

ABSTRACT

The aim of establishing the effect of performance appraisal on the performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County, Kenya. The specific study objectives were: to assess the effect of career development on the performance of teachers in public sub-county secondary schools; to establish the effect of goal setting on performance of teachers in public sub-county secondary schools; and to determine the effect of innovation on performance of teachers in public sub-county secondary schools. The research hypotheses were: **H₀₁**: There is no statistically significant effect of career development on performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County; **H₀₂**: There is no statistically significant effect of goal setting on performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County; and **H₀₃**: There is no statistically significant effect of innovation on performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County.

The study was guided by theories of individual creative action, expectancy theory and goal setting. The study adopted descriptive survey design and data was collected through questionnaires, interview guide and document analysis. The target population was 112 teachers employed by Teachers Service Commission in 7 Sub-County schools in Kisumu Central Sub-County, Kenya. The sample size used in the study was 81 teachers and 7 deputy principals drawn from the target population of 112 teachers and was determined by Yamane Formula (1967). Both descriptive and inferential statistics were analyzed in this study. Descriptive statistics were analyzed in form of mode, mean, standard deviation, frequency distribution and percentages and the results presented in form of tables. Inferential statistics were analyzed through multiple regression analysis. The raw qualitative data was analyzed by content analysis.

The study found out that there is a weak relationship between career development, goal setting and innovation and performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County as indicated by *r* value of 0.397. The regression results indicated that at significant level of 0.05, career development made insignificant contribution in predicting the performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County since it had a significance level of 0.202; goal setting made insignificant contribution in predicting the performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County since it had a significance level of 0.691; and innovation made significant contribution in predicting the performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County since it had a significance level of 0.019. The study concluded that there is no statistically significant effect of career development on performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County; there is no statistically significant effect of goal setting on the performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County; and there is statistically significant effect of innovation on performance of teachers in public sub-county secondary schools in Kisumu Central Sub-County. The study recommended that TSC should also use the performance appraisal results when determining the career path of a teacher; the deputy principals should create conducive environment that can facilitate goal setting and teachers be encouraged to own the targets as well as be committed to them; and teachers should maximize the use of innovation in teaching to improve performance.