

**EFFECTIVENESS OF PERFORMANCE EVALUATION SYSTEM OF
TEACHERS IN SECONDARY SCHOOLS IN MERU CENTRAL DISTRICT -
KENYA**

**BY
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**A THESIS SUBMITTED TO THE SCHOOL OF HUMAN RESOURCE
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ELDORET**

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DECLARATION

Declaration by Student

This research thesis is my original work and has not been presented for the award of a degree, published nor submitted for examination in this or any other University to the best of my knowledge. No part of this work can be reproduced without prior permission from the author and/or Moi University, Eldoret.

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DEDICATION

To my dearest Pearl Blessing Kanana; and to Jacques, Petra and Precious.

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ABSTRACT

Performance Evaluation System is one of the tools that have been used over time to appraise employee performance in terms of quality, quantity, cost and time. Performance Evaluation (PE) is essential for the effective management, development and evaluation of staff. As different organizations have different modalities of evaluating their human resource, for many years the Ministry of Education has been evaluating secondary school teachers through their Principals for assessing the teachers' performance and as a measure for promotion and salary increment. However, it had been observed that the teacher evaluations were no longer done in some of the schools and even when done, teacher evaluation policies and practices in Kenyan secondary schools exhibited weaknesses. This study therefore, attempted to evaluate the current system of performance evaluation among secondary school teachers in Meru Central District. Specifically, the study sought to; assess the performance evaluation system currently used to evaluate teachers in secondary schools, examine the applicability of the performance evaluation process and its effectiveness and establish the challenges accruing while evaluating secondary school teachers. The study was guided by Vroom's Expectancy Theory, which indicates how effort, performance and rewards influence both individual and organization's overall performance. The main research design adopted was survey method. Simple random sampling technique was used to select a sample of 200 from the 1260 teachers from secondary schools in Meru Central District who served as respondents. The respondents were given a TSC teachers' performance evaluation form to study and a standard Questionnaire to fill. Other data collection methods adopted were informal discussions and key informant interviews. The data was analyzed descriptively. Arising from the study were findings that the current Evaluation System does not live up to the expectations when applied in secondary schools to some extent. In terms of implementation the P.E. system has been implemented in almost 80% of the schools. However failures and challenges also emerged that affected the implementation of the P.E System but these can easily be mitigated upon. In spite of the challenges the study concluded that P.E system was appropriate for teacher appraisal that can be relied on by TSC and the Ministry of Education. Arising from the findings, it is the recommendation of this study that evaluation of teachers in secondary schools in Kenya be used as a tool in planning by TSC and the Ministry of Education.

DEFINITION OF TERMS

Performance Evaluation- Appraisal of employees.

Performance appraisal – tool for evaluation of employees.

Performance Management - refers to the act of implementing the performance appraisal by the concerned authority e.g. head teachers/principals in schools.

Secondary school - the study is specific to government-run/ public secondary schools.

Secondary school teachers - Refers to TSC employed teachers in government-run/public secondary schools.

Effectiveness- Achievement of set objectives.

Supervisor- Synonymous with Principal to refer to the head of a secondary school.

LIST OF ABBREVIATIONS AND ACRONYMS

PE: Performance Evaluation

BOG: Board of Governors

CEO: Chief Executive Officer

HR: Human Resource

HRM: Human Resource Management

MOEST: Ministry of Education Science and Technology

MOE: Ministry of Education

TSC: Teachers Service Commission

N/A: Not Aware

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CHAPTER ONE

INTRODUCTION

1.1 Overview

The chapter outlines key issues that form the basis to the study. They include: background to the study, statement of the problem, research objectives and research questions, justification of the study and scope and limitations of the study.

1.2 Background to the Study

Performance evaluation, also referred to in this study as employee appraisal or performance appraisal, is a system for the appraisal of employee work performance (Barney, 2006). The job performance of an employee is evaluated generally, in terms of quality, quantity, cost and time. Performance evaluations are essential for the effective management and evaluation of staff. The evaluation helps develop individuals, improve organizational performance, and feed into organizational planning. Formal performance evaluations are generally conducted annually for all staff in the organization. In organizations, each staff member is evaluated by their line manager but according to the code of regulation for teachers (2005) ,teachers are supposed to be evaluated by the school principals and Principals are in turn supposed to be evaluated by a TSC agent

Performance evaluation forms an inseparable part of efficient human resource management system within a given organization. It represents a crucial tool to enhance employee motivation, to influence job satisfaction, and to stimulate top quality work performance. Moreover, it serves as an instrument to link other Human Resource

Management (HRM) activities such as compensation, training and development, as well as career management.

It was within this recognition that the Ministry of Education Science and Technology (MOEST), by then referred to as Ministry of Education (MOE), came up with the Ministry of Education Teacher Appraisal Policy Statement in the early 1980s. The statement states that each teacher's performance, be regularly appraised in accordance to the provisions of employee appraisal system in force. This is because the Ministry of Education Science and Technology recognized that of all its assets, the Human Resource component is not only the most vital asset but also the single of highest expense. The Teacher Appraisal Policy Statement states in part as follows:

- The Ministry of Education has a role to ensure that evaluation is regarded as a positive process, which is supportive of the developmental needs of teachers and principals/administrators alike.
- Appraisal represents a formal, structured and diagnostic procedure within a school's programme aimed at benefiting and enhancing the teaching/learning process.
- Appraisal must be collaborative and collegial, involving the objective collecting, analyzing, sharing and utilizing of information for the purpose of evaluating performance both formatively and summatively.
- Appraisal must be people-centered, taking into consideration the uniqueness of each person's involvement in education for personal and national development.
- Appraisal must be continuous and systematic.

- All involved must demonstrate practices of professionalism, fairness, empathy, honesty, openness and mutual trust.
- The appraisal process will help to encourage improvement in the quality and delivery of education (GoK, 1997: 14).

At the inception of staff evaluation system in the secondary schools, annual salary increment, merit salary increment and promotion among other benefits, for all teachers were pegged to a satisfactory employee evaluation report. Teachers and their head teachers or principals were therefore keen to participate in the annual evaluation exercise as directed by the Ministry. Head teachers and principals on the other hand were obliged to evaluate all teachers not only because it was a policy requirement, but also because the teachers themselves had reasons to demand that they be appraised without fail (Tznier, 1993).

Effective and efficient performance evaluation systems play a vital role in organizations in terms of benefits to the manager, employee and the organization. Performance evaluation to the principal and head teacher is expected to help communicate performance expectations to immediate functional staff, provide a source of employee performance information in order to make placement, compensation and development decisions and help build employee career development plans and motivation. For the teachers, it is expected to let them know their strengths and weaknesses in their performance levels, assist in relating employee performance to advancement of financial benefits, clarify expectations for employee performance and determine methods and

development programmes to improve their effectiveness at work. On the side of the school, it is expected to facilitate the school's performance by optimizing on its human resources; helping in teachers' identification with departmental and school-objectives; and to identify and measure essential skills as well as potential for development and success of the school.

Furthermore, the Kenya Government is currently implementing performance contracts in all its Parastatals including the Ministry of Education. This is a strategy to ensure optimum performance by school boards of Governors (BOG), principals, head teachers, and teachers in these institutions of learning. The strategy is also geared towards improving the performance of hitherto non/under performing schools and sustaining good performance of the education sector at large. Consequently, the government's directive through performance demands that future appointments and reappointments of directors to Parastatals boards, CEOs, principals/head teachers in schools, employment and/or continuation of employment of other cadres of officers in the Parastatals will henceforth be based on the ability of the candidate/incumbent to meet the negotiated and agreed on performance targets.

The concept of performance evaluation is in itself broad. However, the study conceptualizes performance evaluation system to refer to performance appraisals per se. This is because the main performance evaluation system used to evaluate teachers in schools is the use of performance appraisal forms.

An effective and efficient performance evaluation system seems to be the only system through which all contracting parties and stakeholders can periodically ascertain the extent to which the terms of the contract have been fulfilled. It was imperative therefore, that the performance evaluation system among secondary school teachers be assessed to ascertain for its effectiveness and efficiency in operation and implementation.

1.3 Statement of the Problem

Measuring performance of teachers has long been of interest to the Ministry of Education. The inability and or desire to perform is what has necessitated organizations schools inclusive to seek ways of enhancing performance. However, as much as different organizations have adopted different methods of evaluating staff, empirical research hasn't been carried out to ascertain how effective performance evaluation is in secondary schools. The study thus aims at evaluating the effectiveness of PE of teachers as employees or as a labour force in an organization- the organization here being the secondary schools.

1.4 Research Objectives

The aim of this study was to evaluate the current system of performance evaluation among teachers in secondary schools. The specific objectives were:

1. To assess the Performance Evaluation System used to evaluate teachers in secondary schools.
2. To examine the challenges that accrued while evaluating secondary school teachers.

3. To examine the applicability of the performance evaluation system in secondary schools in Meru Central District.
4. To evaluate the effectiveness of Performance Evaluation system among secondary school teachers in Meru Central District.

1.5 Research Questions

The study sought to answer the following research questions:

1. What did the performance evaluation system entail?
2. What were the challenges experienced during performance evaluation process?
3. How is the performance evaluation system applied
4. How effective was the performance evaluation system?

1.6 Justification of the Study

This study was to be important in various ways. The Government of Kenya was at the time implementing performance contracts in all its sectors including the education sector. This was a strategy to ensure optimum performance by school boards of governors (BOG), principals, head teachers, and teachers in learning institutions. The strategy was also geared towards improving the performance of hitherto non/under performing schools and sustaining good performance of the education sector at large. As a result, there was an urgent need to understand whether the performance evaluation system for secondary school teachers was effective. The proposed study would thus be significant in providing crucial information for policy action by the stakeholders.

Secondly, it had also been observed that some head teachers or principals and therefore, their staff were no longer filling the performance appraisal forms. The study would be significant in informing the public on the actual situation based on empirical evidence from the field. Finally, the study would offer some practical suggestions on how to improve the current performance evaluation for secondary school teachers.

1.7 Scope and Limitation of the Study

The study was carried out in Meru Central District, and the target population was TSC employed teachers in public secondary schools. Methodologically, a sample size of 200 respondents drawn from the study area was used, thus, limiting the study to survey approach. This number represented 16% of the 1250 teachers in the district.

In terms of knowledge, the researcher focused on information about the performance appraisal forms and their content, the methods used in evaluation of teachers, the process of performance evaluation and the effectiveness of that performance evaluation system.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter is divided into seven sections based on the specific issues the study focused on. The section concerns itself with the reviews of issues to do with performance evaluation from a historical background; the purpose for performance evaluation; benefits accrued by conducting performance evaluation; performance evaluation methods; the process of performance evaluation; common mistakes during performance evaluation and the theoretical framework.

2.2 Performance Appraisal

The history of performance appraisal is quite brief. Its roots in the early 20th century can be traced to Taylor's pioneering Time and Motion studies. But this is not very helpful, for the same may be said about almost everything in the field of modern human resources management. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the Second World War - not more than 60 years ago.

There is, says Dulewicz (1989), "... a basic human tendency to make judgments about those one is working with, as well as about oneself." Appraisal, it seems, is both inevitable and universal. In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily. The human inclination to judge can create serious

motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgments made will be lawful, fair, defensible and accurate. This thus might explain why the ministry of science and technology came up with the Ministry Of Education Teacher Appraisal Policy Statement in the early 1980s to ensure fairness in the unified appraisal system.

Performance appraisal systems began as simple methods of income justification. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified (Darboe, 2000). The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order. Little consideration, if any, was given to the developmental possibilities of appraisal. It was felt that a cut in pay, or a rise, should provide the only required impetus for an employee to either improve or continue to perform well. Sometimes this basic system succeeded in getting the results that were intended; but more often than not, it failed. For example, early motivational researchers were aware that different people with roughly equal work abilities could be paid the same amount of money and yet have quite different levels of motivation and performance. Moreover observation has revealed situations where teachers in the same school handling the same subject in different streams in the same class realize completely inconsistent results though presumably the students have the same potential. Performance evaluation would thus help explain such situations and provide a way forward to reduce such discrepancy in performance.

These observations were confirmed in empirical studies (Fletcher, 2001). Pay rates were important, yes; but they were not the only element that had an impact on employee performance. It was found that other issues, such as morale and self-esteem, could also have a major influence. As a result, the traditional emphasis on reward outcomes was progressively rejected. In the 1950s in the United States, the potential usefulness of appraisal as tool for motivation and development was gradually recognized. The general model of performance appraisal, as it is known today, began from that time.

Modern performance appraisal is defined by Issac et al. (2001) as a structured formal interaction between a subordinate and a supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development. In many organizations - but not all - appraisal results are used, either directly or indirectly, to help determine reward outcomes. That is, the appraisal results are used to identify the better performing employees who should get the majority of available merit pay increases, bonuses, and promotions. In effect this is the idea MOEST had when PE was introduced in the 1980s. The idea was to peg promotion, salary increment and other benefits to teachers on the results of the appraisal process.

By the same token, appraisal results are used to identify the poor performers who may require some form of counseling, or in extreme cases, demotion, dismissal or decreases in pay. Whether this is an appropriate use of performance appraisal - the assignment and

justification of rewards and penalties - is a very uncertain and contentious matter. Few issues in management stir up more controversy than performance appraisal. There are many reputable sources - researchers, management commentators, and psychometricians - who have expressed doubts about the validity and reliability of the performance appraisal process (Darboe, 2000). Some have even suggested that the process is so inherently flawed that it may be impossible to perfect it (Derven, 1990,). At the other extreme, there are many strong advocates of performance appraisal. Some view it as potentially "... the most crucial aspect of organizational life" (Lawrie, 1990). Between these two extremes lie various schools of belief. However, while all endorse the use of performance appraisal, there are many different opinions on how and when to apply it.

In the education set-up, the appraisal process is an uphill task for the appraiser as in the real sense s/he is not a trained manager but a teacher who has been deployed to head an institution. This makes many Principals reluctant to carry out the appraisal process. Such reluctance is not difficult to understand. The Principals often know their appraisees well, and are typically in a direct subordinate-supervisor relationship. They work together on a daily basis and may, at times, mix socially. The Principal may even have taught in the same schools-and or same subjects- with some of the teachers. Thus depending on the outcome of the appraisal, the result can be resentment and serious morale damage, leading to workplace disruption, soured relationships and productivity declines.

There is a critical need for remunerative justice in organizations. Performance appraisal - whatever its practical flaws - is the only process available to help achieve fair, decent and

consistent reward outcomes. It has also been claimed that appraisees themselves are inclined to believe that appraisal results should be linked directly to reward outcomes - and are suspicious and disappointed when told this is not the case. Rather than feeling relieved, appraisees may suspect that they are not being told the whole truth, or that the appraisal process is a sham and waste of time. Observation had clearly shown this might have been the case with the appraisal system in secondary schools where the principals and therefore their teachers did not fill appraisal forms, which is a major concern and focus of this study.

Research (Bannister & Balkin, 1990) has reported that appraisees seem to have greater acceptance of the appraisal process, and feel more satisfied with it, when the process is directly linked to rewards. Such findings are a serious challenge to those who feel that appraisal results and reward outcomes must be strictly isolated from each other. There is also a group who argues that the evaluation of employees for reward purposes, and frank communication with them about their performance, are part of the basic responsibilities of management. The practice of not discussing reward issues while appraising performance is, say critics, based on inconsistent and muddled ideas of motivation.

In many organizations, this inconsistency is aggravated by the practice of having separate wage and salary reviews, in which merit rises and bonuses are decided arbitrarily, and often secretly, by supervisors and managers. In the school situation salary increments are mainly determined by pressure from the teachers' trade unions and not the results of performance appraisals which can be very demotivating for the hard working teachers.

2.3 Basic Purposes of Performance Appraisal

Effective performance appraisal systems contain two basic systems operating in conjunction: an evaluation system and a feedback system (Waite & Stite-Doe, 2000). The main aim of the evaluation system is to identify the performance gap (if any). This gap is the shortfall that occurs when performance does not meet the standard set by the organization as acceptable.

The main aim of the feedback system is to inform the employee about the quality of his or her performance. However, the information flow is not exclusively one way. The appraisers also receive feedback from the employee about job problems. One of the best ways to appreciate the purposes of performance appraisal is to look at it from the different viewpoints of the main stakeholders: the employee and the organization. From the employee viewpoint, the purpose of performance appraisal is four-fold: Tell me what you want me to do, tell me how well I have done it, Help me improve my performance and reward me for doing well (Cash, 1993). Over time the ministry of education has complained about poor performance in subjects like mathematics, sciences and languages. JProper performance evaluation would help stakeholders identify the cause of this and ways of resolving it by identifying what should be done, how well it is being done, how it can be improved, and offering a reward when it is well done.

From the organization's viewpoint, one of the most important reasons for having a system of performance appraisal is to establish and uphold the principle of accountability (Cash, 1993). For decades it has been known to researchers that one of the chief causes of

organizational failure is "non-alignment of responsibility and accountability." Non-alignment occurs where employees are given responsibilities and duties, but are not held accountable for the way in which those responsibilities and duties are performed. What typically happens is that several individuals or work units appear to have overlapping roles. The overlap allows - indeed actively encourages - each individual or business unit to "pass the buck" to the others. Ultimately, in the severely non-aligned system, no one is accountable for anything. In this event, the principle of accountability breaks down completely. Organizational failure is the only possible outcome.

In cases where the non-alignment is not so severe, the organization may continue to function, albeit inefficiently. Like a poorly made or badly tuned engine, the non-aligned organization may run, but it will be sluggish, costly and unreliable. One of the principal aims of performance appraisal is to make people accountable. The objective is to align responsibility and accountability at every organizational level.

In Kenyan secondary school system, we have schools that are performing well and others that are underperforming in national examinations. Unfortunately the teachers in these different scenarios receive the same pay and thus none is held accountable for the results in their schools. The end result is disparity in performance between schools as performance is dependent on the leadership of these schools and not the perceived results of the performance evaluation system.

In overall, why does an organization need to carry out a performance appraisal? Solomon (2001:12) says that generally, aims of a performance appraisal scheme are:

- Give feedback on performance to employees.
- Identify employee training needs.
- Document criteria used to allocate organizational rewards.
- Form a basis for personnel decisions: salary increases, promotions, disciplinary actions, etc.
- Provide the opportunity for organizational diagnosis and development.
- Facilitate communication between employee and administrator.
- Validate selection techniques and human resource policies to meet federal Equal Employment Opportunity requirements.

2.4 Benefits of Appraisal

Perhaps the most significant benefit of appraisal is that, in the rush and bustle of daily working life, it offers a rare chance for a supervisor and subordinate to have "time out" for a one-on-one discussion of important work issues that might not otherwise be addressed. Almost universally, where performance appraisal is conducted properly, both supervisors and subordinates have reported the experience as beneficial and positive.

Appraisal offers a valuable opportunity to focus on work activities and goals, to identify and correct existing problems, and to encourage better future performance. Thus, the performance of the whole organization is enhanced. For many employees, an "official" appraisal interview may be the only time they get to have exclusive, uninterrupted access to their supervisor. One employee of a large organization after his first formal performance appraisal, "In twenty years of work, that's the first time anyone has ever

bothered to sit down and tell me how I'm doing" (Sheppard, 1993). The value of this intense and purposeful interaction between a supervisors and subordinate should not be underestimated.

Performance appraisal can have a profound effect on levels of employee motivation and satisfaction - for better as well as for worse. Performance appraisal provides employees with recognition for their work efforts. The power of social recognition as an incentive has been long noted. In fact, there is evidence that human beings will even prefer negative recognition in preference to no recognition at all (Issac et al., 2000). Thus performance appraisal might motivate teachers towards better performance as they strive towards rewards even if it's just recognition. If nothing else, the existence of an appraisal program indicates to an employee that the organization is genuinely interested in their individual performance and development. This alone can have a positive influence on the individual's sense of worth, commitment and belonging. The strength and prevalence of this natural human desire for individual recognition should not be overlooked. Absenteeism and turnover rates among secondary school teachers might be greatly reduced if more attention were paid to it. Regular performance appraisal, at least, is a good start.

Performance appraisal offers an excellent opportunity - perhaps the best that will ever occur - for a supervisor and subordinate to recognize and agree upon individual training and development needs. During the discussion of an employee's work performance, the presence or absence of work skills can become obvious - even to those who habitually

reject the idea of training. Performance appraisal can make the need for training more pressing and relevant by linking it clearly to performance outcomes and future career aspirations. From the point of view of the organization as a whole, consolidated appraisal data can form a picture of the overall demand for training. This data may be analyzed by variables such as sex, department, etc. In this respect, performance appraisal can provide a regular and efficient training needs audit for a school.

Appraisal data can be used to monitor the success of the organization's recruitment and induction practices. For example, how well are the employees performing who were hired in the past two years? Appraisal data can also be used to monitor the effectiveness of changes in recruitment strategies. By following the yearly data related to new comers it is possible to assess whether the general quality of the workforce is improving, staying steady, or declining.

Though often understated or even denied, evaluation is a legitimate and major objective of performance appraisal. But the need to evaluate (i.e., to judge) is also an ongoing source of tension, since evaluative and developmental priorities appear to frequently clash. Yet at its most basic level, performance appraisal is the process of examining and evaluating the performance of an individual. Though organizations have a clear right - some would say a duty - to conduct such evaluations of performance, many still recoil from the idea. To them, the explicit process of judgment can be dehumanizing and demoralizing and a source of anxiety and distress to employees. It has been said (Tznier & Murphy, 2000) that appraisal cannot serve the needs of evaluation and development at

the same time; it must be one or the other. But there may be an acceptable middle ground, where the need to evaluate employees objectively, and the need to encourage and develop them, can be balanced.

2.5 Performance Appraisal Process

According to Van Earder and Thiery (1996: 4), performance appraisal process is ideally made of the following components:

- **Prepare** - prepare all materials, notes agreed tasks and records of performance, achievements, incidents, reports etc - anything pertaining to performance and achievement - obviously include the previous performance appraisal documents and a current job description. A good appraisal form will provide a good natural order for proceedings, so use one. Organize your paperwork to reflect the order of the appraisal and write down the sequence of items to be covered. If the appraisal form includes a self assessment section and/or feedback section (good ones do) ensure this is passed to the appraisee suitably in advance of the appraisal with relevant guidance for completion. Get to know what your people are good at outside of their work. People's natural talents and passions often contain significant overlaps with the attributes, behaviours and maturity that are required and valued in the workplace. Use your imagination in identifying these opportunities to encourage 'whole-person' development and you will find appraisals can become very positive and enjoyable activities. Appraisals are not just about job performance and job skills training. Appraisals should focus on helping the 'whole person' to grow and attain fulfillment.

- **Inform** - inform the appraisee - ensure the appraisee is informed of a suitable time and place (change it if necessary), and clarify purpose and type of appraisal - give the appraisee the chance to assemble data and relevant performance and achievement records and materials. If the appraisal form does not imply a natural order for the discussion then provide an agenda of items to be covered.
- **Venue** - ensure a suitable venue is planned and available - private and free from interruptions - observe the same rules as with recruitment interviewing - avoid hotel lobbies, public lounges, canteens - privacy is absolutely essential for performance appraisals.
- **Layout** - room layout and seating are important elements to prepare also - don't simply accept whatever layout happens to exist in a borrowed or hired room - layout has a huge influence on atmosphere and mood - irrespective of content, the atmosphere and mood must be relaxed and informal - remove barriers - don't sit in the boss's chair with the other person positioned humbly on the other side of the desk; you must create a relaxed situation, preferably at a meeting table or in easy chairs - sit at an angle to each other, 90 degrees ideally - avoid face to face, it's confrontational.
- **Introduction** - relax the appraisee - open with a positive statement, smile, be warm and friendly - the appraisee may well be terrified; it's your responsibility to create a calm and non-threatening atmosphere. Set the scene - simply explain what will happen - encourage a discussion and as much input as possible from the appraisee - tell them it's their meeting not yours. Confirm the timings, especially finishing time. If helpful and appropriate begin with some general discussion

about how things have been going, but avoid getting into specifics, which are covered next (and you can say so). Ask if there are any additional points to cover and note them down so as to include them when appropriate.

- **Review and measure** - review the activities, tasks, objectives and achievements one by one, keeping to distinct separate items one by one - avoid going off on tangents or vague unspecific views. If you've done your preparation correctly you will have an order to follow. If something off-subject comes up then note it down and say you'll return to it later (and ensure you do). Concentrate on hard facts and figures, solid evidence - avoid conjecture, anecdotal or non-specific opinions, especially about the appraisee. Being objective is one of the greatest challenges for the appraiser - as with interviewing, resist judging the appraisee in your own image, according to your own style and approach - facts and figures are the acid test and provide a good neutral basis for the discussion, free of bias and personal views. For each item agree a measure of competence or achievement as relevant, and according to whatever measure or scoring system is built into the appraisal system. This might be simply a yes or no, or it might be a percentage or a mark out of ten, or an A, B, C. Reliable review and measurement requires reliable data - if you don't have the reliable data you can't review and you might as well rearrange the appraisal meeting. If a point of dispute arises, you must get the facts straightened out before making an important decision or judgment, and if necessary defer to a later date.
- **Agree an action plan** - An overall plan should be agreed with the appraisee, which should take account of the job responsibilities, the appraisee's career

aspirations, the departmental and whole organization's priorities, and the reviewed strengths and weaknesses. The plan can be staged if necessary with short, medium and long term aspects, but importantly it must be agreed and realistic.

- **Agree specific objectives** - These are the specific actions and targets that together form the action plan. As with any delegated task or agreed objective these must adhere to the SMARTER rules - specific, measurable, agreed, realistic, time-bound, enjoyable, recorded. If not, don't bother. The objectives can be anything that will benefit the individual, and that the person is happy to commit to. When helping people to develop, you are not restricted to job-related objectives, although typically most objectives will be.
- **Agree necessary support** - This is the support required for the appraisee to achieve the objectives, and can include training of various sorts (external courses and seminars, internal courses, coaching, mentoring, secondment, shadowing, distance-learning, reading, watching videos, attending meeting and workshops, workbooks, manuals and guides; anything relevant and helpful that will help the person develop towards the standard and agreed task. Also consider training and development that relates to 'whole-person development' outside of job skills. This might be a hobby or a talent that the person wants to develop. Developing the whole person in this way will bring benefits to their role, and will increase motivation and loyalty. The best employers understand the value of helping the whole person to develop. Be careful to avoid committing to training expenditure before suitable approval, permission or availability has been confirmed - if

necessary discuss likely training requirements with the relevant authority before the appraisal to check. Raising false hopes is not helpful to the process.

- **Invite any other points or questions** - make sure you capture any other concerns.
- **Close positively** - Thank the appraisee for their contribution to the meeting and their effort through the year, and commit to helping in any way you can.
- **Record main points, agreed actions and follow-up** - Swiftly follow-up the meeting with all necessary copies and confirmations, and ensure documents are filed and copied to relevant departments, HRM, and your own line manager typically.

In line with the process, the Van Earda and Thiery (2000) enlist some of the expectations that the manager doing performance appraisal should embrace to avoid bias. The following is typically expected from company managers when doing performance appraisals:

1. Translate organizational goals into individual job objective.
2. Communicate management's expectations regarding employee performance.
3. Provide feedback to the employee about job performance in light of management's objectives.
4. Coach the employee on how to achieve job objectives/requirements.
5. Diagnose the employee's strengths and weaknesses.
6. Determine what kind of development activities might help the employee better utilize his or her skills improve performance on the current job.

Unfortunately, the process stated above may not be very applicable in school situations. This is basically because the appraisers in schools are not trained managers and may not even be conversant with performance management. As a result performance appraisal may be taken as just another mandatory procedure in the schools and not an opportunity for personal and institutional development. Moreover the appraisers may be teaching the same subjects with some of the teachers and may themselves not be doing very well as teachers further complicating the appraisal process.

2.6 Performance Appraisal Methods

In a landmark study, Locher & Teel (1977) found that the three most common appraisal methods in general use are rating scales (56%), essay methods (25%) and results-oriented or MBO methods (13%). The methods are discussed in the following sections in depth.

2.6.1 Rating Scales

The rating scale method offers a high degree of structure for appraisals. Each employee trait or characteristic is rated on a bipolar scale that usually has several points ranging from "poor" to "excellent" (or some similar arrangement). The traits assessed on these scales include employee attributes such as cooperation, communications ability, initiative, punctuality and technical (work skills) competence. The nature and scope of the traits selected for inclusion is limited only by the imagination of the scale's designer, or by the organization's need to know. The one major provision in selecting traits is that they should be in some way relevant to the appraisee's job. The traits selected by some

organizations have been unwise and have resulted in legal action on the grounds of discrimination.

The greatest advantage of rating scales is that they are structured and standardized. This allows ratings to be easily compared and contrasted - even for entire workforces. Each employee is subjected to the same basic appraisal process and rating criteria, with the same range of responses. This encourages equality in treatment for all appraisees and imposes standard measures of performance across all parts of the organization. Rating scale methods are easy to use and understand. The concept of the rating scale makes obvious sense; both appraisers and appraisees have an intuitive appreciation for the simple and efficient logic of the bipolar scale. The result is widespread acceptance and popularity for this approach.

Its disadvantages are that it is inevitable that with a standardized and fixed system of appraisal that certain traits will have a greater relevance in some jobs than in others. For example, the trait "initiative" might not be very important in a job that is tightly defined and rigidly structured. In such cases, a low appraisal rating for initiative may not mean that an employee lacks initiative. Rather, it may reflect that fact that an employee has few opportunities to use and display that particular trait. The relevance of rating scales is therefore said to be context-sensitive. Job and workplace circumstances must be taken into account.

Rating scales, and the traits they purport to measure, generally attempt to encapsulate all the relevant indicators of employee performance. There is an assumption that all the true and best indicators of performance are included, and all false and irrelevant indicators are excluded. This is an assumption very difficult to prove in practice. It is possible that an employee's performance may depend on factors that have not been included in the selected traits. Such employees may end up with ratings that do not truly or fairly reflect their effort or value to the organization. Employees in this class are systemically disadvantaged by the rating scale method.

There is also the issue of perceptual errors. This includes various well-known problems of selective perception (such as the horns and halos effect) as well as problems of perceived meaning. Selective perception is the human tendency to make private and highly subjective assessments of what a person is "really like", and then seek evidence to support that view, while ignoring or downplaying evidence that might contradict it (Solomon, 2001). This is a common and normal psychological phenomenon. All human beings are affected by it. In other words, we see in others what we want to see in them. An example is the supervisor who believes that an employee is inherently good (halo effect) and so ignores evidence that might suggest otherwise. Instead of correcting the slackening employee, the supervisor covers for them and may even offer excuses for their declining performance. On the other hand, a supervisor may have formed the impression that an employee is bad (horns effect). The supervisor becomes unreasonably harsh in their assessment of the employee, and always ready to criticize and undermine them.

The horns and halo effect is rarely seen in its extreme and obvious forms. But in its more subtle manifestations, it can be a significant threat to the effectiveness and credibility of performance appraisal.

Rating errors are likely to occur and unlike perceptual errors, these errors may be (at times) deliberate. The most common rating error is central tendency. Busy appraisers, or those wary of confrontations and repercussions, may be tempted to dole out too many passive, middle-of-the-road ratings (e.g., "satisfactory" or "adequate"), regardless of the actual performance of a subordinate. Thus the spread of ratings tends to clump excessively around the middle of the scale. This problem is worsened in organizations where the appraisal process does not enjoy strong management support, or where the appraisers do not feel confident with the task of appraisal.

2.6.2 Essay Method

In the essay method approach, the appraiser prepares a written statement about the employee being appraised. The statement usually concentrates on describing specific strengths and weaknesses in job performance. It also suggests courses of action to remedy the identified problem areas. The statement may be written and edited by the appraiser alone, or it be composed in collaboration with the appraisee.

The essay method is far less structured and confining than the rating scale method. It permits the appraiser to examine almost any relevant issue or attribute of performance. This contrasts sharply with methods where the appraisal criteria are rigidly defined.

Appraisers may place whatever degree of emphasis on issues or attributes that they feel appropriate. Thus the process is open-ended and very flexible. The appraiser is not locked into an appraisal system that limits expression or assumes that employee traits can be neatly dissected and scaled.

Essay methods are time-consuming and difficult to administer. Appraisers often find the essay technique more demanding than methods such as rating scales. The technique's greatest advantage - freedom of expression - is also its greatest handicap. The varying writing skills of appraisers can upset and distort the whole process. The process is subjective and, in consequence, it is difficult to compare and contrast the results of individuals or to draw any broad conclusions about organizational needs.

2.6.3 Results Method or Management by Objectives (MBO)

The use of management objectives was first widely advocated in the 1950s by the noted management theorist Peter Drucker. Management by Objectives (MBO) methods of performance appraisal is results-oriented. That is, they seek to measure employee performance by examining the extent to which predetermined work objectives have been met. Usually the objectives are established jointly by the supervisor and subordinate. An example of an objective for a sales manager might be: Increase the gross monthly sales volume to \$250,000 by 30 June (Sheppard, 1993). Once an objective is agreed, the employee is usually expected to self-audit; that is, to identify the skills needed to achieve the objective. Typically they do not rely on others to locate and specify their strengths and weaknesses. They are expected to monitor their own development and progress.

The MBO approach overcomes some of the problems that arise as a result of assuming that the employee traits needed for job success can be reliably identified and measured. Instead of assuming traits, the MBO method concentrates on actual outcomes. If the employee meets or exceeds the set objectives, then he or she has demonstrated an acceptable level of job performance. Employees are judged according to real outcomes, and not on their potential for success, or on someone's subjective opinion of their abilities.

The guiding principle of the MBO approach is that direct results can be observed, whereas the traits and attributes of employees, which may or may not contribute to performance, must be guessed at or inferred. The MBO method recognizes the fact that it is difficult to neatly dissect all the complex and varied elements that go to make up employee performance. MBO advocates claim that the performance of employees cannot be broken up into so many constituent parts - as one might take apart an engine to study it. But put all the parts together and the performance may be directly observed and measured.

MBO methods of performance appraisal can give employees a satisfying sense of autonomy and achievement. But on the downside, they can lead to unrealistic expectations about what can and cannot be reasonably accomplished. Supervisors and subordinates must have very good "reality checking" skills to use MBO appraisal methods. They will need these skills during the initial stage of objective setting, and for the purposes of self-auditing and self-monitoring. Unfortunately, research studies have shown repeatedly that human beings tend to lack the skills needed to do their own "reality

checking". Nor are these skills easily conveyed by training. Reality itself is an intensely personal experience, prone to all forms of perceptual bias.

One of the strengths of the MBO method is the clarity of purpose that flows from a set of well-articulated objectives. But this can be a source of weakness also. It has become very apparent that the modern organization must be flexible to survive. Objectives, by their very nature, tend to impose certain rigidity. Of course, the obvious answer is to make the objectives more fluid and yielding. But the penalty for fluidity is loss of clarity. Variable objectives may cause employee confusion. It is also possible that fluid objectives may be distorted to disguise or justify failures in performance.

From the literature above, each and every method discussed has both merits and demerits. It would therefore, limiting for an organization to be mutually exclusive and rely on only one method. Thus, the more methods used the more accurate and effective the performance appraisal may be.

2.7 Common Mistakes during Performance Appraisal

Where performance appraisal fails to work as well as expected, lack of support from the top levels of management is often cited as a major contributing reason. Opposition may be based on political motives, or more simply, on ignorance or disbelief in the effectiveness of the appraisal process. In the school situation there may even be suspicion among many Principals that a poor appraisal result may reflect badly upon them also, since they are usually the employee's supervisor. Many may have a vested interest in

making their subordinates "look good" on paper. When this problem exists (and it can be found in many organizations), it may point to a problem in the organization culture. The cause may be a culture that is intolerant of failure. In other words, appraisers may fear the possibility of repercussions - both for themselves and the appraisee.

Longenecker (1989) argues that accuracy in performance appraisal is impossible to achieve, since people play social and political games, and they protect their own interests. "No savvy manager..." says Longenecker, "... is going to use the appraisal process to shoot himself or herself in the foot." No matter what safeguards are in place, "... when you turn managers loose in the real world, they consciously fudge the numbers." What Longenecker is saying is that appraisers will, for all sorts of reasons, deliberately distort the evaluations that they give to employees. Indeed, surveys have shown that not only do many managers admit to a little fudging, they actually defend it as a tactic necessary for effective management.

The fudging motives of appraisers have, at times, certain plausibility. For instance, a supervisor who has given an overly generous appraisal to a marginal performer might claim that their 'legitimate' motive was the hope of encouraging a better performance.

On the other hand, fudging motives can be a lot less admirable and sometimes devious: the appraiser who fudges to avoid the possibility of an unpleasant confrontation, the appraiser who fudges to hide employee difficulties from senior managers, the appraiser who fudges in order to punish or reward employees. Many people have a natural

reluctance to "play judge" and create a permanent record which may affect an employee's future career. This is the case especially where there may be a need to make negative appraisal remarks. This scenario is very applicable in secondary schools where the appraisers are teachers who have been deployed as Principals and who might at some point in time be redeployed to schools as classroom teachers in schools headed by their former appraisees. Thus while undertaking appraisal there is always the fear of a future confrontation.

Larson (1989) has described a social game played by poor performers. Many supervisors will recognize the game at once and may have been its victims. The game is called feedback-seeking. It occurs where a poor performing employee regularly seeks informal praise from his or her supervisor at inappropriate moments. Often the feedback-seeker will get the praise they want, since they choose the time and place to ask for it. In effect, they "ambush" the supervisor by seeking feedback at moments when the supervisor is unable or unprepared to give them a full and proper answer, or in settings that are inappropriate for a frank assessment.

The supervisor may feel "put on the spot", but will often provide a few encouraging words of support. The game seems innocent enough until appraisal time comes around. Then the supervisor will find that the employee recalls, with perfect clarity, every casual word of praise ever spoken. This places the supervisor in a difficult bind. Either the supervisor lied when giving the praise, or least, misled the employee into thinking that their performance was acceptable (in fact, this is the argument that feedback-seekers will

often make). The aim of the game is that the feedback- seeker wants to deflect responsibility for their poor performance. They also seek to bolster their appraisal rating by bringing in all the "evidence" of casual praise. Very often the feedback seeker will succeed in making the supervisor feel at least partly responsible. As a result, their appraisal result may be upgraded.

The bane of any performance appraisal system is the appraiser who wants to "play it by ear". One of the most common mistakes in the practice of performance appraisal is to perceive appraisal as an isolated event rather than an ongoing process.

Employees generally require more feedback, and more frequently, this can be provided in an annual appraisal. While it may not be necessary to conduct full appraisal sessions more than once or twice a year, performance management should be viewed as an ongoing process.

2.8 Performance Evaluation System

The Performance Evaluation System (PES) is a system for the appraisal of employee work performance (Barney, 2006). This system provides supervisors with an opportunity to communicate performance expectations to their employees and to provide them with specific feedback about their performance.

2.9 Steps to a Performance Evaluation System

Performance evaluations, which provide employers with an opportunity to assess their employees' contributions to the organization, are essential to developing a powerful work

team. Yet in some practices, physicians and practice managers put performance evaluations on the back burner, often because of the time involved and the difficulties of critiquing employees with whom they work closely. The benefits of performance evaluations outweigh these challenges, though. When done as part of a performance evaluation system that includes a standard evaluation form, standard performance measures, guidelines for delivering feedback, and disciplinary procedures, performance evaluations can enforce the acceptable boundaries of performance, promote staff recognition and effective communication and motivate individuals to do their best for themselves and the practice.

The primary goals of a performance evaluation system are to provide an equitable measurement of an employee's contribution to the workforce, produce accurate appraisal documentation to protect both the employee and employer, and obtain a high level of quality and quantity in the work produced. To create a performance evaluation system in your practice, follow these five steps (Cash, 1993: 22):

1. Develop an evaluation form.
2. Identify performance measures.
3. Set guidelines for feedback.
4. Create disciplinary and termination procedures.
5. Set an evaluation schedule.

1. Develop an evaluation form

Performance evaluations should be conducted fairly, consistently and objectively to protect your employees' interests and to protect your practice from legal liability. One

way to ensure consistency is to use a standard evaluation form for each evaluation. The form you use should focus only on the essential job performance areas. Limiting these areas of focus makes the assessment more meaningful and relevant and allows you and the employee to address the issues that matter most. You don't need to cover every detail of an employee's performance in an evaluation.

For most staff positions, the job performance areas that should be included on a performance evaluation form are job knowledge and skills, quality of work, quantity of work, work habits and attitude. In each area, the appraiser should have a range of descriptors to choose from (e.g., far below requirements, below requirements, meets requirements, exceeds requirements, far exceeds requirements). Depending on how specific the descriptors are, it's often important that the appraiser also have space on the form to provide the reasoning behind his or her rating.

Performance evaluations for those in management positions should assess more than just the essential job performance areas mentioned above. They should also assess the employee's people skills, ability to motivate and provide direction, overall communication skills and ability to build teams and solve problems. You should have either a separate evaluation form for managers or a special managerial section added to your standard evaluation form.

2. Identify performance measures

Standard performance measures, which allow you to evaluate an employee's job performance objectively, can cut down on the amount of time and stress involved in

filling out the evaluation form. Although developing these measures can be one of the more time-consuming parts of creating a performance evaluation system, it's also one of the most powerful.

If you have current job descriptions for each position in your practice, you've already taken the first step toward creating standard performance measures, which are essentially specific quantity and quality goals attached to the tasks listed in a job description. A job description alone can serve as a measurement tool during an evaluation if, for example, you're assessing whether an employee's skills match the requirements of the position. But standard performance measures take the job description one step further. For example, one task listed in a receptionist's job description might be entering new and updated patient registrations into the computer. The standard performance measure for that task might be to enter 6 to 12 registrations per day (quantity) with an error rate of less than 2 percent (quality).

Standard performance measures can even objectively measure some of the more subjective job performance areas, such as work habits. For example, you can establish an objective measure for attendance by defining the acceptable number of times an employee can be tardy or absent during a specific time frame.

However, standard performance measures don't always work for other subjective areas, such as attitude. In these cases, it's still important to be as objective as possible in your evaluation. Don't attempt to describe attitude, for instance; instead, describe the employee's behavior, which is what conveys the attitude, and the consequences of that

behavior for the practice. For example: "This employee has failed to support her co-workers. When another member of her department is absent, she refuses to take on the additional tasks required to process patients in a timely manner. This behavior causes patient backlog, places a burden on staff and compromises effective teamwork."

To begin developing standard performance measures in your practice, review the job descriptions for each position and select the key components of the job that can be specifically measured. Then, work with the employees in each position to gather quantitative data, examine historical patterns of volume and determine qualitative measurements that reflect the practice's mission and goals. Depending on how large your practice is and how many positions need standard performance measures; you may want to select a committee to develop them. Then, with help from the employees in each position, the supervisors should maintain them. It's important to keep job descriptions and standard performance measures as current as possible. Otherwise, when an employee doesn't measure up to the standards you've set, you can't be sure whether he or she has a performance problem or whether your expectations of the position have become unrealistic based on increased volume or a change in circumstances.

3. Set guidelines for feedback

Feedback is what performance evaluations are all about. So before you implement your performance evaluation system, make sure that everyone who will be conducting evaluations knows what kind of feedback to give, how to give it and how to get it from the employee in return.

Give balanced feedback. Don't make the common error of glossing over an employee's deficiencies and focusing only on his or her strengths. It is by understanding their weaknesses that employees can take ownership of their performance and role in the practice. And when given the support they need to make improvements in these areas, employees learn to take pride in their work and are willing to take on new challenges with confidence.

Outline expectations for improvement. When you address areas where improvement is needed, outline your expectations for improvement and how you intend to help the employee meet them. For example, if an employee is speaking harshly with other employees and does not seem tolerant with patients, give the employee some examples of his or her behavior and offer some suggestions to resolve the problem, such as role-playing sessions or a communication skills/customer-service workshop or seminar. Define the boundaries by letting the employee know what is acceptable and what will not be tolerated, and then establish a plan for monitoring performance and re-evaluating the employee.

Encourage feedback from the employee. After you've discussed the results of the evaluation with the employee, encourage him or her to give you some non-defensive feedback. Ask the employee whether he or she agrees with your assessment, and/or invite suggestions for improvement. For example: "You seem to become impatient and short with patients when the physician is running late. Since there are times when running late cannot be avoided, how do you suggest we handle this to avoid such a reaction?" This should lead to an open exchange of information that will allow you and the employee to better understand each other's perspective.

4. Create disciplinary and termination procedures.

In some cases, even after a thorough performance evaluation and a discussion of expected improvements, an employee will continue to perform poorly. You need to be prepared to handle such a situation by having well-defined, written disciplinary and termination procedures in place. These procedures should outline the actions that will be taken when performance deteriorates - a verbal warning, a written warning if there is no improvement or a recurrence, and termination if the situation is not ultimately resolved.

Verbal warning- This should be given in private, with the behavior or reason for the discipline clearly stated. For example: "I observed you talking disrespectfully to another employee at the front desk. You said she was brain-dead and tossed a chart at her. We will not tolerate disrespect in the workplace. Furthermore, this outburst could be overheard from the reception room. If this occurs again, a report will be written up and placed in your file. Do you understand the importance of this?" After the verbal warning is given, allow the employee to respond, but keep the exchange brief.

Written warning- How you handle the written warning plays a critical role in the success of your disciplinary and termination procedures. This is the time to make it clear to the employee just how serious his or her performance problem is. Unfortunately, many practices fail to do this and/or to follow through with termination if necessary. Once the written warning is mishandled in this way, it no longer has any merit. A standard, written, warning form should include the following:

- A description of the behavior or problem that includes objective findings,
- The measurable actions and changes expected of the employee,
- The support the employer will provide for improvement,

- A description of what will occur (e.g., unpaid time off or termination) and when (e.g., after one more occurrence or two) if the warning is not heeded,
- The signature of the employee and appraiser and the date of the warning.

Termination- Explain the reason for the termination but do so briefly and objectively to avoid getting into an elaborate discussion that puts you in a defensive position. Validate the employee as a person, perhaps by giving a positive slant to the employee's potential in the job market. For example, although an employee might have been a poor file clerk for you because he or she didn't pay attention to detail, the employee may have a friendly personality that would make him or her, a good telephone operator. Also, let the employee know what will become of any accrued vacation or sick leave, pension benefits, etc. Know your state's laws on these issues. Finally, ask if the employee has any further questions and then assist the employee in retrieving all of his or her belongings and leaving with as much dignity as possible. If you handle termination well, you are less likely to have an employee who wants to "get even" by badmouthing you in the community or seeking legal revenge.

2.10 Measuring Effectiveness of Performance Appraisal

Performance appraisal among teachers ideally involves the focus on developing and honing instruments to more accurately and objectively measure human performance (for examples see Tznier et al. 2001, Tznier, et al., 1993); the focus on head teachers/principals and teacher characteristics as sources of potential and actual bias in the performance appraisal ratings (Cleveland & Murphy, 1992; Dewberry, 2001; Ford et al., 1986; Feldman 1981). And third, research has focused on the uses and types of

performance appraisal systems within organizations (Scott & Einstein, 2001, and Lam & Schaubroeck, 1999). However to the best of the researcher's knowledge no research has addressed itself specifically to the effectiveness of performance appraisal among secondary school teachers in Meru Central District.

Literature to date has helped organizations adopt more efficient and effective performance appraisal systems. It has helped administrators understand the challenges with objectively measuring behavior as well as some of the pitfalls associated with employee and supervisor bias in administering performance appraisals. Questions that have yet to be pursued in the literature include: what leads to performance appraisal system effectiveness and how can performance appraisal system effectiveness be defined? Research shows that the measures and systems we now have are not free from bias (Cleveland & Murphy, 1992; Dewberry, 2001; Scott & Einstein, 2001; and Lam & Schaubroeck, 1999), but, how can organizations understand if their performance appraisal system is effectively producing their desired results? This study attempts at answering these questions.

2.11 Theoretical framework

2.11.1 Vroom's Expectancy Theory

V.H. Vroom (1964) developed a theory of motivation based on the premise that an individual's behaviour is formed not on objective reality but on his or her subjective perception of that reality. In a nutshell, the core of the theory relates to how a person perceives the relationships between three things - efforts, performance and rewards. He

concluded that there were three factors, each based on the individual's personal perception of the situation. These were:

1. **Expectancy** - the extent of the individual's perception, or belief, that a particular act will produce outcome.
2. **Instrumentality** - the extent to which the individual perceives that effective performance will lead to desired rewards.
3. **Valence** - the strength of the belief that attractive rewards are potentially available.

This approach to the concept of human motivation has its emphasis on the psychological mechanisms that trigger efforts. The basic model developed by Vroom, indicating the components of effort that can lead to relevant performance and appropriate rewards, can be summarized in the figure below.

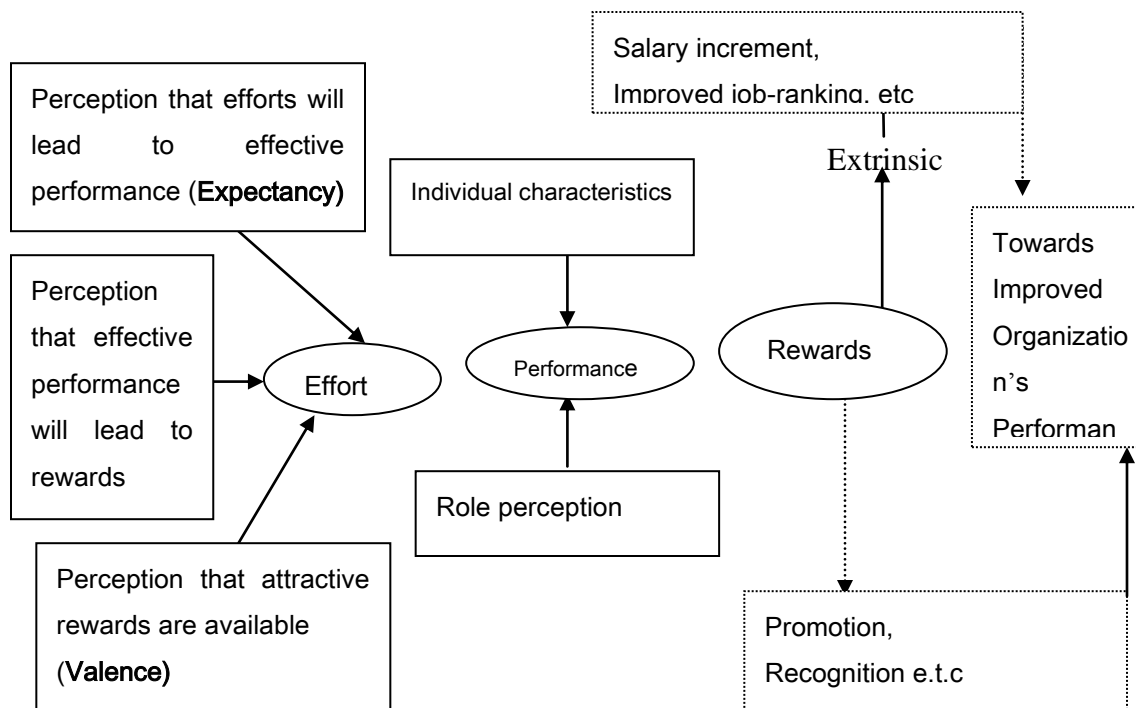


Figure 2.1: The Expectancy Theory

Source: Cole (1996: 41)

The Expectancy Theory is based on individual motivation towards performance. The theory also concerns itself with the rewards, as the prime motivation to the perception on the individual in regard to his/her effort, and hence performance. Whether it's intrinsic or extrinsic, rewards may have some effects on the overall organizational performance. Therefore, the theory is directly relevant to this study, which sought to evaluate the effectiveness of performance evaluation among secondary school teachers. In this regard, performance evaluations were done as standards of measure to be used to motivate teachers as basis for promotion and salary increment. Therefore, effort as manifested through performance was triggered by the real and perceived rewards, all of which determine the overall performance of teachers in their respective

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This section describes the profile of the organization under which the study was carried. The section highlights the target population of the study, sample size of the study, sampling techniques employed, data collection methods that were used, and the data analysis techniques that were employed.

3.2 Study Area

Meru Central District is located in Eastern Province of Kenya. In 1992, it was split from the larger Meru District, along with Meru North District, Meru South District and Tharaka District. Meru Central District was at the time of the study divided into 10 divisions namely: Abogeta, Abothuguchi Central, Abothuguchi East, Abothuguchi West, Buuri, Igoji, Miriga Mieru East, Miriga Mieru West, Nkuene, and Timau Division. By the year 2007, the District Education Office's records were showing that there were around 1250 TSC employed teachers in the district, which had 140 public secondary schools. Meru Central District was purposively selected for the study because no known study had so far been done in the District on the effectiveness of performance evaluation among secondary school teachers. The district also had many public schools and Teachers Service Commission (TSC)-employed teachers therefore, an ideal context for the study.

3.3 Research Design

The study was conducted using a combination of both qualitative and quantitative research designs. More specifically it was conducted through survey research design, which is a self-report study, requiring the collection of quantifiable information from the sample. The study was concerned with the evaluation of the system of performance evaluation among teachers in secondary schools because an effective and efficient evaluation system would lead to job satisfaction of employees and productivity for the organization. The design enabled the researcher to investigate the effectiveness of the performance evaluation system among secondary school teachers by selecting a sample of 200 teachers as respondents enabling collection of information that could be generalised to other teachers.

3.4 Target Population of the Study

The target population for the study consisted of all the 1250 teachers in public secondary school in Meru Central District. Teachers were selected because they were the ones that were ideally supposed to be evaluated by their Head Teachers and/or Principals. Teachers are also expected to get their personal emoluments like promotions and salary increment on the basis of their scores in the performance appraisal forms. Therefore, the study expected that teachers had the most in-depth understanding on the extent to which evaluation of secondary school teachers was done.

3.5 Sampling procedure

There were 140 secondary schools in Meru Central District with an estimated 1250 TSC employed secondary school teachers at the time of the study. However, the sample consisted of 200 teachers who served as respondents. These 200 teachers formed 16% of the teachers in Meru Central District at the time of the study. Table 3.1 below summarizes the sampling procedure that was employed during the study.

Table 3.1 Sampling Procedure

| Nature of School | Frequency in the District | Estimated No. of teachers | 10% of total schools | 16% of teachers | Participating schools |
|-------------------------|--------------------------------------|--------------------------------------|---------------------------------|----------------------------|----------------------------------|
| Provincial Boarding | 5 | 200 | | 32 | 2 |
| Provincial Day | 11 | 330 | | 53 | 2 |
| District Boarding | 45 | 450 | | 72 | 3 |
| District Day | 79 | 270 | | 43 | 7 |
| Total | 140 | 1250 | 14 | 200 | 14 |

According to Kerlinger (1989) a 10% to 30% sample of any given population is representative. Therefore, out of 140 schools the researcher purposively selected 14 of them, which is 10% of all the schools in the District. The researcher then selected 16% of the total number of teachers in the district from the selected schools to get 200 teachers that participated in the study as respondents. The figure of 200 was not only statistically viable, but also representative as per the Kerlinger's principle.

The study employed purposive sampling to select respondent schools. This ensured respondents were from Provincial boarding, Provincial day, District boarding and district day secondary schools to minimize on intervening variables. These variables include resources, organizational culture and management styles which can have an impact on organizational performance. It also ensured that the researcher collected focused information. However, for the purposes of this study teachers were treated as a homogenous population as P.E was meant for all TSC teachers.

Respondents were then chosen from these schools using simple random sampling. This was aimed at selecting a representative sample from the target population. The teachers that participated in the study were chosen without regard for gender, education background or any other factors. A list of all the teachers from each school was drawn with request from the Head Teacher or Principal and then simple random sampling was used to select respondents.

3.6 Methods of Data Collection

Data was collected through observation method, documented/secondary data, and survey method.

3.6.1 Survey Method

This was the main method of data collection that involved the use of a questionnaire as the instrument for data collection. The semi-structured questionnaire was administered to 200 respondents. The questionnaire was structured to encompass the demographic

characteristics of the respondents in the first section, and then the rest of the sections were based on specific objectives that the study sought to achieve. Survey method was used because the study aimed at eliciting opinions of the teachers on the current performance evaluation system. The method enabled recording behaviors as well as opinions, attitudes, knowledge and beliefs.

The questionnaire was distributed to 200 teachers in the selected 14 schools. The assumption was that every teacher was subjected to performance evaluation. After a list of all the teachers in each school was drawn with request from the Head Teacher/Principal, simple random technique was used to select the specific teachers to fill the questionnaire. Questionnaires produced both qualitative and quantitative data. The main advantage of the instrument was that it allowed the researcher to control and focus responses to the research objectives. Thus, enhancing relevancy of data collected.

3.6.1:1 Validity

To determine and improve the validity of the questionnaires a pilot study was carried out with 20 questionnaires and actual research carried out within a month after the pilot study to minimize changes in the population. The pilot study had revealed ability of the questionnaire to capture all the research questions and hence allowed the preparation of the final questionnaire.

3.6.1:2 Reliability of the Questionnaire

To enhance accuracy in the data collected, the researcher ensured reliability of the instrument. To determine and improve the reliability of the questionnaires assistance was sought from experienced supervisors in the field of Human Resource (Moi University). thus enabling preparation of the final questionnaire.

3.6.2 Observation

The researcher maintained a constant presence with teachers in the schools who participated in the study. During visits to various schools, the researcher observed the content of the performance appraisal form, details on the forms and also facial expressions of teachers in regard to the opinions which they gave. Detailed observation was important because it was used to verify some of the information produced during questionnaire and interview sessions. Observation mainly produced qualitative data

3.6.3 Key Informant Interviews

The key informants for the study were fourteen (14) head teachers/ Principals and four (4) divisional education officers. All The 18 key informants were selected purposively based on their information -knowledge on issues of interest to the study.

Key informant technique took the form of open- ended interview questions. The method was advantageous in the sense that, key informants provided and even expounded precisely on most of the issues in detail. Key informant interviews produced qualitative data.

3.7 Data Analysis Techniques

Data collected was analyzed descriptively to provide both qualitative and quantitative data. Qualitative data provided a description, interpretation and explanation of data based on the set objectives. Qualitative data relied mainly on narrations and the findings were presented using quotes and text boxes. Quantitative data provided numerical information and was presented using percentages and frequencies. Moreover Statistical analysis SPSS computer package was used for the analysis.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATIONS

4.1 Overview

This chapter is divided into five sections based on the themes of the study. These are; background information of the respondents, Performance Evaluation process, performance appraisal form, performance evaluation interview and effectiveness of performance evaluation system.

4.2 Background Information

The researcher, before embarking on the main objective of the study, felt it necessary to identify respondents' background information since it would lay a concrete foundation on which findings would be based. Background information was measured by the following variables: gender of the respondents, age, educational level, the type of school that the respondent teaches in and respondent's working years. As a result, it was established that there were more male (68.5%) than female (31.5%) in the sampled schools. This information is summarized in **Table 4.1** below.

Table 4.2: Background Information

| Background Information | Frequency | Percentage |
|---------------------------------------------|------------------|-------------------|
| Gender of the Respondents | | |
| Male | 137 | 68.5 |
| Female | 63 | 31.5 |
| Total | 200 | 100.0 |
| Age of the Respondents | | |
| Less than 30 Years | 27 | 13.5 |
| 31-45 | 141 | 70.5 |
| More Than 45 years | 32 | 16.0 |
| Total | 200 | 100.0 |
| Educational Level of the Respondents | | |
| Diploma | 61 | 30.5 |
| Degree | 114 | 57.0 |
| Postgraduate (M.A/M.PHIL/M.SC/M.ED) | 25 | 12.5 |
| Total | 200 | 100.0 |
| Type of School | | |
| Provincial Boarding | 2 | 14.3 |
| Provincial Day | 2 | 14.3 |
| District Boarding | 3 | 21.4 |
| District Day | 7 | 50.0 |
| Total | 14 | 100.0 |

Respondent's Working Years as a Teacher

| | | |
|--------------------|------------|--------------|
| 0-3 Years | 36 | 18.0 |
| 4-7 Years | 9 | 4.5 |
| 8-11 Years | 17 | 8.5 |
| 12 Years and Above | 138 | 69.0 |
| Total | 200 | 100.0 |

From **Table 4.1** it is clear that there were more male than female respondents. According to the respondents, there are only few females who prefer teaching career while majority of them prefer other professions like nursing, secretarial and journalism among other careers. It was observed that majority of the female respondents taught English and Arts subjects while their male counterparts taught Sciences and Math's; subjects believed to be hard and therefore, require a lot of skills and experience.

Over respondents' age, it was established that majority (86.5%) were 31 years and above. This therefore implies that majority of them had at least ten years of working experience thus, possessing good knowledge and experience on the performance evaluation system that is normally carried out in their schools. As a result, the information given would be valid and reliable basing on the long term service.

The study further established that majority (57%) of the respondents were degree holders from different universities. The current 8-4-4 system requires that a secondary school teacher should possess at least a diploma to be able to teach in any secondary school in Kenya. Under this system, the trainees (teachers) are taught about performance evaluation systems and how effective the system is in meeting the set goals and objectives. Since the degree holder respondents were already familiar with performance evaluation and how it is done, they formed a good resource base for the researcher's information on the performance evaluation. Moreover, 12.5% of the postgraduate respondents were an added advantage in providing valid information concerning the performance evaluation system in Kenya.

Among the four types of sampled schools, majority (74%) of the respondents were from the provincial boarding schools. Majority of the respondents were chosen from provincial boarding schools since it was believed that performance evaluation system was highly established and therefore respondents were able to provide tangible information. Moreover these schools had the highest number of teachers in the district.

As was discussed earlier, it was established that majority (69%) of the respondents had spent 12 years and above in the teaching profession. These were critical to the study as they helped in gathering of relevant and reliable data since majority of the respondents had long working experience and therefore were expected to be able to provide the real picture of how evaluation was being done.

4.3 Performance Evaluation Process

Performance evaluation process is a tool that is used to evaluate teachers' performance in secondary schools. The first objective of the study was to assess the performance evaluation system currently used to evaluate teachers in secondary schools.

The objective was measured by the following variables; whether the staff has been evaluated or not, frequency of assessment, forms of performance evaluation, use of information from performance evaluation, respondent opinion on manager's evaluating performance, whether supervisor consults colleagues in the department concerning respondent evaluation and whether the supervisor meets respondents several times during the year for the purpose of performance evaluation. Moreover the study paid attention to whether supervisor follows up respondent training and development during the next evaluation period and whether the supervisor often reviews respondent job description before the performance evaluation is conducted. Also of importance was whether respondent and supervisor set monthly (or quarter) objectives for performance improvement, whether performance evaluation process for teachers aimed at improving teachers performance and whether supervisor was knowledgeable of respondent's job description.

4.3.1 Actual Performance Evaluation

When respondents were asked whether they had been evaluated it was found that majority of the staff had. This is as summarised in the **Table 4.3** below.

Table 4.3: Actual Performance Evaluation.

| Whether Respondents had been Evaluated | Frequency | Percent |
|-----------------------------------------------|------------------|----------------|
| Yes | 160 | 80.0 |
| No | 40 | 20.0 |
| Total | 200 | 100.0 |

From **Table 4.3** above, findings suggest that majority (80%) of the respondents had been evaluated while only 20% of the respondents said that they had not been evaluated. This implies that the performance evaluation system was being implemented in Meru Central District. Performance evaluation is very important in terms of assessing teachers' quality and competence hence, necessary for teachers' promotions and salary increment among other positive and negative incentives. Moreover, it was observed that Principals were very emphatic that they did evaluate the performance of the teachers in their schools.

4.3.2 How frequently Performance Evaluation is done in Respondent Schools

Performance evaluation is an important assessment tool and therefore its frequency also matters a lot. As a result, the study sought to establish how frequently PE was done in the respondent schools. It was found that majority of the respondents were only evaluated when attending promotion interviews. Many teachers said before the promotion interview they would sit with their Principals to fill the Performance Assessment Report form. This is as shown in **Table 4.4** below.

Table 4.4: How Frequently Performance Evaluation is done in Respondent Schools

| Frequency of Performance Evaluation in Respondent Schools | Frequency | Percent |
|------------------------------------------------------------------|------------------|----------------|
| Yearly | 50 | 25.0 |
| After every 2 years | 10 | 5.0 |
| After more than 2 years | 100 | 50.0 |
| Never | 40 | 20.0 |
| Total | 200 | 100.0 |

Following the findings, it was clear that majority (50%) of the respondents were not evaluated regularly while 20% were not evaluated at all and therefore, were not aware of the frequency of the performance evaluation. However, for those that were evaluated, 25% of them said that performance evaluation was done on a yearly basis. This follows the code of regulation for teachers which states that each head teacher shall be required to submit Staff Appraisal Reports on each teacher in the school at least once a year in the proscribed form. Yearly performance evaluation would be very effective since it would show what a teacher had achieved in one year, areas of weakness and whether he/ she deserved to be promoted among other issues.

4.3.3 Forms of Performance Evaluation

Every organization normally has got its own forms of evaluating its staff. It is against this background that the researcher wanted to find out what form of performance evaluation

secondary schools had adopted. 25% of the respondents mentioned that they underwent evaluation interviews only, 15% indicated that the appraisal form only was used, 60% mentioned that both evaluation forms and interviews were used while 20% said they had not undergone evaluation. This is as summarised in **Table 4.5** below.

Table 4.5: Forms of Performance Evaluation

| Forms of Performance Evaluation | Frequency | Percent |
|----------------------------------------|------------------|----------------|
| Evaluation interview | 25 | 12.5 |
| Appraisal form | 15 | 7.5 |
| Both of the above | 120 | 60.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Findings from the above table suggest that 12.5% of the respondents used evaluation interviews as opposed to 7.5% who used the appraisal form. 60.0% of the respondents had used both appraisal forms and evaluation interviews. These findings vary from the Teachers' Service Commission evaluation guidelines, which clearly states that each teacher is supposed to undergo PE at least annually. Those who mentioned that they did evaluation interviews or filled appraisal forms were quick to note that it was mainly done when they applied for promotion interviews as the appraisal form was supposed to be submitted to the TSC before the promotion interview.

4.3.4 Use of Information from Performance Evaluation

In the cycles of Human Resource department, performance evaluation has always been viewed as coming with some benefits. To confirm such notions respondents were asked whether performance evaluation in secondary schools brought benefits to them. Majority indicated that it had no benefit. This is as summarised in the **Table 4.6** below.

Table 4.6: Use of Information from Performance Evaluation

| Uses Of Information | Frequency | Percent |
|--------------------------------------|------------------|----------------|
| Compensation | 4 | 2.0 |
| Analysis of Training Needs | 6 | 3.0 |
| Career Development and Career Growth | 6 | 3.0 |
| Setting of Further Goals | 10 | 5.0 |
| Not Sure | 134 | 67.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Findings from **Table 4.6** above clearly highlight that 67% of the respondents did not believe or have faith that performance evaluation had any benefits for them. This is mainly because they felt staff promotion was not pegged on performance evaluation but some factors such as political and gender biases among other factors. The ones who mentioned they benefited, were mainly head teachers who wanted to emphasize that the schools were committed to ensuring attainment of the goals of Performance Evaluation

and the DEOs who wanted to prove they supported the PE System. However, 20% of the respondents were not aware of the performance evaluation system and therefore did not know the use of the information from the performance evaluation process.

4.3.5 Respondent Opinion on Managers' Evaluation of Performance

When respondents were asked to give their opinions on the manager's evaluating performance, 14.5% said that PE provided both positive and negative feedback. This is as shown in **Table 4.7** below.

Table 4.7: Respondent Opinion on Managers' Evaluation of Performance

| Respondent's Opinion | Frequency | Percent |
|-----------------------------------------------|------------------|----------------|
| Evaluate only set goals | 118 | 59.0 |
| Evaluate in Factual and Impersonal Way | 5 | 2.5 |
| Be Interested in Relations Among Subordinates | 8 | 4.0 |
| Provide both positive and negative feedback | 29 | 14.5 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Findings from the Table 4.7 show that out of the 160 respondents who admitted having PE system in their schools, 14.5% said that manager's performance evaluation should provide both positive and negative feedback. According to the respondents, if one is evaluated and found weak in some areas that forms part of the negative feedback while

on the other hand, if one is found to be competent, the feedback is positive. Actually, according to the Ministry of Education, performance evaluation should provide both positive and negative feedbacks in order for the ministry to know how to distribute its rewards in terms of performance. However, 20% of the respondents were not aware of the performance evaluation system as they had never been evaluated. They therefore could not comment on managers' evaluation of performance.

4.3.6 Whether Supervisor Consults Colleagues in the Department

Carrying out a performance evaluation on the staff is very technical and therefore requires the supervisor to be knowledgeable and skillful. Supervisor's consultation with other colleagues therefore creates awareness about how evaluation is done. Following this premise, the study sought to establish whether supervisor consults colleagues in the department concerning respondent evaluation. As a result, it was established that 18.5% denied the statement. This is as shown in **Table 4.8** below.

Table 4.8: Whether Supervisor Consults Colleagues in the Department

| Whether Supervisor Consults Colleagues | Frequency | Percent |
|-----------------------------------------------|------------------|----------------|
| Yes | 123 | 61.5 |
| No | 37 | 18.5 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

The findings above show that 18.5% of the respondents said that supervisors did not consult with their department colleagues concerning their supervisees' evaluation that made the evaluation issue a one-person show. This may comprise another element in the system being ineffective, whereby a supervisor inputs his/her own opinion without considering the opinion of colleagues in the same department who also deal with the same staff member being evaluated. Even though it is the responsibility of the immediate supervisor to evaluate the performance, it does not mean that he/she cannot consult with colleagues such as Heads of Departments to reach at a more objective and comprehensive evaluation. However, 20% of the respondents were not aware of the performance evaluation system, as they had never been evaluated.

4.3.7 Whether Supervisor Meets Respondent Several Times During the Year for the Purpose of Performance Evaluation

For performance evaluation to be an effective tool of teachers' evaluation, the staff should encounter regular meetings with their supervisor. Thus, the study sought to establish whether the supervisor meets a respondent several times during the year for the purpose of performance evaluation. As a result, it was found that 17% among those respondents who were evaluated agreed that supervisor met them several times during the year. However they were quick to point out that these meetings were held in groups during departmental meetings. This information is summarized in **Table 4.9** below.

Table 4.9: Whether Supervisor Meets Respondent Several Times During the Year for the Purpose of Performance Evaluation

| Whether Supervisor Meets Respondent Several Times. | Frequency | Percent |
|-----------------------------------------------------------|------------------|----------------|
| Yes | 34 | 17.0 |
| No | 126 | 63.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Findings from the above table suggest that among those respondents who agreed having a PE in their school, 17% said that the supervisor met them several times during the year for the purpose of performance evaluation. Regular checkup by the supervisor ensured that the staff geared its efforts towards meeting the institutional set goals and objectives and therefore making PE as a tool more efficient. However, 20% of the respondents were not aware of the performance evaluation system.

4.3.8 Whether Supervisor Follows up Respondent Training and Development During the next Evaluation Period

Training and development of the staff is very vital for efficient and excellent results. Following this premise, the study sought to establish whether supervisor follows up respondent training and development during the next evaluation period. As a result, it was established that 20% of the respondents denied the statement. This is as shown in **Table 4.10** below.

Table 4.10: Whether Supervisor Follows up Respondent Training and Development During the next Evaluation Period

| Whether Supervisor Follows up Respondent's Training and Development | Frequency | Percent |
|----------------------------------------------------------------------------|------------------|----------------|
| Yes | 70 | 35.0 |
| No | 90 | 45.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Information from the Table 4.10 shows that 45% of the respondents said that supervisor did not follow up training and development of the staff during the next evaluation period. This result indicates the need for a greater concern on the part of the supervisor in terms of training needs for the supervisee, in order to improve performance. Efficient performance evaluation requires follow-up and proper and vivid training of the staff to build capacity where there are weaknesses. This enables the staff to gain knowledge on how to perform their activities better and be able to meet the institution's set objectives. However, 20% of the respondents were not aware of the performance evaluation system and therefore were not aware whether there was a link between performance evaluation and training and development or not. However most Principals said that follow-ups on performance were made upon release of KNEC results each year although this was mainly done during departmental meetings. Many also mentioned that they organised seminars and workshops to capacity build the staff in their schools.

4.3.9 Whether Supervisor often Reviews Respondent Job Description Before the Performance Evaluation is Conducted

Performance evaluation as an evaluation tool enhances job promotion as one of its major functions. Due to this, the study sought to establish whether a supervisor often reviews respondent job description before PE is conducted. This would mainly affect teachers who hold various responsibilities in the school. As a result, 23.5 % who were majority among those that went through performance evaluation said that supervisor does not review their job description before conducting PE. This is summarized in **Table 4.11**.

Table 4.11: Whether Supervisor often Reviews Respondent Job Description Before the Performance Evaluation was Conducted

| Whether Supervisor often Reviews Respondent's Job Description. | Frequency | Percent |
|----------------------------------------------------------------|------------|--------------|
| Yes | 53 | 26.5 |
| No | 107 | 53.5 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Findings from Table 4.11 suggest that 53.5% of the respondents reported that supervisor did not review their job description before PE was conducted. According to them, performance evaluation system is like a barking dog that does not bite. They said that initially, PE was supposed to ensure that the staff got promotions, and other rewards

which in real sense did not happen. When one respondent was asked over the issue he said; "PE currently does not mean anything to me because promotions and other job rewards are based on tribalism and corruption." This implies that the Teachers' Service Commission no longer embraces PE system as a tool for job promotions and other rewards. However, 20% of the respondents were not aware of the performance evaluation system. Moreover, the Principals and the DEOs also agreed that the purpose for which PE was established had not been met as promotions were mainly dependent on a candidate's performance during a promotion interview than actual PE. Moreover, promotions to head schools were dependent on variables like sponsors and ethnicity than the results of the evaluation process.

4.3.10 Whether Respondent and Supervisor Set Monthly (Or Quarter) Objectives

It is normally expected that during performance evaluation, work objectives of the supervisee is set by him or her and his/her supervisors. Following this premise, it was established that among those respondents that went through performance evaluation 38% said that there was no monthly or quarterly set objectives for performance evaluation between them and their supervisor. This is as shown in **Table 4.12**.

Table 4.12: Whether Respondent and Supervisor set Termly Objectives for Performance Improvement

| Whether Respondent and Supervisor set Termly Objectives | Frequency | Percent |
|----------------------------------------------------------------|------------------|----------------|
| Yes | 84 | 42.0 |
| No | 96 | 38.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

The table above suggests that 38% of the respondents/staff did not have their work objectives being spelt out during performance evaluation. Thus it can be said some crucial components of staff evaluation were left out. Termly objectives help in guiding the performance evaluation activities between the supervisor and the staff. Thus, without set objectives, PE has no meaning. Moreover some Principals indicated that they met their teachers at the beginning of each year to set annual targets. However these targets were mainly set by departments and not individual teachers and therefore could not be used to evaluate individual teachers. However, 20% of the respondents had never undergone performance evaluation.

4.3.11 Whether Supervisor Acted As A Mentor and Provided Respondent with Constant Advice on How to Improve On Performance

When respondents were asked to state whether their supervisor acted as a mentor and provided respondents with constant advice on how to improve performance, it was found that 17% denied the statement. This is as shown in **Table 4.13** below.

Table 4.13: Whether Supervisor Acted As A Mentor and Provided Respondent with Constant Advice on How to Improve On Performance

| Whether Supervisor Acted As A Mentor | Frequency | Percent |
|---------------------------------------------|------------------|----------------|
| Yes | 66 | 33.0 |
| No | 94 | 47.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

The table above indicates that among those who agreed to have evaluation system in their schools, 47% of respondents did not believe the supervisor's role of mentoring existed in the current performance evaluation system among secondary schools in Meru Central hence lack of constant provision on performance improvement might have made the schools not attain their goal if the supervisors did not emphasize on that. Supervisors are charged with the responsibilities of advising the staff on importance of performance evaluation and its roles in the attainment of set goals and objectives thus, limited advice led to ineffective performance. However, 20% of the respondents were not aware of the performance evaluation system. Moreover, all the principals interviewed said they believed they were mentors in their stations and aimed at doing what they say all the time.

4.3.12 whether Performance evaluation Process for Teachers Aimed at Improving Teachers Performance

The main reason of PE by the Ministry of Education among secondary school teachers in Kenya is to help improve their performance. Following this premise, the study sought to establish whether performance evaluation process for teachers aimed at improving teachers' performance in Meru Central District. As a result, 18% of the respondents agreed that PE improves teachers' performance. **Table 4.14** below shows the summary of the findings.

Table 4.14: Whether Performance Evaluation Process for Teachers Aim at Improving Teachers Performance

| Whether Performance Evaluation Process Aimed At | Frequency | Percent |
|-------------------------------------------------|------------|--------------|
| Improving Teachers' Performance | | |
| Yes | 119 | 58.0 |
| No | 44 | 22.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

From the table above, it is evident that majority (58%) of the respondents (only among those who agreed having PE in their schools) said that performance evaluation motivated them to work hard with an aim of meeting the set objectives. Performance evaluation evaluates a teacher in terms of his/her strength and weakness. Moreover, training was further supposed to be given in areas of weakness to ensure effective performance. A

number of principals argued that the evaluation process assisted them in deciding on workshops and seminars for their teachers. However, according to the respondents who said PE is not aimed at improving teachers' performance, promotions, salary increment among other rewards were not based on the performance evaluation and therefore, teachers were no longer motivated to improve their performance through PE. However, 20% of the respondents could not tell whether PE aimed at improving Teachers Performance or not as they had never undergone the evaluation process and were not even aware it was supposed to take place.

4.3.13 Whether Supervisor Is Knowledgeable Of Respondent's Job Description

For the Performance evaluation process to be successful the supervisor is expected to play some certain roles. It is against this background that the study sought to find out whether supervisors were knowledgeable of their supervisees job descriptions. It was found most of the staff felt that their supervisors were knowledgeable of their supervisees' job descriptions. This is as indicated in the **Table 4.15** below.

Table 4.15: Whether Supervisor Was Knowledgeable of Respondent Job Description

| Whether Supervisor Was Knowledgeable Of Respondent Job Description | Frequency | Percent |
|---------------------------------------------------------------------------|------------------|----------------|
| Yes | 106 | 53.0 |
| No | 54 | 27.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Findings from the table above indicate 53% of the respondents felt that their supervisors were knowledgeable of their job description. This was more often in cases where the supervisors were committed to their work and where once in a while they took up lessons to teach. By supervisors being knowledgeable of job description of their supervisees there is likelihood of them making sound decisions at the time of evaluating their subordinates. However, 20% of the respondents were not aware of the performance evaluation system.

In conclusion, it was established that performance evaluation system was not effectively implemented by secondary schools in Meru Central District. It was found that out of 200 respondents, 160 of them were aware of the performance evaluation system. Moreover, 67% of the respondents did not have faith that PE had any benefits for them while 50% reported that they were not evaluated regularly. Thus the findings show only 25% of the respondents underwent annual performance evaluations expected by the TSC.

It was established that 25% of the respondents who had undergone PE acknowledged that evaluation was done yearly while 12.5% of the respondents who had undergone PE reported that evaluation interviews were the commonly used forms of evaluation. 67% of the respondents who had undergone PE were not sure whether PE system had any benefits. This was because staff promotions and salary increment by the Teachers' Service Commission were corrupt, political, gender biased and influenced by the teachers' union rather than relying on the performance evaluation process. The study further revealed that manager's evaluating performance provided both positive and negative feedbacks which

was recommended for teachers' improvement in performance. Supervisors were found not to consult with respondents colleagues in the departments. This in the end limited the supervisors' knowledge of the evaluation process even though 53% of the respondents who had undergone PE said that their supervisors were knowledgeable of the respondent's job description. Furthermore, it was established that a number of supervisors did not set objectives with individual teachers. This made the whole process to lose focus.

4.4 Performance Appraisal Form

The second objective of the study was to examine the challenges that accrued while evaluating secondary school teachers. This was measured by the following variables; whether the performance appraisal form was comprehensive, whether the scale used was appropriate, whether notes provided by the supervisor in the form added value to the evaluation, whether performance appraisal forms form an important component of the performance evaluation process and whether the section for notes provided by the supervisor was necessary.

4.4.1 Whether Performance Appraisal Form Was Comprehensive

A detailed and comprehensive form covers all the details required from the staff for evaluation. Therefore, the study sought to establish whether this was true. For the purpose of this study, all respondents were provided with copies of the performance appraisal form, requested to study it keenly and then answer the relevant questions. As a result, 42.5% of the respondents said that the form was not comprehensive. This is as shown in **Table 4.16** below.

Table 4.16: Whether Performance Appraisal Form Was Comprehensive

| Whether Performance Appraisal Form Was Comprehensive | Frequency | Percent |
|------------------------------------------------------|-----------|---------|
| Yes | 65 | 32.5 |
| No | 95 | 47.5 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Findings from the above table indicate that among the respondents, majority (47.5%) of them said that PE forms were not comprehensive. According to them, the forms did not carry all the details necessary for proper evaluation. For example respondents felt the form did not take into account the various factors that can affect a teacher's performance like availability of resources and student discipline. The form should have adequate content in order to enable the supervisee understand what is expected of him/her and take into account factors beyond the respondents control that can affect their performance. This in the end would make the performance evaluation very effective. Moreover, 20% of the respondents were not sure if the performance evaluation form was comprehensive or not.

4.4.2 Whether rating scale used was appropriate

When respondents were asked to state whether the rating scale used was appropriate, 45% of them said that it was not. This is as indicated in the **Table 4.17** below:

Table 4.17: Whether Currently used Rating Scale was Appropriate

| Whether Rating Scale used was Appropriate | Frequency | Percent |
|-------------------------------------------|------------|--------------|
| Yes | 40 | 20.0 |
| No | 90 | 45.0 |
| N/A | 70 | 35.0 |
| Total | 200 | 100.0 |

From the table above, it is clear that the rating scale used was inappropriate. According to respondents, the rating scale was ineffective because it did not make provision for factors outside the respondent's control. Many felt before one is for example rated as unsatisfactory all factors that contribute to the achievement of academic goals should be taken into consideration. Moreover many principals felt the rating scale did not take into consideration the intervening factors that might affect performance such as availability of teaching/learning materials as well as the student and parent role in academic performance.

4.4.3 Whether Notes provided by the Supervisor in the Form add Value to the Evaluation

After every evaluation, the supervisor is supposed to make notes inform of comments on the appraisal form in order to provide a guideline to the supervisee. Following this premise, the study sought to establish whether notes provided by the supervisor add value to the evaluation. Of the respondents, 45% disagreed on the premise. **Table 4.18** below summarizes the findings.

Table 4.18: Whether Notes Provided by the Supervisor in the Form add Value to the Evaluation

| Whether Notes Provided by the Supervisor in the Form add Value to the Evaluation | Frequency | Percent |
|-----------------------------------------------------------------------------------------|------------------|----------------|
| Yes | 40 | 20.0 |
| No | 90 | 45.0 |
| N/A | 70 | 35.0 |
| Total | 200 | 100.0 |

Findings from the above table suggest that supervisors' notes do not add any value to the evaluation. Following the early findings, it was established that even if supervisors were knowledgeable about the performance evaluation system, nevertheless they did not consult colleagues in the departments thus, making inconclusive notes which were not important to the supervisee. Moreover teachers felt there would be subjectivity in the notes since no clear targets were set before the commencement of the evaluation process. Nevertheless principals felt the notes would help clarify the rating of a teacher's performance. However, 20% of the respondents were not sure whether the notes provided by the supervisor in the appraisal form added value to the evaluation process.

4.4.4 Whether Performance Appraisal Forms Form an Important Component of the Performance Evaluation Process

When respondents were asked to state whether PA forms form an important component of the performance evaluation process, 50% of the respondents denied the statement. This is as summarized in **Table 4.19** below.

Table 4.19: Whether Performance Appraisal Forms Form an Important Component of the Performance Evaluation Process

| Whether Performance Appraisals Forms Form an Important Component of the Performance Evaluation Process | Frequency | Percent |
|--------------------------------------------------------------------------------------------------------|------------|--------------|
| Yes | 40 | 20.0 |
| No | 100 | 50.0 |
| N/A | 60 | 30.0 |
| Total | 200 | 100.0 |

It is clear from the table above that performance appraisal forms do not form an important component of the performance evaluation process. Following the early findings, it was clear that PE system in secondary schools has no benefits to teachers as promotions and other teaching rewards are based on corruption, tribalism, political influence among others. This therefore makes the performance appraisal form an ineffective and least important tool of performance evaluation process. However, 20% of

the respondents believed that the performance appraisal form was an important component of the performance evaluation process since the teacher was involved in the process of evaluation enabling him/her to identify areas of weakness. Moreover many principals felt that the fact that teachers were involved in the rating process made them aspire to meet the set targets.

4.4.5 Whether the Section for Notes Provided by the Supervisee was Necessary

When respondents were asked whether the section for notes provided by the supervisee was necessary, 48% of them said it was not necessary. This is as summarized in **Table 4.20** below.

Table 4.20: Whether the Section for Notes Provided by the Supervisee was Necessary

| Whether the Section for Notes Provided by the Supervisor Necessary | Frequency | Percent |
|---------------------------------------------------------------------------|------------------|----------------|
| Yes | 64 | 32.0 |
| No | 96 | 48.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Findings from the table above indicate that the section for the notes provided by the supervisee was not necessary. This conforms to the early findings whereby respondents said that the notes provided by the supervisor did not add any value to the evaluation. This therefore implies that since the notes made were not important, then it was as good as doing away with the section provided for the supervisee's notes. This was mainly because many respondents did not see the importance of the details in the form as

eventually they did not affect the promotion or salary increments of the respondents. However, 20% of the respondents were not sure whether the section for notes provided by the supervisee was necessary or not.

In conclusion, it was established that the performance appraisal forms were not comprehensive enough to make an effective evaluation process. It was further established that 45% of the respondents said that the current rating scale of PE was not effective since it did not take into account extraneous factors that might affect a teacher's performance. On the other hand, it was established that the notes provided by the supervisor did not add any value to the evaluation. This was so because there was no effort by the supervisor to ensure that the comments they made were adhered to. For instance, training of those employees who were found to be weak in certain areas in the field was not done at all. Hence, respondents said that there was no importance of making a section for supervisors' notes.

4.5 Performance Evaluation Interview

The third objective of the study was to examine the applicability of the PE system in secondary schools in Meru Central District. This was measured by the following variables.

4.5.1 Interviews Currently Performed

When the respondents were asked if their supervisors conduct PE interview with them majority said they had undergone PE interview. This is summarized in the table below.

Table 4.21: Interviews Currently Performed

| Interviews Currently Performed | Frequency | Percent |
|---------------------------------------|------------------|----------------|
| Yes | 142 | 71.0 |
| No | 18 | 9.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

From the above table, it is evident that 71% of the respondents acknowledged to have undergone a PE interview although many indicated that these interviews were mainly done shortly before a promotion interview or in departmental groupings. The few who had not undergone PE interviews included members of staff who had joined the teaching profession recently.

4.5.2 Number of Interviews Conducted During Performance Evaluation Process

When respondents were asked to indicate the number of interviews conducted during performance evaluation process, 52.5% of the respondents said they had been interviewed only once. This information is summarized in **Table 4.22**

Table 4.22: Number of Interviews Conducted During Performance Evaluation Process

| Number of Interviews Conducted | Frequency | Percent |
|---------------------------------------|------------------|----------------|
| One | 105 | 52.5 |
| Two | 44 | 22.0 |
| Three | 21 | 10.5 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

From **Table 4.22** above, findings show that a good proportion of the respondents had been interviewed only once. This explains how ineffective the system was. The more the number of interviews conducted, the more efficient the evaluation process. Thus few interviews were an indication that the PE had not been properly implemented.

4.5.3 Whether Performance Evaluation Interview Affects the Final Results of the Employee's Evaluation

When respondents were asked on whether the PE interview affects the final results of the employee's evaluation, majority disagreed with such suggestion. This is as summarized in the **Table 4.23** below.

Table 4.23: Whether Performance Evaluation Interview Affects the Final Results of the Employee's Evaluation

| Whether Performance Evaluation Interview Affect | Frequency | Percent |
|--------------------------------------------------------|------------------|----------------|
| the Final Results of the Employee's Evaluation | | |
| Yes | 26 | 13.0 |
| No | 134 | 67.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

The table above indicates that 67% of respondents felt that PE interview does not affect the final results of evaluation. This was because whereas in paper the PE interview of the Ministry of Education was supposed to provide an assessment of staff to be promoted or to have pay rise, this did not happen. Thus, according to the respondents, performance evaluation interview like the performance appraisal form is like a barking dog that does not bite.

4.5.4 Whether Performance Evaluation Interview Sets the Areas of Improvement for the Next Evaluation Period

Out of the respondents who accepted that they had PE systems in their schools 48.5% of them denied that performance evaluation interview set the areas of improvement for the next evaluation period. This is as shown in **Table 4.24** below.

Table 4.24: Whether Performance Evaluation Interview Set the Areas of Improvement for the Next Evaluation Period

| Whether Performance Evaluation Interview Set the Areas of Improvement for the Next Evaluation Period | Frequency | Percent |
|-------------------------------------------------------------------------------------------------------------|------------------|----------------|
| Yes | 63 | 31.5 |
| No | 97 | 48.5 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Findings from the above table suggest that areas of improvements are not given priority for the next evaluation period. One respondent said that there was no need of carrying out an evaluation process among secondary school teachers because even if an area of weakness was identified, there was no effort of strengthening the weakness. For effective performance evaluation process, areas of improvement should be identified and dealt with before even the next evaluation period. This could be achieved through seminars, workshops training and development.

4.5.5 Time Taken by Supervisor to Discuss the Evaluation with Respondent and Listen to Respondent's Opinion

When employees were asked whether the supervisor took time to discuss the evaluation with the employee and to listen to their opinion, 54% mentioned their supervisors did not take time to listen to them. This is as summarized in the table below.

Table 4.25: Whether Supervisor Take Time to Discuss the Evaluation with Respondent and Listen to Respondent's Opinion

| Whether Supervisor Takes Time to Discuss the Evaluation with Respondent | Frequency | Percent |
|--------------------------------------------------------------------------------|------------------|----------------|
| Yes | 52 | 26.0 |
| No | 108 | 54.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

From the table 4.25 it can be inferred that a large proportion of the supervisors did not give supervisees their ears and discuss with them matters touching on their evaluation. This is contrary to what is written in the teacher's appraisal manual where the supervisors are encouraged to constantly discuss with their subordinates matters touching on PE especially the time evaluation is supposed to be done. On the other hand, those who felt their supervisors had time to listen to them and discuss with them their annual evaluation said their supervisors followed their job descriptions and evaluation guidelines to the letter. However, many principals said they gave their interviewees adequate time to discuss performance including areas of weakness.

4.5.6 Whether Performance Evaluation Interview Allowed for Discussion and Review

When respondents were asked if the current system of PE interview allowed discussion and review prior to the final submission of the evaluation to the personnel department majority (56%) of the respondents mentioned the process does not have room for discussion. This is as represented in the table below.

Table 4.26: Whether Performance Evaluation Interview Allowed Discussion and Review

| Whether Performance Evaluation Interview Allowed | Frequency | Percent |
|--------------------------------------------------|------------|--------------|
| Discussion and Review | | |
| Yes | 48 | 24.0 |
| No | 112 | 56.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

From the table above it can be inferred that at the time of PE interviews, supervisees were not given opportunity to discuss with their supervisors what their supervisors perceived of them and mainly were not in position to see what had been recommended about them. However, (20%) of the respondents were not aware of the performance evaluation system or whether evaluation interviews were conducted.

4.5.7 Whether Performance Evaluation Interview was the most Important Component of the Performance Evaluation Process

When employees were asked if performance evaluation interview was the most important component of the PE Process the study observed that 55% of the respondents denied the premise. This is summarized in the table below.

Table 4.27: Whether Performance Evaluation Interview was the Most Important Component of the Performance Evaluation Process

| Was Performance Evaluation Interview the Most Important Component ? | Frequency | Percent |
|----------------------------------------------------------------------------|------------------|----------------|
| Yes | 50 | 25.0 |
| No | 110 | 55.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

From the table 4.27 it can be inferred that performance evaluation interview was not a very important component of the performance evaluation process because according to the respondents enough emphasis was not given to objective discussions aimed at mutual benefits that accrue after the whole process of PE like salary increment, job promotions and heightened productivity for the schools. Thus, to them it was time wasting as it did not benefit either the schools or the interviewees. The other argument was that promotion interviews were mainly done by interviewers who were not the immediate supervisors and hence relied heavily on the presentation during the interview, which might be

superficial. Consequently, promotions went to the more confident individuals, those from national and provincial schools, which had better performing students and those who had contacts in higher circles at either the ministry or politicians.

4.5.8 Whether Performance Evaluation Interview was an Effective Component of the Evaluation Process

When the respondents were asked on the effectiveness of the current PE interviews on the evaluation process, majority (60%) of the respondents agreed that it was not effective. This is as shown in the table below.

Table 4.28: Whether Performance Evaluation Interview was an Effective Component of the Evaluation Process

| Whether Performance Evaluation Interview was an Effective Component | Frequency | Percent |
|----------------------------------------------------------------------------|------------------|----------------|
| Yes | 40 | 20.0 |
| No | 120 | 60.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

The table above indicates that 60% of the respondents disagreed that the current PE interview was effective. This was because of varied reasons such as: there was no enough time to discuss many issues with supervisors at the time of the interview due to a large number of staff to be evaluated especially shortly before promotion interviews and also

supervisors seemed reluctant to conduct such interviews since they thought giving a poor grade to their junior was in a way admitting their own failure. Moreover many Principals said that giving the teachers a grade that would deny them a promotion was a burden they did not want on their conscious for the rest of their lives. Besides, there was the fear that in case of a demotion, one might find themselves working under the same teachers they had given a low rating. These factors reduced the effectiveness of the evaluation interviews as most of the time the information given to the TSC was subjective. However, 20% of the respondents were not aware of the performance evaluation system or the effectiveness of the evaluation interview.

In conclusion, out of the 200 respondents who participated in the study, 71% of the respondents said that performance evaluation interviews were currently performed. Performance evaluation interviews were not frequently conducted since 52.5% said that the interview had only been conducted once during the performance evaluation process. This often gives insufficient information concerning the evaluation process. Moreover, it was established that during the evaluation process, Principals did not take time to discuss with the teachers how the evaluation process was fairing on. This inhibited employees work improvement as they did not know which area to improve on. It was further established that 55% of the respondents said that performance evaluation interview was not the most important component of the performance evaluation process. This was so because performance evaluation interviews played minimal role as far as job promotions, salary upgrading or the performance of schools were concerned.

4.6 Effectiveness of Performance Evaluation System

The fourth objective of the study was to evaluate the effectiveness of performance evaluation system among secondary school teachers in Meru Central District. This was measured by the following variables; whether performance evaluation was done on timely basis, whether respondents got feedback after their evaluation and whether the TSC and Ministry of Education relied on information in the performance evaluation report to revise the respondents' salaries and review their job group positions.

4.6.1 Whether Performance Evaluation is Done on Timely Basis

Carrying out performance evaluation on time ensures efficiency of the system in the evaluation process. As a result, the study sought to establish whether performance evaluation was done on timely basis among secondary schools in Meru Central District. Out of the 200 respondents, 65% disagreed with the above premise. This is as shown in the table below.

Table 4.29: Whether Performance Evaluation is Done on Timely Basis

| Whether Performance Evaluation is Done on Timely Basis | Frequency | Percent |
|---------------------------------------------------------------|------------------|----------------|
| Yes | 30 | 15.0 |
| No | 130 | 65.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

Findings from the table above suggest that 65% of the respondents disagreed that performance evaluation was done on time. This was mainly because appraisees only sought to be appraised when going for promotion interviews. Moreover, since the ministry of education did not make follow-ups on the performance evaluation system, Principals had developed laxity. Many Principals conceded that the evaluation process only played a role when teachers were going for promotion interviews as a confidential letter on the teachers performance was supposed to be sent to the TSC and an appraisal form for purposes of promotion filled. Moreover the divisional education officers said that no clear follow-up on the performance evaluation system was made and that promotions were more dependent on the information on the performance report on a teacher for assessment on suitability for promotion /appointment to the next grade and his/her performance during the promotion interview than on the annual performance appraisal report. This thus may explain why performance evaluation was not taken seriously, and thus not done on timely basis

4.6.2 Whether After Being Evaluated, I Get Feedback on My Performance Evaluation

When respondents were asked whether they got feedback after they had been evaluated, 70% of them said that they didn't get feedbacks. This is as shown in the table below.

Table 4.30: Whether After Being Evaluated, I Get Feedback on My Performance Evaluation

| Whether After Being Evaluated, I Get Feedback on My Performance Evaluation | Frequency | Percent |
|-----------------------------------------------------------------------------------|------------------|----------------|
| yes | 20 | 10.0 |
| No | 140 | 70.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

From the table above it can be inferred that 70% of the respondents did not get feedbacks after evaluation. This goes against the guidelines on appraisal reports whereby employees should be told on areas which require improvement or training by their supervisor. Moreover the TSC code of regulations clearly states that Head Teachers / Agents must make and discuss the contents of the report with the appraisee and if the report is adverse the appraisee should be counseled. This in the end helps to improve teachers' performance. Many teachers said that even after promotion interviews, they either got or did not get promotions but there was no further feedback. On the other hand, 10% of the respondents agreed that they got feedbacks after evaluation. This might have been due to their Principals being responsible and concerned about teacher evaluation. However, many principals argued that feedback is normally provided especially as those with positive results got promotions. Principals also felt feedback was provided during departmental meetings. However this study would like to emphasize that teacher performance appraisal like all other performance appraisal processes should be carried out per individual teacher and not in groups.

4.6.3 TSC and the Ministry of Education Rely on Information in the Performance Evaluation Report to Revise Respondents' Salaries and Review of their Job Group Position

Performance evaluation report under normal circumstances should be used by the TSC for upgrading of teachers' salaries and reviewing of their job group position. As a result, respondents were asked whether this was true. Of the respondents, 65% denied the statement. This is as shown in the table below.

Table 4.31: TSC and the Ministry of Education Rely on Information in the Performance Evaluation Report to Revise Respondents' Salaries and Review of their Job Group Position

| TSC and the Ministry of Education Rely on Information in the Performance Evaluation Report | Frequency | Percent |
|---------------------------------------------------------------------------------------------------|------------------|----------------|
| Yes | 30 | 15.0 |
| No | 130 | 65.0 |
| N/A | 40 | 20.0 |
| Total | 200 | 100.0 |

From table 4.31 above, it is evident that out of those respondents who were aware of performance evaluation systems in their schools, 65% acknowledged that the Ministry of Education did not rely on the information given by the performance evaluation report when upgrading teachers' salaries and reviewing their job groups. According to them, salary upgrading and job group reviewing was based on corruption, tribalism, strong political influence and the power of the teachers' trade unions but not on the performance evaluation system.

In summary, it was established that performance evaluation system in the secondary schools in Meru Central District was not effective. For instance, a number of respondents (65%) said that evaluation process was not done on time. This was brought about by laxity of the Principals, low commitment on the issue of PE system and also failure by the TSC to follow up what was happening on the ground. It was further established that after the evaluation process, teachers did not get feedbacks. Feedbacks allow the employees/staff to initiate change in terms of improving their areas of weakness. Moreover, the performance evaluation system was ineffective because TSC and the Ministry of Education did not rely on the information provided by the evaluation process during the revision of teachers' salary and job group positions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The first objective of this study was to assess the Performance Evaluation System currently used to evaluate teachers in secondary schools. It was established that performance evaluation system was not effectively implemented by secondary schools in Meru Central District. It was found that out of 200 respondents, only 160 of them were aware of the performance evaluation system.

It was established that 25% of the respondents acknowledged that evaluation was done yearly while 60% of the respondents reported that evaluation interviews were used alongside performance evaluation forms. 67% of the respondents were not sure whether PE system had any benefits. This was because staff promotions and salary increment by the Teachers' Service Commission were corrupt, political and gender biased rather than relying on the performance evaluation process. The TSC also relied heavily on pressure from teachers' trade unions especially when it came to salary increments and promotions. The study further revealed that Head Teachers evaluating performance provided both positive and negative feedbacks, which is recommended for teachers' improvement of performance. Supervisors were found not to consult with colleagues in the departments. This in the end limited the supervisors' knowledge on the evaluation process even though 53% of the respondents said that their supervisors were knowledgeable of the respondents' job description. Furthermore, it was established that supervisors did not set

objectives with individual teachers but with departments; a factor that made the whole process to lose focus.

The second objective of the study was to examine the challenges accruing while evaluating secondary school teachers. It was established that the performance appraisal forms were not comprehensive enough to ease the evaluation process. It was further established that 45% of the respondents said that the current rating scale of PE was not effective since there were no rewards that accompanied it and it did not take into consideration all the factors that can affect a teachers' performance. On the other hand, it was established that the notes provided by the supervisor did not add any value to the evaluation. This was because there was no effort by the supervisor to ensure that the comments they made were adhered to. For instance, training of those teachers who were found to be weak in certain areas in the field they taught - especially where the syllabus had changed- was not done at all. Hence, respondents said that there was no importance of making a section for supervisors' notes.

The third objective of the study was to examine the applicability of the PE System in secondary schools in Meru Central District. It was established that majority of the Principals used a combination of appraisal forms and evaluation interviews. However, Performance evaluation interviews were not frequently conducted since 52.5% said that the interview had only been conducted once during the performance evaluation process and happened mainly during promotion interviews. Alternatively the interviews were done in departments while discussing results. This often gave insufficient information

concerning the evaluation process at an individual teacher's level. Moreover, it was established that Principals during the evaluation process did not take time to discuss with the respondents how the evaluation process was fairing on. This inhibited teachers' work improvement as they did not know which area to improve on. It was further established that 55% of the respondents said that performance evaluation interview was not an important component of performance evaluation process. This was so because performance evaluation interview played no role as far as job promotions, salary upgrading and the performance of schools were concerned.

The last objective was to evaluate the effectiveness of performance evaluation system among secondary school teachers in Meru Central District. It was established that performance evaluation system done in the secondary schools in Meru Central District was deficient in terms of effectiveness. For instance, respondents (65%) said that evaluation process was not done on time. This was brought about by laxity of the supervisors, low commitment on the issue of PE system and also failure by the TSC to follow up what was happening on the ground. It was further established that after the evaluation process, employees did not get feedbacks. Feedbacks allow the employees/staff to initiate change in terms of improving their areas of weakness. Moreover, the performance evaluation system was wanting because TSC and the Ministry of Education did not rely on the information provided by the evaluation process during the revision of teachers' salary and job group positions.

5.2 Conclusion

Arising from the findings above, it can be concluded that performance evaluation no longer carried the importance it was intended for and a substantial number of the secondary school teachers were not evaluated. Moreover, a combination of evaluation interviews and the appraisal form was established to be the commonly used form of performance evaluation. However when considered independently evaluation interviews was a more used form of performance evaluation than the appraisal forms.

Moreover, from the research findings the current PE system does not live up to the expectations when applied in secondary schools although this is only to some extent. In terms of implementation, the PE system has been implemented among 80% of the respondents. This therefore implies that in application in relation to the study, majority of the respondents were aware of the PE system.

It can also be concluded that failures and challenges also emerge that affect the implementation of PE but these can easily be mitigated upon. The occurrence of the challenges also affects the applicability of the system since only 52% of the respondents reported they had frequent evaluations. However, in spite of these challenges, out of this study, it can be concluded that PE is still the most appropriate way through which teachers can be evaluated and should be relied on and used in planning by TSC and the Ministry of Education.

5.3 Recommendations

The study suggests the following recommendations of improving the design of the evaluation system among secondary schools in Kenya.

- I. The quality assurance section of the TSC should ensure annual performance evaluations are undertaken in all secondary schools in Meru County.
- II. The promotion, deployment, remuneration and development of teachers in secondary schools should be pegged to performance evaluation results to make it applicable in the education sector.
- III. The TSC should create a manual explaining the PE process in secondary schools clearly outlining the implementation steps such as record keeping follow-up and outcomes be they positive or negative.
- IV. The TSC and the ministry of education must offer the necessary management support to ensure success of the PE system. This can be achieved if the officers concerned make the necessary follow-ups to ensure evaluation is undertaken and results used as per the prescriptions of an employee evaluation process.

5.4 Suggested Areas of Further Research

Following the above findings among schools in Meru Central District, the study recommends that:

- 1) Research be carried out at the ministry of education headquarters to ascertain how the records collected from the evaluation process are used to meet the intended

goals of promotions salary increments and other positive and negative methods of rewarding teachers.

- 2) As this study has highlighted weaknesses in the implementation of PE in Meru Central District, research should be carried out on the appropriateness of introducing performance contracting (which is tied to PE) in secondary schools.

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APPENDIX I: QUESTIONNAIRE

EFFECTIVENESS OF PERFORMANCE EVALUATION SYSTEM OF TEACHERS IN SECONDARY SCHOOLS IN MERU CENTRAL DISTRICT

Introduction

I am a post graduate student school of Human Resource Development at Moi University. I am currently undertaking a research study in order to fulfill part of requirement for my masters' studies. The title of my study is; *Effectiveness of Performance Evaluation System of Teachers in Secondary Schools in Meru Central District*. Due to random selection of participants, you have been chosen as one of the respondents. The information given will be treated with utmost **confidentiality** and will be used for the academic objective of the study. Thank you in advance.

Yours Sincerely,

Karuntimi Lucy Karuru

Tel. 0724 597 902

DEMOGRAPHIC INFORMATION

1. Gender: Male () Female ()

2. Age: Less than 30 Years ()

31-45 Years ()

More than 45 Years ()

3. What level of education have you completed?

Diploma

Degree

Postgraduate (MA/M.PHIL)

Postgraduate (PhD)

4. School type?

Provincial Boarding

Provincial Day

District Boarding

District Day

5. How many years have you been working as a teacher?

0 to 3 Years

4 to 7 Years

8 to 11 Years

12 and More Years

PERFORMANCE EVALUATION PROCESS

7. Have you been evaluated? Yes { } No { }

8. How frequently is performance assessed in your school?

Yearly { }

After every 2 years { }

Never { }

Other (specify).....

9. How are you evaluated?

- Evaluation interview { }
 Appraisal form { }
 Do not know { }
 Other (specify).....

10. Information from performance evaluation is used for

- Compensation { }
 Analysis of training needs { }
 Career development and career growth { }
 Setting of further goals { }
 Are not used for any of the above { }
 Do not know { }
 Other _____ { }

11. In your opinion, when evaluating performance, the manager should

- Evaluate only set goals { }
 Be interested in personal problems of the subordinates { }
 Evaluate in factual and impersonal way { }
 Be interested in the relations among subordinates { }
 Provide both positive and negative feedback { }

12. Does your supervisor consult your colleagues in the department concerning your evaluation?

- Yes { } No { } No opinion { }

20. Does performance evaluation process for teachers aim at improving teachers' performance?

Yes { }

No { }

21. Is your supervisor knowledgeable of your job description?

Yes { }

No { }

PERFORMANCE APPRAISAL FORM

22. Is performance appraisal form used?

Yes { } No { }

23. Is the performance appraisal form comprehensive?

Yes { } No { } No Sure { }

24. Is the currently used rating scale appropriate?

Yes {Explain}.....

No {Explain}

Not Sure {Explain}.....

25. Do the notes provided by the supervisor in the form add value to the evaluation?

Yes {Explain}.....

No {Explain}

Not Sure {Explain}.....

26. Is the performance appraisals form an important component of the performance evaluation process?

Yes {Explain}.....

No {Explain}

Not Sure {Explain}.....

27. Is the section for notes provided for the supervisee necessary?

Yes {Explain}.....

No {Explain}

28. Is the performance appraisal form adequate?

Yes {Explain}.....

No {Explain}

29. Who fills the performance appraisal form?

Self { }

My supervisor { }

30. Is performance appraisal form effective component of the evaluation process?

Yes {Explain}.....

No {Explain}

PERFORMANCE EVALUATION INTERVIEWS

31. Are interviews used during performance evaluation?

Yes { } No { }

32. How many interviews are conducted during performance evaluation process?

One { } Two { } Three { } Others.....

33. Does the Performance Evaluation Interview affect the final results of the employee's evaluation?

Yes { } No { }

34. Does the Performance Evaluation Interview set the areas of improvement for the next evaluation period?

Yes { } No { }

35. Does your supervisor take time to discuss the evaluation with you and listen to your opinion?

Yes { } No { }

36. Does the Performance Evaluation Interview (between your supervisor and you) allow discussion and review prior to final submission of the evaluation to the personnel department?

Yes { } No { }

37. Is the Performance Evaluation Interview the most important component of the performance evaluation process (as opposed to the performance appraisal form)?

Yes {explain}

No {explain}

38. Is the Performance Evaluation Interview an effective component of the of the evaluation process?

Yes {Explain}

No {Explain}

EFFECTIVENESS OF PERFORMANCE EVALUATION.

39. In your opinion, is performance evaluation done on timely basis?

Yes{explain}

No {explain}

40. After being evaluated, do you get feedback on your performance evaluation?

Yes {explain}

No {explain}

41. In your opinion does the TSC rely on the information in the performance evaluation report to revise your salary and review your job group position?

Yes {explain}.....

No {explain}.....

42. In your opinion, what should the Ministry of education and heads of schools do to improve on the effectiveness of performance evaluation among secondary school teachers?

Thank you for participating in this study.

APPENDIX II: INTERVIEW SCHEDULE (FOR PRINCIPALS AND DEOS)

- (i) Is Performance evaluation undertaken in your school(s) ?
- (ii) How frequently is performance assessed in your school (s)?
- (iii) How does the TSC use the information from performance evaluation?
- (iv) Do you keep a record of the teachers' performance evaluation results?
- (v) How do you evaluate the teachers?
- (vi) Is the performance appraisal form comprehensive?
- (vii) Does the performance evaluation interview affect the final results of the employees' evaluation?
- (viii) How do you provide feedback to the appraisees?
- (ix) Does the TSC rely on the information in the performance evaluation report to revise teachers' salaries and review their job groups?
- (x) In your opinion what can the TSC do to improve on the effectiveness of performance evaluation among secondary school teachers?

APPENDIX III: LIST OF SCHOOLS VISITED

| Type of school | Name of. Secondary sch | Year established | No. of TSC teachers | No. of teachers interviewed |
|----------------------------|---------------------------|---------------------|------------------------|--------------------------------|
| District day | | | | |
| | Kinoru day | 2005 | 6 | 6 |
| | Kinjo day | 2005 | 3 | 3 |
| | Mariene day | 2005 | 6 | 5 |
| | Mwitairia day | 2005 | 9 | 8 |
| | Ntugi day | 2005 | 11 | 8 |
| | Thabata day | 2005 | 4 | 4 |
| | Mwithumwiru day | 2005 | 10 | 8 |
| District boarding | | | | |
| | Thura boys | 1975 | 9 | 6 |
| | Gakando girls | 1999 | 11 | 10 |
| | Kirige boys | 1976 | 14 | 12 |
| Provincial day | | | | |
| | Kaaga boys | 1910 | 40 | 38 |
| | Kithirune girls | 1974 | 18 | 15 |
| Provincial boarding | | | | |
| | Kaaga girls | 1932 | 38 | 35 |
| | Meru school | 1956 | 45 | 42 |