

DECLARATION

**THE ROLE OF TEACHER APPRAISAL IN STAFF DEVELOPMENT IN  
KENYA: A CASE OF SECONDARY SCHOOLS IN NORTH  
NANDI DISTRICT.**

**BY**

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## ABSTRACT

The purpose of this study was to examine the role of staff appraisal in enhancing staff development in secondary schools in North Nandi District. To achieve this, the study sought to establish the extent to which staff appraisal was used in the identification of training needs of secondary school teachers.

A Survey research design was used. Simple random sampling and purposive sampling was used to select the study participants. A total of 121 teachers and 17 headteachers participated in this study. Simple random sampling was used to select 8 teachers from each of the 21 sampled schools while purposive sampling was used in selecting the 17 headteachers. In this study, 9 headteachers were interviewed. The data were collected by use of questionnaires and interview. Descriptive statistical techniques which included the use of frequencies and percentages were used to analyze the data collected. These were also utilized during the interpretation of the findings. The study was based on the Job characteristics theory postulated by Oldham and Hackman in Griffin (1986). The theory presents individuals with direct and clear information about the effectiveness of their performance on jobs. This study revealed that the Teachers' Service Commission does not communicate the appraisal results and school inspectors do not provide regular feedback to individual teachers about the appraisal of their performance, hence demotivating teachers. The study found that staff development programmes for teachers should be undertaken after a careful appraisal of their needs to determine specific discrepancy areas.

The study recommended that staff appraisal should be used for identification of training needs of teachers for the purposes of staff development programmes. Furthermore, appraisal reports should be used for rewards, sanctions, and deployment of teachers. Records of teachers' appraisal and participation in staff development programmes should be kept at all levels of education, as handy tools for future staff development programmes.