



# **Teacher Training and Implementation of Teacher Performance Appraisal and Development Policy in Public Secondary Schools in Kenya**

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### **Authors' contributions**

*This work was carried out in collaboration among all authors. Author EAM designed the study with the guidance of author JOA. Author EAM did the literature review, performed the statistical analyses and wrote the first draft of the manuscript. All authors read and approved the manuscript.*

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## **ABSTRACT**

The present study examined the relationship between teacher training and the implementation of Teacher Performance appraisal and development policy in public secondary schools in Kenya. The study employed the use of Convergent parallel research design. The population target included 48 principals, 48 deputy principals, 727 teachers in public secondary schools, 1 District Quality Assurance & Standards Officer (DQASO) and 1 TSC Sub-County director. A sample size of 43 Principals, 43 Deputy-Principals, 218 teachers, 1 DQASO and 1 TSC Sub-County Director were selected. Validity of the instruments was ensured through scrutiny of the items in the instruments by the two supervisors from the School of Education. Bartlett's test for Sphericity are significant ( $p < 0.001$ ,  $p = 0.000$ ) and Kaiser-Meyer-hold Olkin indexes are all  $> .6$  for all the subscales of the questionnaire. Reliability was tested through Cronbach's alpha and an alpha value of 0.700 was reported. The findings of Linear Regression analysis revealed that teacher training accounted for 22.1%, as signified by Adjusted  $R^2 = .221$ , of the variation of implementation of teacher performance appraisal and development policy among the secondary schools. The Ministry of Education in Kenya should enhance sensitization among school principals on the implementation of the performance appraisal policy in enhancing teacher performance.

**Keywords:** *Teacher training; implementation; teacher performance appraisal and development policy; public secondary schools; Kenya.*

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## 1. INTRODUCTION

Performance appraisal policy is a human resource management tool aimed at measuring efficiency and effectiveness in service delivery within educational institutions [1]. In purpose, Performance appraisal policy aim to stimulate teachers to improve on their strengths and weakness, recognition of teacher professional merit and improvement of teaching profession [2]. In Ontario, teacher performance appraisal is a mandatory process for all teachers. School principals conduct the performance appraisal at school level to assess how effectively a teacher uses his or her skills and knowledge in the classroom while mentoring sessions may also be conducted electronically. Ideally, an effective performance appraisal system will assist in meeting these demands by holding employee's accountable, addressing underperformance and enhancing performance and practice [3]. Greenberg [4] revealed that well trained appraisers have the ability to make an accurate evaluation of subordinate's performance. This results into an important influence on fairness perceptions. Training of appraisers has an effect on effectiveness of performance appraisal. It should explain how the judges interpret any normative data that they are given. Likewise, Armstrong and Baron [5] pointed out that both supervisors and supervisee should get training in performance appraisal management so as to acquire some degree of understanding of the importance of performance appraisal. Dessler [6] also states that supervisors must be familiar with basic appraisal techniques, understand and avoid problems that can cripple the appraisal process. Similarly, Kuvass [7] observes that it is beneficial to train both supervisor and supervisee since both are partners in implementation of performance appraisal. Cascio [8] concur by saying that there should be adequate training for employees in performance appraisal. Consequently, a low level of understanding of performance appraisal process can cause a lot of confusion among individual workers at all levels [9]. A study in Rwanda shows that no matter how careful job applicants are screened, typically a gap remains between what employees do know and what they should know. Training about performance appraisal is needed to fill this knowledge gap that exists before appraisal is done (Fredie, Mbabazize & Shukia, 2015). In addition, Namuddu [10] Study on Staff Systems and Teacher Performance at Agakhan schools in Kampala, Uganda concluded that staff perception in secondary schools determines the

success or failure of appraisal system. He then asserts that appraiser perception equally determines the success or failure of appraisal system.

## 2. LITERATURE REVIEW

A study by Berman [11] in the Indian experience also maintains that the successful implementation of the Performance appraisal system (PAS) is both the responsibility of the appraisee and the appraiser. Assish Jugmohun [12] examined the main factors that influence the effectiveness of Performance Management System in organization. The study revealed that factors such as training of teachers influence the effectiveness of a Performance Management System adoption in organization. A study by Gudyanga, Shumba and Wadesango [13] indicated that performance appraisal policy existed, although it was not written down for all implementers. The administrators and teachers did not know the model of performance appraisal and hence had a fair understanding of its implementation and its uses. Falola, Osibanjo and Ojo [14] showed that a strong relationship exists between training and development, employees' performance and competitive advantage.

Akinyele [15] study in Nigeria found out that effectiveness of Performance Appraisal System in private Universities are based on training of employees. PAS system in private Universities existed as a matter of formality hence cannot measure employees' performance. Kohli [16] in the Indian experience maintains that the successful implementation of the PAS is both the responsibility of the appraisee and the appraiser. Kohli asserts that, organizational responsibility is thus to provide adequate training for every employee to ensure the program is implemented successfully. Allubbe [17] revealed that the majority of the respondents strongly agreed that training of teachers was an important factor in enhancing implementation of performance appraisal in schools. Watuma [18] indicated that training of appraisers has a significant relationship with the implementation of performance appraisal in National bank of Kenya. The study concluded that there is a positive and significant relationship between training of appraisers and implementation of performance appraisal.

In Kenya, According to TSC Sub-County Director Siaya, the policy is being embraced in public

secondary schools for tracking employees' performance in service delivery but the method of its implementation in Siaya Sub County has been relatively low (TSC Sub-County Office Siaya, 2018). Moreover, during the 10<sup>th</sup> African Confederation of Principals' meeting (ACP) held in Mombasa in 2018, the TSC Chief Executive Secretary, Nancy Macharia and National Quality Assurance Standards Officer agreed to urgently convene a meeting with Kenya Primary Schools Heads Association (KEPSHA) and Kenya Secondary Schools Heads Association (KSSHA) to address the concerns about the policy. District Quality Assurance & Standards Office, Siaya (2018) report also reiterated that there is high resistance among teachers on the implementation of TPAD. It's against this background that need arose to study factors affecting the implementation of teacher performance appraisal and development policy in Siaya Sub- County.

### **3. RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The researcher used convergent parallel design in this study to collect both qualitative and quantitative data separately. In this case, quantitative data from questionnaires was collected and analysed separately. The interview data was also collected and analysed qualitatively. After which the two results were compared, interpreted and the discrepancies explained within the results.

#### **3.2 Study Participants and Instruments**

A total of 218 teachers participated in the study. Simple random sampling was used to select 15 Principals and 15 Deputy Principals. Purposive sampling was used to select 1 TSC Sub-County Director and 1 DQASO. The researcher used questionnaires and interview schedules. Questionnaires and interview schedules were used to collect data from the participants in a sample about their characteristics, experiences and opinions. The validity tests results of the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO Index) and the Bartlett's Test for Sphericity indicates that the questionnaire had adequate internal validity. Kaiser (1974) suggests that the Kaiser-Meyer-Olkin measure of sampling adequacy index  $> 0.6$  is of adequate internal validity. It was reported that all the sub-scales met the required level of internal consistency of reliability (Cronbach's  $\alpha > 0.6$ ),

with the average Cronbach's alpha value being 0.700.

#### **3.3 Data Collection Procedures**

Permission to conduct the research was obtained from the National Council of Science and Technology. This was then taken to the Siaya County Director of Education office and Siaya Sub- County Director of Education office who upon receiving the letter gave the researcher a letter granting the researcher permission to carry out research in public secondary schools in Siaya Sub-County. Letters notifying the sampled schools of the intended research were dispatched two weeks before the researcher visited the schools. Three visits were made to the sampled schools for introduction and to make appointments with Principals before the research was undertaken. The first visit was to acquaint the researcher with respondents and explain the objective of the study. The questionnaires were delivered by hand delivery to the respondents, who were asked to fill them out by themselves and there after arrangements made on possible dates of collection of the filled up questionnaires. The researcher conducted face to face interview with the Principals', Deputy-Principals', TSC Sub-County Director and the District Quality Assurance Officer. The duration for the interview was 20 to 30 minutes. Data collection took three months. After data collection, data was analyzed quantitatively using descriptive statistics such as frequency and percentages.

#### **3.4 Data Analysis**

Quantitative data from closed-ended sections of questionnaires was analyzed using frequency counts, percentages and means. In addition, Pearson correlation was used to analyze the relationships between independent and dependent variable. Qualitative data from interviews was analyzed for content by organizing the content into themes and sub themes as they emerge from the data, then tallied and presented in quoted words or phrase.

### **4. FINDINGS AND DISCUSSION**

#### **4.1 Response Rate**

The results in Table 1, shows the summary of return rate of questionnaires from the teachers' respondents, reveals that the questionnaires were adequate for the study.

**Table 1. Questionnaire return rate**

Respondents	Questionnaires administered	Questionnaires returned	Return rate (%)
Teachers	218	184	84.4

Source: Survey data (2019)

The questionnaires were administered to a total of 218 sampled teachers of Siaya Sub-County. Out of this number, a total of 184 of them returned their questionnaires, translating to response rate of 84.4%. Stangor [19] and Creswell [20] recommend that a response rate of 50% is adequate, 60% is good while 70% and above is excellent for analysis of a survey data. In regard to this assertion, the current study's response rate of 84.4% is therefore excellent, sufficiently representative of the target population. The recorded high response rate was attributed to the fact that the questionnaires in this study were personally administered by the researcher to the respondents, who were pre-notified of the intended and intention of the study. It was also due to extra efforts that was made in form of visits to the respondents to fill-in and return the questionnaires, the researcher made follow up calls to clarify queries as well as prompt the respondents to fill the questionnaires.

#### 4.2 Age of the Respondents

The study explored the age of the respondents and the findings were summarized as in Table 2.

On their ages, it was established from the results of the survey that majority (46.7%) of the teachers in the Sub- County are between 36 and 45 years of age. Those who were in the age group of below thirty six years were 40.2% of the respondents. On the contrary, those who were above forty five years only formed 13.0%. This indicates that most of the teachers in Siaya Sub-County are still within their prime working age of below forty five years.

#### 4.3 Descriptive Findings on Teacher Training and the Implementation of TPAD Policy

The study sought to establish how teacher training affects the implementation of TPAD policy. This was measured by use of nine Likert-

scaled itemed questionnaire with responses ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). Their responses were summarized in percentage, frequencies and means, as shown in Table 3.

The findings of the study revealed that training on teacher performance appraisal is relatively low among the secondary school teachers in Siaya Sub-County. This was revealed by a mean rating of 2.93 in the scale of 1 to 5, with the indicators' ratings being between 2.20 and 3.86. For instance, on whether the teachers are adequately prepared for self-evaluation, the results of the survey show that although 19 (10.3%) of the respondents strongly agreed and 24 (13.0%) agreed that in their school teachers are adequately guided on how to prepare for and conduct a self-review appraisal, majority of them refuted the claim as reflected by 49 (26.6%) who disagreed and 80 (43.5%) who strongly disagreed that their teachers are well prepared for self-review appraisal. This finding agrees with Greenberg [4] who revealed that well trained appraisers have the ability to make an accurate evaluation of subordinate's performance. Similarly, Armstrong and Baron [5] also concurred and pointed out that both supervisors and supervisee should get training in performance appraisal management so as to acquire some degree of understanding of the importance of performance appraisal.

Qualitative findings from participants indicated that training was majorly done through workshops for deputy principals and principals on administrative issues. The respondents were of the opinion that there were workshops that was meant to train the leaders of secondary schools as organized by the Ministry of Education and the Teachers Service Commission on different occasions. This was viewed as helpful in capacity building of the principals and deputy principals in their management in schools.

**Table 2. Respondents' age (n=184)**

Age	Frequency	Percent
Below 36 Yrs	74	40.2
36 - 45 Yrs	86	46.7
Above 45 Yrs	24	13.0
Total	184	100.0

Source: Survey data (2019)

**Table 3. Percentage response on teacher training**

<b>Indicators of teacher training</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
The teachers are adequately guided on how to prepare for and conduct a self-review appraisal.	19 (10.3%)	24 (13.0%)	12 (6.5%)	49 (26.6%)	80 (43.5%)	2.20
Teachers adequately understand TPA policy	72 (39.1%)	51 (27.7%)	12 (6.5%)	22 (12.0%)	27 (14.7%)	3.65
Appraisers have been properly trained on TPAD appraisal	40 (21.7%)	32 (17.4%)	22 (12.0%)	33 (17.9%)	57 (31.0%)	3.22
Only Principals have been trained on TPAD implementation	33 (17.9%)	37 (20.1%)	11 (7.6%)	42 (27.2%)	61 (32.6%)	2.67
Teacher training on TPAD can be effective if its continuously done at school level	23 (12.5%)	37 (20.1%)	14 (7.6%)	50 (27.2%)	60 (32.6%)	2.53
TPAD policy is simplified and hence teachers do not require any training.	22 (12.0%)	25 (13.6%)	9 (4.9%)	40 (21.7%)	88 (47.8%)	2.20
The objectives of carrying out performance appraisal are clear to all teachers	27 (14.7%)	29 (15.8%)	26 (14.1%)	51 (27.7%)	51 (27.7%)	2.62
TSC need to organize teacher induction sessions for newly posted teachers on TPAD implementation.	22 (12.0%)	37 (20.1%)	19 (10.3%)	62 (33.7%)	44 (23.9%)	2.63
TSC needs to strengthen teacher training on implementation of TPAD.	80 (43.5%)	58 (31.5%)	7 (3.8%)	19 (10.3%)	20 (10.9%)	3.86
Mean average level of training on TPA						2.84

Source: Survey Data (2019)

Some respondents reported that:

“We have workshops for principals and deputy principals and this has some little effect on the implementation of the teachers’ performance appraisal system. We have not yet achieved much in terms of the implementation but these workshops have helped us to some little extent” (Deputy Principal, 4).

“There are efforts by principals to enhance implementation through the skills that they get from training and this has made implementation reach some level different from the state that we had before” (Deputy principal, 3).

From the interview excerpts above, it can be concluded that workshops that are less effective in the implementation of the performance appraisal system. This is because of the attitudes of teachers towards the implementation of the appraisal. This finding concurs with Assish Jugmohun [12] who revealed that factors such as training of teachers influence the effectiveness of a Performance management System adoption in organization. However, on the contrary, the findings disagree with Berman [11] in the Indian experience who maintained that the successful implementation of the Performance appraisal system (PAS) is both the responsibility of the appraisee and the appraiser.

However, some 12 (6.5%) of the respondents remained non-committal on the issue, reflecting a low mean rate on training of 2.20. Similarly, on whether teachers really understand the performance appraisal policy, the study results reveal that in as much as 72 (39.1%) strongly agreed and 51 (27.7%) of the respondents agreed that they understand performance appraisal policy, 22 (12.0%) confirmed and 27 (14.7%) strongly confirmed that they do not fully understand the performance appraisal policy. Likewise, at a mean rating of 2.62, only 56 (30.5%) of the teachers who were sampled for the survey generally agreed that the objectives of carrying out performance appraisal are clear to them.

A respectable proportion 102 (55.4%) of them insisted that objectives of carrying out performance appraisal are not clear to them, but 26 (14.1%) were not sure whether or not the objectives of TPA are clear to them. This finding concurs with Azman, Noor and Awangku (2011),

who noted that the managers who conduct performance appraisal exercises need to possess certain skills such as in counseling and ratings for successful implementation. However, on the contrary, Gudyanga, Shumba and Wadesango [13] in Zimbabwe indicated that performance appraisal policy existed, although it was not written down for all implementers.

Another theme that was reported was induction efforts by principals and deputy principals to the teachers on implementation of teachers’ performance appraisal in secondary schools. This has been enabled the teachers to understand the content and procedures that are on the performance appraisal system that was introduced. This was reported by most participants and it was viewed as the most effective way by which implementation of teachers performance appraisal was enhanced. Some respondents reported that:

“Deputy Principals and principals do induct the teachers regularly on the implementation of teachers’ performance appraisal system. This has made the teachers to be enlightened on the issues about TPAD and its implementation” (Deputy Principal, 7).

“Induction programmes by the administrators are done always to the teachers and this has enhanced the rate of TPAD implementation in schools. They have made lots of efforts to ensure that teachers and well informed on the implementation” (Deputy Principal, 8).

From the interview excerpts presented above, it can be concluded that there are induction efforts by the principals and deputy principals to enhance the implementation of performance appraisal among teachers. This has also been viewed as less effective in the implementation of the teachers’ performance appraisal. This finding agrees with Falola, Osibanjo and Ojo [14] who showed that a strong relationship exists between training and development, employees’ performance and competitive advantage. Similarly, Kohli [16] in the Indian experience maintained that the successful implementation of the PAS is both the responsibility of the appraisee and the appraiser.

On the same note, when the study sought to know whether the appraisers have been properly trained on TPAD appraisal, it emerged that just 40 (21.7%) of the respondents were in strong agreement and 32 (17.4%) were in agreement

that the appraisers have been properly trained, reflecting a mean training rating of 3.22. However, some 22 (12.0%) of them were not sure whether the appraisers are adequately trained but 90 (48.9%) of them were of general belief that the appraisers do not possess adequate training on the policy. In fact, even the notion that only the principals have been trained on TPAD implementation was rejected by close to three out of five 103 (59.8%) of the respondents. Merely 70 (38.0%) of them accepted that only the principals had received training on TPAD, but 22 (12.0%) remained non-committal of the issue, translating to a mean rating of 2.67. This finding is contrary to Lutwama, et al. [21] study which showed that to some extent performance management is implemented in the health sector; however, there were loopholes in its implementation which included lack of professional training. The finding agrees with Allubbe [17] who revealed that the majority of the respondents strongly agreed that training of teachers was an important factor in enhancing implementation of performance appraisal in schools.

Another theme that was reported was attendance of seminars by teachers organized by the Ministry of Education and the Teachers Service Commission officials. This was viewed as the most effective way of training the teachers on the implementation of teachers' performance appraisal system. The teachers were reported to be taken to seminars for some weeks and they were trained on the areas of appraisal implementation. Some participants reported that:

"The teachers are always taken to seminars where they are trained on implementation of the performance appraisal system. This is being done periodically by the ministry of Education to give teachers the knowledge on implementation of appraisal" (Deputy Principal, 10).

"Science teachers attend seminars like SMASSE in which they are trained on implementation of the teacher's performance appraisal system. This is done to new teachers who are recruited in schools to equip them with information on implementation of appraisal system" (Deputy Principal, 14).

From the interview excerpts, it can be concluded that the use of seminars for teachers has somehow assisted in the efforts towards the

implementation of the teacher's performance appraisal system. To some extent, the teachers have gained knowledge in the implementation of the appraisal. This finding is contrary to Onyango [22] who found out that some of the factors that affected employees' attitude of the performance appraisal process at the National Housing Corporation included the fact that feedback during the appraisal process was not sufficiently accurate, performance appraisals were only done periodically, there was favoritism and nepotism by raters who were not well trained, setting of unrealistic targets, poor reward system and failure to implement supervisors appraisal recommendations. However, the finding agrees with Watuma [18] who indicated that training of appraisers has a significant relationship with the implementation of performance appraisal.

On the contrary, although majority 128 (69.5%) of sampled teachers held the feeling that teachers require training on performance appraisal, some 47 (25.6%) of them alluded that TPAD policy is simplified and hence teachers do not require any training (mean=2.20). However, what stood out clearly from the results of the study is that teachers were almost in unison that TSC needs to strengthen teacher training on implementation of teachers' performance appraisal process. This was reflected by a mean rate of 3.86, with a significant majority of the respondents accepting that TSC needs to strengthen teacher training on TPAD. Similarly, although 60 (32.6%) of the respondents strongly disagreed, 60 (32.6%) of them generally agreed that teacher training on TPAD can be effective if it's continuously done at school level. They also observed that TSC should organize teacher induction sessions for newly posted teachers on TPAD implementation. This finding disagrees with Ndirangu and Waiganjo (2013) who concluded that the implementation of performance appraisal in public secondary schools in Kenya has been affected by lack of training of the appraisers. In addition, Kadenyi (2014) also disagrees that there are inadequate policies to govern performance appraisal of teachers and that training is a key factor in performance appraisal.

The qualitative findings from school principals on the effect of training on implementation of Teacher appraisal and development policy were also reported. An overwhelming majority of the principals' respondents reported that the training of teachers on TPAD had not yielded much on the implementation of the appraisal policy. Some

respondents reported that the TPAD policy was full of theoretical aspects that did not support the overall goal of the school; others felt that it was only the science teachers that had benefited through training in their subjects.

Other principals were of the opinion that the system was not helpful to the learners and that the teachers had developed negative attitudes towards it. Some interview excerpts from the principal respondents indicated that:

“With this training of teachers, not much has been achieved with this system at all. We better utilize what we had before because teachers hate it” (principal, 1).

“This appraisal system is full of paper work, not helpful to us as principals in enhancing academic achievement of our learners. Teachers only take lots of time filling papers at the expense of delivery and students preparation” (principal, 3).

“Training we have for SMASSE which is only for science teachers, TPAD has very little effect. The system is not assisting learners at all” (Principal, 6).

“It has done very little because its time consuming and principals don't have time to train teachers. We as principals are very busy with other things that we are required to do” (principal, 8).

This system has got very little effect because teachers have negative attitudes towards it. From the word go, the teachers don't like it, so it's very difficult to make progress with it” (principal, 10).

From the interview excerpts above, it can be concluded that most principals perceive the policy of TPAD to be ineffective among teachers. The principals are of the opinion that the appraisal system was not consultatively done at the initial stages and thus the negativity among teachers. The system is full of paper work which is not directly related to the school goals of enhancing academic achievement among the students. Thus, the system is viewed negatively teachers and has not enhanced the implementation to expected levels in the schools. It can be concluded that most principals have negative attitude towards the appraisal system in as much as they implement it in their schools. This implies that the TSC may have not made

wide consultations with the relevant stakeholders in the development of tool for assessing the teachers in schools.

This finding is contrary to Greenberg [4] who revealed that well trained appraisers have the ability to make an accurate evaluation of subordinate's performance. Similarly, Alubbe (2017) revealed that the study revealed that majority of the respondents strongly agreed that training of teachers was an important factor in enhancing implementation of performance appraisal in schools. In addition, Assish Jugmohun [12] also revealed that factors such as training of teachers influence the effectiveness of a Performance management System adoption in organization. Akinyele [15] in Nigeria also found out that effectiveness of Performance Appraisal System in private Universities are based on training to employees involved in rating and appraising the system. Similarly, Nuwagaba (2017) study also indicated that the training of the appraisers and appraisees, was the most important factors affecting the implementation of staff performance appraisals.

The qualitative findings from TSC sub-county director and Sub-county Quality assurance and standards officer on the effect of teacher training on the implementation of Teacher appraisal and development policy were also reported. The participants reported that the teachers had been trained on the appraisal system. The respondents reported that training had occurred at various levels and the information was adequate to assist in effective implementation of the appraisal system. The participants reported that:

“The teachers have been trained on the appraisal system that has been introduced by TSC to help monitor the teaching and effectiveness of teachers. The implementation process is going on though it has not reached expected levels but there is good progress” (TSC Sub-County Director).

“We have trained the teachers on TPAD and there is very good progress in the implementation of the appraisal in schools. We had teething problems which had been cleared and there is very good progress going on” (Sub-County Quality Assurance and Standards Officer).

From the interview excerpts above, it can be concluded that the respondents were of the



opinion that teachers had been well trained and had adequate knowledge to understand and implement the performance appraisal in their schools. This finding agrees with Akinyele [15] in Nigeria who found out that effectiveness of Performance Appraisal System in private Universities are based on training to employees involved in rating and appraising the system. Similarly, Nuwagaba (2017) study also indicated that the training of the appraisers and appraisees, was the most important factors affecting the implementation of staff performance appraisals. Similarly, Alubbe (2017) revealed that the study revealed that majority of the respondents strongly agreed that training of teachers was an important factor in enhancing implementation of performance appraisal in schools.

#### 4.4 Inferential Findings on Teacher Training and the Implementation of Teacher Performance Appraisal and Development Policy

The study sought to establish the relationship between teacher training and the implementation of teacher performance appraisal and development policy in public secondary schools. The effect was established by testing the hypothesis that:

There is no significant effect of teacher training on the implementation of teacher performance appraisal and development policy.

This was tested using simple linear regression analysis with, the investigated null hypothesis being,  $H_0: \beta_1 = 0$  and the corresponding alternative hypothesis is  $H_1: \beta_1 \neq 0$ . If this null hypothesis is true, then, from  $E(Y) = \beta_0 + \beta_1x$  the population mean of Y is  $\beta_0$  for every X value, which indicates that X (teacher training) has no effect on Y (implementation of teacher

performance appraisal and development policy) and the alternative being that changes in teacher training are associated with changes in level teacher performance appraisal implementation. Both the levels of teacher training and implementation of teacher performance appraisal and development policy and were converted into continuous scale. All the negatively worded statements were reversed, such that high scale ratings implied high perceived level of teacher training on the implementation of teacher performance appraisal and development policy and vice-versa. Mean response across a set of questions of Likert scale responses in each item was computed to create an approximately continuous variable that is suitable for the use parametric data, as explained by Johnson & Creech (1983) and Sullivan & Artino (2013). The significant level (p-value) was set at .05, such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 4 shows the coefficients values of regression model of influence of teacher training on implementation of teacher performance appraisal and development policy.

From the model it is evident that the slope coefficient for teacher training was 0.223 within a 95% C.I of (.163, .284), implying that level of implementation of teacher performance appraisal policy improves by 0.277 units for each one unit improvement in the teacher training. Similarly, an increase on teacher training by one standard deviation results to improvement of implementation of teacher performance appraisal policy by .475 standard deviations.

It is evident that there is a significant p-value ( $p=.000 < .05$ ) of the explanatory variable, teacher training, implying that there is sufficient evidence to reject the null hypothesis that  $\beta_1 = 0$ .

**Table 4. Coefficients-influence of teacher training on the implementation of TPAD policy**

Model	Unstandardized coefficients		Standardized coefficients Beta	T	Sig.	95.0% confidence interval for B	
	B	Std. Error				Lower Bound	Upper Bound
1 (Constant)	2.271	.090		25.134	.000	2.093	2.449
Teachers' Training	.223	.031	.475	7.302	.000	.163	.284

a. Dependent Variable: Implementation of TPAD Policy

$$Y = \alpha + \beta x + \varepsilon$$

$$\text{Implementation of TPAD policy} = 2.271 + 0.223x + \text{error term}$$

**Table 5. ANOVA- influence of teacher training on implementation of TPAD policy**

	Model	Sum of squares	Df	Mean square	F	Sig.
1	Regression	3.519	1	3.519	53.324	.000 <sup>b</sup>
	Residual	12.075	183	.066		
	Total	15.594	184			

a. Dependent Variable: Implementation of TPA Policy

b. Predictors: (Constant), Teachers' Training

**Table 6. Regression model- influence of teacher training on the implementation of TPAD policy**

Model	R	R Square	Adjusted R square	Std. error of the estimate
1	.475 <sup>a</sup>	.226	.221	.25688

a. Predictors: (Constant), Teachers' Training

Hence, the null hypothesis that “there is no statically significant effect of teacher training on the implementation of teacher performance appraisal and development policy” was rejected. Thus, it was concluded that there is a statistically significant effect of teacher training on implementation of teacher performance appraisal and development policy. However, to investigate whether teacher training was a significant predictor to implementation of teacher performance appraisal and development policy, Analysis of Variance was conducted, in line with the recommendation by Tabachnick & Fidell (2001), as shown in Table 5.

From the ANOVA output, there exists enough evidence to conclude further that the slope of the population regression line is not zero, meaning teacher training is a significant predictor to implementation of teacher performance appraisal policy in secondary schools  $F(1, 183) = 53.324$ ,  $p = .000 < .05$ . Therefore, it was a gain confirmed that there is statistically significant influence of teacher training to the implementation of teacher performance appraisal and development policy. Table 6 which shows a regression model confirms that there is positive, though fairly weak, correlation ( $R = .475$ ) between teacher training and implementation of teacher performance appraisal and development policy, with high level of levels of teacher training associated to implementation of teacher performance appraisal policy and vice-versa.

From the model, it is evident that teacher training accounted for 22.1%, as signified by Adjusted  $R^2 = .221$ , of the variation of and implementation of teacher performance appraisal and development policy among the secondary schools. This finding implies that variation in teacher training explains about 22% of the variability in implementation of

teacher performance appraisal and development policy.

## 5. CONCLUSION AND RECOMMENDATION

In conclusion, from the model it is evident that the slope coefficient for teacher training was 0.223 within a 95% C.I of (.163, .284), implying that level of implementation of teacher performance appraisal policy improves by 0.277 units for each one unit improvement in the teacher training. Similarly, an increase on teacher training by one standard deviation results to improvement of implementation of teacher performance appraisal policy by .475 standard deviations. From the model, it is evident that teacher training accounted for 22.1%, as signified by Adjusted  $R^2 = .221$ , of the variation of and implementation of teacher performance appraisal and development policy among the secondary schools. This finding implies that variation in teacher training explains about 22% of the variability in implementation of teacher performance appraisal and development policy. Qualitative findings from participants indicated that training was majorly done through workshops for deputy principals and principals on administrative issues. The respondents were of the opinion that there were workshops that was meant to train the leaders of secondary schools as organized by the Ministry of Education and the Teachers Service Commission on different occasions. The Ministry of Education in Kenya should enhance sensitization among school principals on the implementation of the performance appraisal policy in enhancing teacher performance.

## CONSENT

The participants were given informed consent forms first before participating in the study.

## ETHICAL APPROVAL

As per international standard or university standard written ethical approval has been collected and preserved by the author(s).

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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