$$n = \frac{NC^2}{C^2 + (N - 1) e^2}$$

Where

n = sample

N = population

C = co-variance

e = standard error

$$n = \frac{2,892 \, (22\%)^2}{(22\%)^2 + (2,892 - 1) \, (0.02)^2}$$

$$= 116 \text{ teachers}$$

The sample therefore was 116 teachers selected for the study.

3.6   Data collection methods

The researcher administered a questionnaire to the selected teachers. This questionnaire will solicited information on general information, practices and perception of the practices by the teachers as per sections A, B and C of the questionnaire respectively.

Reliability of the questionnaire was determined by the test-retest reliability method. This was achieved by administering the questionnaires to a pilot group that consisted of 15 respondents. This is 1% of the population. Mugenda & Mugenda (1999) say that a pilot sample of between 1% and 10% is acceptable depending on the size of the population. Respondents were presented with the questionnaires on two different occasions with a time interval of 20 days. A Pearson's Correlation coefficient between the two sets of questionnaires was then determined.

Permission to collect data in the selected schools was obtained from the ministry of education. The researcher then traveled to the sampled schools where questionnaires were administered to the teachers with the permission of the school heads.

3.7 Data Analysis

The data collected from questionnaires was organized, coded and analyzed using descriptive statistics. Descriptive analysis enabled meaningful description of the distribution of scores with the use of frequencies and percentages and tables. For easy analysis of the data, the Statistical Package for Social Sciences – version 9 was employed. All tests were performed at a significance level of 5%. Interpretations were then be made and conclusions drawn.

CHAPTER FOUR

ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the research findings and discussion of performance appraisal practices and

teachers perception of the practices in public secondary schools in Nakuru district.

A survey was carried out in Nakuru District .Data was analyzed using both descriptive and

inferential statistics. The statistical package for social sciences (SPSS) was employed in data

anlysis.All tests of significance were at P=0.05. The research findings were presented in the form

of tables, pie charts and percentages.

4.2 Demographic data

A total of 116 teachers took part in the study .The teachers were drawn from 139 randomly

selected schools in Nakuru district .Findings indicated that the male respondents were 64.7% while

female respondents were 35.3% .It was noted that the male teachers were generally more than the

female teachers as shown in Figure 1.

Figure 1: Gender Composition of respondents
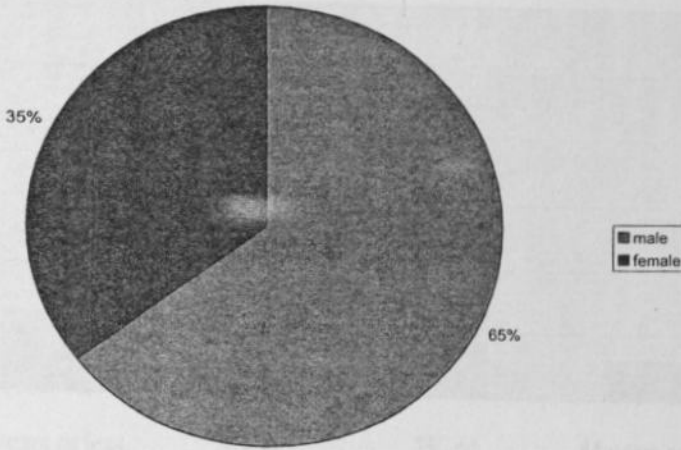
Age Distribution of the Respondents

Findings from the study showed that majority of teachers were in the age group between 26-34years and 35-44 years who accounted for 55.2% and 26.7% respectively .The age group of teachers below 25years had a percentage of 12.1%. This was seen as an indicator of low levels of recruitment within the teaching force as shown in graph below

Figure 2: Age of respondents
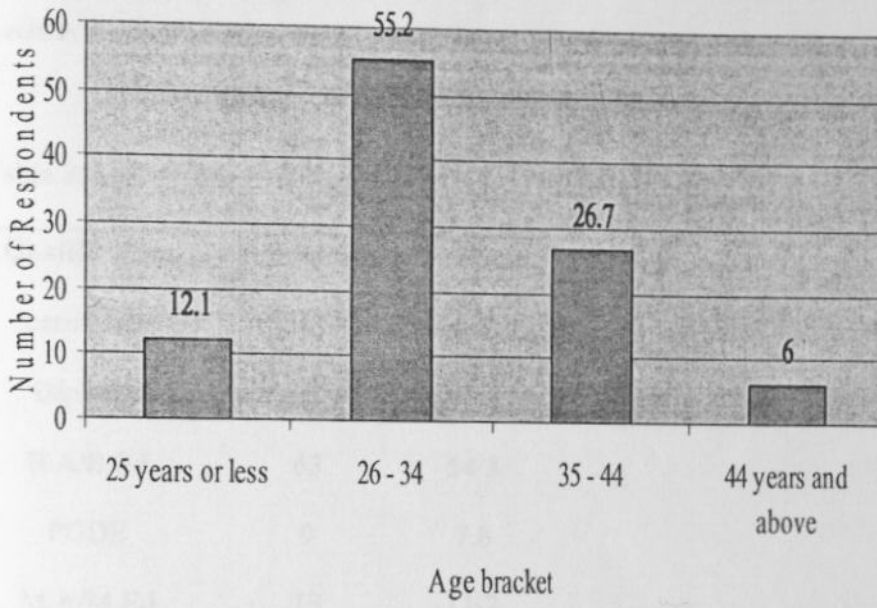
Qualifications

The results revealed a great disparity in teachers' qualifications .A large proportion 54.3% of the teachers were graduates while certificate holders were the least percentage of 5.2%.

Table 2: Distribution of Respondents by Qualifications

Qualification	Frequency	Percent
certificate	6	5.2
Diploma	23	19.8
B.A/B.Ed	63	54.3
PGDE	9	7.8
M.A/M.Ed	13	11.2
other	2	1.7
Total	116	100.0

With regard to the teaching experience the study indicated that 37.1% majority of the teachers had

between 3-5 years of experience .The high level of experience was expected to impact positively

on the understanding of issues concerning performance appraisal. Table 3 below shows the

teacher's level of teaching experience.

Table 3: Respondents level of teaching experience

Years	Frequency	Percent
2 years or less	12	10.3
3 - 5 years	43	37.1
6 - 9 years	38	32.8
10 - 20 years	12	10.3
21 and above	11	9.5
Total	116	100.0

Research findings indicated that many teachers had no responsibility in their schools. This is indicated by the fact that an overwhelmingly 58.6% of teachers only held the teaching responsibility as indicated in Table 4.

Table 4: Respondents Level of responsibility

Post	Frequency	Percent
Assistant teacher	11	9.5
Teacher	68	58.6
Senior Teacher	26	22.4
Deputy Head /HoD	9	7.8
Head of School	2	1.7
Total	116	100.0

4.3 Performance appraisal practices in Public secondary Schools in Nakuru District

4.3.1 Frequency of Appraisal

The respondents were requested to indicate the number of times they had been appraised by the immediate supervisor in the last one year. Results revealed that appraisal was very infrequent. 19% had not received appraisal even once in the last one year. An insignificant 2.6% of the respondents had received appraisal four times, 1.7% had been appraised three times, 3.4% had been apparisees only two times and a majority 73.3% appraised only once. Table 1 below summarizes the findings on the frequency of appraisal practices.

Table 5: Frequency of appraisal

Frequency of appraisal	Frequency	Percent
1	85	73.3
2	4	3.4
3	2	1.7
4	3	2.6
non	22	19.0
Total	116	100.0

These results imply that the practice of appraisal was not deeply rooted in schools as only 19% appeared to have had performance appraisal in the last one year.

4.3.2 Seriousness of the appraisal system

The low frequency of appraisal was an affirmation of the lack of seriousness in the appraisal practice .Infact, as presented in Table 6, findings on whether appraisal was taken seriously attests to this. 22.4% confirmed that the practice was taken seriously while 42.2% admitted that it was not a serious practice.

Table 6: Seriousness of the appraisal system

Response	Frequency	Percent
strongly disagree	16	13.8
disagree	33	28.4
have no opinion	35	30.2
agree	26	22.4
strongly agree	6	5.2
Total	116	100.0

4.3.3 Extent of Training in Performance Appraisal

The study further sought to establish the extent to which the teachers received training on appraisal.43.1% reported having had no training at all in appraisal. 40.5% had not received adequate training in appraisal .Only 16.4% felt adequately trained .Inadequate training was thought to affect all practices regarding appraisal. It was also thought to have a great influence on the perception of the same. Figure 3 represents the teachers level of training in appraisal. As shown in the figure only 14.7% of the respondents confirmed that they had received adequate training on

performance appraisal .43.1% had received no training at all while 40.5% had merely received
some training.

Figure 3: Respondents level of training in performance appraisal

Extent of training on appraisal
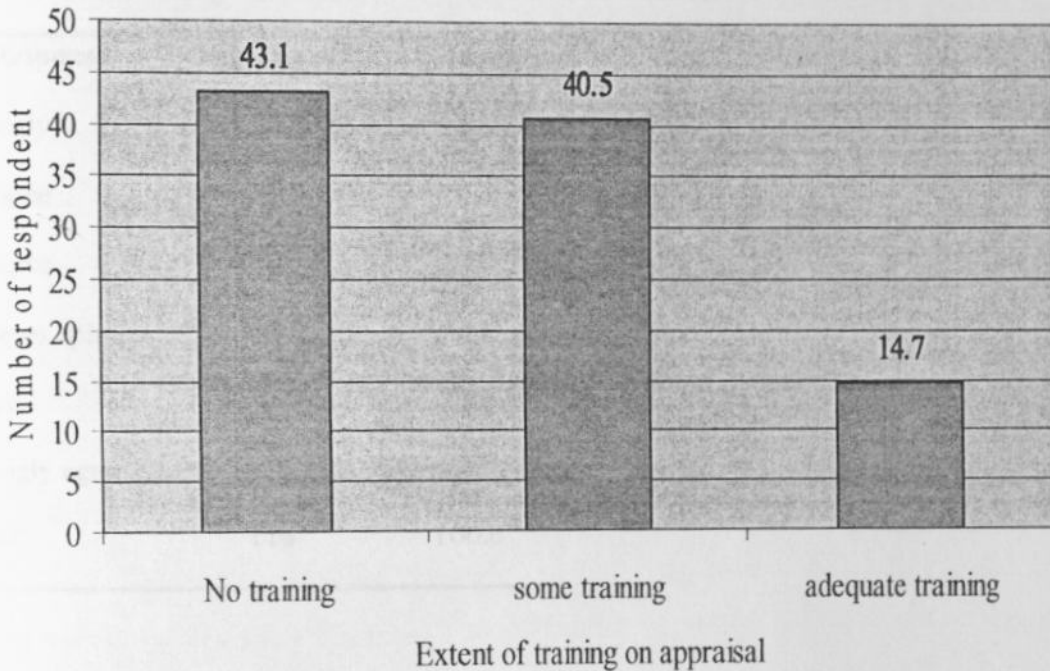
4.3.4 Work Environment

The respondents were asked to indicate whether the work environment was conducive for the
practice of performance appraisal. As per the results presented in Table 7, only 31.0% of the
respondents confirmed that there was a conducive environment for appraisal .The following is a
summary of the respondents response to whether their working environment was conducive for the
practice of appraisal .The results on the influence of work environment on performance appraisal

as presented in table 7, only 37% agreed that there was a conducive environment for performance appraisal.

Table 7: Influence of Work Environment on Performance

Response	Frequency	Percent
strongly disagree	28	24.1
disagree	17	14.7
have no opinion	28	24.1
agree	36	31.0
strongly agree	7	6.0
Total	116	100.0

4.3.5 Role of appraisal in School Development Planning

The researcher was also concerned with the role of performance appraisal practice in the secondary schools in Nakuru districts. The study sought to know whether the practice of appraisal supported the school development planning. Only 34.5% agreed that the appraisal system contributed to school planning and development. This was an indication that the process of appraisal might have not been guided by the right objectives. In this regard, it may be advisable for the school administration to consider adopting a management by objective approach. The fact that 31.0% of the respondents had no opinion on whether the appraisal process supported school development planning could reflect lack of awareness of the role of appraisal, possibly a result of inadequate

training on the process. The findings on the role of appraisal practice in supporting planning are summarized in table 8 below

Table 8: Role of the appraisal process in supporting school development planning

Response	Frequency	Percent
strongly disagree	12	10.3
disagree	18	15.5
have no opinion	36	31.0
agree	40	34.5
strongly agree	10	8.6
Total	116	100.0

4.3.6 Role of Appraisal in Training

Concerning the role of performance appraisal in addressing the training needs of the teachers, the practice was found to be wanting. The respondents' response regarding the effectiveness of the practice in meeting their needs was pathetic. 32.8% held no opinion concerning this matter, again a reflection of apparent lack of awareness. 44% did not report favorably on the impact of appraisal in meeting their training needs. These findings are summarized in table 9 below.

Table 9: Role of appraisal in identification of training needs

Response	Frequency	Percent
strongly agree	1	0.9
agree	26	22.4
have no opinion	38	32.8
disagree	43	37.1
strongly disagree	8	6.9
Total	116	100.0

4.3.7 Purpose of appraisal

The results indicate that 32.8% of the respondents reported that the current appraisal practice was only concerned with the teachers' annual pay increment. This indicates that besides failing to contribute in addressing the teachers' needs and improving their skills, the appraisal practice did not lead to promotion. This suggests that the objectives of appraisal in schools need to be evaluated. Again, a management by objective approach needs to be adopted in the appraisal system. The unfavourable report on the frequency of appraisal system, the seriousness and adequacy of the practice in addressing its fundamental objectives promoted a keen look in to the management of the appraisal practice by the researcher.

Table 10: The purpose and Role of appraisal in pay increament and promotion

Response	Frequency	Percent
strongly disagree	16	13.8
disagree	21	18.1
have no opinion	36	31.0
agree	38	32.8
strongly agree	5	4.3
Total	116	100.0

4.3.8 Managements Preparedness for Appraisal

The research took interest in the preparedness of the school management team to conduct teachers' appraisal. Consistent with every other finding, 25% of the respondents held no opinion. This is a further pointer to lack of awareness or ignorance about the management practices of the appraisal system. 44% reacted unfavourably to the inquiry on whether the management team is adequately prepared to practice appraisal. Only 9.5% strongly agreed that their team of management is adequate. The findings on the management preparedness presented in Table 11.

Table 11: Preparedness of the management team to carry out performance appraisal

Response	Frequency	Percent
strongly disagree	17	14.7
disagree	34	29.3
have no opinion	29	25.0
agree	25	21.6
strongly agree	11	9.5
Total	116	100.0

4.3.9 Perceived Oppressiveness of performance appraisal

The respondents were asked to indicate the extent of their agreement /disagreement with the statement "current appraisal system is used by the school management teams to oppress teachers" Results are in Table 12. Failure by the management to carry out effective appraisal is clearly demonstrated by the teachers feelings about the practice. The teachers reported affirmatively that the current appraisal practice was used by the management team to intimidate them as shown in Table 12,

Table 12: Perceived oppressiveness of the performance appraisal

Response	Frequency	Percent
strongly disagree	13	9.5
disagree	33	11.2
have no opinion	25	21.6
agree	34	29.3
strongly agree	11	28.4
Total	116	100.0

57.7% of the respondents felt that the practice was oppressive. Of course with the limited training and preparedness of the management team in appraisal practice, these findings are not a surprise. 41.3% of the respondents did not report a favourable relationship with the management. This unfavourable relationship could be a result of the misuse of the practice of appraisal. Review of the training of teachers and the management staff and inservicing all the stakeholders on the role and practice of appraisal is required urgently if the education system is to make much progress.

Table 13: Relationship between appraisers and appraisees

Response	Frequency	Percent
strongly disagree	20	17.2
disagree	28	24.1
have no opinion	36	31.0
agree	26	22.4
strongly agree	6	5.2
Total	116	100.0

4.6 Teachers Perception on the practice of performance appraisal in public secondary schools in Nakuru district

The study took great interest in the teachers' perception of the practice of performance appraisal in public secondary schools in Nakuru district. May be due to the malpractices in the process, the teachers did not perceive the practice positively.

The researcher began by evaluating the teachers' perception of whether appraisal improved their teaching skills. Respondents were asked to indicate the extent of their agreement/disagreement with the statement "Performance appraisal enhanced teacher performance". The results are presented in Table 14. A significant number of respondents (44.8%) felt that performance appraisal did not improve their teaching skill. 34.5% held no opinion with regard to this issue. This may reflect lack of understanding of the process, possibly due to lack of adequate training in appraisal or lack of the practice in some schools. The teacher's perception of the usefulness of appraisal in enhancing their performance is summarized in the table 14.

Table 14: Role of performance appraisal in the improvement of teaching skills

Response	Frequency	Percent
strongly agree	6	5.2
	8	6.9
no opinion	40	34.5
	52	44.8
	10	8.6
	116	100.0

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Table 14: Role of performance appraisal in the improvement of teaching skills

Response	Frequency	Percent
strongly agree	6	5.2
agree	8	6.9
have no opinion	40	34.5
disagree	52	44.8
strongly disagree	10	8.6
Total	116	100.0

4.4.1 Effect of Appraisal on attitude towards teaching

Consistent with their view that appraisal did not contribute much in enhancing their performance; the respondents also felt that the practice did not play a very significant role in changing their attitude towards teaching. Only 39.7% agreed that appraisal could change their attitudes. These results are summarized as follows:

Table 15: Perceived Effect of performance appraisal on the teachers attitude towards teaching

Response	Frequency	Percent
disagree	19	16.4
have no opinion	34	29.3
agree	46	39.7
strongly agree	17	14.7
Total	116	100.0

4.4.2 Effect of appraisal on working relations in schools

The respondents were asked to indicate the extent of their agreement/disagreement with the statement " performance appraisal enhanced my working relations with colleagues" The results are presented in Table 16.As shown in the table , there seems to be a relationship between performance appraisal practice and perception of the same. Negative practices evidenced in analysis of objective one seems to contribute to negative perception of performance appraisal. The working relationship among teachers did not seem to be enhanced by appraisal. Only 36.2% of the

respondent perceived performance appraisal as facilitating the working relationships. Indeed only 0.9% of the respondents held a firm conviction that it enhanced the working relationships.

Table 16: Perceived effect of performance appraisal on the working relationships in schools

Response	Frequency	Percent
strongly disagree	14	12.1
disagree	19	16.4
have no opinion	40	34.5
agree	42	36.2
strongly agree	1	0.9
Total	116	100.0

4.4.3 Effect of appraisal on the working relations between teachers and their supervisors

Whether performance appraisal could enhance the working relations with supervisors was also of interest. The respondents felt that the practice did more harm than good. Only 17.2% responded in the affirmative regarding the role of appraisal in building the bridges between the teachers and supervisors as illustrated in the table 17.

Table 17: Perceived effect of performance appraisal on the working relations between teachers and their supervisors

Response	Frequency	Percent
Strongly agree	4	3.4
Agree	16	13.8
Have no opinion	39	33.6
disagree	45	38.8
strongly disagree	12	10.3
Total	116	100.0

4.4.4 Role of appraisal in career progression

Majority of the teachers (55.2%) seemed to express doubts as to whether performance appraisal practices could enhance their career prospects. Only 37.9% of the respondents perceived performance appraisal as facilitating their career advancement. The larger fraction, 55.2% held

negative perception towards the relevance of the practice in career growth. The results are summarized in table 18.

Table 18: Teachers perception of the role of performance appraisal in enhancing their career prospects

Response	Frequency	Percent
strongly disagree	38	32.8
disagree	26	22.4
have no opinion	1	0.9
agree	44	37.9
strongly agree	7	6.0
Total	116	100.0

The negative perception of the role of performance appraisal in enhancing the teachers' career prospects could be explained by the fact that the current practice did not contribute to the teacher's promotion. As well, the study revealed that the education office/the TSC departments did not take the recommendations from the appraisal practice seriously. As such, teachers could not perceive the process as instrumental in career progress.

4.4.5 Effect of appraisal on motivation

That performance appraisal practices were perceived negatively could best be articulated by the general perception that it served to demotivate the teachers. This is attested by the fact that an overwhelmingly 52.6% of teachers agreed they were demodulated by the performance appraisal process. The results are presented in Table 19.

Table 19: Perceived effect of performance appraisal on teachers' motivation

Response	Frequency	Percent
strongly agree	17	14.7
agree	44	37.9
have no opinion	24	20.7
disagree	27	23.3
strongly disagree	4	3.4
Total	116	100.0

4.4.6 Need to review the appraisal practice

In general, the perception of the teachers towards performance appraisal is wanting. It could not be expressed any better than in the overwhelming feeling among the teachers that the practice needs a complete review. In the findings presented in Table 20, an overwhelming 68.9% of the respondents agreed that the current appraisal practice needs to be reviewed. In other words, the respondents' perception was that there was a major flaw in the entire practice. This could be attributed to limited training of the head teachers, their deputies and heads of department, as well as mismanagement of the entire process.

Table 20: The need to review the current appraisal practice

Response	Frequency	Percent
strongly disagree	5	4.3
disagree	5	4.3
have no opinion	26	22.4
agree	47	40.5
strongly agree	33	28.4
Total	116	100.0

CHAPTER FIVE

DISCUSSION SUMMARY AND CONCLUSIONS

5.1 Introduction

This chapter discusses the research findings. This chapter also includes conclusions and related recommendations on performance appraisal practices and teachers perception of the practices in public secondary schools in Nakuru District. The objective of the study was to establish the practice of performance appraisal in public schools in Nakuru district and also to establish the perception of teachers on the practice of performance appraisal.

5.2 Discussion of Research Findings

The research findings allows for the safe conclusion that there was unsatisfactory performance appraisal practices and that the teachers perception towards appraisal was consistently negative. The frequency of appraisal was very low with 73% reporting having being appraised only once in the last one year. The teachers level in training was wanting as 43.1% almost half of the population of the teachers reported having had no adequate training .The working environment was not conducive for appraisal practices with only 31% of the respondents reporting a conducive environment .Appraisal practices were not seen to support school development and planning. Further appraisal practices did not address the needs of the teachers .The teachers felt that appraisal practices did not meet their needs. The performance appraisal practices did not address

its very core objectives; it did not contribute to the improvement of the teaching skills among the respondents. It as well failed to influence the promotion and career development of the teachers.

The survey also established that the management team was ill-equipped for the practice of performance appraisal.44% of the respondents felt that they were inadequately pepraed.The relationship between the teachers(appraisee) and management(appraiser) was not conducive for the practice .41.3% reported an unfavorable relationship and a further 57.7% indicated that the performance appraisal was used to intimidate teachers .These unfavorable practices were deemed to be product of inadequate training and an unestablished culture of appraisal.

The teachers did not perceive the performance appraisal practices positively as a useful instrument towards improving their performance .Performance appraisal was also not perceived as playing a significant role in changing teachers attitudes towards their career. Only 39% of the respondents were convinced that it helped to shape their attitudes.

Only 9% of the respondents perceived it as helping to nurture facilitating working relationships among the teachers .The teachers relationship with their supervisors did not seem to promote growth for only 17.2% of the teachers reported a cordial working relationship.

A massive 55.2% held negative perception towards the role of appraisal on career advancement. The negative perception towards appraisal was strongly articulated by an overwhelming 52.6% of the respondents who felt that the practices were demotivating.68.9% of the respondents felt that there is need to review the performance appraisal practices and this confirms beyond doubt that the perception towards the same is negative.

5.3 Summary and Conclusions

Based on the findings the study concluded that the performance appraisal practices were unsatisfactory and unprofessionally dispensed. The relationship between the performance appraisal practices and perception was obvious .The negative practices seemed to have contributed adversely to the negative perceptions towards performance appraisal .However that is not to mean that the performance appraisal practices have been of no consequence and importance. It only means that little has been done thus there is much more to be achieved with proper training and management of performance appraisal practices.

5.4 Recommendations

The following are recommendations based on the results and conclusions of the study.

i. Appraisal should form a basis for promotion .This could ensure that the right personnel are promoted and thus sustain the motivational level of teachers.

ii. School managers need further training in appraisal. This would help them in carrying out the practice and enhancing their relationship with the teachers.

iii. There is need for in-service courses on appraisal among teachers and the management so as to create awareness on the management appraisal practices and also inform both parties of new developments in appraisal.

5.5 Suggestions for Future Research

i.   There is a need to replicate this study in different districts to allow for wider generalizations on the practice and perceptions of performance appraisal in the country.

ii.   A study could be carried out to compare, performance appraisal practices in private and public schools.

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APPENDIX A: QUESTIONNAIRE

SECTION A: GENERAL INFORMATION

1 Gender

Male ☐ Female ☐

2 Age

25 years or less ☐

26-34 ☐

35-44 ☐

45 years and older ☐

3 Highest qualification certificate

Certificate ☐

Diploma ☐

B.A/B.Ed ☐

P.G.D.E ☐

M.A/M.Ed ☐

Other ☐

4 Years of teaching experience

2 years or less ☐

3-5 years ☐

6-9 years ☐

10-20 years ☐

21 + years ☐

5 Post of responsibility

Assistant teacher ☐

Teacher ☐

Senior Teacher ☐

Deputy Head or HOD ☐

Head of School ☐

SECTION B:CURRENT PRACTICE

6   Number of times appraised last year by immediate supervisor

7   Did you receive any training in appraisal?

No training ☐

Some training ☐

Adequate training ☐

8   Express your opinion by indicating your degree by agreement with the following statements.

Key: 1 Strongly disagree 2 Disagree 3 Have no opinion 4 Agree 5 Strongly agree

current appraisal process in Kenya secondary school is only concerned with teachers' annual increment ☐

current appraisal process is abused by school's management teams to oppress teachers ☐

in our school, the work environment is conducive for the appraisal system ☐

the school management team is adequately prepared for the current teacher appraisal process ☐

the appraisal system is taken seriously in our school ☐

the appraisal process supports school development planning ☐

all those involved in the appraisal process must receive training ☐

there is need to review the current appraisal ☐

in our school, the matching of appraisers of appraisees is appropriate ☐

the education office/TSC/Department of Secondary School takes recommendation from the appraisal process seriously ☐

performance appraisal identified identifies training needs of teachers

SECTION C: TEACHERS PERCEPTION OF PERFORMANCE APPRAISAL

9 In the following questions, indicate the degree of agreement with the following statements. In my own perception, the appraisal process has:

☐

Key: 1 Strongly disagree 2 Disagree 3 Have no opinion 4 Agree 5 Strongly agree

improved my skills in teaching

☐

improved my attitudes towards teaching

☐

enhanced my working relations with colleagues

☐

enhanced my career prospects

☐

enhanced working relations with supervisors

☐

demotivated teachers

☐

enhanced teacher performance

☐

been used to serve interests of teachers

☐

10 Indicate your opinion on the effectiveness of the appraisal process in addressing the following issues.

Key: 1 Ineffective 2 Less effective 3 No opinion 4 Effective 5 Very effective

☐

identification of issues to be involved in the school development

☐

identification of in service training needs of teachers

☐

identification of staff development needs of teachers

☐

enhancement of career prospects of teachers

☐

equipping teachers with skills to cope with institutional issues in the school

☐

changing teachers' attitudes in order to cope with institutional issues in the school

☐

equipping teachers' with knowledge to cope with institutional issues in the school

11 Please answer the following questions briefly in the spaces provided.

In my understanding, the current appraisal system used in Kenya secondary.

schools serves the following purpose

_____

_____

How effective is the current teacher appraisal system as practiced in your school.

_____

_____

How can the current system be improved.

_____

_____

APPENDIX B: LIST OF PUBLIC SECONDARY SCHOOLS IN NAKURU DISTRICT

NUMBER	SCHOOL NAME
1	OLENGURUONE
2	MOI AMALO
3	AMBUSKET
4	KIPTANGICH
5	CHEPTUECH
6	KAPSIBEIWO
7	SILIBWET
8	KERINGET
9	SOTOITO
10	KAMWAURA
11	ELCK KONGO
12	EMITIK
13	MKULIMA
14	KIO
15	MURINDUKO
16	MOLO DAY
17	MOLO ACADEMY
18	MARY MOUNT
19	NEGA KARUME
20	KAMBALA
21	TUMAINI
22	KIPSINENDET
23	MAU SUMMIT
24	MAU NAROK
25	KIANJOYA
26	ANALAT
27	SURURU
28	NAISHI
29	BAGARIA
30	LARE VISION
31	NAISHU
32	MURIRICHA
33	MITI MINGI
34	MUGAA
35	KAHUHO

36	MUNANDA
37	MAMA NGINA
38	BOMASAN
39	NJORO BOYS
40	NJORO GIRLS
41	OGILGEI
42	PLAVE
43	NJORO DAY
44	KIROBON
45	KILIMO
46	LARMDIAC
47	CHEPTOROI
47	TERET
49	GICHOBO
50	LANET SEC
51	HILL CREST
52	NAKURU HIGH
53	UPPER HILL
54	MOI SEC
55	MAWE
56	MATUIKU
57	DUNDORI
58	MERERON
59	BAVUNI
60	MERERONI
61	MOI FORCES
62	OLMANYATA
63	ST.URICH LAMA
64	SUBUKIA DAY
65	WEI
66	ST.MICHAEL GATEATI
67	ST.MARKS ELDONO
68	UMOJA
69	SET KOBOR
70	LAKE SOLAI
71	ATINAI
72	BANITA
73	OLRONGAI
74	MEMA
75	AIC MOROP
76	KAMPI YA MOTO
77	AIC MOLO

78	ELBURGON
79	MICHINDA
80	MIAZINI
81	CHANDERA
82	KIENI
83	KABAZI
84	GREEN HILLS
85	MAGOMANO
86	ST.ANTHONY ELITE
87	MOI DEFFO
88	BAHATI GIRLS
89	BAHATI PCEA
90	KIAMAINA
91	ST.JOHNS BAHATI
92	JOMO KENYATTA
93	MURUNGARU
94	MENENGAI
95	NAKURU CENTRAL
96	TUMAINI HOUSE
97	CRATE VIEW
98	UHURU
99	NAKURU WEST
100	MOGOON
101	KENYATTA SECONDARY
102	FLAMINGO
103	AFRAHA
104	LANGA LANGA
105	NAKURU DAY
106	NAKURU GIRLS HIGH
107	NAKURU HIGH SCHOOL
108	SOLAI SECONDARY
109	ST.JOSEPH KIRIMA
110	PATEL DAY
111	NDUNGIRI
112	MUHIGIA
113	AKUISI
114	TAITA MAUCHE
115	WENDANI
116	EWAAT
117	UTUMISHI
118	KARUNGA
119	KOELEL HIGH

120	GILGIL DAY
121	LADY ANN
122	LAKE ELEMENTAITA
123	EBURU
124	NSA MIXED
125	NSA GIRLS
126	NSA DAY
127	MAAI MAHIU
128	LONGONOT TOWNSHIP
129	KIAMBOGO
130	KARIMA
131	MIRERA
132	NYONDIA
133	NDABIBI
134	MWICHRINGI
135	MUNUNGA
136	KINUNGI
137	MARAIGICHU
138	GITURU
139	NYONJORO

APPENDIX C: LETTER TO RESPONDENTS

Dear Respondents,

My name is Alice Richu and I am a second year student at Nairobi University.

I am working toward my Masters degree in Business Administration.

The project I am currently working on is A survey of performance appraisal practices and teachers

perception of the practices in public secondary schools in Nakuru district. The attached

questionnaire is the data collection instrument that I have chosen to use for my Masters Project.

All the participants, sites, and data involved in this survey are completely confidential. The names

of the participants in the schools are not requested in the survey and will not be used in the

research at any time. Thank you very much for your time and participation.

Sincerely,

Alice Richu