

FACTORS AFFECTING THE EFFECTIVE
IMPLEMENTATION OF WORK PERFORMANCE
APPRAISAL PROCESS FOR THE TEACHING STAFF
OF MIGORI TEACHERS TRAINING COLLEGE

BY:

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the award of a Master of Philosophy in Educational Administration

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Declarations

DECLARATION BY THE CANDIDATE

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Dedication

This work is dedicated to my Loving Wife Caroline Akoth, my first born Daughter Divina Wendy, my twin children Wema Grace and Fadhili Yonah as well as my beloved Mother Grace and late father Yonah.

Abbreviations Used In the Study

T.T.C Teachers Training College

M.O.E Ministry of Education

T.S.C Teachers Service Commission

MBO Management by Objectives

L.E.A.s Local Educational Authorities

QUASO Quality Assurance and Standards Officer

FPE Free Primary Education

D.O.C Dean of Curriculum

H.O.D Head of Department

H.O.S Head of Subjects

GOK Government of Kenya

S.T Subject Tutor

P.T.E Primary Teachers Examinations

MDGs Millennium Development Goals

Abstract

The effective implementation of staff work performance Appraisal process can be identified as one of the best approaches to the efficient performance management of any organization. This study sought to identify factors affecting the effective implementation of work performance appraisal for the teaching staff of Migori Teachers Training College in Migori District, Nyanza Province, Kenya and make recommendations for their solutions. It was a single institutional case study that employed majorly a qualitative and descriptive research design using three approaches of data collection namely, conducting interviews, administering questionnaires and analysis of documents. These tools of enquiry centered on answering the puzzles that were identified in this study as forming the elements of an effective performance appraisal process and deriving from the Theory of Goal Setting and Work Performance (Locke and Locke;1990).. Interviews were conducted for 10 members of the College administrative staff. Questionnaires were administered to 19 members of the teaching staff and 16 students' representatives. Data was majorly analyzed by word and percentages and presented in tables.

The study identified the following factors as affecting the effective implementation of work performance appraisal process in Migori TTC: lack of an officially designed appraisal document or form; lack of knowledge or skills by the Heads of Departments to implement an appraisal process; lack of a policy framework in which to implement the performance appraisal process; lack of executive support; and lastly, failure to show serious concern for performance appraisal as an integral component of staff work performance management by the Teachers Service Commission (TSC), the Ministry of Education and the management of Migori TTC. Consequently, the following proposals and recommendations were made: that the Ministry of Education and the Teachers Service Commission formulate and enforce a policy framework for the implementation of performance appraisal of teachers in all learning institutions; that all the H.O.Ds be retrained on the implementation of performance appraisal process; that a specially designed tool/form be developed for the official implementation of performance appraisal; ; that the Ministry of Education and TSC as the employers of teachers should show particular interest and get seriously involved in performance appraisal of staff in all

the TTCs; and that performance appraisal results obtained in at least three times a year from appraisal reviews conducted by more than one officer be used for making decisions such as promotions of teachers.

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CHAPTER ONE

2.0 Introduction

This chapter presents the background to the problem, statement of the problem, research purpose, research objectives, research questions, justification of the study, the theoretical framework, the conceptual framework, the significance of the study, assumptions, limitations, the scope of the study, and lastly, the operational definition of terms.

1.1 Background to the Problem

With the introduction of the free primary education (F.P.E) in Kenya since 2003, the focus of the Kenyan Government has been on the expansion of schools so as to accommodate the many pupils enrolling in primary schools due to increased accessibility. The long term goal of the government is to achieve a 100 % enrollment of the pupils of school- going age to achieve the millennium development goals (MDC) of “Education for all by 2015”. This increased enrollment of pupils as well as the expansion of schools to

accommodate them has elicited a particular attention on institutions that produce the teachers, that is, the teachers training colleges (TTCs) -which are expected to not only produce teachers to be deployed to these schools but also to produce highly competent and well-equipped teachers capable of coping with the challenges of the FPE.

Teacher training institutions are being looked at with renewed expectations given that the quality education and the effectiveness of the educational system to deliver the national goals to the society heavily depend on the efficiency of the teachers they produce. Great concern is on the effectiveness with which the teaching staffs of these institutions are performing their work. Teacher training institutions have an obligation to produce competent teachers capable of exhibiting a high level of academic and professional skills, commitment and dedication. The teaching staffs of these institutions are expected to provide the best of their services in their respective colleges with a view to producing quality and effective primary school teachers.

The quality of teachers produced by teacher training institution represents the external efficiency of these institutions, that is, how well the graduates of these institutions fit well in the society as far as provision of teaching services is concerned, and how well the teacher graduates are capable of meeting the challenges of the society's changing needs especially in this era of over-enrollment of pupils following the government's declaration of FPE. The internal efficiency of the TTCs is measured by the individual institutional goals and how well these goals are being achieved. Teachers represent an important educational input in the institutions where they work and hence like all other resources,

their efficiency in work performance influences directly the internal efficiency of the institutions where they work.

The teaching staff of TTCs, as human resources of these institutions ought to be effectively engaged in ensuring that both the internal and external efficiencies of colleges are being realized (Psacharopoulos and Woodhall; 1985).

It is through a formal, systematic and regular performance appraisal that the efficiency levels of each teacher can be ascertained. Performance appraisal refers to the systematic evaluation or assessment of a worker's performance, based on some set goals that are to be achieved within specified time periods in relation to his/her job descriptions. The basic purpose of work performance appraisal is to facilitate orderly determination of the staff's worth or contribution to the realization of the institutional goals where he/she is part (Okumbe, 2001). Performance appraisal remains possibly the best formal and systematic process available to secure information necessary for making judgments and objective decisions concerning an individual staff (Chhabra, 2002).

Performance appraisal is an important tool for strengthening an organization as well as developing the staff (Heller, 1988). Where as the institution ensures that overall goals are being effectively attained and areas of performance gaps identified and corrected in good time, it also ensures that the staff being appraised is put within the picture of goal achievement, weaknesses are identified and freely discussed and improvement areas explored. This eliminates weaknesses both for the institution as well as for the personnel. Eliminating weaknesses strengthens performance.

Performance appraisal is a powerful institutional strategy for human resource management. It ought to be carried out in such a way that it yields to accurate data about the performance of each staff and such data could be properly ordered and stored for use in making administrative decisions concerning the staff such as promotions, demotions, transfers, re-training as well as possibly recommending performance orientated contracts. Performance related contracts are being considered as a method of making organizational personnel awakened to the need for efficiency in their places of work. These occur where a personnel is expected to sign a contract detailing the objectives to be achieved within specified time schedules. It is on the basis of these objectives, whether they are achieved or not, that performance levels of each staff will be judged. Such judgments can only be justified through carrying out systematic, regular and formal staff performance appraisals. Even though this has not gained much root in the public sector, it is being rapidly adopted in the private sector and the current optimism in turning public organizations into performing organizations may demand that the same is soon adopted even by teachers training institutions and other educational organizations (Prof. Karega Mutahi, East African Standard; May 27, 2005)

Teacher education and training is a powerful ingredient of an educational system. Kenya is presently experiencing very rapid societal changes and as society changes so do its needs and aspirations. Teachers are expected to be prepared not only to cope with such changes but also to initiate and implement educational change in tandem with the changing needs of the society. Teachers must therefore be qualitatively prepared,

professionally trained and competently equipped with pedagogical skills, technological initiatives and moral standards that this educational change demands. This demand for quality education and training impinges directly on the services of teachers training institutions that can only be ensured through the implementation of an effective, systematic, regular and formal staff work performance appraisal process. Primary teacher training colleges are plagued with numerous problems which negatively influence their qualitative provision of services. As observed by the Commission of Inquiry into the Education System of Kenya (Republic of Kenya, 1999), lecturers in these colleges are greatly demoralized and de-motivated due to a stagnated upward progression hence leading to higher attrition of highly qualified yet ambitious teachers to the secondary schools where prospects for promotion are higher; postings of inexperienced teachers to these colleges is rampant and service provision of their teachers is high laxed with most of them being lazy, less committed and less dedicated to their work. This led to the Commission's recommendation 9.95, that appropriate incentives be given to lecturers to attract and retain suitably qualified staff in the teacher training colleges, and recommendation 9:61 that only qualified graduate teachers with proven experience be posted to teachers training colleges.

From the above observations and recommendations of the Commission, it is apparent that there exists a question of standards and quality of service provision in teacher training colleges. A policy to ensure efficiency in work performance of the teaching staff of these colleges needs to be implemented. An evaluation of teaching staff work through the establishment of a formal, systematic and regular performance appraisal process needs to

be implemented for all teacher training institutions, since there appears to be none at the moment.

1.2 Statement of the Problem

A successful programme of training teachers depends, to a large extent, on the quality of the services of the teacher trainers. It is the expectation of the public that there exists a programme that ensures quality services of tutors who are charged with the responsibility of producing the much needed human resources to enhance the achievement of educational goals. Production of effective, highly equipped and resourceful teachers has thus been entrusted to over 24 public teacher training institution as well as several other private teacher training institutions across the country (G.O.K; 1988).

A system of ensuring that these teacher training institutions are actually performing to the expectations of the public is thus required in order to ensure that they produce the best graduates who are capable of meeting the educational challenges of the Free Primary Education and modeling children into what the society expects of them. All public teachers training institutions in Kenya are managed by the government through the Ministry of Education. They are financed through government grants- in aid. All the teaching staff are supplied by the Teachers Service Commission (TSC) which is a state-owned body charged with the recruitment, selection, employment, deployment,

compensation as well as discipline of all teachers in the Republic of Kenya for all public primary schools, secondary schools and all tertiary colleges including TTCs. Teacher trainees also pay fees to support the running of these institutions. In view of this public sponsorship of these institutions it is apparent that they must be accountable to the public in relation to their performance.

The government attaches a lot of importance in the role played by the primary education system (GOK; 1965), “Primary education is the minimum basic educational requirement for take off into the modern sector of our national life”. Proper acquisition of primary education ensures a smooth entry into further levels of education and training, hence an improvement of quality of life. “Those that lack such advantages are able to remain for the rest of their days largely outside the range of modern ways of living, unable to benefit from training or to share greatly in the rewards of a developed economy and becoming in the end an impoverished residue of a by-gone age,” (Paragraph 539). It is for this reason that the Government of Kenya (GOK) has since 2003 embarked on an extensive sponsorship of the primary school education.

The issue of quality of primary school education can be addressed through an inquiry into the quality of the performance of the producers of primary school teachers in TTCs. The professional quality of teachers affects the efficiency of the educational system. If the teaching staff of TTCs are efficient in delivering their services to the teacher trainees, it is expected that thoroughly equipped teachers will be produced that can deliver improved teaching services to the children. The public TTCs are thus obligated to have a way of

ensuring enhanced achievement of these objectives through a systematic, formal and regular performance appraisal for their teaching staff. The productivity level of the public TTCs should be unquestionable for the members of the public to have confidence in the education system. Sound policies should be put in place to ensure that proper performance-based evaluation is regularly done in order that they continue to serve educational interests of the public in a more relevant way. It was in the light of this that such a study was purposed to investigate the factors affecting the effective implementation of performance appraisal process for the teaching staff in these institutions with particular reference to Migori Teachers Training College, and suggest recommendations that may help ensure that performance appraisal is effectively implemented to enhance productivity in these institutions. There has been hardly any research on the factors affecting the implementation of performance appraisal process for the teaching staff of teacher training institutions. Most available research studies are centered on the corporate world where workers are expected to sign performance-oriented contracts and undergo regular, formal and systematic performance appraisals as a matter of policy. (Changwony, 2001; Dahiye, 2004; Sembe, 2004).

It has to be noted that this approach to performance-based management of institutions has produced positive results in places where it has become a practice. The Commission of Inquiry into the Educational System of Kenya, in its Recommendation 7.35 stated that monitoring and evaluation mechanisms be implemented to ensure that educational institutions set objectives that are being achieved in a more sustained manner (GOK; 1999). This study will therefore act as a follow up on whether quality and assurance

policies for sustained improvements in the provision of teaching services at the teacher training colleges has been implemented through identifying a formal, regular and systematic teaching staff performance appraisal process as an important approach.

One other important issue identified by the above cited report is that the promotion of teachers has always been based majorly on nepotism, corruptive, and other subjective considerations, which have affected teachers' morale and performance by allowing non-performers to be promoted at the expense of good performers. This came as their recommendation 7.39 that promotion of teachers at all levels should always be based on proven merit of work performance and experience. This study considers the effective implementation of a formal, systematic and regular teaching staff performance appraisal process as among the best possible source of records from which teachers' performance patterns can be obtained for eventual considerations of rewards such as promotions.

1.3 The Objectives of the Study

1:3:1 General Objective

The general objective of the study was to identify the factors hindering the effective implementation of work performance appraisal for the teaching staff of Migori T.T.C

1:3:2 Specific Objectives

The specific objectives of this study were as follows:

- i. To establish what form of performance appraisal process exists for teaching staff of Migori T.T.C
- ii. To find out how the teaching staff of Migori TTC are being involved in the performance appraisal of their own work.
- iii. To investigate if performance appraisal is a continuous process throughout the year in Migori TTC
- iv. To find out the nature of the performance appraisal feedback system existing in Migori TTC
- v. To establish which type of tools or techniques are being employed by Migori TTC in the appraisal of its teaching staff.
- vi. To determine the effectiveness of the tools or techniques employed by the administration of Migori TTC in appraising the performance of the teaching staff.

1:4 Research Questions

This study attempted to answer the following research questions:

- i. What is the nature of the performance appraisal process existing in Migori T.T.C.?
- ii. What is the extent of the teachers' involvement and participation in the performance appraisal process in Migori T.T.C.?
- iii. What is the frequency of performance appraisal review meetings at Migori T.T.C.?
- iv. What is the nature of performance appraisal feedback system for teachers in Migori T.T.C.?

- v. What performance appraisal approaches/techniques and tools are being applied at Migori T.T.C.?
- vi. How effective are these approaches/techniques or tools in the implementation of the performance appraisal process for the teaching staff?

1:5 Justification of the Study

No study that the researcher could find has attempted to investigate the factors affecting the implementation of work performance appraisal process for the teaching staff of the teacher training institutions. Even after the Commission of Inquiry into the Education system of Kenya (1999) had made specific observations into the abysmal performance of these institutions and made recommendations that mechanisms on monitoring and evaluation of teaching staff performance in these educational institutions be implemented and sustained, no follow up study has been made that the researcher could find.

Many teacher training institutions may not have embraced the idea of performance appraisal for their teaching staff, as this may have been an idea so difficult to implement given that the Ministry of Education policy guidelines on the same may not have been put in place. This study endeavored to single out factors impeding the effective implementation of performance appraisal as a monitoring and evaluation mechanism with a view to suggesting how well it can be put into practice in educational institutions as an

approach to ensuring maximum internal as well as external efficiencies of these important training colleges.

Several studies available on performance appraisal have been made for the application in the corporate world where performance is evaluated and assessments made for the staff in business organizations on a regular basis, but no such study has been applied to educational institutions ,much less the teachers training colleges. This study therefore endeavors to fill up this apparently existing research gap and specifically looks at the impediments that exist in the effective implementation of performance appraisal process in teacher training colleges.

1.6 Theoretical Framework of an Effective Performance Appraisal Process.

Performance appraisal is a component of performance management. It is an organizational process that determines how well an employee, teams of employees, and ultimately the organization, performs. Performance appraisal is a formal system of review and evaluation of an individual's work performance in an organization in terms of goal achievements. This evaluation is a conscious, all inclusive and predictable process that can be relied upon to make deliberate decisions concerning an employee in an organization (Mondy, R.W. and Noe, R.M; 2005).

According to Shawin Smith (2005), performance appraisal is all about staff performance rating that holds an employee accountable in so far as it is consciously used to determine how much the employee accomplishes set goals. The uses of performance appraisal vary from administrative (where the manager evaluates a subordinate in order to make decisions such as compensation adjustments, promotions, placements or discipline) to individual developmental purposes (where the manager acts as a counselor and coach to help the subordinate identify strengths and weaknesses for improvement and career growth). She says that an effective performance appraisal process should possess the following elements:

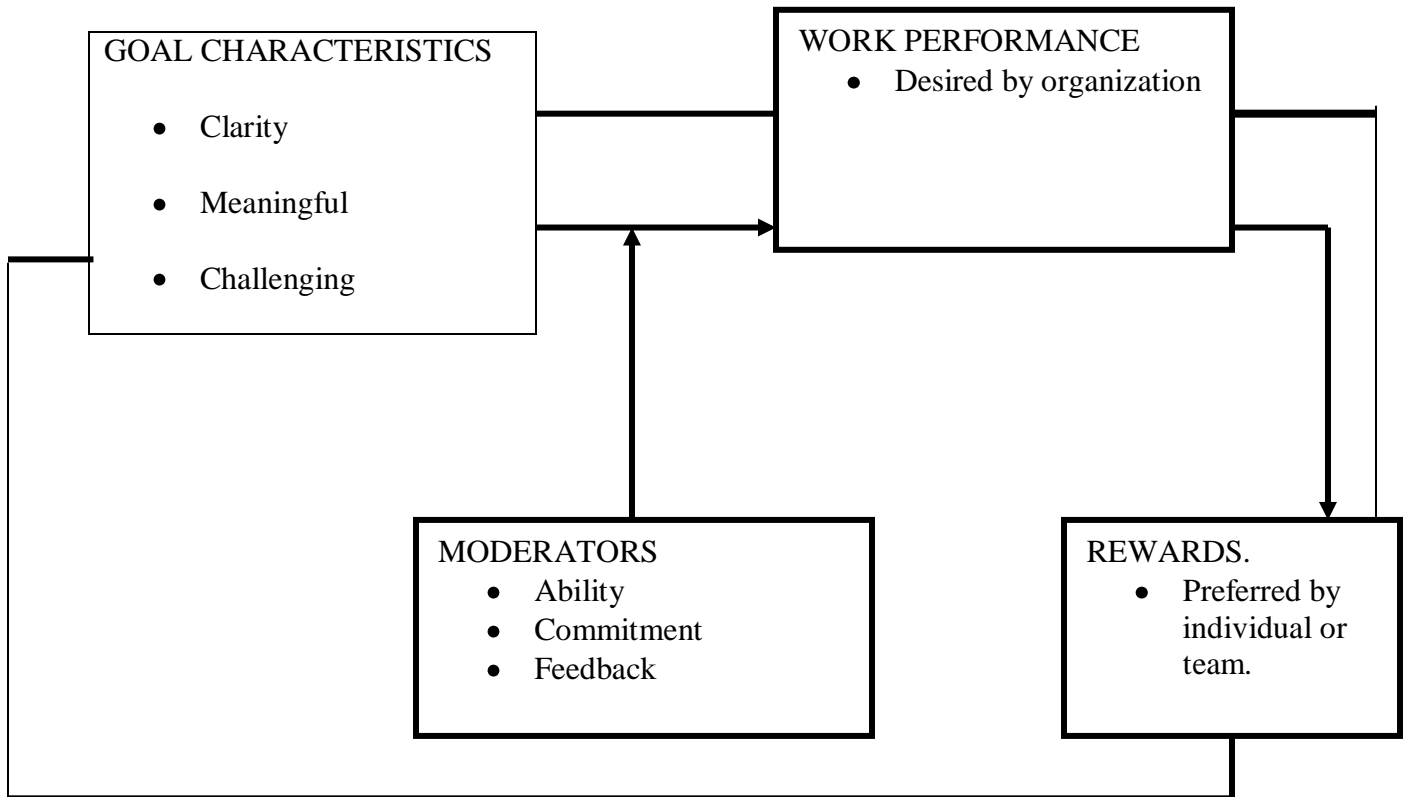
- i.) A clear identification of standards upon which the performance will be measured,
- ii.) Scheduled periodic reviews,
- iii.) Objective measurements regarding whether or not the employee is meeting the performance standards,
- iv.) Future plan of action mutually agreed upon between the employee and the superior,
- v.) An opportunity for honest feedback system for the employee to understand own strengths and failures,
- vi.) An opportunity for the employee to account for failures and offer suggestions for remedial action plans.

The Theory of Goal Setting

Locke and Locke (1990), in their “Theory of Goal Setting and Work Performance” assert that goal setting is a powerful management tool for enhancing work performance. The theory says that conscious, meaningful and challenging goals regulate and motivate

behavior; especially when the goal setting is participative, in that it involves the manager and the subordinates from the on set. The theory also says that specific and clear goals lead to greater output than vague and general goals, for example, goals like ‘do your best’. This theory also advocates for enhanced employee participation in goal setting. In a research carried out by these writers (1968-2004), it was found out that when measures of employee performance and satisfaction was taken in a field experiment over a 12- month period, the groups that had full or some participation in goal setting showed a significant satisfaction and performance improvement than did the group that did not participate in goal setting (Ivancevich, et al, 2008).

Figure 2. A Model of Goal Setting Applied to Organizations.



Adopted From: Locke, E.A. And Locke, G.P. (1990), A Theory of Goal Setting and Task Performance; New Jersey; Prentice-Hall, Eaglewood Cliff.

According to Lockes' thesis, conscious goals result in higher levels of performance if these goals are accepted by the individual. In the figure above, goals motivate performance if they are clear, meaningful and challenging. Whether there is a relationship between goals and work performance is moderated by other factors such as ability, commitment and feedback. A person's ability can limit his or her efforts to accomplish goals, especially if the manager sets a difficult goal and a staff lacks ability to accomplish it, there will not be any accomplishments.

A staff that is committed to a goal has a drive, intensity and persistence to work hard. Commitment creates desire to reach the goal and overcomes problems or barriers to accomplishments. Feedback is used by the staff to gauge where adjustments in effort need to be made. Without feedback the staff operates without guideline or information to make corrections so that goals are accomplished on time and at budgeted levels. As goals are accomplished and this performance is evaluated, rewards are distributed. If the rewards are preferred the staff is likely to be satisfied and motivated.

In this study, the effective implementation of performance appraisal process is hinged on to the following parameters:

- i. Goal setting exercise, which is geared towards setting targets of work performance for the teaching staff of Migori TTC;

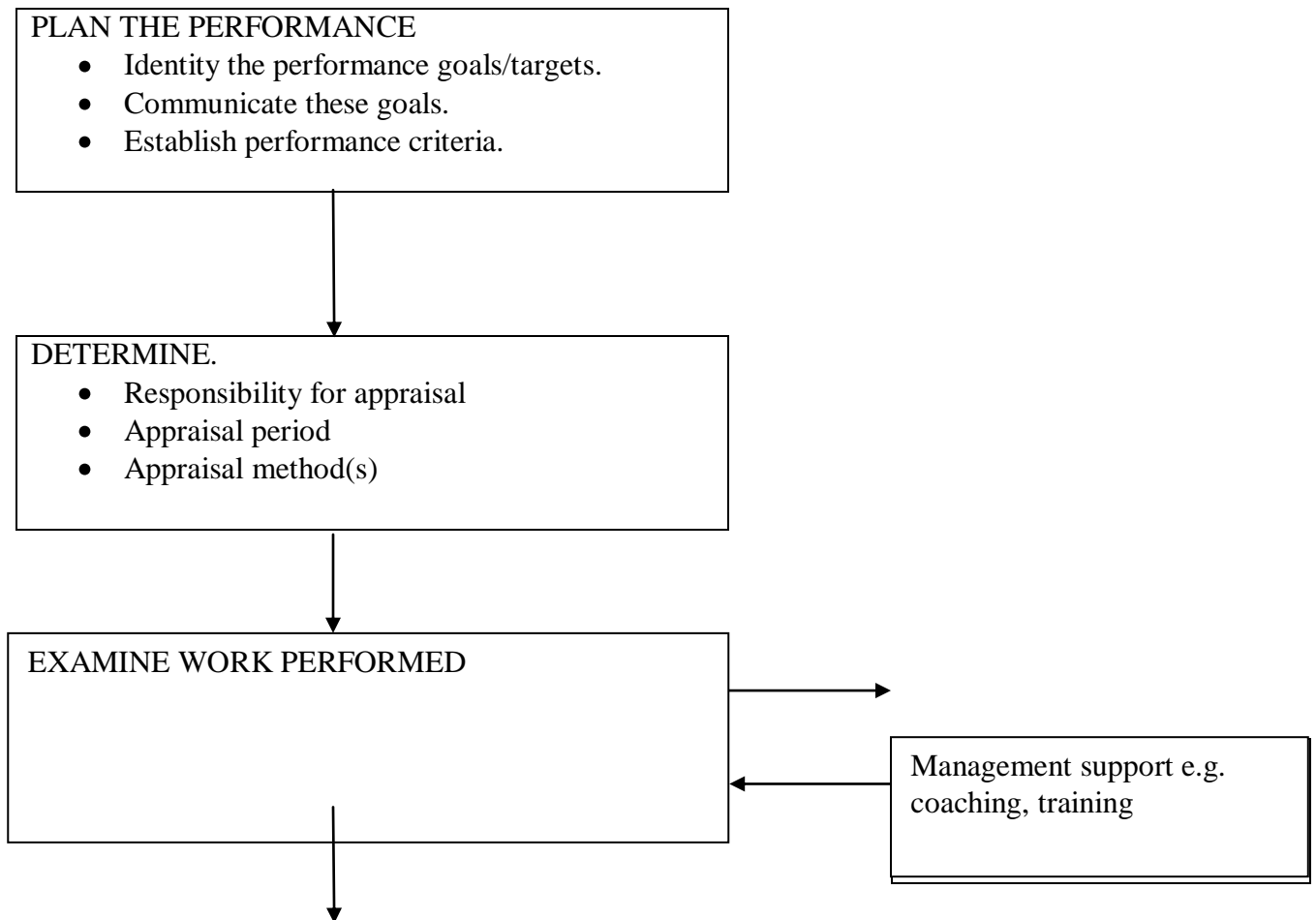
- ii. Teaching staff inclusion, involvement and participation in goal setting and the entire performance appraisal process;
- iii. Performance appraisal methods that uses Management By Objectives (MBO) implementation model; and lastly,
- iv. Feedback system in which appraisal results are reviewed, discussed and new goals are planned between the appraiser and the appraisee.

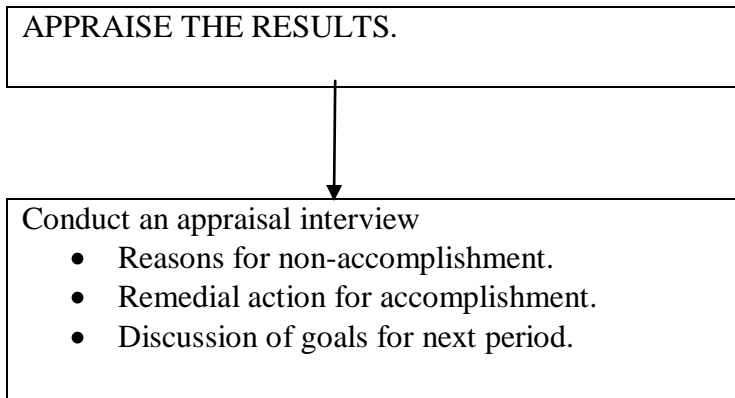
1.7 Conceptual Framework

A conceptual framework of an effective performance appraisal process in any organization therefore, as identified by the work of Mondy and Noe (2005), starts with the identification of performance goals, then communicating these goals to those who are expected to accomplish them, then establishing a performance criterion upon which achievement measurements will be based. After these, a decision should be made on who will be responsible for the appraisal; then an appraisal method(s) to be used is agreed upon. The management is expected to monitor this process and offer coaching and training for the appraisers to ensure the appraisal process is effective as the process continues. The final step involves conducting the actual appraisal interview and communicating the appraisal feedback results to the employee in a discussion. This will culminate into finding the reasons for non-accomplished goals and setting tentative goals for the next period, and the cycle continues.

A conceptual framework of an effective implementation of a performance appraisal process can thus be presented in a model such as the one adopted from the work of Mondy and Noe (2005):

Figure1. A Conceptual Model of a Performance Appraisal Process.





SOURCE: Adopted from Mondy, R.M and Noe R..N (2005) “Human Resource Management”, New Jersey; Pearson Education inc. pg 252.

In relation to the above model of an effective performance appraisal process, this study aimed at obtaining a criterion for the implementation of the same in the research setting of Migori TTC.

i) Goal Setting In a Performance Appraisal Process: - It is expected that first, the college principal, being the chief executive officer (C.E.O) and the human resource manager for all the teaching staff, should together with the management organ of departmental heads, formulate clear and specific goals and target for each department. Therefore, each departmental head needs to discuss with his/her subordinate subject tutors these expectations. The subordinates need to have an input in deciding the targets and should thus participate in the process of goal setting. During such encounters, the appraisal period needs to be agreed upon. At the end of the appraisal period, the HOD (appraiser) needs to review together with their subordinates the work performance. These

reviews help the subordinates determine areas of weakness, and design improvement remedies. Together they will develop goals for the next evaluation period.

ii) The Responsibility for the Appraisal Process: - The responsibility for carrying out the performance appraisal should be for the college principal, but it is essential that the heads of departments are made to play an appraisal role given that they are the immediate supervisors (line managers) of the staff under their departments and are therefore better placed to observe the staff work performance and give an objective evaluation. Besides the H.O.Ds, peer evaluation, that is, evaluation by colleagues in the same department with the subject tutors would also suffice. This is because as team members, they know each other's performance levels and therefore can be given the appraisal responsibilities. Studies indicate that members who recognize that their peers within their departments would be evaluating their work show a greater commitment and productivity. The problem however, is that peers always would not like to criticize each other in an evaluation; or a staff member who has been at odds with another would take the appraisal opportunity to unload on the "enemy", thus resulting into subjective appraisal. Also, teams in the department may lack appraisal training, and this is where support by way of coaching/ training by the management would come handy.

Also to be responsible for appraisal is the staff him/herself. Self-evaluation is pleasant if the staff properly understands desired objectives and the criteria used for the evaluation. One would be at a better position to evaluate oneself on one's own performance as one would be at a better position to note areas of achievements, and if possible, honestly give

areas of weakness and reasons for the same, while at the same time committing to correct own mistakes and set new goals that are realistically achievable. The problem with self-appraisal is that people are always too good to attribute good achievements to themselves while heaping poor performance to others. Lastly, the responsibility to appraise staff can be given to the customer. Customer appraisal enables the institution to understand the commitment level of the worker to the customer needs and how the customer feels his/her aspirations are being met. In this research setting, Migori TTC uses the students to evaluate the teaching staff. The students are at a better position to tell the work performance level of a teacher, the commitment level as well as other parameters that could be needed to evaluate the teaching work.

Apart from the above internal appraisal responsibilities of an institution it is imperative that staff work appraisal also involves outsiders. In this research setting, it was expected that the Quality Assurance and Standards Officers (QUASO) from the Ministry of Education's inspectorate section would be involved in a regular staff appraisal in the college, given that teachers are the employees of the ministry and thus the MOE should be concerned on whether or not they are performing to their expected levels

iii) The Appraisal Period: - These are specific intervals for formal performance evaluations. Managing performance through performance appraisal should be a continuous exercise and is expected to be regular, predictable and systematic process. As a tool for performance monitoring and evaluation, performance appraisal should be conducted on a calendar basis e.g. 3 times a year at the beginning of each term.

iv) The Appraisal Method: - These are ways through which a performance appraisal process are being designed and implemented. The original model of management by objectives (MBO) has been identified to be a powerful design for a performance appraisal process. Developed by Peter Ducker (1960) and supported by several subsequent writers, an MBO conceptual model provides for 3 guidelines for implementation of a performance appraisal process: superiors and subordinates meeting and discussing objectives that contribute to overall goals; superiors and subordinates jointly establish attainable objectives for the subordinates over a specified period of time; and lastly, superiors and subordinates meet at a predetermined date to evaluate the subordinate's progress towards the achievements of the objectives. A typical MBO implementation takes into account objectives setting, participation of the subordinate in objective setting, evaluation of results; and feedback of results to the subordinates. (Ivancevich, et al, 2005)

1:8 Significance of the Study.

This study will help the Ministry of Education (MOE) and the Teachers Service Commissions (TSC) to design a policy guideline on the implementation of staff performance appraisal process in learning institutions. This is based on the finding that teachers training institutions have not fully embraced performance appraisal as a significant monitoring and evaluation mechanism for ensuring both the internal and external efficiencies in these important institutions in our educational system.

The findings of this study are expected to move both the MOE and TSC into a swift action, realizing that it is through the implementation of an effective performance appraisal process that the TTCs can be turned around into greater efficiency and productivity. This is because most teaching staffs in the teacher training colleges are found to be “lazy, non- committed and less dedicated” and especially realizing nobody is interested in their patterns of work performance in the institutions where they work and that no formal records are being taken in so far as their work performance is not being rated officially (GOK 1999)

The apparent lack of appropriate work performance appraisal tools has made performance appraisal process a difficult exercise to implement in these learning institutions. These findings will enable the educational managers and policy formulators design a form or guideline that will be enforced for the implementation of a formalized performance appraisal for all teaching staff in teacher training institutions. Principals and administrators of the teacher training colleges should find the study particularly relevant being the local implementers and supervisors of curriculum as well as human resource managers in their institutions. This is especially due to the fact that they bear the blame for any inefficiency and share in all the glories of success as chief executive officers in these important educational institutions. They have a duty to monitor the work performance of the staff under their care and are expected to embrace staff performance appraisal as an important mechanism for ensuring that work is being perfected by the staff under their supervision.

This study will also find its relevance to the same teachers in the teacher training institutions. This is due to the fact that performance appraisal can aid an individual's personal development plan. Any teacher who is ambitious in his/her progression in the career will positively embrace performance appraisal as a way of identifying areas of personal weakness with a view to making timely corrections in his/her work career. Records of good performance ratings will boost morale of a worker and also put him/her in the limelight for future considerations of possible promotions and rewards. Such teachers should ensure that factors impeding the effective implementation of a formal, regular and systematic performance appraisal for their work performance are identified and solved to make it a smooth running, open, regular and a well focused process. This study is also expected to supplement research studies based on performance appraisal as significant human resource management exercise and especially as the same is required to be implemented in learning institutions.

1.9 The Scope of the Study

The study was carried out mainly in Migori Teachers Training College. The justification of the study being centered in only one institution was that this would give an in-depth study that gives accurate knowledge of one setting not markedly dissimilar from other relevant settings (other TTCs) and that the findings would likely be generalisable to those other settings. Teacher Training Colleges in Kenya have similar backgrounds and orientation of working and policies and they are geographically widely spaced across the nation making the study of more than one college highly difficult and expensive. Spinndler (1982) avers that it is better to have an in- depth accurate knowledge of one

setting rather than superficial and possibly skewed or misleading information about isolated relationships in many settings that are not inherently dissimilar (quoted by Graham Vallery, etal;1990).Nevertheless the research intention is typically to provide a deeper understanding of the characteristics of the totality of a single institution with the hope that the ensuing generalizations of theoretical ideas might illuminate the state of the implementation of performance appraisal process in other teacher training colleges but not that any specific findings would out rightly be generalizable.

1.10 Assumptions of the Study.

The study was carried out based on the following assumptions:

- i) That all the teacher training colleges and Migori T.T.C. in particular has a well established, consistent, systematic and regular performance appraisal process for its members of the teaching staff.
- ii) That there existed a number of staff appraisal tools used for appraisal of the teaching staff of Migori T.T.C. that is efficiently being utilized.
- iii) That the management of Migori T.T.C. was heavily involved in supervising the implementation of teaching staff performance appraisal and uses appraisal results for effective management of the work force in the college.

- iv) That the existing appraisal system employed at Migori T.T.C. is all inclusive, corporate and involves the participation of the staff in their own appraisal process.
- v) That there existed a sustained feedback system in the appraisal process where each member of staff is given his/her appraisal results to ascertain performance levels and areas of weakness for possible improvements and self development.

1.11 Limitations of the Study

The study suffered the following limitations:

- i) Lack of Records: There was a general lack of properly kept performance appraisal records in the college. What were presented were records of work covered, and the schemes of work kept by the heads of departments and heads of subjects that they summed up to be performance appraisal records. This meant that there were inadequate documents for analysis to assist in this research. The research therefore had to rely mostly on reports from interviews and questionnaires as the major sources of data.
- ii) Dishonest Responses: Questionnaires were unable to give an accurate portrayal of the realities of performance appraisal process as existing in the college. They were unable to penetrate the gap between “words and deeds” as

respondents were unable to admit failures in the implementation of performance appraisal in Migori T.T.C. However, the interviews were able to bring a correction to these to some limited extent.

- iii) Limited Scope: This being a single institutional case study research, it may suffer the failures in external validity-the extent to which the research findings can usefully be generalizable to other teacher training colleges. However, it is expected that since these colleges are not inherently dissimilar in Kenya, the results obtainable about the implementation of performance appraisal process in Migori T.T.C would likely be generalized to the other 24 public colleges across the country.
- iv) Fear: Since the research problem was related to performance assessment and evaluation of work, most respondents identified the researcher as an expatriate senior inspector with intention of finding out and reporting their weaknesses to higher authorities for punitive action. This fear developed from the objectives of the study based on how goals and targets are set and how their achievements are ascertained through a logical systematic and regular performance appraisal process that ought to exist in the college. This fear may have limited the free flow of honest responses during data collection. This fear was expressed severally when most respondents asked several questions on the confidentiality and anonymity assurances.
- v) Most Heads of Departments (HOD) expressed inadequate understanding of the performance appraisal concept, let alone the implementation of the performance appraisal process in college itself. They did not seem to be aware

of the existence of any performance appraisal system and were unable to appreciate that it was their responsibility to appraise the staff in their departments as departmental managers. They were therefore incapable of providing adequate and relevant information during the data collection process, thus limiting the study.

1.12 Definition of Terms

Appraiser	the person doing an evaluation of the work performance on another. He/she is the supervisor or manager in a given department.
Appraised/Appraisee/	the person whose work performance is being evaluated or rated.
Performance achievement	an accomplishment or a realization of performance objectives.
Performance management	a function of human resource manager in which the manager monitors, directs, controls and evaluates his/her subordinates in the performance of tasks.
Performance reviews-	critical examination of performance in terms of whether targets are achieved or not, and then

identification of the reasons for failures and suggesting remedial solutions and future strategies.

Performance contracts-

a freely negotiated agreement between the owner of an institution and the management and staff of that institution about certain targets to be accomplished within a specified period of time. It stipulates, organizes and defines tasks so that management can perform them systematically, purposely and with a reasonable probability of accomplishment.

Performance appraisal period

a specified time during which certain objectives/targets will be accomplished and the expiry of which an evaluation for their accomplishment need to be made.

Performance target

these are specific objectives to be attained within a specified period of time.

Dean of curriculum

is an officer in the teachers training colleges who performs the delegated duty of co-coordinating all the academic departments in the college to ensure that curriculum is implemented.

Dean of students

is an officer in the teacher training colleges who performs the delegated duty of coordinating and supervising the student's welfare and discipline.

Head of department	is an officer in the teacher training college who performs the delegated duty of co-coordinating all departmental duties and supervises departmental staff under him. H.O.D is answerable to the D.O.C in Migori T.T.C.
Head of subjects	is an officer in any academic department who supervises curriculum implementation of his/her subject in the college H.O.S is answerable to H.O.D.
Subject tutor	is the teacher/lecturer of a specific subject.
Critical incident	specific case of outstandingly good or bad performance.
Conceptual framework	a mental construction of the relatedness between concepts or variables of a study presented graphically.
Theoretical framework	a formulated model or theory explaining the relationship between concepts or variables that support or can be related to an argument or research
Vision 2030	a conceptualized national goal of the Republic of Kenya geared towards making Kenya an industrialized/developed nation by the year 2030.
Ex-post facto research design	is a design in which the researcher reports what has happened or what is happening without manipulating the variables under study.

Case study

is a study of an individual setting which emphasizes on a full contextual analysis of fewer events or conditions and their inter-relationships. It emphasizes use of various data collection instruments mainly the administration of questionnaire, conducting of interviews and documents analysis.

CHAPTER TWO.

LITERATURE REVIEW

2.0 Introduction.

This chapter is organized so that relevant literature is reviewed from earlier studies on various components of an effective performance appraisal process in organizations upon which the research questions and objectives were based. Literature reviewed was taken from textbooks, research abstracts and general periodicals and journals as well as the internet. Since not any existing research touching on the effective implementation of work performance appraisal process in teachers training colleges could be found, much of the review was made from existing studies on firms and organizations that have adopted and implemented an effective performance appraisal process as an integral component of their human resource performance management strategy.

2.1 The Concept of an Effective Performance Appraisal Process

Performance appraisal is a formal way of evaluating the staff's work performance. Performance appraisal is defined as a conscious and deliberate exercise geared towards assessing how much an employee is working towards the achievement of the institutional goals. Assessing and providing feedback about a staff's work performance is an essential way of ensuring effective job performance in any organization (Ivancevich, et al 2008). Okumbe (2001) defines performance appraisal as a systematic and formal way of determining the staff's past and present achievements against the backdrops of his/her work environment and about his/her future potential in an institution.

Performance appraisal process aims to answer these two possible questions "is the work being done effectively?" and "are the staff skills and abilities being fully utilized?". Hence an effective performance appraisal process should assist the staff to understand work goals associated with them and the degree to which these goals are being achieved. The process focuses on job performance and accomplishment to goals rather than the individual staff (Ivancevich, et al, 2008). The major objectives however, is to stimulate performance improvement and develop ways of overcoming obstacles and performance barriers.

In an effective performance appraisal process, the following guidelines have been identified by Okumbe (2001): The primary purpose of performance appraisal should be to facilitate change in individual behavior in order to achieve personal and organizational

goals; the primary foundations of performance appraisal are the standards or goals established through mutual agreement between the superior and the subordinate in an effective participation/ involvement of the latter in determining performance expectations about which he/she will be evaluated; in the appraisal methodology, emphasis is placed on getting factual information about specific achievement as they relate to pre-set goals; appraisal system should be formalized, as they support decisions about the staff in areas such as salary and wage variations, transfer, promotions and disciplines; and appraisal results must be properly communicated to the appraised through a review of their progress; performance results in performance appraisal are used to discuss progress of the staff in relation to goals achievement. Performance strengths are recognized and performance weaknesses are identified so that decisions on corrections on those weaknesses can be made; the performance appraisal method applied should be valid-capable of effectively linking performance of goals and sensitive to distinguish performers from non-performers; appraisers should be thoroughly trained in purpose and utilization of the performance appraisal technique/tool/method; and lastly the performance appraisal method should be easily understood by both the appraisers and the appraisees.

According to Thompson and Mabey (1994), performance appraisals and their outcomes play a vital part in the model of staff motivation, such that if the objectives that the staff is seeking to accomplish in the institution are unclear (vague, meaningless, unrealistic), if the criteria for measuring the attainments of these objectives are vague, if the staff lacks confidence in that their efforts would not be recognized and their performance

satisfactorily appraised, or if they feel that there would not be any satisfactory pay-off by the institution when objectives are achieved, then we would expect staff work performance to be considerably below the optimal levels due to demotivation. After doing a lot of effort to acquire the capable staff in our organizations through competitive recruitment and selection, we should also go a step further to ensure that we make them aware of the behaviors and standards of achievement we expect from them, and allow them to understand how these objectives/targets are going to be rated, making them also believe that the assessment process is going to be fair and equitable. The employees must anticipate that their performance will be recognized and rewarded.

According to Noella, et al (1996) of Commonwealth secretariat, in their book "Working Towards Results", the following are given as key requirements for an effective performance appraisal process: Executive support and sponsorship; consultation between management and staff on the objectives and components of the performance appraisal system; links to corporate planning, strategic planning process or in the absence of these, to organizational or departmental goals and objectives- the work plans, targets set and strategies for their achievements must be consistent with the institutional missions; development of simple process, easy to understand forms and guidelines; provisions for individual work plans with key tasks, quantitative and qualitative performance measures/standards; provision for skill development needed to complete tasks to the required standards; provision for on-going review throughout the year and for an annual appraisal based on the main work plans; strategies for dealing with unsatisfactory performance and for recognizing good performance; systems for ensuring appropriate

confidentiality of appraisal and document storage and lastly, training for all staff before commencing participation in the system.

Functions of performance appraisal in any institution include: to improve employees performance in the present job; to prepare employees for future opportunities that may arise in the organization and lastly to provide a record of employee performance that can be used as a basis for future management decisions (Cole; 2001). He states that reasons and goals of performance appraisals differ from one organization to another but generally the following apply in many organizations: to identify the individuals level of job performance; to identify employees strength and weaknesses; to enable employee improve performance; to provide basis for rewarding employees in relation to their contribution to the organizational goals; to motivate employees to better their performance; to identify learning and developmental needs of employees; this helps to overcome weaknesses or raise competence of the employee to adopt new and upcoming technological practice and use; to identify potential performance of an individual staff and lastly, to provide information for succession planning.

Performance appraisal is at the center of college's life and without effective performance appraisal, change and development lack purpose, direction and commitment. One of the most important aspects of performance appraisal is that of personnel development. The development approach in performance appraisal recognizes the staff as individuals with concerns and needs. This approach uses performance appraisal as a contributor to staff motivation and is useful in human resource planning and development.

2.2 Setting of Performance Goals/ Objectives in a Performance Appraisal Process

Objectives are very important in any performance criteria. Objectives represent the quantifiable goals, which the staff must fulfill and includes such variables as output targets and quality levels (Thomson and Mabey, 1994). There is need to establish known performance appraisal process and procedures in which both the appraisers and the appraised know exactly what is expected (Obai, 2000).

Modern appraisal techniques increasingly seek to incorporate goal-setting, results measurements and identification of potentials centered on a series of goals agreed upon for a particular department or staff to be accomplished over a specified period of time. (Chhabra;2002). This is what Peter Drucker called Management By Objectives (MBOS). This method is job-specific and identifies observable and measurable behavior. It's more reliable and valid method of performance appraisal. While designing the process of performance appraisal, it is important that decisions be made on the most appropriate time frame within which to start and finish the agreed objectives. This is referred to as performance appraisal cycle. It is anchored on the organizational strategic planning timeframes, usually within the budgetary cycle, when overall priorities of the organization for the whole year have been set and available resources are known.

The key elements in the design of work plans include: drawing up of the work to be done from both the objectives and plans of the organization and from the employees job

description; describing the work to be done in terms of objectives or outputs of what will be achieved over the period specified; Identify performance measures that show how success or failure will be measured; identify and state the required level of performance; allowance for skill development plan to identify any special assistance or training that employee might need to achieve the set goals for the year and lastly, allowance for signing of agreement between the supervisor and the employee on the content of performance appraisal.

2.3 Staff Involvement/Participation in a Performance Appraisal

Process:

The management should be involved in the performance appraisal of its employees. The manager should agree with the staff on a course for conducting the appraisal exercise. An effective appraisal process is one in which objectives are clear and mutually agreed upon between the administration and the teaching staff together. The staff must be involved in a jointly monitoring of his or her performance. This guarantees a fair and accurate appraisal results. In a joint venture like this, good workers are encouraged while poor performers learn about the problems before they grow out of control (Sembe, 2001). The employee involvement and participation also results into formation of realistic goals, and an employee is motivated to achieve goals that he/ she personally set. It also brings about good relationship between the employee and his/her superiors and hence smoothen labour relations.

Joint involvements enable the employee to easily marry personal with organizational needs, and minimizes tendencies to perceive performance monitoring as cruel and subjective/biased. (Thomson and Mabey, 1994). For such an exercise to succeed, the following guidelines are instrumental in ensuring full and fruitful involvement of employees in performance appraisal exercises: a consistent and holistic view of the institution's policy on performance management and what the performance appraisal is expected of achieve; a day-to-day guide to staff and supervisors of their roles and responsibilities in relation to performance appraisal and how this should be undertaken; a resource document for the development of performance management training materials that are in line with the particular policy and system details adopted and detailed in the guidelines; and lastly, a means of providing an understanding of the system for the members of staff who may not yet have attended an appraisal-training course. The guidelines should take both the employees and managers step by step through the appraisal stages and processes, from setting of objectives to the periodic review of performances. The language used and the tone of the document should be encouraging open discussion and participation. Brief, plain, comprehensive and easy to understand performance appraisal guidelines will enhance quality performance management, lessen misunderstanding, promote a joint ownership of performance appraisal process, lessen pressure on personal inquiry systems and help to cover any gaps left between training and implementation.

2.4 Performance Appraisal Review Meetings in a Performance Appraisal Process.

Thompson and Mabey (1994) assert that performance appraisal should not just be a one-time end-of-the-year exercise but a continuous process throughout the year. At the beginning of the year the manager should meet the subordinate to chart out the job related goals or objectives. These goals should closely be in tandem with the organization-wide performance goals or department-wise goals. Performance monitoring is important throughout the year before mistakes and shortcomings over-ride the organization. The employees should be closely monitored, observed and corrected from time to time. Written reports of important events (critical incidents) should be done, both good and bad, throughout the employee's life. This helps develop documentations for quarterly reviews that form part of the appraisal process where "critical incidents" are identified for discussion.

Constant reviews help ensure that the employee adheres to the values that are dear to the organization or department. It makes the managers be assured that the employees are keeping the institution's highly espoused values and keeping within the institutional culture such as teamwork (synergy) or good customer service. Hence it is necessary to meet four times within the 12 months in a year for performance reviews. These interim quarterly reviews will help clarify expectations that remain unclear, set plans for the next quarter to ensure continuation of current progress, or get the employee back on track while leaving both the employee and manager in agreement about the performance achievements. These sessions also enable a manager to remind the employees of the departmental goals or the broader institutional targets and values. They provide good

time to upgrade the objectives that were formulated at the start of the year (Roger Bennett, 1997). At the end of the year a review meeting is done to take stock of success and failures. In this meeting praise where necessary and raise concerns where justified. The accomplishments must be recorded and shortcomings analyzed against causes and possible remedial actions recommended. This should be a productive and positive dialogue with employees. Observations are shared and new year plans are set out.

2.5 Feedbacks of Appraisal Results in a Performance Appraisal Process.

A recent appraisal feedback mechanism in institution is the appraisal of teachers/lecturers by their students. This is called upward appraisal feedback mechanism. It is like clients or customers giving their feedback to organization managers or school college principals need some feedback from their subordinates or even students. In many times these feedbacks are negative, but it is a pleasant surprise when subordinates give positive feedback and this occurs sometimes. Thompson and Mabey (1994) say that many organizations are using performance-based approach to obtain accurate and objective appraisal for efficient performance measurements. Feedback is thus necessary to enable the one appraised to realize his/her strengths and help them improve on weakness. Employees would appreciate if they knew how they are doing. In cases where appraisal reviews are only done once annually, the trend is oppressive to the employee who is anxious to know his performance level from time to time. The appraisal is negative especially if the appraiser “saves up” performance related information only to unload them during the annual performance appraisal reviews. The solution lies in having the

appraiser share freely with the employees on both the expectations and the disappointments on a frequent basis.

The employee requires feedback from the appraiser in order to have a clear picture both of what the organization requires and of how well he or she is perceived to be meeting these requirements. To be effective, feedback needs to be both frequent and comprehensive (Keenan, 1998). By providing the employee with repeated opportunities to discuss performance before any reward or punishment consequences occur, there will be no surprise at that time of formal annual review, i.e. where ongoing feedback has been provided the formal sitting down step should not be particularly traumatic for either the appraiser or the appraised. On-going feedback mechanism is essential for a working MBO system. Performance management encourages regular and ongoing communication and feedback between supervisors and the subordinate. Feedback motivates the employee and enables him or her work harder especially where the feedback is positive and makes efforts to improve. Whether positive or negative, it's important that feedback is given. This is because the overriding purpose of appraisal is for improvement and development.

2.6 Performance Appraisal Methods.

The criteria for measuring performance vary in different categories and approaches. The narrative approach is commonly used to appraise staff. This does not require the manager to give reasons for his opinion about an employee (Saunders, 2002). This does not require the manager to justify his assessment and there are no particular guidelines for it, but depend on the observational skills of the manager.

Next is merit rating based on factors such as knowledge of work, ability to do the work, quality and quantity of output, personal qualities like dependability, adaptability and initiative as well as specialist qualities like confidence, leadership, have often been used in performance appraisals. These are trait-based criteria for measuring performance. Such criteria may be critical for employees to do their job well, but if they are to be useful appraisal guidelines, then they have to be translated into behaviors that are measurable (Chhabra, 2002).

Management by objectives (MBO) is a modern and widely accepted technique of performance appraisal. As an appraisal tool, MBO enables the manager and employee to develop a group of specific goals together and measure and evaluate employees' performance against these goals. These goals must be clear and the achievement levels made explicit by the appraised and the appraiser. It is a result-oriented, goal-based technique with the following five-step processes that manages performance throughout the year:

Step 1: set goals objectives;

Step 2: observe and monitor performance;

Step 3: share observation with employees;

Step 4: evaluate annual performance and institute a plan to develop employees' skills and abilities;

Step 5: set new goals and objectives

In appraisal there is need to have more than one person involved to avoid subjectivity. In learning institutions, the principal, deputy principal and the head of departments should all be involved (Obai, 2000).

2.7 Teacher Training Institutions, the Performance Contracts Debate and the Implementation of Performance Appraisal Process in Kenya With Special Reference to Learning Institutions.

The Government of Kenya manages the public TTCs through Ministry of Education-appointed Boards of Governors. The teaching staff are recruited and posted by the ministry through the Teachers' Service Commission (TSC) - the statutory body mandated to ensure that the teachers in their institutions are doing their work under the supervision of college principal. Productivity of these teachers (also called tutors or lecturers) in these colleges is sometimes measured on how much the teacher trainees perform in the Primary Teachers Examinations (PTE), which is conducted by Kenya National Examinations Council (KNEC) at the end of every trainee's two-year certificate course. Evaluation of performance of the teaching staff based on examinations achievement brings a great challenge. One reason is that the PTE results are not made public like it happens in secondary schools and primary schools cases, making determination and comparisons of staff achievements difficult for the lay public with interest to know. Second, is that the staffs are never rated on a conscious, regular and systematic performance appraisal system.

The above challenges have been depicted clearly by the recent debate about the introduction of performance contracts in the civil service. Teachers have vehemently vowed to refuse any form of performance evaluation process that is to be introduced through performance contracts (Daily Nation, 11/08/2008). Performance contracts are agreements between an employee and the employer, which establishes general goals for the organization, sets targets for measuring performance and provides incentive for achieving these targets. These kinds of contracts are now being considered as essential tools for enhancing good governance and accountability in the running of public organizations. TTCs are public institutions, receiving substantial allocations from the government of Kenya and since they are run on the public taxpayers money, they must remain accountable to the public by way of offering excellent performance and this performance needs to be rated.

Performance contracts aim to make the staff improve the quality of their work performance by ensuring that they achieve goals/ targets within specified time period. In his speech during the launch of performance evaluation results to the permanent secretaries and accounting officers of state corporations, the President of the Republic of Kenya (Hon. Mwai Kibaki, 2006) insisted that all departmental heads in all the civil service should cascade the performance contracting process to all employees in the public service and prepare a performance appraisal system that will facilitate an objective assessment of individual public servants on a continuous basis. These evaluation results will be made public every October beginning the year 2006. These results will enable the

government to recognize, appreciate and reward success and at the same time point out areas where performance is below expectations. (www.statehousekenya.go.ke, 07/02/2006).

The fear abounding in the introduction of a performance contracts system in the teaching fraternity is based on the fact that the teachers do not understand their meaning, there has been little sensitization about the same, and that a clear performance appraisal process that would be used to objectively evaluate performance has not been developed and made public for the teacher to understand and accept (Benjamin Muindi, Daily Nation, 11/08/08). According to an educational consultant at the Ministry of Education, Mr. Muringi, performance contracts need not be a problem to the teachers as they have all along been implementing some of it through the schemes of work, lesson plans, and syllabus coverage and examination results achievements. However, a formal systematic performance contract will need a formal, systematic performance appraisal system based on setting out precise, measurable and attainable goals. Nevertheless, there is an urgent need to institute an effective and relevant performance appraisal system in schools and colleges. In view of this, the Ministry of Education started by holding a workshop to institute understanding on the need for the implementation of performance contracts that involved the college principal, one tutor (Dean of curriculum) and board of governors from every teachers' training college (East African Standard, 30/07/2008; Daily Nation 11/08/2008).

The next chapter of this study discusses the research design and the methodology used in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY.

3.0 Introduction

This chapter provides a description of the research design and methodology used in the study. It is divided into: the study design, the study area, the study population, sample design and procedures, data collection instruments used in the study, reliability and validity of the research instrument, procedures of the administration of data collection tools and lastly, the description of data analysis procedures.

3.1 The Research Design

This study used an ex-post facto research design of descriptive nature. It is a single institutional case study, which employs a qualitative approach where the researcher carried an in-depth, detailed inquiry using interviews, questionnaires and document analysis as instruments of data collection.

3.2 The Study Area.

The research was carried out in Migori Teachers Training College. Migori teachers college is located within Migori Municipality along the highway that leads to the border between Kenya and Tanzania. It is within Migori district in Nyanza province. Migori T.T.C. is the only public teachers training college in Migori district. Together with Asumbi teachers college in Homa-Bay District, and Bondo teachers training college in Bondo District, they form the only three public TTCs in the entire Nyanza province consisting of over 15 Districts presently.

Migori T.T.C. has a teaching staff work force of 52, all posted to it by the government of Kenya, Ministry of Education through the TSC. Its student's population, as at the time of research (year 2006-2007), was 720 divided into 16 streams, 8 of which are in first year and 8 in second year of study. These students are recruited nationally as public TTCs have a national catchments area. They are recruited through their local educational areas and short-listed then selected through the Ministry of Education under a joint selection board, then posted to different colleges in the entire Republic of Kenya.

In Migori T.T.C the Principal is the Chief Executive Officer of the college and has a deputy, who is the secretary of staff meetings. There exists the Dean of Curriculum (DOC) who is in-charge of the academic affairs and supervises curriculum implementations in the college. Also present is the Dean of Students who is in charge of student affairs and discipline. There are total of six senior heads of departments – H.O.D Languages; H.O.D. Mathematics; H.O.D Sciences; H.O.D.Social Studies; H.OD.

Professional Studies and HOD Creative Arts. Other departmental offices include examinations, teaching practice and guidance and counseling, and games.

The principal, deputy principal the DOC and DOS all form the highest decision-making organ of the institution. These four together with the HODs form an important administrative organ called the Central Academic Board- a body that meets twice a year to discuss departmental performance, goal achievements, promotion of students to the next year, supplementary exams for students failing to reach the target of promotion; and serious students discipline. Below each subject HOD are a team of staff called the heads of subjects (HOS) who co-ordinate the work of individual teaching staff members in various subjects. Each department gives reports during the Central Academic Board meetings through their HOD who also holds regular departmental meetings with the members.

The vision and mission of Migori T.T.C. are contained in a document, which outlines them as follows; -

Vision: quality training for effective teaching service

Mission: to develop an innovative, all rounded teachers responsive to the country's educational and industrialization needs

3.3 The Study Population.

This study centered around one institution- Migori Teachers College. Being a case study of a single institution and focusing on the teaching staff, it was imperative that the entire

52 teaching staff members be studied. The justification for this, however, is that Migori T.T.C. is the only public teachers training college in the entire Migori District. The other colleges are highly dispersed geographically; with the nearest Asumbi TTC in Homa-Bay District being located far away about 80 km away, while Bondo TTC is over 180km away, while Kericho TTC in Rift Valley province is over 200km away. Besides, the TTCs are institutions of very similar orientation and organization and therefore it is expected that an in-depth case study of Migori T.T.C. would provide results that are possibly easily generalizable to the other 24 TTCs countrywide. Lastly, the intention of the researcher is not majorly for generalization purposes, but to give a synthesis of the nature of the implementation of performance appraisal process in Migori TTC, which is a large institution in its own right, and worthy of study on its own merit.

3.4 Sample Design and Sampling Procedures

According to Shawin Smith (2005) an effective performance appraisal process should involve the participation of the supervisor (managers) who rates the employees'; the subordinates who rate their supervisors, team members who rate their colleagues, employees who rate themselves (self-evaluation) and outsiders /customers who rate the employees. In light of this, the researcher categorized the respondents using a stratified sampling procedure and employing a purposive non-probabilistic selection technique to include the principal, the deputy principal, the dean of curriculum (DOC), the dean of students (DOS), the heads of departments (HODs), the heads of subjects (HOS), the subjects tutors and the students. The justification for such categorization was that the principal is the chief executive officer and the human resource manager who should be

interested in performance of staff under him and therefore implement a performance appraisal process to help him determine the achievement levels of his staff. He can delegate this responsibility to the deputy principal, the D.O.C; the D.O.S; the H.O.D.s and H.O.S.s, all of whom must give an account to him for the staff under them. It was also because all the H.O.D.s in Migori T.T.C. have the D.O.C. as their immediate supervisors and are members of the Central Academic Board that sets targets and is interested in the attainment of goals by members of their department. They are therefore an integral organ in the implementation of performance appraisal process in the college. They also have delegated authority to rate the staff under them, keep performance appraisal records and give an account to the D.O.C. or the principal.

Besides, H.O.S.s and subject tutors (S.T.s) are the greatest focus of the performance appraisal process as they form the largest group of the teaching staff whose work need to be appraised, and can also appraise their superiors in an ideal performance appraisal process. Lastly, the students are customers/clients of the teaching staff and thus they are consumers of the teachers' services. They are better placed to rate the performance of the staff as they are the target of objective accomplishments.

The population was sampled as follows;-

- i. All the six HODs were contacted for the study as was the first four- the principal, deputy principal the DOC and the DOS – total 10 subjects;
- ii. All heads of subjects were contacted. The selection was purposive non-random sampling of 13 HOS;

- iii. Among the subject tutors, one tutor was selected from each of the 13 subjects using simple random sampling technique; hence 13 subjects tutors;
- iv. Among the 720 students, purposive non-random sampling technique was used to enable each of the 16 streams be represented by one student leader/class secretary to participate, making a total 16 subjects.

Table 1(a) Population and Sample Size of the Teaching Staff of Migori T.T.C.

Code	Department	Population Characteristics	Sampling frame	Sample size
1	Administration	Principal	1	1
		Deputy principal	1	1
		DOC	1	1
		DOS	1	1
2	Department of education	HOD	1	1
		HOS	3	3
		Subject tutors	4	1
3	Department of social sciences	HOD	1	1
		HOS	2	2
		Subjects tutors	4	2
4	Department of science	HOD	1	1
		HOS	3	3
		Subject tutors	4	2
5	Department of languages	HOD	1	1
		HOS	2	2
		Subject tutors	5	2
6	Department of creative arts	HOD	1	1

		HOS	2	2
		Subject tutors	8	3
7	Department of mathematics	HOD	1	1
		HOS	1	1
		Subject tutors	4	1
		TOTAL	52	36

Table 1 (b) Sample Population of the Teaching Staff.

Population characteristics	Sample size	Sampling Method
Administration	4	Purposive non-random sampling
HODs	6	Purposive non-random sampling
HOS	13	Purposive non-random sampling
Subject tutors	13	SimpleRandom sampling
TOTAL	36	69.23%

In order to allow these groups to participate they were invited to fill the questionnaire and also to respond to interviews using the instruments constructed as explained in the preceding section.

3.5 Developments and Use of Data Collection Instruments.

3.5.1 The Questionnaire

The major data collection instrument developed for this study was a questionnaire. There were two categories of questionnaires, one for the teaching staff and another for the student's class secretaries only.

3.5.1.1 Questionnaire for the Teaching Staff of Migori T.T.C.

The teaching staff questionnaire was divided into six sections, A to F.

A: Introduction: - This section was meant to obtain the background of the respondent in terms of the years served in the college and the designation in the department under which he/she was serving. It also aimed at finding out that the immediate supervisor was so as to give an idea of who was to be responsible for his/her appraisal.

B: Goal Setting

This section addressed the setting up of goals and targets in the department. This section was separated into three questions, which required the respondent to state how the departmental goals are targets are arrived at, and the frequency of review meetings during which these goals and their achievements are reviewed.

C: Level of Staff Involvement/Participation in the Appraisal Process: - This section addressed the level of staff involvement and participation in the performance appraisal process. The respondent was required to state whether or not he/she is involved in goal setting and objective formulation, which will form the basis of his/her performance rating.

D: Appraisal Review Meetings: - This section addressed the nature of the performance review meetings, and whether or not the respondent was allowed to freely identify his/her achievements and failures, suggest solutions for the weakness and give an account for the failures as well as set new goals for the future appraisal period.

E: Appraisal Tools/Techniques: - This section addressed the nature of the appraisal tools used to appraise the respondent. The respondent was required to give the source of the appraisal tool, whether it was reviewed and feedback / results communicated to the respondent, and the frequency with which this form was used.

In this section, the respondent was expected to give a list of all items of appraisal that had ever been applied besides general staff/departmental staff review meetings and fillings of a special review forms. Besides, the section also required the respondent to give areas of appraisal, which he/she has ever been rated during his/her tenure as the teaching staff of the college. Lastly, this section also required the respondent to specify who has ever been responsible for his/her appraisal whether it was the principal, the DOCs, HOD, colleagues from the department HOS the student or outsiders the ministry of education officials.

F: Conclusion: - This section addressed the opinion of the respondent about the appraisal process used in the college.

3.5.1.2 Questionnaire for Students of Migori TTC.

This questionnaire contained 8 questions, which intended to inquire about: The year of study to obtain information on the experience in the involvement of appraisal for the teaching staff of the college; areas, which the student has been called upon to rate the teaching staff; the frequency of carrying out the appraisal to obtain information whether or not it was a continuous process in the college and a policy for students to be involved in the appraisal of the teaching staff; method of appraisal used by the indent and whether the appraisal was in a formal way using as established tool or not; and lastly who, within the college, the student was answerable to when giving the appraisal results.

3.5.1.3 The Validity of the Questionnaires.

A valid instrument has contents that are relevant to the study, in this case, relevant to the assessment of the factors affecting the effective implementation of work performance appraisal in Migori T.T.C. Content validity is a non-statistical method used to validate contents employed in the questionnaire (Downie and Health, 1965). For the purpose of this study, my two University supervisors for this research were able to assess the relevance of the content in the questionnaire independently and clean it of ambiguities in wordings, irrelevancies and use of the threatening or fear-invoking questions. Their comments were incorporated in the improvement of the validity of the instruments before being used at Migori TTC for the study.

3.5.1.4 Reliability of the Questionnaires.

A measuring instrument is reliable if it provides consistent results. The stability aspect of reliability of the questionnaires was done in this study by carrying out a pilot study at Asumbi Teachers Training College in Homa-bay district. Questionnaires were administered to 10 tutors and five student leaders who were asked to respond to the instruments in two different occasions, the second time being after a period of two weeks. To test for the reliability a coefficient of alpha t-test statistical technique was employed. From the two responses of each participant, Pearson's Product Moment correlation was used to compute the correlation co-efficient in order to establish the extent to which the items were consistent in eliciting similar responses each time they were used. A correlation co- efficient of 0.75 was yielded in the questionnaire for the students and 0.68 for the questionnaires for the teaching staff. These were considered high enough to judge the instruments as reliable, since the minimum coefficient was set at 0.50.

3.5.1.5 Administration of the Questionnaires.

A covering letter requesting the participants to co-operate in the study was delivered to each participant personally by the researcher especially those who were to be contacted for interviews. 4 heads of department (HODs), 13 heads of subjects (HOS), 13 subjects' tutors and 16 students' leaders were given questionnaires to fill, giving a total of 46 questionnaires distributed personally by the researcher to each participant. There was 100% recovery as all participants co-operated quite well. The completed questionnaires were then sorted out in terms of the positions of the respondents.

3.5.2 Interviews.

A stratified purposive (non-random) sample of 4 administrative staff, and 6 HODs were selected for the administration of oral interviews. A maximum of 30 minutes session was arranged for interviewing each one of them. However, the time was not adhered to strictly as the interviewees expressed enthusiasm in providing enormous information in the various sections of the interview schedule.

Interviews were recorded by note writing. Interview schedule, broken down into the six sections like the questionnaire, was used to guide the researcher as follows:-

I: Introduction: - This section was to obtain the background information about the experience of the participant in the administrative designation in the college, the number of teaching staff under his/her supervision, and the last performance appraisal done by him to his/her members of the department. It was also meant to find out records kept for this appraisal and if the appraisal was not done he/she could provide information about the reasons why.

II: Goal Setting: - This section was indented to obtain information on how overall college goals and departmental goals are set and whether there is a formal/agreed way of setting them which involved the members of staff; how the achievement of these goals are determined and whether there exists an appraisal system that reviews the achievement of these goals; and for whom is he/she answerable in providing the results of the appraisals.

III: Involvement and Participation of Staff: - This section inquired about the extent of involvement of members of staff in goal setting, discussion of goal achievements during reviews and the level of staff participation in the entire performance appraisal process in the department /college

IV: Appraisal Feedback: -This section inquired about the nature of the feedback system of the appraisal results and whether the appraisal results were kept secret from the member of the department.

V: Appraisal Techniques: - This section inquired about the method(s) or tool used for performance appraisal in the department/college, its design and effectiveness in measuring performance of the members of staff.

VI: Conclusion: - The section inquired about the opinions of the participant in the factors affecting the effective implementation of performance appraisal process for the members of staff and suggestions on how to improve this process. It also required the participant to avail if possible, any document that was available for analysis in the study.

All the questions in the interview schedule were unstructured though there were a few semi-structured questions. The advantages obtained in the use of interviews in collecting data for this study were much, among which;

- i. In depth data, which could not be obtained using questionnaire, were obtained when face –to face oral interviews were administered.

- ii. The researcher was able to direct and redirect questions so that the respondent was able to give specific responses that were directed at answering research problems.
- iii. Clarifications, evidences and exhibits could be given, some of which were very confidential documents, in the course of the interviews with the four administrative officers (principal, deputy principal, DOC and DOS), which yielded immense information for this study due to the free interaction during the process of the interviews.

The shortcomings of the interview process were also as follows;

- i. It required a lot of time. The interview sessions were not easily obtainable as the target groups were a very busy cadre of the college administrative organ. A lot of time had to be wasted waiting for an opportunity to conduct even a single interview in a whole day! This meant that to obtain the 10 sessions, the researcher had to come so many days, wait for a long time and sometimes go back without conducting any in some of the days.
- ii. Since the interview was being conducted while the college was on session in order to get the students for whom to administer questionnaires, the HODs were hard to get as they were also involved in teaching practice supervision in various primary schools scattered outside the college, as well as internal teaching exercise and several administrative meetings.
- iii. It required a high level of interpersonal skills as most times the process had to be highly interactive.

In the following table, a summary of respondents for the interviews and questionnaires is hereby given; -

Table 1(c) Participant’s Representation in the Population for the Administration of Data Collection Instruments.

Population characteristics	Population size	Sample population	Sample interviewed	Sample given questionnaire
Principal	1	1	1	---
Deputy principal	1	1	1	---
DOC	1	1	1	----
DOS	1	1	1	---
HOD	6	6	6	6
HOS	13	13	-----	13
Subject tutors	29	13	----	13
Students leaders	16	16	---	16
TOTAL	68	52	10	48
PERCENTAGE	100%	76.47%	14.71%	70.59%

	Percentage	100%	19.23%	92.31%
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From the table above, the total population size was 68; the sample size selected for the administration of data collection instruments was 52 out of the total population of 68, giving a percentage representation of 76.47%. Out of the 52 participants, 10 participated in the interviews sessions, giving a representation of 14.71% from the total population and 19.23% from the sample population and lastly, out of the 52 participants 48 participated in responding to questionnaires giving a representation of 70.59% of the total population and 92.31% of the sample population.

3.5.3 Document Analysis

In this study, apart from administering the questionnaires and holding interview sessions for the staff of Migori T.T.C.; it was imperative that certain documents be analyzed to provide secondary data to support those obtained from the two primary sources. The documents that were analyzed included the following;

- i. Confidential files obtained from the principal of Migori T.T.C. and which were given on stern warning of confidentiality. These included the confidential returns written by the principal and posted to the TSC on yearly basis for all the teaching staff, and kept in each teacher's personal file. In these files were the correspondences of the TSC with the teacher through the principal, ratings of work provided by principal on the competence and regularity of attendance to duty punctuality absenteeism, teachers conduct and character traits in relation to professional service. The documents also included the promotional records of

- teachers by the TSC, and merit reports of teachers whose appraisal was done by the quality assurance and standards officers of the teacher during promotions.
- ii. Staff meeting minutes held at different times indicating the objectives goals setting by these general staff meetings departmental staff meetings and the meetings of the central academic board in which major policies are formulated.
 - iii. Schemes of work co-ordinate by the HODs and HOS for various departments
 - iv. Records of work covered by each subject tutor and kept by various subject heads.
 - v. Lesson plans that are made and by each subject tutor and kept by HOS.
 - vi. Examination results and timetables of internal examinations e.g. mid-course examinations done at the end of term 3 in year 1 which accounts for those to be promoted to year 2 and those to be given supplementary examinations and those to repeat the year.
 - vii. A document indicating the evaluation of the teaching staff by students and kept in the office of the dean of curriculum
 - viii. A document stipulating the vision and mission statement of Migori T.T.C. as well as the motto
 - ix. Periodicals, mass media and Internet.

3.6 Data Analysis Procedures

Data analysis was done in two levels. First data from interviews was compared with those obtained from the questionnaires for the teaching staff. Data was coded, edited and checked for errors and omissions to make sure that all interview schedules have been completed and non-response areas of the questionnaires singled out. Besides, data

cleansing was made before the analysis to proof-read and correct any errors. Secondly, data from the students was then analyzed. Data analyses was separated to obtain results from the respondents on the areas outlined in each section of the questionnaire for teachers and similarly emphasized by the interview schedule as follows:

- i. Data related to goals setting and the formulation of objectives of a performance appraisal process at Migori T.T.C.
- ii. Data related to the participation involvement of the staff in objective goal setting as an interactive process involving the superiors and the subordinates of Migori T.T.C.
- iii. Data related to the frequency of the PA review process in Migori T.T.C.
- iv. Data related to the feedback system of relaying appraisal results to the appraised and
- v. Data related to the method(s) of appraisal or appraisal techniques tools applied in the appraisal of the teaching staff of Migori T.T.C.

CHAPTER FOUR

RESEARCH FINDINGS, DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter presents the findings/results of data as collected using the three instruments- the questionnaires, the interview schedules and the document analysis. Results or findings will be given by the actual responses obtained from each question in the questionnaires and the interview schedule, and the analysis of these results is given below each question. Thereafter the analysis from the documents reviewed during the course of study will be given below each.

4.1 Results from the Questionnaires

4.1.0 Presentation of Results from the Questionnaire Administered To the Teaching Staff

Questionnaire was administered to 6 H.O.D staff, 13 H.O.S and 13 subject tutors. There was 100% recovery as all respondents returned their filled up questionnaires. The results were as represented below:

4.1.1.1 Background Information on Performance Appraisal Process the Teaching Staff:

The table 2(a) below represents the working experience of the staff in terms of number of years served in various designations in the college as well as their immediate supervisors.

Table 2(a) Data Presentation on the Background Information on the Performance Appraisal Process of the Teaching Staff

QUESTION	ANALYSIS OF RESPONSES					
		H.O.Ds	H.O.S	S.T	TOTAL	%
State the period served in your current department	Less than one year	0	4	4	8	25
	One year	0	5	7	12	37.5
	Over one year	6	4	3	12	37.5
	No response	0	0	0	0	0
State your designation in the department	H.O.D	6	-	-	6	18.75
	H.O.S	-	13	-	13	40.6
	S.T	-	-	13	13	40.6
	No response	0	0	0	0	0
State who is your immediate supervisor in the college	D.O.C	6	13	13	32	100%
	H.O.D	-	13	13	26	81.2
	H.O.S	-	-	13	13	40.6

	NO RESPONSE	0	0	0	0	0
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Analysis

All the H.O.Ds have been in the college for more than a year. This gives them good experience of PA in their departments.

There were 6 H.O.Ds, 13 H.O.S and 13 subject tutor who responded to the questionnaire. 25% of Participants was below one year experience; 37.5% one year while 37.5% were above one year experience.

The D.O.C supervises all the 32 participants including the H.O.D, H.O.S the subject tutors.

The H.O.D supervises all the 13 H.O.S and 13 subject tutors who participated in the research, while the H.O.S supervises the 13 subject tutors.

Conclusion: all HODs had above one year experience in the school and several of other participants making them have knowledge adequate enough for the on going P.AQ process

4.1.1.2 Goal Setting Process for the Teaching Staff

The table 2 (b) gives a presentation on the staff methods of goal setting and the regularity of the meetings in which the goals are planned.

Table 2 (B) Data on Setting Performance Goals for the Teaching Staff Pa Process

QUESTION	ANALYSIS OF RESPONSES					%
		H.O.Ds	H.O.S	S.T	TOTAL	
State how your departmental goals and targets are formulated	Responses					
	1. Departmental meetings	6	13	13	32	100
	2. General staff meetings	6	13	13	32	100
	3. Others	0	0	0	0	0
How frequent in the course of the year do you hold general staff meetings	1. Once-beginning of year	0	0	0	0	0
	2. Once-end of the year	0	0	0	0	0
	3. Twice-beginning and end of year	0	0	0	0	0
	4. Thrice-beginning of each term	6	13	13	32	100
	5. Thrice-end of each year	0	0	0	0	0
	6. Six times-beginning and end of each term	0	0	0	0	0
	7. Others-specify special general meetings as need arises	2	0	0	2	6.25
How frequent in the course of the year do you hold departmental meetings	1. Once-beginning of year only	0	0	0	0	0
	2. Once-end of year only	0	0	0	0	0
	3. Twice-beginning and end of year	0	0	0	0	0
	4. Three times-beginning of each term only	6	13	13	32	100
	5. Three times-end of each term	0	0	0	0	0

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Analysis

All the 32 participants agreed that departmental goals are set through departmental meetings and general staff meetings representing 100% agreement

All the 32 participants/100% agreed that general staff meetings are held three times in the year at the beginning of each term.2 also specified special general staff meetings can also be held as need arises in the college

Departmental meetings are held 3 times in the year- beginning of each term. Some departments hold their meetings at the end of each term, while others hold as many as six meetings at the begging and end of each of the three terms in a year.

Conclusion: Goals of each department are set through departmental meetings and general staff meetings. However sometimes there are special meetings in which these goals can be set. All the departmental meetings are held 3 times at the beginning of each term in a year.

4.1.1.3 Staff Involvement /Participation in the Goal Setting Process.

Table 2 (c) gives a representation on the extent of staff involvement and participation in goal setting.

Table 2 (c) Data on Level of Staff Involvement in the Performance Appraisal Process

QUESTION	ANALYSIS OF RESPONSES					
		H.O.Ds	H.O.S	S.T	TOTAL	%
In these meetings we set departmental goals/targets and deadlines collectively and members mutually agree upon other	1. Strongly agree	6	9	9	24	75
	1. Agree	0	4	2	6	18.75
	2. No idea	0	0	0	0	0
	3. Disagree	0	0	2	2	6.25
	Strongly disagree	0	0	0	0	0
In these meetings staff is allowed to strongly participate and contribute in setting my realistic and achievable targets and deadlines	4. Strongly agree	4	8	6	18	56.25
	5. Agree	1	5	3	12	37.5
	6. No idea	0	0	2	2	6.25
	7. Disagree	1	0	2	3	9.38
	Strongly disagree	0	0	2	2	6.25

Analysis

24 out of 32 or 75% of participants strongly agreed that the meetings set departmental goals/targets and deadlines where all members agree upon them. 6 of them or 18.75% agreed while 2 (6.25) disagreed. Hence it can be concluded that in 93.75% of these meetings, there occurs collective agreements on goals set. 18 out of 32 or 56.25% participants strongly agreed that they are involved in setting performance targets during meeting while 12 out of 32 or 37.5% agreed, 3 out of 32 or 9.38% disagreed and 2 out of 32 or 6.25% strongly disagreed.

Conclusion: Members are involved and participate in goal setting whenever meetings are held and goals are mutually agreed upon.

4.1.1.4 Performance Appraisal Review Meetings.

The table 2(d) gives a presentation of the observation of the teaching staff on the nature of the performance appraisal review meetings.

Table 2 (d): Data on the Nature of Staff Performance Appraisal Review Meetings at Migori T.T.C

QUESTION	ANALYSIS OF RESPONSES					
		H.O.Ds	H.O.S	S.T	TOTAL	%
In these meetings we review past performance and identity, our strengths and weaknesses	1. Strongly Agree	3	5	5	13	40.6
	2. Agree	2	2	5	9	28.1
	3. Agree	-	-	-	0	0
	4. Disagree	1	5	3	8	25
	5. Strongly disagree	0	1	1	2	6.25
From these meetings, good work performance is noticed/recognized and teachers commended/rewarded	1. Strongly Agree	3	1	0	4	12.5
	2. Agree	2	1	0	3	9.38
	3. Agree	0	0	0	0	0
	4. Disagree	0	5	3	8	25
	5. Strongly disagree	1	6	10	17	53.1
From these meetings staff work performance is critically looked at and teachers are	1. Strongly Agree	3	2	2	7	22
	2. Agree	2	3	2	7	22
	3. Agree	0	0	0	0	0

brought to account for weaknesses, called upon to suggest solution and remedy plans in a friendly atmosphere	4. Disagree	1	5	7	13	40.6
	5.Strongly disagree	0	3	2	5	15.6

Analysis

13 out of 32 or 40.6% participants strongly agreed that in the review meetings (general staff meetings and departmental staff meetings), they review past performance to identify strengths and weaknesses. Only 9 (28.0%) agreed, 8 (25%) disagreed and 2 (6.25%) strongly disagree 4 participants agree strongly that good performance is usually identified and commended (12.5%) only 3 (9.38%) participants agreed, majority disagreed, that is, 25% disagreed while 53.1 % strongly disagreed. 7 out of 32 (22%) participants strongly agree that the meetings critically looks at each teacher’s performance and teachers are brought to account for weaknesses and suggests solutions as well as setting future plans. 7 (22%) agreed, 13 (40.6%)disagreed and 5 (15.6%) strongly disagreed. Only 4 out of 32 participants (12.5%) strongly agreed that from these review meetings, good performers are noticed and rewarded. 3 (9.38%) agreed, 8 (25%) disagreed and 17(53.1%) strongly disagreed.

Conclusion: In the meetings, past performance is reviewed and strengths and weaknesses are identified. Good performance are hardly noticed, recognized or commended.

Those who have been found to perform below expectation are sometimes (44%) brought to account for their weaknesses and made to suggest remedial action plans while majority (56%) are hardly made to do so.

4:1:1:5 Performance Appraisal Techniques/Tools Used

Table 2(e) presents findings on the type of P.As tools applied in the college

Table 2 (e): Data on Performance Appraisal Tools Applied In the Appraisal of the Teaching Staff

QUESTION	ANALYSIS OF RESPONSES					
		H.O.Ds	H.O.S	S.T	TOTAL	%
Have you ever been called upon to sign and fill given performance appraisal form in these college	Yes	0	0	0	0	0
	No	6	13	13	32	100
	No-response	06	0	0	0	0
What other approaches have you been involved in for the appraisal of your work apart from general staff meetings, departmental staff meetings, deliberations and /or filling up of appraisal forms	Schemes of work	6	13	13	32	100
	Records of work	6	13	13	32	100
	Lesson plan	6	13	13	32	100
	Examination results analysis	6	13	13	32	100
	Lesson attendance register	6	13	13	32	100
	Others (specify)	6	13	13	32	100
Tick from the list below the areas you have been appraised in while working as a teacher in this college at any time	Timelines in syllabus coverage	6	10	9	25	78.1
	Regularity in class	6	13	13	32	100
	Command of subject content	1	4	3	8	25

	Punctuality in lectures	2	5	3	10	31.3
	Commitment to work	3	4	6	13	40
	Others (specify)	0	0	0	0	0
Who appraised you in any of the above	Principal	4	5	6	15	46.9
	D.O.C	4	7	7	18	56.3
	H.O.D	3	6	6	14	43.8
	Ministry of education officials	0	0	0	0	0
	TSC panelists	0	0	0	0	0
	Students from your class. sub	0	0	0	0	0
	H.O.S	0	4	4	8	25

Analysis

Not any participant had ever signed any official performance appraisal form at any time during his/her tenure in the college. All the 32 (100%) participants agreed that alternative performance appraisal tools are in use at the college i.e. schemes of work, records of work covered, lessons plans, examination results analysis and lesson attendance registers. In rating performance, 25 participants (78.1) have been evaluated on timelines in syllabus coverage, all the 32 (100%) on regularity in class attendance, only 8 (25%) have been evaluated on command of subject content, 10 (31.3%) have been evaluated on punctuality in lesson attendance (lectures) and 13 (40%) have been evaluated on commitment to work.

The principal had evaluated a total of 15 (46.9%) members of staff; DOC has evaluated a total of 18 (56.3%) members, 14 (43.8) participants had been evaluated by the HOD, while the HOS have evaluated 8 (25%) participants. None had been evaluated by the ministry of education inspectors, none had been evaluated by the students and none had been evaluated by colleagues or fellow class tutors.

4:1:1:6 Staff opinion on the effectiveness of the implementation of performance appraisal process and problems faced in the process.

Table 2(f) presents findings on the feelings/ opinions of the staff performance appraisal process in the college.

Table 2(f): Data presentation of the opinions of the teaching staffs on the nature of the appraisal process in Migori T.T.C

QUESTION	ANALYSIS OF RESPONSES					
		H.O.Ds	H.O.S	S.T	TOTAL	%
Do you believe that your work performance appraisal in the college should be formal, systematic and regular?	1. Yes	6	13	13	13	100
	1. No	0	0	0	0	0
	No idea	0	0	0	0	0
Do you believe that your work performance appraisal process should be often, more participatory and involving your input in setting targets and deadlines for their achievements?	2. Yes	6	13	13	13	100
	3. No	0	0	0	0	0
	No idea	0	0	0	0	0
Do you believe that special work performance appraisal tools/ forms are necessary for a formal, systematic appraisal process in your department?	1. Yes	6	13	13	13	100
	4. No	0	0	0	0	0
	No idea	0	0	0	0	0
Do you believe that your performance appraisal tools employed in your department were for a formal performance	1. Yes	6	0	0	0	0
	5. No	0	13	13	13	100
	No idea	0	0	0	0	0

appraisal system?						
Do you think it is necessary for you to be given feedback concerning how you have been rated/assessed after every appraisal process?	Yes	6	13	13	13	100
	No	0	0	0	0	0
	No idea	0	0	0	0	0
How frequent do you think appraisal meetings or reviews should b	Twice	0	0	5	5	15.6
	3 times a year	6	13	5	24	75
	More than 3 times	0	0	0	0	0
	Frequently	0	0	3	3	9.38

Analysis

All the 32 participants believe that the performance appraisal process should be formal, systematic and regular; all the 32 participants believe that special work performance appraisal form should be used to make the appraisal process formal and systematic; and all the 32 participants believe that their work performance appraisal process should be open more participatory and involving more of their input in setting up performance targets and deadlines for their achievements.

All the 32 participants the performance appraisal tools/techniques employed in their departments are too inadequate for formal and systematic performance appraisal process; all the 32 participants think that it is necessary for them to be given feedback concerning their performance ratings after every performance appraisal process and 5 of the participants think that the appraisal reviews should be conducted twice a year, 24 of them want it held three times while three want it held more than three times in a year..

4.1.2 Results from Questionnaire Administered To Students

The questionnaire was administered to 16 student leaders from each stream that comprises all the 720 teacher trainees, 8 students were from first year while 8 students were from year two. The questionnaire was administered in the third term of the college calendar to enable the first year students be well acquainted with their involvement by the administration in issues such as appraisal of their staff. The results are hereby given in terms of responses students gave concerning different questions contained in the questionnaire. Out of 16 questionnaires administered to 16 student leaders (each for a stream), 15 were recovered, giving a percentage recovery of 93.75%. We had all recoveries from the 8 participants of first year and 7 recoveries from 8 participants of second year students. Their responses were as represented in table 3.

Table 3: Data from Questionnaire for the Students

QUESTION	RESPONSE	1 ST YEAR	2 ND YEAR	TOTAL	%
What is your year of study in the college?	1. year 1	8	0	8	53.3
	2. year 2	0	7	7	46.7
Have you ever been asked to offer your evaluation of the work of your teaching staff members in the college?	1. Always	7	4	11	73.3
	2 Sometimes	1	3	4	26.7
	1. Never	0	0	0	0
In what areas were you asked to give your assessment /evaluation of your staff members?	1. Lecture attendance	8	7	15	100
	2. Punctuality in class	1	2	3	20
	3. Syllabus coverage	0	2	2	13.3
	4. Conduct	0	0	0	0
	5. Commitment to work	0	3	3	20
	6 Personality	0	0	0	0
	7. Initiative	0	0	0	0
	8. Mastery of content	0	0	0	0
	9. Others (specify)	0	0	0	0
How often have you been requested to conduct your assessment?	1. Daily	5	2	7	46.7
	2. Weekly	3	5	8	53.3
	3. Monthly	0	0	0	0
	4. Termly	0	1	1	6.7
	5. Annually	0	0	0	0
	6. Othes (specify)	0	0	0	0
In what ways were you required to give your assessment?	1. Through filling special forms.	8	7	15	100
	2. Through written reports.				
	3 Through oral reports.	5	3	8	53.3
	4. Others (specify)	0	1	1	6.7
Who among the following were you reporting to?	1. MOE inspectors	0	0	0	0
	2. Principal	0	0	0	0
	3. DOC	8	7	15	100

	4.HOD	0	0	0	0
	5. HOS	1	1	2	13.3
	6. Subject tutors	0	0	0	0
	7. Others(specify	0	0	0	0
What indicators do you use to make an assessment of work performance for your tutors?	1. Timeliness in syllabus completion	1	0	1	6.7
	2. Regularity in lecture attendance	7	6	13	86.7
	3. Punctuality in class	1	0	1	6.7
	4. Command of subject content	0	1	1	6.7
	5. Examination results analysis	0	0	0	0
	6. Others Assignments given and marked	1	0	1	6.7
Opinion: Do you think that students should be continuously involved in the regular assessment of the work performance of staff	1.Always	3	3	6	40
	2.Sometimes	3	2	5	33.3
	3.No idea	0	2	2	13.3
	4 .Never	0	1	1	6.5
	5. No response	2	0	2	13.3

Analysis

There were 53.3% respondents of first year class whereas there were 46.7% respondents from second year class making a total of 15 respondents. 73.3% out of the 15 respondents have always been asked to offer evaluation of their teaching staff, 26.7% had been asked sometimes. All the 15 had therefore participated in the evaluation of their teaching staff work performance. 15 had been asked to evaluate the staff on lecture attendance, 20% on punctuality in class, 13.3% on syllabus completion and 20% on commitment to work. None had been asked to evaluate staff on conduct, initiative, personality and mastery of subject content. 46.7% reported to have been giving their assessments daily, 53.3% weekly, and 6.5% termly. None was doing the assessment monthly or annually.

15 respondents gave their assessment reports through filling special forms 8 through the reports of the class secretaries and 1 through oral reports.

All the 15 respondents were assigned the assessment duties by the DOC and to whom they were also handing over the reports, while 13.3% were reporting to the HOS. None was reporting to the MOE inspectors, the Principal, HOD or subject tutors.

6.5% participant bases assessment of staff work performance on timeliness in syllabus completion while 13.3% on regularity in class attendance, 6.5% in punctuality in lectures, 6.5% on command of subject content and 6.5% on giving and marking of assignments. None bases the assessment on examinations results analysis. Of the 15 participants, 40% believe that students should always be involved in the continuous assessment of work performance of the teaching staff, 33.3% think that they only be involved sometimes, 6.5% thinks that they should never be involved at all. 6.5% had no idea of whether they are involved or not while 13.3% did not respond to this question.

4.2.0 Results from Interviews

Interviews were administered to 10 participants using a common interview schedule that was subdivided into five sections that addressed the five components of an effective performance appraisal process as outlined in the conceptual framework of this study. Out of the 10 participants we had the principal (P) Deputy Principal (DP) the Dean of curriculum (DOC) Dean of students (DOS) and six (6) heads of departments (HOD). Each of these participants were given minimum of 30 minutes interview sessions and hence accumulative total of more than 300 minutes was used in the conduct of the interviews for this research. The response analyzed as follows:

4.2.1 Introduction:

Respondents were required to give details of the name, designation, department, experience in the department/designation, number of teaching staff in the department/college, last performance appraisal done to the members of staff, records kept for the performance appraisal done and reasons why performance appraisal was not done.

Analysis

All these administrative staff had an experience in various offices spanning more than one year. All departments in the college consist of more than one member. There are 6 subjects-oriented HODs who are responsible for more than one teaching staff. Records availed for analysis included lesson plans, records of work covered, syllabuses, schemes of work, and examinations results analyses for the last five consecutive years. Whereas no form for performance appraisal had been used, a form used by the students to appraise teachers was availed. Reasons why performance appraisal was not done were reported as follows:

- Lack of performance appraisal policy in the college
- Lack of an official performance appraisal form either from the college administration or from the MOE/TSC
- Lack of training/ knowledge of doing performance appraisal
- Assumption that teachers are professional and can do their work even without performance appraisal.
- Lack of commitment to strictly affect the performance appraisal policy since returns are never demanded by the administration from the HODs.

- Promotions and rewards are never based on these appraisal results and good performance is never recognized. Hence lack of staff support to participate in the performance appraisal process.

4.2.2 Setting of Appraisal Targets/Objectives

Involvement of staff in the setting of targets was reported as follows: Through general staff meetings, through departmental staff meetings, through central academic committee meetings. The staff is allowed to give insights on weak areas that need remedial action and set new targets at beginning of each term.

4.2.3 Appraisal Review as a Continuous Process

Frequency of meetings to discuss and plan performance targets across the year was reported as follows:

i) Central Academic Board (CAB) meetings: the members include the Principal (Chairman), Deputy Principal, the Dean of Curriculum (Secretary), the Dean of Students and the Heads of Departments. Central Academic Board meets every beginning of year to set targets for the new year, draw academic calendar; give general goals for the college, identify specific goals for each department, discuss each student for promotion to the 2nd year and areas of failure to be charged on specific teacher, discuss examination results analysis to obtain causes of failure in specific subjects and give agenda for discussion in the staff general meeting. It meets again at the end of year to review the achievement levels of targets set at the beginning of year, scrutinize each departmental achievements

and each departmental head gives an elaborate account of departmental performance, problems and suggests remedies for the weaknesses; identify weaknesses of subject tutors in work performance and recommend courses of intervention.

ii) Staff General Meetings: - comprising all the teaching staff of the college and chaired by the principal. The deputy principal is the secretary. There is a meeting at the beginning of each term- hence 3 times a year. The general meeting outlines the objectives of the college and communicates it to staff, sets performance targets for each department, sets periods/calendar for the attainment of these objectives, reviews past performances and suggests future plans, all members of staff are expected to talk freely and give suggestions, and sometimes individual staff may be called upon to account for failures.

iii) Departmental Staff Meetings- being held at least every term (3 times a year) to do, among other things: stipulate specific objectives of the department and their achievements deadlines, to charge specific responsibilities, distribution of workload to specific subject tutors, discuss weaknesses of the department, failure of individual members and offer suggestions of improvement. Each departmental member is involved. Review process are informal and do not follow a systematic approach.

4.2.4 Feedback of Performance Appraisal Results: -Sometimes appraisal results are kept secret and not given to the staff.

4.2.5 Appraisal Technique/Tools Used:-The following tools were being employed to appraise staff: syllabus, schemes of work, lesson plans, and records of work covered, confidential reports and examinations results analysis.

4.2.6 Conclusion: In this section the participants expressed the following opinions:

All believed there should be formal systematic and regular appraisal process for the staff. The following problems were advanced as affecting the implementation of the performance appraisal process: Lack of Ministry of Education policy on performance appraisal of staff; unavailable appraisal tool/form; appraisal results are often ignored in promotions as poor performers are promoted and good performers ignored. Advice of H.O.D on performance of individual under his/her is never sought when decisions of promotions are considered; formal performance appraisal process is a foreign ideology that can be implemented only when consultations have been made between various education stakeholders; and; teachers lacked training on the implementation of performance appraisal process and needed to be educated on the benefits of a performance appraisal process.

4.3.0 Results from Document Analysis

Documents that were made available for the purpose of the study were analyzed by the researcher. They included: Central Academic Board minutes file, general staff meeting minutes file, departmental staff meeting minutes file, examinations results analysis file, records of work covered files, schemes of work file, lesson plan files/books, students' evaluation forms. The analysis of each is hereby given.

4.3.1 Analysis of the Central Academic Board (C.A.B.) Meetings

Minutes file.

It was found out that the highest decision making organ of the institution is the CAB. It consists of the principal as the chairman, The Dean of curriculum as the secretary and deputy principal, D.O.S and H.O.Ds as members.CAB meets twice a year at the beginning and end of the year. It sets out objectives of the institution and draws up the calendar of activities for the whole year. It also sets out departmental goals and assigns them to each department for specific implementation during its first meeting at the beginning of the year.

C.A.B. also analyses students performance and discuss cases to be promoted to 2nd year of study and cases to be forced to repeat or do supplementary examinations using the results of mid course mock examinations done at the end of term 3 in first year. During this time, the department which records mass failures is brought to account and weaknesses recorded. Individual subject teachers whose subjects are poorly performed are identified and called to give an account. The H.O.Ds are given specific mandates to effect good performance staff under them. In the final end of year meetings, they discuss the past years performance in areas such as sports, teaching practice implementation, discipline of students and set agenda for the new year.

4.3.2 Analysis of the General Staff Meeting File.

General staff meetings comprise of the principal as the chairman and deputy as the secretary. Every teaching staff of the institution is a member. They are held termly at the beginning of each term. The first term's meeting is to set institutional objectives for the whole year while reviewing performance of each department in the last academic year and is therefore the most important meeting. The subsequent meetings are review meetings meant to share on emerging issues every term and to direct performance across the year. In these meetings all the staff members given the opportunity to participate in goal setting past individual departmental performance is revived and areas of weaknesses identified. New action plans are set by all members.

4.3.3 The Analysis of Departmental Meetings File

Each department meets in the course of each term at least once, hence at least 3 meetings are held each year. Departmental meetings are chaired by the H.O.D with one H.O.S acting as the secretary. In these meetings, objectives of the department are set out and departmental members agree on them. Each member of staff is assigned specific roles and tasks are distributed in form of lecture/lessons distributions and timetable for teaching is made. The first meeting of each first term is particularly important in requiring the tutors to prepare a year- long schemes of work, which is to be filed by the H.O.D. The H.O.S is expected to co-ordinate the preparation of these schemes of work using a uniform design for all members. Each subject tutor is given a specific time to prepare and submit to H.O.D. This appeared to be the policy of the college which was

upheld by all the departments. Subsequent meetings were review meetings across the year. Special meetings could be called as need arose, e.g. entry of new staff in the department or exit of a member of the department that necessitated re-organization of work.

4.3.4 The Analysis of Examination Results Analysis File

The researcher was presented with the results analysis of mid course mock examinations for first year classes and the latest P.T.E exams analysis for the last 5 years (2002-2006) The analysis was based on specific subject analysis as well as specific departmental analysis. Grades were shown in form of individual scores per subject and subject mean. Then there was departmental means; against each candidates score was his/her name index number, and whether passed or failed. Results were in form of total points, distinction, credit or passes. Against each subject were the subject mean score and the names of the H.O.S; subjects were summarized into departments and each department was ranked against each departments rank was the name of H.O.D. From the examinations results analysis that following could be depicted: Staff performance was measured in terms of mean grades scored in the performance of individual subjects and special reference was given to the H.O.S; Staff performance was rated in terms of the mean grades obtained from the performance of a cluster of subjects and specific reference was made to the H.O.D; Weaknesses or failures in performance of exams were attributed to H.O.S and H.O.Ds.

4.3:5 Analysis of Professional Files

Each department had specially designed forms for schemes of work, lesson plans and records of work covered. The H.O.D keeps records of these documents.

i) The scheme of work stipulates specific objectives of the teacher in specific classes for the whole year and consists of a stipulation of how the objectives will be achieved and specified time frames within which they will be achieved, especially through actual class teaching. These objectives are distributed for each topic in terms of weeks and lessons that will be attended by the teacher to achieve them.

ii) The lesson plan is the short term specific lesson objectives that the teacher prepares before every lesson indicating his/her commitment to achieve them during the lesson as he/she offers instruction using various instructional methodologies and resources. Each teacher makes lesson plans which are kept after use in a file. Lesson plans were kept by the subject tutors.

iii) Records of work covered indicated the actual topics taught assignments given in the course of the week are prepared by the class tutors and handed to the H.O.S for filling on a weekly basis. It is an indicator of performance as it records actual work performed.

4.4.6 Class Secretary's Appraisal form

All class secretaries use a special form designed by the office of the D.O.C in which the subject tutors' performance is recorded on a daily basis and handed over to the D.O.C on Fridays of every week. The reports indicate the date when a subject was taught the teacher who taught it and, the time it was taught. It also specifies absentees and whether

remedial lesson (s) was arranged before end of the week for classes missed. It is signed by the class secretary and filed in a special file for that class in the office of D.O.C.

4.5 Summary of Data Analyses

From the findings of data presented using the questionnaires, interviews and document analyses; the following summary can thus be made:

- i) That general goals of Migori T.T.C. are set by the Central Academic Board, discussed in general staff meetings and actualized through various departments who hold frequent departmental staff meetings.
- ii) The central Academic Board (CAB) meets twice a year – at the beginning and at the end of the academic year. The academic year starts from September of one year and ends in July of another year. In these meetings, objectives for the college are formulated, and these objectives are specified for each department. They are then communicated in the general staff meeting.
- iii) General staff meetings are held three times a year – at the beginning of each of the three terms of the academic year. In these meetings members of staff are allowed to formulate objectives and set performance deadlines for the achievement of these objectives. Each department is given a form to indicate their objective setting. These forms are called Schemes of work. Departmental meetings are held at least three times a year to polish the objectives of the department and distribute these objectives of the department and distribute these objectives to individuals' subject heads and tutors. The objectives are refined and each subject tutor is given the opportunity to participate.

There was only 6.25% disagreement that in the above meetings departmental goals or target setting involved the participation of all staff; and therefore a conclusion can be made that the performance appraisal process in Migori T.T.C involves the participation of staff especially in goal setting sessions.

iv) There existed a series of meetings that take place to set objectives and review their accomplishments. This shown by the frequency of meetings as outlined below:

Each term's meetings review performance in the previous term and sets objectives of the new term. From the review meetings 25 out of 32 respondents (representing 78%) disagreed that good performance is recognized and appreciated. Only 7 out of 32 representing 22% agreed that good performance is noticed and appreciated. There was poor feedback system in the performance appraisal process at MITECO. This is because the communication for under achievement of goals did not take a formal process due to lack of a properly designed performance appraisal tool.

v) The class secretary reports from the D.O.C were often not made available to the teachers through teachers were aware of their use. There was not any officially designed performance appraisal form to effect a formal P.A process. There was only one review form used by the class secretaries and designed by the D.O.C. Other performance indicators were reviewed from the following tools: records of work covered, schemes of work, lesson plans. Examinations results analyses, staff meeting minutes, and departmental meeting minutes.

vi) Responsibilities for performance appraisal were given as follows: D.O.C supervises all the H.O.Ds the H.O.S, and the subject tutors, and appraises them; H.O.D supervises

and appraises H.O.S and subject tutors; H.O.S supervises and appraised the subject tutors. Students were also used to appraise the subject tutors. These tutors do not know of it as the results are secretive. There was no appraisal from the MOE / TSE; no appraisal by fellow colleagues in the same department, no appraisal of senior staff by their juniors; no records of performance appraisal results except those done by the students; and the head of the institution uses annual confidential reports to appraise the teaching staff. Records are sent to the TSC and the teachers do not know of it.

The next chapter provides proposals for effective implementation of performance appraisal process for Migori T.T.C.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary of Findings

The purpose of this study, as stated earlier in the first chapter of this research, was to identify the factors hindering the effective implementation of work performance appraisal

for the teaching staff of Migori T.T.C; and to make recommendations on the effective implementation of work performance appraisal process for the T.T.Cs in Kenya.

The literature reviewed in chapter two revealed that an effective performance appraisal process should consist of the following elements:

- i. A goal setting exercise which is geared towards setting performance targets;
- ii. Staff inclusion, involvement and participation in goal setting and in the entire evaluation process;
- iii. Use of a performance appraisal method that employs an M.B.O model using a formally designed performance appraisal form;
- iv. Feedback system that ensures that appraisal results are honestly and timely communicated to the appraisee; and lastly,
- v. A continuous performance appraisal review process that is properly scheduled and is predictable throughout year. The following can therefore be identified as the factors affecting the effective implementation of work performance appraisal process for the teaching staff of Migori T.T.C;

First, performance targets were set during Central Academic board meetings twice a year; General Staff meetings three times a year and departmental staff meetings three times a year. However, these meetings were found to be very general in nature and therefore the discussions arising from them appear to be generalized for all the staff. An effective performance appraisal process requires a one-on-one sitting between the subordinate and the supervisor and articulating the particular objectives which will

form an evaluation basis and which are signed by the subordinate as a personal commitment to accomplish the stated objectives within the stated period of time. It is upon signing this document that the subordinate feels he has a morally binding contract to perform specific activities with a view to achieving the specified objectives- a form of “performance contract”. It also gives the supervisor the moral authority to ask, at the end of the stated period, why the subordinate did not achieve the target which he/ she signed to do.

Second, an effective performance appraisal process also requires that a clearly defined performance appraisal period be stated. In this college set up, the performance appraisal period was found to be on term basis and hence the individual departmental goals were being set on the basis of termly achievements targets. However, teaching staff were not signing to achieve these objectives within the period of 3 months that form one term. Besides, the HODs were not offering all the necessary assistance for the teacher to achieve these objectives. At the end of each term each H.O.D were not having any individualized sitting with each member of the department to evaluate the performance, identify the achievements and cite failures. The teacher was not given any chance to offer an account of the reasons for failures and give a suggestion for improvements and set up an agenda for the next appraisal period. All these ought to have been taking place on an individual supervisor – subordinate basis, and using the findings of these performance reviews, general discussions in general meetings, such as the CAB meetings, the general staff meetings and departmental meetings could have been used to set goals that would then be realistically formulated.

Third, there was lack of an official appraisal tool to effectively implement the performance appraisal of the teaching staff. An effective performance appraisal process should be one that employs a formal, systematically designed and official performance appraisal form. This form should be an official document of the college containing all the aspects of the appraisal, and include the personal details of the appraised and the appraiser, so that each has a record of the appraisal. Moreover, it should be fairly simple to understand, unambiguous and easy to implement. However, it was found out that the college was employing the use of professional documents such as schemes of work, lesson plans and records of work covered as instruments of appraisal, together with examinations results analyses. Whereas these documents are extremely important appraisal tools, they cannot replace the significant usage of a properly designed official performance appraisal form. Besides, whereas these documents are useful indicators of performance, they were found to be too bulky to transfer to higher offices where performance appraisal result may be required; for example, if the TSC headquarters desires to have the performance appraisal records of a given teaching staff for the last three or more years, it would be easier to submit nine signed performance appraisal forms (three per term) rather than send schemes of work, lesson plans and examinations results all together for all those years.

Fourth, Responsibilities for the appraisal process of the teaching staff was found to be such that: the D.O.C appraises all the staff, including HODs, HOS and Subject Tutors, the H.O.D appraises the H.O.S and subject tutors in his/her department and the students

through the class secretary appraising all teachers teaching them and reporting to the D.O.C. Whereas it is a good distribution of responsibility, there was no record of the appraisals apart from those of students appraising their teachers. This was because the appraisal was not by use of any tool or officially designed form except those designed for the students use.

Fifth, it was also found out that not at any time had the Ministry of Education or TSC held any appraisal for any member of the teaching staff of Migori T.T.C. There was lacking any documentary report of the same. All the teaching staff of Migori T.T.C. are employed by the Ministry of Education through TSC. Naturally, the employer needs to be aware of the performance level of the staff; and this can only be done through a regular, systematic performance appraisal process. However, it was realized that the principal sent annual confidential report on all the teaching staff, which he assumed to be performance appraisal reports.

It is not enough for the principal to be giving a generalized account of each teaching staff in form of confidential returns at the end of every year as was reported. An appraisal form is more specific on many performance areas than a confidential form. Moreover, a performance appraisal form filled three times a year would give the principal an opportunity to give an honest, comprehensive confidential report to the employer, based on the three appraisal review records held in the course of the year. If the annual principal's confidential return, given at the end of each year, takes the place of an appraisal form, then it will have the following shortcomings:

- i. A confidential report may be subjective – the principal sits down and drafts it probably without reference to authentic performance record. Good performance areas can then be over looked. The report may as well be based on guess work, or it may follow the prevailing mood and emotional feelings of the principal or even the present personal and emotional relationship with the subordinate.
- ii. It is non-developmental – it is a secret document that does not get back to the employee to identify areas of weakness / failures and make corrective changes in areas identified. A good performance appraisal process is one that has a feedback system in which the appraisee is made aware of his/her rating and is given an opportunity to give an account of weakness /failures and provide a suggestion for the improvement, which is helpful to the employee for personal improvement.
- iii. It is belated – it is only done once at the end of the year, hence it is also called an annual confidential report. A good performance appraisal process should be one that is a continuous process within the year providing review sessions more than once in the course of the year to give opportunity for improvement in the course of the year rather than a one-time, end of the year occasion as in the case with the confidential report.

Sixth, In the course of the study, it was also reported that most of the teaching staff were not happy with the reward system in the college, since most of their colleagues are promoted on subjective grounds and not basing on their performance records. Hence some have been promoted because of relations with the principal and how the principal feels rather than actual performance at work. Therefore, very poorly performing

individuals have ended up being H.O.Ds and this, perhaps, may have been due to general lack of performance appraisal records and subjective reports given in the annual confidential returns because the TSC may be basing their staff promotional decisions on such documents.

Seventh, on the responsibility for the appraisal process in Migori T.T.C. it was reported that students were also involved in the appraisal of the teaching staff. Whereas this is a good indication of an effective performance appraisal process, it is, however, found that the students' appraisal form need to be different from those of the other officers, and should be used to merely augment other sections of information in the official performance appraisal form rather than being the official performance appraisal forms on their own merit. The students were reporting the official work responsibilities of a teacher such as on lesson attendance, syllabus coverage level and lesson notes / assignments given. They were not allowed to report on personal attributes of a teacher as they "may become subjective and give prejudicial assessments" as was reported by the Dean of Curriculum to whom they were answerable. It was also found out that the other teaching staffs were not aware of the use of students to evaluate them and report on them on a weekly basis. This is recommended as teachers who are regular absentees or weak in certain areas being assessed can easily manipulate the students to report on them prejudicially.

Eighth, it was also found out that the performance appraisal process in Migori T.T.C. was

hardly supported by any policy guidelines from the MOE / TSC. This was depicted by the obvious lack of an official performance appraisal tool and the eventual use of alternative tools for the evaluation of staff at the local / internal level. A good performance appraisal process is one that enjoys an executive support where the employer is fully involved and provides a policy framework for its implementation. Because all the teaching staffs of Migori T.T.C. are the employees of the Ministry of Education through TSC, it was expected that performance appraisal becomes incorporated into the administrative system of Migori T.T.C. as an integral performance management function of the Human resources department of the ministry or the TSC. It was realized that there lacked a general policy guide line from the government on the implementation of an official performance appraisal process. There was lacking any circular for its enforcement by the Migori T.T.C as an institution.

Finally, it was found out that the performance appraisal process, apart from suffering lack of official document as a tool for its implementation, it also suffered from lack of strict enforcement from the administration. The H.O.Ds were lax on placing demands on their departmental members, hence some departments were even lacking departmental minutes. They argued that they “believed and trusted in the maturity of the members in their profession and assumed that they were responsible and able to accomplish their goals without the necessity of performance appraisal.” They even feared engaging them in a discussion on work performance and weaknesses. The notion that members were mature, qualified and have worked “successfully” for so many years, to them meant automatic achievement of goals and hence they did not

require to be subjected to performance appraisal exercises. Moreover most H.O.Ds lacked the clear understanding of the performance appraisal concept and were not sure whether or not they were appraising their juniors in the course of their duty.

5.1 Conclusion

From the onset of this research it has been stipulated that performance appraisal is an integral human resource management strategy aimed at managing the performance of an individuals working in organizations .As Bill Lay, the Managing Director of General Motors once said in an interview; “I pay people to work, and if you cannot do your job well, we train you or fire you”, (East African Standard; Wednesday January 18; 2006). He also said that performance appraisal is useful to his organization because it enables the management to identify, evaluate and develop staff performance; it helps to encourage strong performers to maintain their high level and to motivate poor performers to do better.

During the official announcement of performance evaluation results for the government ministries, state corporations and local authorities in Kenya for the financial year 2005/2006. The secretary of the Performance Contract Steering Committee, Richard E Ndubi said;

- what gets measured ;gets done
- If you do not measure results, you cannot tell success from failure;
- If you cannot see success, you cannot reward it;
- If you cannot reward success, you are probably rewarding failure;
- If you cannot see success, you cannot maintain it.
- If you cannot recognize failure you cannot correct it;
- If you can demonstrate result, you can win public support (East African Standard; Friday December 8, 2006)

As we gear towards the performance contracting system being introduced in academic organizations such as Migori T.T.C, we need to embrace the fact that an effective performance evaluation process needs to be put in place. This is in line with the government of Kenya's effort towards achieving vision 2030, as the former Minister of State for Public Service, Moses Akaranga said;

“The introduction of performance contracts in Kenya management of public service is among the key strategies of the government..... the new performance contracting system is a critical medium through which the national Vision 2030 will be realized, the process has so far been implemented in all government ministries, state corporations and local

authorities. Preparations are under way to extend it to the teaching fraternity. The full benefits of the process will however be realized when all the arms of the government including the legislature and the judiciary are placed to performance contract”.

It must be concluded hence that introduction of performance contracting systems to the teaching fraternity will not shock many if there is an effective implementation of a performance appraisal process for the teaching staff.

5.2 Recommendations

Arising out of the findings, the following recommendations can therefore be made:

5.2.1 Official policy framework by the Ministry of Education and Teachers Service Commission to enable the enforcement of the implementation of performance appraisal process in Migori T.T.C and other government learning institutions.

It is recommended that it is the right moment that the government should realize that performance appraisal is an integral component of its functions to monitor and evaluate performance of teachers; and a good policy framework should be introduced to guide its implementation in learning institutions. The policy frameworks will give authority and

thrust to the implementation of performance appraisal process as a requirement of employment by the local education authorities (LEAs). Teachers should then be involved in the development of this policy in order for it to gain their support. They should be made to understand that the performance appraisal process is not for witch-hunting or fault-finding so as to punish but a developmental process to perfect performance and identify performance problems in good time to address them before they blow out of control.

5.2.2 Official document for carrying out performance appraisal for teachers at Migori T.T.C

There is an urgent need for a simple but comprehensive PA form to be designed either by the management of Migori T.T.C. or the MOE/TSC for implementation of an effective work performance appraisal process. The document should be simple to administer, inclusive of all appraisal areas of the teacher's performance, and not that which gives room for subjective assessment. It should allow for use by more than one appraiser in order to give it balanced evaluation and protect it from prejudicial reporting about a teacher.

5.2.3 Executive support and follow-up of appraisal reports by the top management of Migori T.T.C.

The TSC/MOE needs to be really concerned on whether or not the teachers at Migori T.T.C. are performing to their required level. The top management of Migori T.T.C. should not adopt a lackluster approach to the management of staff performance. They should show particular concern and make a declaration that performance appraisal is to be carried out as a matter of policy. The role of an outsider evaluation in a performance appraisal process has been outlined as very important. Hence, TSC/MOE direct involvement and participation in the performance appraisal process is thus a role they need to play conspicuously by sending inspectors/quality assurance officers to do performance appraisal for the staff at Migori T.T.C. at certain regular times during the year.

5.2.4 Understanding and knowledge of the implementation of performance appraisal process by the appraisers.

The H.O.Ds should be re-trained on how to handle the performance appraisal form in the implementation process. They can then induct the heads of subjects and subject tutors under them so that a clear understanding and skills in reporting evaluation results is obtained by all. On signing the appraisal form, the appraiser and the appraisee should be declaring that they properly understood the guiding principles of its completion and are bound by them. The appraisee should be able to see his/her own results so that he/she does not perceive it as a secret document and also to make personal development decisions for improvements. Besides, the process of carrying out this performance appraisal should be very friendly, without threats and intimidation since performance appraisal processes need to help the subordinate and the supervisor build good relations.

5.2.5 Recommendations for Further Research.

It is recommended that this study be repeated in different settings i.e. different teacher training colleges, in order to obtain more of the factors affecting the effective implementation of work performance appraisal for the teaching staff of other teacher training colleges. Because this study was single institutional case study, perhaps these factors identified at Migori T.T.C. may not necessarily be generalizable for the other 24 or so TTCS in the Republic of Kenya. This limitation of this research therefore calls for a more resourceful researcher to do further study involving more colleges at the same time for results to be more realistically generalizable.

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Appendix A:

RESEARCH AUTHORIZATION

MINISTRY OF SCIENCE & TECHNOLOGY

Telegrams: "SCIENCE TEC", Nairobi

Fax No.
Telephone No: 318581
When replying please quote
MOS&T 13/001/36C 511/2



JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 60209-00200
NAIROBI
KENYA

14th August 2006

Oluoch Titus Okoyo
Moi University
P.O. Box 3900
ELDORET

Dear Sir

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *'Factors contributing towards the effective implementation of Work Performance Appraisal Process for the Teaching Staff of Migori Teachers Training College'*

I am pleased to inform you that you have been authorized to carry out research at Migori Teachers Training College for a period ending 30th August 2007.

You are advised to report to the Principal Migori Teachers Training College before commencing your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.

Yours faithfully


B. O. ADEWA
FOR: PERMANENT SECRETARY

Copy to:

The Principal
Migori Teachers College
MIGORI

Appendix B:

LETTER OF REQUEST TO CONDUCT AN INTERVIEW

MOI UNIVERSITY
SCHOOL OF EDUCATION,
DEPT.OF EDUCATIONAL
MANAGEMENT AND
POLICY STUDIES

P.O BOX 3900, ELDORET

TO

MIGORI TEACHERS TRAINING COLLEGE

P.O. BOX 123-40400

SUNA MIGORI

Dear sir/madam,

RE: INTERVIEWS FOR RESEARCH

The researcher is interested in investigating factors affecting the effective implementation of work performance appraisal process in Migori teachers college.

You are among the respondents that have been purposely selected for the same.

Your co-operation and assistance in the interview will be highly appreciated. We assure you of maximum confidentiality for all information given.

Thank in advance.

Yours faithfully,

OLUOCH TITUS OKOYO.

RESEARCHER.

Appendix C:

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE FOR THE ADMINISTRATIVE STAFF OF MIGORI TEACHERS' TRAINING COLLEGE:

I. INTRODUCTION

- a) Name.....
- b) Designation.....
- c) Department.....
- d) Experience in the department.....
- e) Number of teaching staff in the department.....
- f) Last performance appraisal done for the members of the teaching staff.....
- g) Records kept for the performance appraisal done.....
- h) Reasons why the performance appraisal was not done.....

II. TEACHING STAFF APPRAISAL OBJECTIVES AND TARGET SETTING IN MIGORI TTC

- a) Is the staff appraisal process done based on certain objectives (goals)?
- b) Which goals are these?
- c) At what time are these goals expected to be achieved?
- d) Do you base your appraisal process strictly on these goals and time schedules for their attainment?
- e) Who set these goals and targets?
- f) How do you ascertain their achievement by each department or individual staff?
- g) What do you do when a department or individual staff fails to attain these objectives within a specified time?
- h) Who is interested in the results of these appraisal exercises?
- i) For what reasons are they interested?

III. STAFF PERFORMANCE APPRAISAL AND STAFF INVOLVEMENT AND PARTICIPATION IN THE APPRAISAL PROCESS IN MIGORI TEACHERS COLLEGE.

- a) Do you involve individual teaching staff in the appraisal of their own performance?
- b) If yes, how?
- c) If no, why?
- d) Do you believe they should be involved in the setting of their own realistic targets?
- e) Do you discuss appraisal results with the appraised teaching staff?
- f) Do you allow the staff to freely discuss with you his/her failures and suggest own ways of improvement?

IV. TEACHING STAFF APPRAISAL REVIEWS ACROSS THE YEAR IN MIGORI TTC.

- a) How often do sit down with the staff to discuss or plan the performance in the year?
- b) Do you bring the staff to give self evaluation of performance and set new targets and work plans to form the basis of the next appraisal exercise?
- c) How often do you suggest your department or college should hold appraisal exercises for your teaching staff?

V. FEEDBACK OF PERFORMANCE APPRAISAL RESULTS TO THE TEACHING STAFF IN THE COLLEGE

- a) Do you communicate back the results of the appraisal exercises to your staff?
- b) How long after appraisal exercise do you make the individual teacher know about these results?
- c) In your opinion, do you believe that the appraisal results should be kept secret from the appraised?
- d) Give a reason?

- e) Why do you think the appraisal results should be openly discussed between the appraiser and the appraised?

VI. APPRAISAL TECHNIQUE USED IN MIGORI TTC FOR THE TEACHING STAFF.

- a) Describe the nature of the appraisal tool instrument/guidelines used to appraise your staff in migori TTC.
- b) Do you think it is the best in covering all the appraisal details you need in the college or department?
- c) Who design this tool for the College or department?
- d) Is it simple to apply by all the appraisers and the appraised? Or is it ambiguous and difficult to understand by the users?
- e) Suggest other additional information you would wish to be included in the appraisal tool.

VII. CONCLUSION

- a) Do you believe in a formal systematic and regular appraisal process for the teaching staff in migori TTC and other TTCs in Kenya?
- b) What problem do you think hinder the effective implementation of the work performance and appraisal process for the teaching staff in your college or department?
- c) What further suggestion can you give to improve the effective implementation of the teaching staff work performance appraisal in your college or department?
- d) Kindly avail to us any performance appraisal records, confidential returns merit promotional interviews records and other relevant materials for this research for use in document analysis. Note that these records will be kept as safe and as confidential as possible.

Thank you.

Appendix D:

QUESTIONNAIRE FOR THE TEACHING STAFF

Dear Sir/Madam;

I am conducting a study entitled “factors affecting effective implementation of work performance appraisal for the teaching staff of Migori Teachers Training College”. Due to the important role that you play in the implementation of curriculum in this college, you have been randomly selected as a respondent in this study.

The information you give will only be used for research purposes and will be kept in strict confidence. Do not write the name of your department on the questionnaire. Kindly make your responses as truthful and sincere as possible. Tick in the appropriate places provided and/or answer in the spaces provided:

A. INTRODUCTION

1. State the period of time you have served in your current department:

1. Less than one year () 2. One year () 3. Over one year ()

2. State your designation in the department

1. Head of department (H.O.D) () 2. head of subject (H.O.S) ()

2. Subject tutor only (S.T) ()

3. State who your immediate supervisor is in the college

1) Dean of curriculum (D.O.C) ()

2) Head of department (H.O.D) ()

3) Head of subject (H.O.S) ()

B.SETTING PERFORMANCE TARGETS AND DEADLINES

4. State how your departmental goals and targets are arrived at:

1) Through departmental meetings (with) minutes ()

2) Through general staff meeting with minutes ()

3) Other (please specify).....

5. How frequent in the course of the year do you hold general staff meetings?

- 1) Once at the beginning of the year ()
- 2) Once at the end of the year ()
- 3) Twice at the beginning and at the end of the year ()
- 4) Three times at the beginning of each term ()
- 5) Three times at the end of every term ()
- 6) Six times at the beginning and end of each of the three terms ()
- 7) Others (please specify).....

6. How frequent in the course of the year do you hold departmental staff meeting?

- 1) Once at the beginning of the year ()
- 2) Once at the end of the year ()
- 3) Twice at the beginning and at the end of the year ()
- 4) Three times at the beginning of each term ()
- 5) Three times at the end of every term ()
- 6) Six times at the beginning and end of each of the three terms ()
- 7) Others specify ()

C.LEVEL OF STAFF PARTICIPATION AND INVOLVEMENT

7. In these meetings we set departmental targets and deadlines collectively and we mutually agree upon them.

- 1) Strongly agreed ()
- 2) Agree ()
- 3) No idea ()
- 4) Disagree ()
- 5) Strongly agree ()

8. In these meetings, I am allowed to strongly participate and contribute in setting my realistic and achievable targets and deadlines.

- 1) Strongly
- 2) Agree
- 3) No idea

- 4) Disagree
- 5) Strongly disagree

D. STAFF PERFORMANCE APPRAISAL REVIEW

9. In this meetings we review past performances and identify our strength and weaknesses

- 1) Strongly agree ()
- 2) Agree ()
- 3) No idea ()
- 4) Disagree ()
- 5) Strongly disagree ()

10. From this meetings staff work performance is critically looked at and teachers are brought to account for weakness, called upon to suggest solutions and set remedial plans in a friendly atmosphere.

- 1) Strongly agree ()
- 2) Agree ()
- 3) No idea ()
- 4) Disagree ()
- 5) Strongly disagree ()

11. From this meetings, good work performance is noticed and recognized and teachers are recommended and recognized.

- Strongly agree ()
- Agree ()
- No idea ()
- Disagree ()
- Strongly disagree ()

E. PERFORMANCE APPRAISAL TOOLS/TECHNIQUES EMPLOYED IN THE COLLEGE

Have you ever been called upon to sign and fill given performance appraisal form in this college?

1 yes () No ()

- What was its source?
- Did you fully understand the contents.....
- Did you find it easy to fill.....
- Were you informed later on how you were rated.....
- How frequent in the college is this form brought to your attention

13. What other approach have you been involved in for the appraisal of your work apart from general staff meeting/departmental meeting deliberations and/or filling up of appraisal forms?

- 1) Scheme of work coordination ()
- 2) Records of work covered requirement ()
- 3) Examination results analysis ()
- 4) Others(specify) ()
- 5) Lesson attendance register ()

14. Tick from the list below the areas you have been appraised in while working as a teacher in this college any time

- 1. Timeliness in syllabus coverage () 2. Regularity in class attendance ()
- 3 Command of subject content () 4. Punctuality in lectures ()
- 5. Commitment of work () 6. Others (specify ()

15. Who apprised you in any of the above?

- 1) Principal ()
- 2) Dean of student ()
- 3) Head of department ()
- 4) Ministry of education officials/inspectors()
- 5) Student from your class ()
- 6) Head of subject ()
- 7) Colleagues (class tutors) ()

F CONCLUSION

16. Do you believe that your work performance appraisal in the college should be formal systematic and regular?

1. Yes () 2.No () 3.No idea ()

17. Do you believe that your work performance appraisal process should be open, more participatory and involving your inputs in setting targets and deadlines for their achievement?

1. Yes () 2.No () 3. No idea ()

18. Do you believe that your special work performance appraisal tools/forms are necessary for a formal systematic appraisal process in your department?

1. Yes () 2.No () 3.No idea ()

19. Do you think it's necessary for you to be given feedback concerning how you have been rated/assessed after every appraisal process?

1. Yes () 2.No () 3.No idea ()

20. How frequent do you think appraisal meetings or review should be conducted in the course of the year in your department?

THANK YOU

Appendix E

QUESTIONNAIRES FOR STUDENTS OF MIGORI T.T.C

(FOR CLASS SECRETARY ONLY)

Dear student;

We are carrying out research study to establish factors affecting the implementation of work performance appraisal for the teaching staff of Migori Teachers training college. Owing to important role you play as the internal consumer of the service of these members of staff, you have been purposely selected as research respondents. Information will be handled in strict confidence. Consequently, do not write your name or class. You are kindly requested to provide as honest and truthful responses as possible. Tick in the brackets or answer in the spaces provided. Do not write your name or class.

1. What is your year of study in this college?

1. Year 1() 2.year 2()

2. Have you ever been asked to offer your evaluation of the work of your teaching staff members in the college at any one time?

1. Always () 2.Sometimes () 3.never ()

3. In which areas you requested to give your assessment/evaluation of the staff members?

1) Lecture attendance ()

2) Punctuality in class ()

3) Syllabus coverage level ()

4) Conduct ()

- 5) Commitment (to work) ()
- 6) Personality ()
- 7) Initiative ()
- 8) Master of contents ()
- 9) Others(specify) ()

4. How often have you been requested to conduct your assessment?

- 1) Daily ()
- 2) Weekly ()
- 3) Monthly ()
- 4) Termly ()
- 5) Annually ()
- 6) Other (specify) ()

5. In what ways were you expected to give your reports?

- 1) Through filling specific forms ()
- 2) Through write reports ()
- 3) Through class representative reports ()
- 4) Through oral replies ()

Others (please specify)

6. Who among the following were reporting to?

- 1) Ministry of education inspector ()
- 2) Principal of the college ()
- 3) Dean of curriculum ()
- 4) Head of subject ()
- 5) Head of department ()
- 6) Class tutor ()

7. What indicators do you use to make an assessment of work performance of your tutors?

- 1) Timeliness in syllabus coverage/completion ()
- 2) Regularity of class lesson attendance ()
- 3) Punctuality in class attendance ()
- 4) Command of subject content ()
- 5) Examinations results analysis ()
- 6) Others (specify).....

8. Do you think students should be continuously involved in the regular assessment of the work performance of their teaching staff?

- 1. Always () 2. Sometimes () 3.No idea ()

THANK YOU VERY MUCH

Appendix F

MIGORI TEACHERS TRAINING COLLEGE

TERMLY RECORD OF WORK

SUBJECT.....TERM.....YEAR-----

DATES FROM.....TO.....

CLASS	TOPIC COVERED	ASSIGNMENT GIVEN	REFERENCE USED (Quote pages)	BOOK	comments

NAME OF LECTURER.....DATE.....SIGNED.....

DEPARTMENT.....

H.O.D.....DATE.....SIGN.....

Appendix G

CLASS ATTENDANCE FORM FOR LECTURERS

CLASS _____ DATE _____

1	Education	Hrs/week	Name of lecturer	Hrs/ done	Remarks (indicate if work is given)
	a				
	b				
	c				
	d				
2	English				
3	Kiswahili				
4	Physical education				
5	Mathematics				
6	Science				
7	ICT				
8	Creative art				
	a)music				
	b)art				
	c)craft				
9	CRE/IRE				
10	social studies				

Name of class representative: _____ Date _____

Signature _____

