

**FACTORS AFFECTING THE IMPLEMENTATION OF TEACHER  
PERFORMANCE APPRAISAL AND DEVELOPMENT POLICY IN PUBLIC  
SECONDARY SCHOOLS IN KENYA**

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ODINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY**

## DECLARATION AND APPROVAL

### DECLARATION BY THE CANDIDATE:

This PhD thesis is my original work and has never been presented to any other University or Institution for an award of a Degree.

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## **DEDICATION**

This work is dedicated to my late parents, Mr. Vitalice Okoth Mwani and Mrs. Jenipher Auma Okoth.

## ABSTRACT

Many civilizations in the twenty-first century are undergoing significant educational changes, such as teacher performance assessment. Teachers in Kenya conduct performance appraisals in accordance with the rules of the TSC Act (2012) and the TSC Code of Regulations (2015). However, teachers in Kenya resisted the TPAD Policy's implementation, with the Kenya National Union of Teachers (KNUT) threatening to conduct a statewide strike in protest. As a result, TSC requested action to correct the issue. According to a report from TSC-Sub-County Director Siaya, many teachers were violating the TPAD policy. Additionally, the majority of principals had failed to be appraised and supervise the TPAD as required. As such, the goal of this study was to determine the elements that influence the implementation of the TPAD policy in public secondary schools. The study was guided by the following objectives: first, to determine the effect of teacher training on the implementation of TPAD in secondary schools in Siaya Sub-County; second, to determine the effect of reward on the implementation of TPAD in secondary schools in Siaya Sub-County; third, to determine the effect of teachers' attitude on the implementation of performance appraisal policy in secondary schools in Siaya Sub-County; and finally, to determine the effect of principals' perception on the implementation of performance. The study was guided by Victor Broom's expectation theory of performance management. We used a convergent parallel research design. 48 principals, 48 deputy principals, 727 teachers in public secondary schools, one District Quality Assurance and Standards Officer (DQASO), and one TSC Sub-County Director were included in the population goal. A random sample of fifteen principals, fifteen deputy principals, two hundred and eighty-eight teachers, one DQASO, and one TSC sub-county director was chosen. The sample was chosen using simple random sampling, stratified sampling, and purposive sampling. Data collection tools included questionnaires and an interview schedule. The instruments' validity was established through a review of their items by two supervisors from the School of Education. The Bartlett's test of sphericity was significant ( $p=0.001$ ,  $p=0.000$ ), and the Kaiser-Meyer-Hold Olkin indexes are all greater than 0.6 for all questionnaire subscales. Cronbach's alpha was used to determine reliability, with an average value of 0.728. The descriptive and inferential statistics, such as Linear Regression analysis, were used to analyze the collected data, while the qualitative data was analyzed using a thematic framework. The results of Linear Regression analysis revealed that teacher training accounted for 22.1 percent, as indicated by Adjusted  $R^2= 0.221$ , of the variation in teacher performance appraisal and development policy implementation across secondary schools; reward accounted for 9.4 percent, as indicated by Adjusted  $R^2= 0.094$ , of the variation in teacher performance appraisal and development policy implementation across secondary schools; and teacher attitude accounted for 0.094 percent of the variation in teacher performance appraisal and development policy implementation across secondary schools. According to the data, teacher attitude and teacher compensation had the greatest impact on the execution of the TPAD policy. The findings of this study will assist TSC in structuring and successfully implementing its TPAD policy in secondary schools throughout Kenya. In conclusion, it was proposed that the Teachers Service Commission engage stakeholders in the formulation of TPAD policies for Kenyan teachers through a consultation process.

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## **LIST OF ABBREVIATIONS AND ACCRONYMS**

<b>DQASO</b>	District Quality Assurance and Standards Officer
<b>JOOUST</b>	Jaramogi Oginga Odinga University of Science and Technology
<b>MOE</b>	Ministry of Education
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>TSC</b>	Teachers' Service Commission
<b>TPAD</b>	Teachers Performance Appraisal and Development policy
<b>TSC-SCD</b>	Teachers' Service Commission – Sub County Director
<b>KNUT</b>	Kenya National Union of Teachers
<b>KSSHA</b>	Kenya Secondary Schools Heads Association
<b>SPSS</b>	Statistical Package for Social Sciences
<b>B.ED</b>	Bachelor of Education
<b>PhD</b>	Doctor of Philosophy
<b>PAS</b>	Performance Appraisal System

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

A performance appraisal policy is a human resource management tool used to assess the efficiency and effectiveness of educational institutions' service delivery (Ayer & Maner, 2011). Performance appraisal policies are intended to motivate teachers to improve their strengths and weaknesses, to recognize teacher professional merit, and to advance the teaching profession (Seldon Sowa, 2011). According to Dessler (2011), performance appraisals provide critical performance information for a variety of critical human resource activities, including reward allocation, development feedback, and training needs assessment, evaluation of other human resource systems, such as selection predictors, and performance documentation for legal purposes. Similarly, employees' perceptions of the performance appraisal system are strongly correlated with their satisfaction with the system. It is critical to understand employees' attitudes toward an organization's performance appraisal system in order to determine its effectiveness. When employees perceive the system to be biased and irrelevant, dissatisfaction results (Milliman, Nason, Lowe & Huo, 2017).

Teacher performance appraisal is a mandatory process in Ontario. At the school level, principals conduct performance appraisals to determine how effectively teachers utilize their skills and knowledge in the classroom, while mentoring sessions may also be conducted electronically. The performance appraisal of new teachers is inextricably linked to the New Teacher Induction Programme (NTIP), which combines orientation and induction to foster new teachers' continued growth and development (Ministry of

Education [MOE] 2010). Enhance Performance Management System (EPMS) was implemented in Singapore in 2005 for all teachers, beginning with school management staff in 2003. The assessment was conducted on an annual basis by principals, deputy principals, or heads of departments, and teachers. Supervisors, on the other hand, were encouraged to meet with their teachers on a regular basis to review completed work, coach teachers, and offer encouragement and support. EPMS also aligns learning and development opportunities (MOE, 2006).

A survey conducted by the European Union (EU) and the European Commission (EC) on performance appraisal of civil servants in central public administration discovered that performance appraisal as a tool was increasing in all OECD countries, as many public organizations relied on it to provide employees with feedback on their individual performance. It was also to assist organizations in making pay increase or promotion decisions, although this remained a difficult task. Additionally, as of July 2016, Performance Appraisal (PA) was mandatory in 30 of the 31 countries surveyed, including the European Union, including Spain and Luxembourg, which implemented PA in 2015 and were in an experimental phase; Italy had a mandatory PA for middle/top managers, but not for regular civil servants; Greece implemented PA in 2016, while Ireland introduced a new PA for Heads of Government Departments and Offices in 2016, in addition to the existing PA for regular civil servants and senior civil servants (Stranova, 2017). Notably, Azman, Noor, and Awangku (2011) found that managers needed counseling and rating skills to successfully implement performance appraisal exercises in Malaysia. According to the study, employees should be involved in the decision-making process regarding the appraisal system, and performance appraisal should have two



components: a punishment motive and a motivational motive. The Ministry of Education in Jamaica was committed to performance appraisal in order to develop all members of the teaching staff, thereby improving the teaching-learning process and raising the standard of achievement for all students. The performance appraisal process was critical because it was used to identify areas for training, improve efficiency and performance, and recognize outstanding work (MOE, Jamaica, 2008). In an ideal world, an effective performance appraisal system would help organizations meet these demands by holding employees accountable, addressing underperformance, and enhancing performance and practice (Zbar, Marshall, & Power, 2007).

In Portugal, Ramos (2009) noted that the model's implementation encountered technical difficulties because it was introduced during a period of widespread dissatisfaction with the teaching profession as a result of previous adjustments to civil servants' terms and conditions of employment. It was also a significant cultural departure from established practices in Portuguese schools, as the policy completely shifted the criteria for promotion to the upper echelons of the salary scale away from length of service and toward evidence of high teacher competence. Additionally, the model was not implemented in accordance with the agreement reached with teacher unions, and teachers perceived it to be quite comprehensive. Additionally, the performance management system's history in South African universities has not been a success story due to perceived inconsistencies during the implementation stage. Due to a lack of clarity regarding the performance management system's purpose, negative perceptions of the system developed, as did resistance from key stakeholders as a result of inadequate consultation, lack of knowledge, and ownership of the entire process. Failure to

implement a performance management system resulted in lack of accountability, non-compliance with agreed-upon standards, and resistance to change (Bethuel, 2012).

Fredie, Mbabazize, and Shukia (2015) conducted a study in Rwanda and discovered that regardless of how thoroughly job applicants were screened, a gap between what employees knew and what they needed to know typically remained. Training on performance appraisal was required to close the knowledge gap that existed prior to conducting the appraisal. Additionally, Namuddu (2010) concluded in his Study on Staff Systems and Teacher Performance at Aga Khan Schools in Kampala, Uganda that the success or failure of an appraisal system is determined by both staff perception and appraiser perception in secondary schools. The study recommended that appraisers employ methods and processes that contribute to the appraisee's positive perception of the appraisal process.

Additionally, in Kenya, the Teacher Performance Appraisal and Development policy was a novel concept in terms of human resource management in the education sector. According to (Kenya Education Management Institute [KEMI], 2011), performance appraisal is defined as a periodic and systematic review of an employee's performance, an assessment of their potential, with the goal of developing both the work and the individual through action programs. This is consistent with the provisions of the TSC Act (2012) and the TSC Code of Regulations (2015), both of which fully support the concept. A study of performance appraisal tools used by the Kenya Teachers Service Commission in the Bomet constituency examined the challenges associated with performance appraisal and discovered that the majority of respondents believed it had no effect on teacher performance. The study recommended that TSC establish clear guidelines for the

use of PA tools, develop clear and relevant tools, and train appraisers on their use. TSC, in collaboration with teachers, must collaborate to draft policies that ensure teachers understand and accept the tools' content (Ngeno, Bett & Cheruiyot, 2013).

In accordance with the TSC Strategic Plan 2015-2019, TSC began reforming the teaching service in January 2016 by implementing the TPAD policy. This was done in order to strengthen supervision and continuous monitoring of teachers' performance in order to ensure that teaching standards are maintained at the institutional level. As a result, the Teachers Service Commission created the Teacher Performance Appraisal and Development (TPAD) policy with the goal of assisting teachers in developing their teaching competencies. TPAD, an open appraisal system, would enable teachers in primary and secondary schools to participate in self-evaluation and initiate professional development. As a result, teachers would be better equipped to reclaim the profession's lost glory and earn public confidence and support.

According to Mwabili (2018), an assessment conducted by the TSC at the county level between 9th and 13th October 2017 across Kenya's 47 counties discovered that teachers were not being monitored and evaluated adequately in the implementation of Performance Contracting (PC) and Teacher Performance Appraisal Development Policy; that teachers were taking a long time to measure up to the appraisal tools, necessitating the need to revise the policy; and that some teachers targets were not being met. Additionally, the report indicated that in Kericho County, no comprehensive monitoring schedule was created and that only fragmented schedules for Sub-Counties were created independently.

Ronoh (2018) added that in Elgeyo-Marakwet, learners' exercise books were rarely checked and lesson plans were rarely updated, while in Nairobi County, evidence of lesson observation reports was not made available, and that TSC was considering future interventions to address the situation. As if that wasn't enough, on 8/9/2018, teachers from Chepkoilel in Eldoret, Kenya set fire to TPAD forms in Eldoret town, a move intended to express their dissatisfaction with TSC's introduction of the forms, claiming they were spending more time filling out the forms than teaching in the classroom.

Kenya National Union of Teachers (KNUT) protested the implementation of the TPAD policy, threatening to call a nationwide strike on September 1st, 2018. Following the threats, TSC agreed to hold a five-day retreat with KNUT from September 30th to October 5th, 2018 to conclude the union's grievances. Additionally, at the tenth African Confederation of Principals (ACP) meeting in Mombasa in 2018, the TSC Chief Executive Secretary and National Quality Assurance Standards Officer agreed to convene an emergency meeting with the Kenya Primary Schools Heads Association (KEPSHA) and Kenya Secondary Schools Heads Association (KSSHA) to address concerns about the policy.

According to TSC Sub-County Director Siaya (2018), the policy was being implemented in public secondary schools to track employees' performance in service delivery, but the method of implementation was relatively low in Siaya Sub County. Additionally, the District Quality Assurance and Standards Office, Siaya (2018) report reiterated that there was significant teacher resistance to TPAD implementation. In light of this, the need to investigate the factors influencing the implementation of teacher performance appraisal and development policies in Siaya Sub-County arose.

## **1.2 Statement of the Problem**

Teacher Performance Appraisal and Development (TPAD) is a TSC policy aimed at enhancing teacher supervision and continuously monitoring their performance in order to raise teaching standards. In accordance with the TSC Strategic Plan 2015-2019, TSC began reforming the teaching service in January 2016 and subsequently implemented the TPAD policy. However, the policy did not catch on in secondary schools because it remained a mystery to teachers and was viewed suspiciously. As stated in the study's background, the TPAD policy implementation process was experiencing difficulties, which was likely to jeopardize educational quality and even cause the teaching profession to lose its value. Minutes from Kenya Secondary Schools Heads Association (KSSHA) meetings in Siaya Sub-County indicated that the TPAD policy was consuming a significant amount of teachers' time due to the excessive amount of clerical work required, thereby overburdening the teachers' job. According to a report from Siaya Sub-County's Assurance and Standards officer (2018), the TPAD policy encountered significant resistance from teachers. Similarly, Siaya (2018), the TSC Sub-County director, reported that the method of implementation was relatively low at 46%, compared to the expected 100%, due to infrequent performance appraisals and principal dissatisfaction with the policy. Additionally, because the TPAD policy is a relatively new tool in the education sector, the urgency of examining factors affecting its implementation increased. The purpose of this study was to determine the factors influencing the implementation of the Teacher Performance Appraisal and Development policy in public secondary schools in Siaya Sub-County, Kenya.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate factors affecting the implementation of teacher performance appraisal and development policy in public secondary schools in Siaya Sub-County, Siaya County, Kenya.

### **1.4 Objectives of the Study**

The specific objectives of the study were to;

- i. Find out how teacher training affects the implementation of Teacher Performance appraisal and development policy in public secondary school in Siaya Sub-County.
- ii. Establish how teachers' attitude affects the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya Sub-County.
- iii. Determine how reward affects the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya Sub-County.
- iv. Determine how principals' perception affects the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya Sub-County.

### **1.5 Research Hypotheses**

The following null hypotheses were tested;

Ho<sub>1</sub>: There is no significant effect of teacher training on the implementation of teacher performance appraisal and development policy in public secondary schools in Siaya Sub-County.

Ho<sub>2</sub>: There is no significant effect of teachers' attitude on implementation of teacher performance appraisal and development policy in public secondary schools in Siaya Sub-County.

Ho<sub>3</sub>: There is no significant effect of reward on implementation of teacher performance appraisal and development policy in secondary schools in public secondary schools in Siaya Sub-County.

Ho<sub>4</sub>: There is no significant effect of the principals' perception on the implementation of teacher performance appraisal and development policy in public secondary schools in Siaya Sub-County.

The following alternative hypotheses were tested;

Ha<sub>1</sub>: There is significant effect of teacher training on the implementation of teacher performance appraisal and development policy in public secondary schools in Siaya Sub-County.

Ha<sub>2</sub>: There is significant effect of teachers' attitude on implementation of teacher performance appraisal and development policy in public secondary schools in Siaya Sub-County.

Ha<sub>3</sub>: There is significant effect of reward on implementation of teacher performance appraisal and development policy in secondary schools in public secondary schools in Siaya Sub-County.

Ha<sub>4</sub>: There is significant effect of the principal's perception on the implementation of teacher performance appraisal and development policy in public secondary schools in Siaya Sub-County.

## **1.6 Significance of the Study**

The study's findings may have implications. To begin, the study's findings may assist secondary school principals in Kenya in effectively implementing and appreciating performance appraisal policies. Second, it would assist the Teachers Service Commission in identifying impediments to the implementation of teacher performance appraisal and development policies in secondary schools and proposing solutions. Thirdly, it would foster a positive attitude toward performance appraisal policies among secondary teachers by educating them about the concept of Teachers Performance Appraisal and Development (TPAD) policy and its implications for the teacher, the profession, and the institution. Additionally, it would assist students in obtaining a high-quality education and developing into productive citizens of the country. Finally, it would enable the TSC to implement teacher performance appraisal effectively across the country's secondary schools. Through the findings and recommendations, it would close a knowledge gap in research.

## **1.7 Scope of Study**

The study's findings may have implications. To begin, the study's findings may assist secondary school principals in Kenya in effectively implementing and appreciating performance appraisal policies. Second, it would assist the Teachers Service Commission in identifying impediments to the implementation of teacher performance appraisal and development policies in secondary schools and proposing solutions. Thirdly, it would foster a positive attitude toward performance appraisal policies among secondary teachers by educating them about the concept of Teachers Performance Appraisal and Development (TPAD) policy and its implications for the teacher, the profession, and the institution.



institution. Additionally, it would assist students in obtaining a high-quality education and developing into productive citizens of the country. Finally, it would enable the TSC to implement teacher performance appraisal effectively across the country's secondary schools. Through the findings and recommendations, it would close a knowledge gap in research.

### **1.8 Limitations of the Study**

- i. Geographical locations of some schools made it difficult to collect data on time and this caused delays. However, the researcher addressed this by using a four-wheel drive vehicle, a motorcycle and even walked to such schools.
- ii. Being a new policy, few records were available at schools. However, the researcher addressed this by using interview schedules and questionnaire to get more data.

### **1.9 Assumptions of the Study**

- i. All public secondary schools have implemented the teachers' performance appraisal and development policy.
- ii. All teachers have a chance to participate in the performance appraisal.
- iii. The respondents would give honest answers.

### **1.10 Theoretical Framework**

The study was guided by the performance management theory of expectancy. Victor Vroom proposed this theory (1964). Expectancy refers to a belief in one's ability to perform a job satisfactorily; Instrumentality refers to rewards for performance; and Valence refers to the value of positive rewards. According to this theory, an employee performs in accordance with the task's expected outcome. Individuals' expectancy is what motivates them to behave in a particular way over other possible behaviors (Vroom, 2006). According to Vroom, performance is a critical component of expectancy theory. The theory was concerned with the relationship between effort and performance and the need for employees to understand what to expect following completion of a task. It is critical for management to communicate to employees what is expected of them.

Victor Vroom's expectancy theory is a process theory, as Klitzner and Anderson (1977) state, because motivation is viewed as a multiplication of three factors. This theory combines several aspects of the needs, equity, and reinforcement theories. According to expectancy theory, people are motivated to act in ways that result in desired combinations of expected outcomes (Kreitner & Kinicki, 1998). Vroom's Expectancy Theory attempts to explain motivated behavior in terms of goal-directed behavior. According to this theory, people act hedonistically (Vroom, 1964), preferring actions that result in the greatest subjective utility. Essentially, the expectancy theory asserts that the strength of a tendency to act in a particular way is contingent upon the strength of an expectation that the act will result in a particular outcome and the attractiveness of that outcome to the individual. As a result, behavior may be guided by anticipated and individualized objectives. According to Vroom's theory, a person's choices among alternatives are

lawfully related to psychological events occurring concurrently with the behavior (Vroom, 1964). Thus, people make conscious choices among alternatives, and their choices are inextricably linked to psychological processes, most notably perception and the formation of beliefs and attitudes (Pinder, 1984).

Three factors influence motivation: expectancy, instrumentality, and valence;  $M = EIV$ . People are motivated when they believe that their efforts will result in performance, when they see a clear link between their efforts and specific outcomes, and when the outcomes are meaningful to them. According to Vroom, an outcome is positively valent if the individual believes it has a high instrumentality for acquiring positively valent outcomes and avoiding negatively valent outcomes.

Buchanan and Huczynski (1985) assert that if one believes that a particular behavior will undoubtedly result in a particular outcome but places no value on that outcome, one will be unmotivated to engage in that behavior. On the other hand, if one places a high premium on a goal but believes the probability of achieving it is nil, one's motivation is also nil. The instrumentality of an outcome is what connects it to other outcomes. Expectancy is the degree to which an individual believes that a particular outcome is possible.

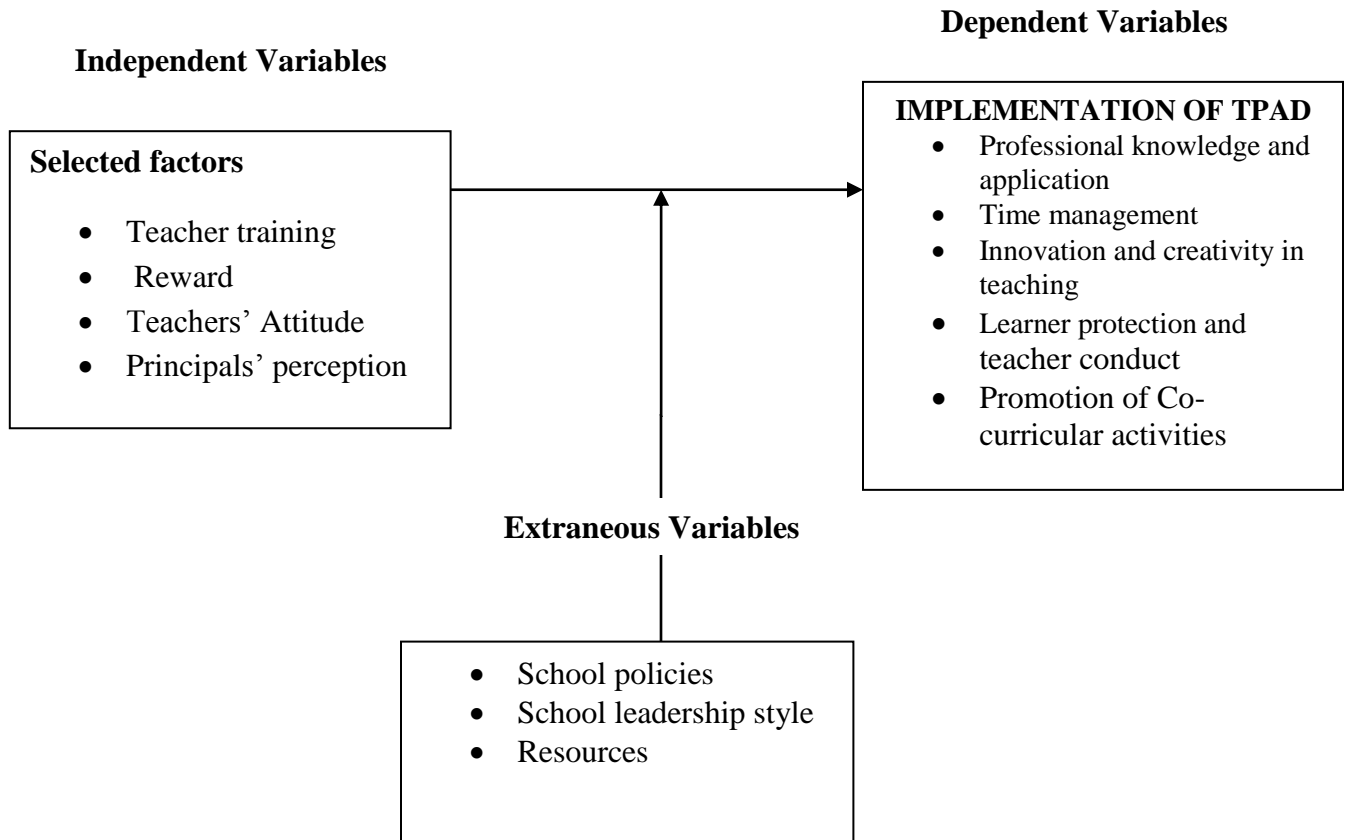
Organizations can use this theory to ascertain their employees' actual performance and thus assist them in retaining employees who can add value to the project by identifying their motivators. This theory could be applied to the analysis of the outcome of organizational training for employees in accordance with the organization's goals. It could be used to ascertain the variables that motivate employees within an organization,

such as a competitive salary and job security. This theory was used to examine the effect of teacher education on the implementation of TPAD policy. Additionally, it was used to determine the effect of TPAD implementation on independent variables such as reward, teacher attitude, and principal perception. According to Vroom's Expectancy Theory, behavior results from choices made solely for the purpose of maximizing pleasure and minimizing pain. As a result, Vroom recognized that employees' performance is determined by a variety of individual factors, including their personality, knowledge and skills, experience, and other abilities.

According to Vroom's expectancy theory, a worker develops valence for specific outcomes such as rewards and advancement. Associating performance appraisal with reward results in a positive valence, whereas its absence results in a negative valence.

### 1.11 Conceptual Framework

A conceptual framework depicts how the independent and dependent variables relate to one another. An independent variable influences and has effect on dependent variable (Mugenda & Mugenda, 2003). The conceptual framework for the study is presented in Figure 1 below



**Figure 1:** *Conceptual Framework on Factors Affecting the Implementation of Teachers Performance Appraisal and Development Policy.* **Source: Researcher (2019)**

As illustrated in Figure 1, there are a number of factors such as teacher training, teacher attitude, reward, and principal perception that, if implemented effectively, would contribute to the implementation of teacher performance appraisal tools as indicated in the dependent variable. When teachers' attitudes are positive, as indicated by the independent variable, the framework's dependent variables are realized. Teachers' negative attitudes may also have an effect on how performance appraisal is implemented. Similarly, teacher training, compensation, and Principals' perceptions all have an effect on the desired outcomes in the implementation of performance appraisal tools, such as professional knowledge and application; time management; innovation and creativity in teaching; learner protection and teacher conduct; and promotion of co-curricular activities. Additionally, the conceptual framework indicates that if uncontrollable variables such as resources, school policies, motivation, and school leadership style are not considered during the research, the anticipated results will not be realized.

## 1.12 Operational Definition of Terms

The following terms have been defined as used in the study

**Perception** – This refers to an idea or belief that Principals have as a result of how they understand the implementation of the TPAD policy.

**Appraisal-** A session in which an appraisee discusses with their appraiser on how well they have performed in the implementation of the TPAD tools..

**Attitude -** An attitude is a tendency to feel, think, perceive and act in a certain manner towards a situation. This refers to teachers' feelings about appraisal, their thoughts and behavior on the implementation of the policy.

**Affect-** this is the ability to make somebody to adopt certain actions, practices, beliefs and character.

**Training-** Training refers to acquisition of skills and knowledge as concerns Teacher Performance Appraisal and Development policy.

**Reward-** Some kind of motivation given to employees when one has performed well according to the expected standards.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the pertinent literature on the factors affecting the implementation of teacher performance appraisal and development policies in Siaya Sub-County public secondary schools. It is divided into three major themes: first, how teacher training affects the implementation of teacher performance appraisal and development policies in public secondary schools in Siaya sub-County; second, how teachers' attitudes affect the implementation of teacher performance appraisal and development policies in public secondary schools in Siaya Sub-County; and third, how reward affects the implementation of teacher performance appraisal and development policies in public secondary schools in Siaya Sub-County.

#### **2.2 Effect of Teacher Training on the Implementation of Teacher Performance Appraisal and Development Policy**

Greenberg (2006) demonstrated that well-trained appraisers were capable of providing an accurate assessment of a subordinate's performance. This has a significant effect on how people perceive fairness. The effectiveness of performance appraisal was influenced by appraiser training. It explains the judges' interpretation of any normative data presented to them. Similarly, Armstrong and Baron (2005) stated that both supervisors and supervisees should receive performance appraisal management training in order to develop a basic understanding of the value of performance appraisal. Dessler (2011) also stated that supervisors must be familiar with fundamental appraisal techniques, as well as understand and avoid potential appraisal process stumbling blocks. Similarly, Kuvass



(2007) observed that it is advantageous to train both the supervisor and supervisee, as both are involved in the performance appraisal process. Cascio (2010) concurs, stating that employees should receive adequate training in performance appraisal. As a result, a lack of understanding about the performance appraisal process can create a great deal of confusion among individual employees at all levels (Robbins, 2003). According to Okumbe (2007), organized training should impart the necessary knowledge, skills, and attitudes for performing daily activities. For the purposes of this study, training includes workshops, seminars, briefings, and orientations aimed at assisting both the appraiser and appraisee in comprehending the process and application of performance appraisal policies.

Berman (2005) asserted in his study of the Indian experience that successful implementation of the performance appraisal system (PAS) was both the appraisee's and appraiser's responsibility. Thus, the organizational responsibility was to provide adequate training to all employees in order to ensure the program's success. While numerous studies recognize training as a critical factor in the successful implementation of performance appraisal policies, few studies have been conducted to that effect, and those that have been conducted have primarily focused on appraiser training while ignoring appraisee training. The current study examined the effect of teacher training on appraisers and appraisees involved in the implementation of TPAD policy.

Jugmohun (2018) examined the primary determinants of performance management system effectiveness in public and private organizations. The study noted that a Performance Management System was implemented with the goal of significantly improving organizational and individual performance. A number of critical factors

contributed to the effectiveness of the Performance Management System, which were discussed critically in this literature review. The study's findings indicated that teacher training was a factor in determining the effectiveness of a performance management system's adoption in organizations. The study discussed above was qualitative in nature and lacked quantitative findings that could have conveyed respondents' emotions and experiences. As a result, the current study used a mixed methods approach.

According to Azman, Noor, and Awangku (2011), managers must possess certain skills, such as counseling and rating, in order to successfully implement performance appraisal exercises. Employee involvement in appraisal system decision-making was also critical. Additionally, factors such as motivational and punitive motives were considered in the performance appraisal. This justified the current study, which was conducted in Kenya rather than Malaysia, as the reviewed study was. Gudyanga, Shumba, and Wadesango (2014) discovered that much could be done to improve performance appraisal in 25 rural Day Secondary Schools in Zimbabwe's Shurugwi District. As a result, appraisers and appraisees were to be informed of a clearly defined policy regarding the execution and proper implementation of the performance appraisal system. The study revealed the existence of a performance appraisal policy, though it was not documented for all implementers. Administrators and teachers were unfamiliar with the performance appraisal model and thus lacked a thorough understanding of its implementation and purposes. The study recommended that policymakers ensure that performance appraisal policies are integrated into teacher training colleges' curricula, made available in all stations where the system is used, and that more school-level seminars are held. Additionally, Wanzare (2013) suggested that a more facilitative, professional, and

formative model of teacher appraisal be developed. Additionally, much work needed to be done on TPAD policy implementation in Kenyan secondary schools, and thus the current study filled that gap by examining how teacher training affects TPAD policy implementation. The reviewed study examined only 25 rural day secondary schools in Zimbabwe's Shurugwi District, whereas the current study examined 48 public secondary schools in rural and urban areas of Kenya's Siaya Sub-County.

According to a study conducted in Rwanda, regardless of how thoroughly job applicants were screened, there was typically a gap between what employees knew and what they should have known. Training on performance appraisal was required to close the knowledge gap that exists prior to the performance appraisal process (Fredie, Mbabazize & Shukia, 2015). The current study filled a gap by examining the effect of teacher training on the implementation of TPAD policy in Kenya, whereas the reviewed study examined the effect in Rwanda.

Falola, Osibanjo, and Ojo (2014) examined the effect of training and development on employee performance and the competitive advantage of organizations in the Nigerian banking industry. The study collected data via 223 questionnaires. A simple random sampling technique was used to collect data from selected banks in Lagos State, Nigeria's south-western region. Descriptive statistics were used to analyze the data. According to the study's findings, there is a strong correlation between training and development, employee performance, and competitive advantage. The preceding study examined the Nigerian banking industry and analyzed data using descriptive statistics, whereas the current study used a mixed method approach and examined educational institutions in public secondary schools in Kenya.

Akinyele (2010) conducted a similar study in private universities in Nigeria and discovered that performance appraisal existed purely for formal purposes and thus did not accurately measure employee performance. The study's findings indicated that the effectiveness of the Performance Appraisal System was contingent upon employee training. The study employed a cross-sectional survey and saturated sampling technique. The current study was conducted in Kenyan public secondary schools, whereas the previous study was conducted in Nigerian private universities. Kohli (2009) argues that successful implementation of the PAS is both the appraisee's and appraiser's responsibility in India. Additionally, Kohli stated that the organization's responsibility was to provide adequate training for each employee to ensure the program's success.

Lutwama et al. (2013) examined the performance management practices of health care workers in Uganda's Tororo, Mbale, Sironko, and Kumi districts with the goal of proposing strategies for improvement. The study employed a mixed-methods approach. Questionnaires were used to collect quantitative data from health care workers, while semi-structured interviews with health service managers were used to collect qualitative data. To select health workers, stratified random sampling was used; to select health service managers, purposive sampling was used. The findings indicated that performance management was not implemented fairly in the health sector due to implementation flaws such as a lack of professional training. The current study addressed this gap by examining the effect of training on the implementation of TPAD policy. The reviewed study examined health workers in Uganda, whereas the current study examined educational institutions in Kenya.

Seldon and Sowa (2011) noted in their study on the effects of performance management and appraisal in human service organizations that performance appraisal helped motivate employees only when conducted properly. Thus, the study recommended that employees be sensitized to and continuously trained about the appraisal process prior to its implementation. This opens the door for the current study to determine the effect of teacher training on the implementation of TPAD policy.

Allubbe (2015) examined the factors influencing the implementation of the Teachers Performance Appraisal System in Public Secondary Schools in Kenya's Westlands Constituency and discovered that teacher training was a critical factor in enhancing performance appraisal implementation in schools. The researcher targeted 89 teachers and used purposive sampling to identify key informants such as TSC officials. Questionnaires and interview schedules were used to collect data. The quantitative data were analyzed using descriptive statistics, and the results were presented in accordance with the research questions. The reviewed study had a target population of only 89 teachers; it used research questions and descriptive analysis to analyze data; consequently, it lacked inferential analysis, which could have provided more conclusive findings, such as testing hypotheses. As a result, the current study combined descriptive and inferential analysis; it also included a larger target population of 824 participants, including 727 teachers, 15 deputy principals, 15 principals, one TSC SCD, and one DQASO. The study recommended replication to determine whether the same factors affect performance appraisal system implementation in other departments, which served as the impetus for the current study.

Onyango (2013) investigated the factors that influence employee perceptions of the performance appraisal process at Kenya's National Housing Corporation. The study focused on National Housing Corporation employees. The study discovered that factors affecting employees' perceptions of the performance appraisal process included insufficiently accurate feedback during the appraisal process and an ineffective reward system. Similarly, performance appraisals were conducted infrequently by raters who lacked adequate training and set unrealistic targets, in addition to failing to implement supervisor appraisal recommendations. Structured questionnaires were used to collect data. Muketha (2012), on the other hand, conducted a study to determine the factors that influence the performance appraisal process at Kenya Methodist. The study concluded that appraisers should be trained in how to conduct performance appraisals. Additionally, the study noted that whenever flagrant instances of appraiser oversight in their recommendations to their appraisees are identified, the appraisal panel committee may propose variations on the same.

According to Watuma (2017), the National Bank of Kenya and any other company implementing performance appraisal should take a reward system and appraiser training seriously because they have a positive effect on the process's success rate. The study surveyed a total of 156 employees at the National Bank of Kenya's head office, spanning key departments such as human resource management, finance, planning, and technology. Questionnaires were used to collect data, which was then analyzed quantitatively using descriptive statistics such as frequencies and means. Additionally, inferential statistics were used to derive study conclusions and generalizations. The findings indicated that training appraisers was critical in implementing performance

appraisal at the National Bank of Kenya. The reviewed study was conducted in the banking sector; it targeted a smaller population of 156 employees and analyzed data using descriptive statistics; however, the current study was conducted in the educational sector; it targeted a larger population of 824 participants and used a mixed method approach.

Kadenyi (2014) examined the effect of teacher appraisal on student academic performance improvement in public secondary schools in Vihiga Sub-County. The research concluded that there were insufficient policies governing teacher performance appraisal and that training was a critical factor in performance appraisal. Furthermore, Kipchumba and Peterson (2010) conducted a study on the effectiveness of performance appraisal systems in private universities in Kenya and discovered that they were ineffective, indicating the need for additional research on how teacher training affects performance appraisal implementation in public secondary schools in Siaya Sub County. Ndirangu and Waiganjo's (2013) study of the factors affecting performance appraisal implementation in selected public secondary schools in Kirinyaga Central Sub County, Kenya, discovered that it was significantly impacted by appraisers' lack of training. According to the study, the government should ensure that all teachers receive performance appraisal training. 150 respondents were chosen using a stratified random sampling technique from 450 employees of the selected schools in Kirinyaga Central Sub County. The researcher gathered data from principals, deputy principals, and other teachers in 15 schools selected from a total of 35 in the sub county. The data were collected via questionnaires and analyzed using descriptive and inferential statistics. Additionally, correlation coefficients were used to analyze data. The reviewed study

examined 35 public secondary schools in Kirinyaga Central Sub-County, while the current study examined 48 public secondary schools in Siaya Sub-County.

### **2.3 Effect of Teachers' Attitude on the Implementation of Teacher Performance Appraisal and Development Policy**

The teacher is a critical component of the educational system. Thus, school administrators must devise strategies for cultivating teacher loyalty, motivating teacher effort, and coordinating their efforts (Hoy & Miskel, 1996). Thus, the extent to which employees believe they have a meaningful role in the appraisal process determines its effectiveness (Hughes, 1995). Employees' attitudes toward performance appraisal are positively associated with system satisfaction. It is critical for an organization to understand its employees' attitudes toward performance appraisal systems in order to determine the system's effectiveness. When employees perceive the system to be biased and irrelevant, dissatisfaction results (Milliman, Nason, Lowe & Huo, 2017). The study recommended additional research to determine whether attitude has an effect on performance appraisal system implementation, which justified the need for the current study.

Junor-Carty (2017) conducted a study in the United States of America on teachers' and administrators' perceptions of the effectiveness of a teacher evaluation system and the system's effect on student learning. The researcher conducted electronic surveys of teachers. Teachers and administrators' data were gathered through focus group discussions. Correlation coefficients were used to analyze the data. The study discovered that there was a direct correlation between students' learning systems and teachers' and



administrators' perceptions of performance appraisal. While the previous study was conducted in the United States of America, the current study was conducted in Kenya.

According to Donaldson (2012), he conducted a study in four high schools and six elementary schools to ascertain teachers' perceptions of the new evaluation program's implementation. The study noted that teachers were extremely positive and confirmed that the evaluation reform was necessary because it allowed them to set and work toward their own individualized goals. Notably, both teachers with the highest and lowest performance ratings were generally positive about the program.

Additionally, teachers viewed the evaluation program favorably because it emphasized teacher-selected goals based on student performance growth measures, increased teacher accountability, and protected teachers from capricious treatment. The reviewed study used a descriptive design and omitted inferential analysis, which could have resulted in more conclusive findings based on hypothesis testing. The current study employed a mixed-methods design.

According to Stecher, Holtzman, and Hamilton (2012), teachers and leaders in the four sites viewed the evaluation systems as largely beneficial, and leaders reported feeling well prepared to take on their new evaluation responsibilities. The survey surveyed a larger sample size of 4,444 teachers and 1,193 school leaders. The survey and interview schedules revealed that teachers at these four sites believed their evaluations were intended to assist them in improving instruction, identifying areas for professional development, and determining whether teachers required additional support.

In June 2009, the Bill and Melinda Gates Foundation launched the Intensive Partnerships for Effective Teaching initiative to assist districts and charter management organizations with implementing bold reform plans. The initiative's primary objective was to develop comprehensive measures of teacher effectiveness and to use them to more efficiently manage teacher human capital. Additionally, it was intended to improve teacher recruitment, retention, and compensation, as well as to ensure that students with the greatest needs were taught by effective teachers. The study recommended that teachers' perceptions of the initiatives' goals should be monitored as sites begin to use the evaluations for other purposes, such as placement and compensation. While the previous study was conducted in the United States of America, the current study was conducted in Kenya.

Forand (2016) examined teachers' perceptions and attitudes toward pay for performance in the East Providence Public School District in the United States of America. It examined the various pay-for-performance programs in use across the United States and expressed an opinion on the conditions necessary for pay-for-performance programs to thrive, as well as the types of programs that East Providence teachers might find beneficial. To collect data, an online survey with closed-ended questions was used. The study sought to ascertain the components that employees believed were critical in a compensation system, as well as the relationship between employee demographics and their attitudes and beliefs regarding pay-for-performance. While the previous study was conducted in the United States, the current study was conducted in Kenya.

In a study conducted in the United States of America by Wenely and Boureau (2007), they discovered a correlation between the general use of performance appraisal (PAS) and the employee's reaction to the appraisal and the appraiser. The study recommended that further research be conducted on the effect of an organization asserting that PAS was used for specific purposes when the employee felt it was not. The study concluded that perception does have an effect on how readily employees accept and participate in PAS use. The current study addressed a gap in the literature by examining how teachers' attitudes affect the implementation of TPAD policies in public secondary schools in Kenya, whereas the reviewed study was conducted in the United States of America.

Behrooz and Keyvan (2016) designed, developed, and evaluated a causal model of teachers' attitudes toward performance evaluation systems (PES) in Iran, focusing on the mediating role of teachers' sense of efficacy on job satisfaction and organizational commitment. The study population consisted entirely of male high school teachers in Tehran, and the sample population totaled 117 teachers. Correlational research was used in this study. To collect data on teachers' attitudes toward performance evaluation, job satisfaction, and organizational commitment, the following questionnaires were used. The findings indicated that teachers' attitudes toward performance evaluation systems influenced job satisfaction, organizational commitment, and self-efficacy positively. Additionally, teachers' attitudes toward performance evaluation were associated with an increase in job satisfaction ( $=0.62$ ). As a result, teachers' attitudes toward performance evaluation had a positive, direct, and significant effect on job satisfaction ( $=0.53$ ) and organizational commitment ( $=0.49$ ). Additionally, the attitude of teachers toward performance evaluation had a significant positive effect on organizational commitment

(=0.42). Finally, structural equation modeling demonstrates the beneficial effect of teachers' attitudes toward the Iranian Ministry of Education's employee performance evaluation system on job satisfaction, sense of efficacy, and organizational commitment. The study discussed above was conducted in Iran, used a sample size of 117 male-only teachers, and employed a research questions plus correlational research design. Although the study was quantitative in nature, it lacked qualitative findings that could have provided participants with information about their in-depth responses and feelings. As a result, the current study took a mixed method approach. The current study was conducted in Kenya, utilized hypotheses testing and a convergent parallel research design, and included a larger sample size of 218 teachers, 15 principals, 15 deputy principals, one DCQASO, and one TSC Sub County director of education.

Shukran (2018) investigated the attitudes of Malaysian teachers of various ethnic origins toward a new performance appraisal system, the New Performance Appraisal System (NPAS). Additionally, it examined the relationship between teachers' attitudes toward the system and their job satisfaction and commitment to their profession. The study population included secondary school teachers from Malaysia's major ethnic groups, as well as Chinese and Indians, who were randomly selected from six public high schools in the northern Malaysian state of Kedah. The study enrolled 91 male and 141 female teachers, both graduate and non-graduate. The study surveyed 232 secondary school teachers, including 68 Chinese, 29 Indians, and 135 Malaysians. The study discovered that teachers' cultural background had no bearing on their attitudes toward the NPAS. Meanwhile, teachers who received adequate explanations and supervision for their performance reported high levels of job satisfaction and commitment to their profession.

The previous study was conducted in Malaysia, whereas the current study was conducted in Kenya. Waheed, Abbas, and Malik (2018) investigated the direct and indirect relationships between perceived performance appraisal quality (PPAQ) and innovative behavior via psychological empowerment. The study enrolled 360 faculty members from twelve public sector higher education institutions in Islamabad, Pakistan. The data collection instrument was a self-administered questionnaire, and the data were analyzed quantitatively. The findings indicated that PPAQ was associated with innovative behavior. While the previous study was conducted in higher education institutions, the current study was conducted in secondary schools.

Mestry, Hendricks, and Bisschoff (2009) used quantitative research to ascertain teachers' perceptions of the importance of continuing professional development in South African public schools. A random sample of 50 primary and secondary schools in Gauteng province was taken. The data collection instrument was a total of 500 questionnaires. The findings indicated that teachers who viewed their schools as having 'excellent attendance' and teachers who viewed their schools as having 'average and poor attendance' both agreed on the importance of teacher development programs. While the previous study was conducted in South Africa, the current study was conducted in Kenya.

Monyatsi, Steyn, and Kamper (2016) conducted a study in Botswana to ascertain teachers' perceptions of the effectiveness of their appraisal. We gathered quantitative and qualitative data. Teachers had a negative opinion of the appraisal because it was ineffective at assessing their performance. According to the study, teachers lacked commitment to the appraisal process in general because they did not formally comprehend or accept its purposes. This created a void in the literature regarding the

effect of teachers' attitudes on the implementation of TPAD policy. While the previous study was conducted in Botswana, the current study was conducted in Kenya.

Xolela (2016) examined the implementation of a Performance Management System Legal Framework at Amatola Water in South Africa. The framework was created to assist Amatola Water's leadership in effectively implementing world-class performance management practices. The study discovered limitations and challenges in Amatola Water's performance management system implementation process. Additionally, the study recommended that additional research be conducted to improve the current implementation of Performance Management Systems. Almost 23 out of 55 employees disagreed that employees understood the Performance Management System's legal framework during the implementation process, while 12 out of 55 employees indicated that they were unfamiliar with the legal framework during the process. While the previously reviewed study was conducted in South Africa, the current study was conducted in Kenya.

Ayandale and Isichie (2015) conducted a study on performance management systems and employee commitment in selected companies in Nigeria and discovered that performance appraisal was still critical for effective service delivery and citizen satisfaction in civil service reform. The reviewed study concentrated primarily on the methods and objectives of performance appraisal. The study recommended raising employee awareness and involving them in the development of the appraisal policy. It provided no insight into the factors that influence the implementation of performance appraisal policies. This necessitated the conduct of a study in the education sector on the factors affecting teacher performance appraisal implementation.

Makgoni (2015) investigated the attitudes of individual employees toward performance management and development systems in the Mpumalanga Province's Department of Culture, Sports, and Recreation. Data were gathered from respondents via questionnaires. There was a widespread perception that the Performance Management and Development System was a tool used by supervisors to punish subordinates. Additionally, the official's performance was not appropriately recognized. Supervisors and subordinates continued to disagree over the fact that supervisors conducted ratings of their subordinates without their input and that performance results were submitted for compliance purposes. It was concluded that the Department of Culture, Sports, and Recreation needed to ensure that the system was effectively communicated to the rest of the employees in order for them to understand what was expected of the Performance Management and Development System's implementation. While the previous study was conducted in South Africa, the current study was conducted in Kenya.

Mpotsang (2016) conducted a study to determine the effectiveness of performance appraisal in South Africa's Pelonomi Tertiary Hospital. Twenty-three participants were chosen using a purposive sampling technique. The data collection instrument was a semi-structured questionnaire and an interview schedule. The Assistant Nursing Managers participated in a group discussion. Quantitative analysis of completed questionnaires was performed. The research findings indicated that the performance appraisal process at Pelonomi Hospital could be improved. Specific areas for improvement included employee participation, failure to monitor performance and provide feedback on progress toward goal achievement, and unfair reward awarding. In general, the study recommended that the monetary incentive be removed from the policy, that PMDS be

improved, and that managers and employees across occupational classes be trained to increase the system's effectiveness in improving service delivery. The study discussed previously used a smaller sample size of only 23 health care workers. Although the original study was conducted in South Africa among health workers, the current study enrolled a larger sample of 250 participants and was conducted in educational institutions throughout Kenya.

Tsii, (2016) investigated the effect of performance appraisal on teacher job performance in Tanzania's public primary and secondary schools. The primary data collection methods were questionnaires, interviews, and documentation. The study surveyed 120 respondents from primary and secondary schools, as well as supervisors. Quantitative and qualitative analyses were conducted on the data collected. The study's findings indicated that performance appraisal was not implemented effectively in schools and was underutilized by supervisors, who never engaged teachers in discussions about individual performance objectives. Teachers indicated that they did not receive feedback, that they were unaware of PA, and that they were unfamiliar with OPRAS in their school organization. Similarly, the government authority did not make official decisions such as demotion, contract termination, transfer, or promotion using the current OPRAS system. It was recommended that OPRAS be implemented effectively and tailored to the unique characteristics of each organization in order to accomplish organizational goals. The reviewed study took place in Tanzania, whereas the current study took place in Kenya.

Kyakulumbye (2013) conducted a similar study in Uganda and concluded that staff perceptions influenced the success or failure of the appraisal system in secondary schools. Kyakulumbye (2013) stated that appraisers needed to employ methods and



processes that influenced the appraisee's perception of the appraisal process positively. The study's findings recommended that additional research be conducted to compare supervisors' and subordinates' perceptions of the appraisal system.

Farah's (2018) study on teachers' attitudes toward performance appraisal in public schools in Garissa township sub-county discovered that teachers' overall perception of the tool was favorable, as they saw it as a good idea. The tool was quite effective in accomplishing the goal for which it was created. However, respondents believed it had no effect on their work productivity because work productivity was determined by other factors such as motivation, in-service training, and clear promotion mechanisms, including academic qualifications. Additionally, it was discovered that while the tool was beneficial, it needed to be updated on a regular basis to accommodate changing needs. In conclusion, the majority of respondents approved of the Teachers Performance Appraisal and Development (TPAD) in terms of its overall perception, effectiveness, and usefulness to the teaching community. However, in order to maximize employee output, the employer needed to improve all of the factors mentioned by the teachers, including clear promotion criteria, in order to meet its set objectives. The preceding study was conducted in North Eastern Kenya, whereas the current study was conducted in Kenya's lake region. Ochiwo (2016) investigated the effect of teachers' attitudes toward performance appraisal on their commitment to service in Rachuonyo South Sub-County public secondary schools. The study population consisted of 605 teachers from the Sub-public County's secondary schools. Teachers were chosen using a stratified random sampling technique. Teachers' data were collected via questionnaires, and quantitative data were analyzed using descriptive statistics. The aforementioned study enrolled only teachers

and was entirely quantitative in nature, with no qualitative findings. As a result, the current study used a mixed method approach and included a diverse group of participants, including teachers, principals, deputy principals, the TSC Sub-County director, and DQASO.

Odhiambo (2005) recognized the growing use of teacher appraisal programs for accountability purposes. However, there was a need to revise and improve the current teacher evaluation program, which was widely viewed as punitive rather than developmental by the majority of teachers. The researcher emphasized that while some individuals may have a favorable attitude toward appraisal, in the majority of cases, those attitudes are characterized by complaints and dissatisfaction. The appraisee required guidance on how to prepare for and conduct a self-review discussion, without which they could encounter difficulties or fall short of meeting set objectives. If this occurred automatically, it would have an effect on the performance appraisal's implementation. Because performance appraisal entailed a variety of activities ranging from objective setting to form filling and signing, line managers were expected to have intimate knowledge of the appraisal process as appraisers. Thus, the level of education of both supervisors and supervisees was critical for improved outcomes and process acceptance.

Muhia (2015) investigated teachers' perceptions of the effectiveness of the teachers' performance appraisal system in meeting its intended purpose in public secondary schools in the Kenyan districts of Naivasha and Gilgil. The study used a descriptive survey design to interview 50 principals, 50 deputy principals, and 434 teachers from Naivasha and Gilgil districts public secondary schools. The researcher chose 15 schools to participate in the study through a stratified random sampling method. 15 principals and

deputy principals were purposefully selected from the 15 public secondary schools, while six teachers were randomly selected from each of the sampled schools, totaling 120 respondents. Questionnaires were used to collect data. The study gathered both quantitative and qualitative data. Quantitative data were analyzed using descriptive statistics such as frequency counts, percentages, and means, whereas qualitative data were analyzed using content analysis based on identified themes, patterns, and response categories. The study established that the current performance appraisal process was ineffective at accomplishing its stated objectives, as the majority of teachers viewed appraisers in their schools as ineffective at their jobs. The reviewed study used a descriptive design and omitted inferential analysis, which could have resulted in more conclusive findings based on hypothesis testing. The current study employed a mixed-methods design.

Nzuve and Ng'ang 'a (2017) conducted an assessment of employee perceptions of performance appraisal in the Department of Immigration, with a focus on the headquarters at Nairobi's Jomo Kenyatta International Airport. A case study was deemed appropriate because the Department of Immigration was representative of the Ministries within the Public Service, and thus the findings could be applied to the entire public service. The research methodology was descriptive, and 158 employees were selected from four strata: heads of departments, immediate supervisors, officers other than heads of departments in each grade, and other supervisors and staff. The study's findings indicated that effective performance appraisal directly correlated with training, reward, motivation, and sensitization. The preceding study was conducted among immigration

department employees, whereas the current study was conducted in educational institutions.

Oyaro (2016) discovered that the following factors influenced teachers' attitudes toward performance appraisal in public secondary schools in Imenti North Sub County, Kenya:

1) rating techniques had an effect on teachers' attitudes toward performance appraisal and teachers disapproved of them, 2). The provision of feedback influenced teachers' attitudes, and principals should embrace communication skills when providing feedback; 3) A lack of training impedes the appraisal process, causing teachers to have a negative attitude; and 4) Continuous sensitization should be used to increase teacher comprehension of the concept. Oyaro (2016) sampled 32 principals and 137 teachers from a population of 40 principals and 423 teachers. The current study surveyed a larger sample of principals, deputy principals, heads of departments, teachers, and the TSC Sub-County director. Thus, the current study addressed a gap in the literature by investigating how teachers' attitudes influence the implementation of teacher performance appraisal policies in Siaya Sub County.

Guyo and Githui (2013) found that the majority of appraisers give inflated ratings in another study on Employee Fairness and Perceptions on Performance Appraisal in the Kenyan civil service. Guyo et al. (2013) asserted that appraisees' favorable attitudes toward appraisal ratings and supervisor treatment may be a result of receiving high ratings from the appraiser. The current study examined how principals' and teachers' attitudes influenced the implementation of PAS in public secondary schools in Siaya Sub-County.

Ochoti, Maronga, Muathe, Nyabwanga, and Ronoh (2012) conducted a study to ascertain the numerous factors affecting the employee performance appraisal system at the Ministry of State for Provincial Administration in Nyamira District, Kenya. A total of 76 employees were surveyed. To collect data, employees self-administered a structured questionnaire. Multiple regression analysis was used to deduce the nature of the relationship between PAS and its influencing variables. The study's findings revealed a significant positive relationship between the performance appraisal system and factors such as the implementation process, interpersonal relationships, rater accuracy, and employee attitudes. The study concluded with numerous implications for the implementation of performance appraisal systems. It demonstrated that if these factors are considered by ratees, raters, and government policymakers, the PAS can be an effective performance management tool. The aforementioned reviewed study selected 76 employees from the Ministry of State for Provincial Administration as its target population. However, the current study targeted 825 participants who were enrolled in educational institutions.

Mugwe (2014) investigated teachers' attitudes toward performance appraisal practices in Kenya's Limuru District Public Secondary Schools. A survey design was used to collect data on teachers' perceptions of performance appraisal practices through the use of a questionnaire that included open-ended and closed-ended questions. The study enrolled 155 teachers. The study discovered that teachers had a negative attitude toward performance appraisal in all areas pertaining to the appraisal's effectiveness and that performance appraisal practices needed to be reviewed in order to improve their effectiveness. The performance appraisal results had to be used to determine promotion,

salary increases, and recognition. The reviewed study used a descriptive design and omitted inferential analysis, which could have resulted in more conclusive findings based on hypothesis testing. The current study employed a mixed-methods design.

#### **2.4 Effect of Reward on the Implementation of Teacher Performance Appraisal and Development Policy.**

Motivated employees are intensely involved and engaged in their work in order to deliver their best performance (Cascio, 2010 & Dessler, 2011). Teachers' performance appraisal results may entitle them to benefits such as bonus pay, time off, leave, research opportunities, and sponsored postgraduate studies (Danielson, 2011). Armstrong's (2005) study of performance appraisal in London discovered that associating performance appraisal with monetary compensation motivated employees and compelled them to participate in the appraisal process.

Pimperl, Rodriguez, Schmittiel, and Shortell (2018) investigated the association between more developed PMSYS and organizational capabilities and external factors. Linear regression was used to determine the relative importance of these variables on PMSYS. Medical practices' PMSYS were underdeveloped, despite the fact that both external incentives and organizational capabilities may have aided in PMSYS development. Although the aforementioned study was quantitative in nature, it lacked qualitative findings that could have provided in-depth information about participants' experiences and feelings. As a result, the current study used a mixed methods approach.

In a study of casework design in welfare-to-work programs, Hill (2006) examined the performance implications of decoupling more difficult-to-measure core casework tasks. The study's central hypothesis was that separating standalone casework tasks from core

tasks into distinct jobs would result in increased program effectiveness as measured by client earnings growth. Hill (2006) discovered support for a hypothesis that was consistent with the multitask principal agent theory's incentive explanation, namely that staff were better directed toward organizational goals when unmeasurable and measurable tasks were separated into separate jobs. Separating casework tasks benefited client earnings in welfare-to-work programs, although the study did not find statistically significant associations with client reductions in AFDC benefits. The reviewed study was conducted in the United States of America, whereas the current study was conducted in Kenya.

Prendergast's (2007) research suggested that training tasks should be assigned to workers who are more intrinsically motivated, as training effort is more difficult to evaluate and more costly to exert. Low-powered incentives were linked to the outputs of training activities. Alternatively, extrinsically motivated employees could engage in activities with more easily quantifiable outcomes, such as job development activities and enrollment tasks with specific target populations. Due to the increased visibility of their performance, more powerful incentives could be used to motivate such employees. In an ideal world, the performance of employees engaged in job placement activities would be adjusted to reflect the skill levels attained by clients during the program's training component. While the previous study examined employees in the corporate sector, the current study examined secondary school teachers.

Budhiwani and Jalbani (2014) argued that knowledge- and skill-based pay should be built on a foundation of standards-based teacher evaluation systems. The study advocated for an incentive strategy that called for the development and implementation of alternative

teacher compensation systems that broke away from the traditional salary schedule. Numerous states in the United States have also linked pay to a combination of teacher performance assessments, acquisition of new knowledge and skills, and student test score gains (Grossi, 2012). In Australia, for example, the incentive of performance-based salary increases did not apply to the majority of teachers who were already at the top of the incremental salary scale after ten to twelve years of teaching, and thus did not appear to be particularly effective (Elliot, 2015).

Notably, Tylor and John (2012) concurred, stating that performance appraisals were more effective when there was a link between the results of the performance management system and the organization's reward system, as the prospect of compensation motivated both the appraiser and appraisee to ensure that the system functioned properly. Motivation was a key factor in retaining and managing employee manners and behavior in India. It induced the development of self-motivated and liberty-oriented characteristics (Berman, 2005).

In Zimbabwe, it was discovered that reward plays a significant role in determining the effectiveness of Performance Appraisal Systems implementation. According to Machigambi et al. (2013), financial considerations were critical to the performance management systems' success. The study established that the absence of performance-related rewards for teachers who met set targets harmed the success of PAS. Machigambi et al. (2013) recommended that governments demonstrate their commitment to PAS by rewarding teachers who perform well with increased pay or bonuses. Following the review study's recommendation, the current study addressed the gap by examining how



reward affects the implementation of TPAD policies in Kenya's public secondary schools.

Kirunda (2014) examined performance-based incentives and their impact on teacher performance in private secondary schools in the Kampala district. Questionnaires, interviews, and documentary evidence were used to collect data. The study collected data using both qualitative and quantitative techniques and analyzed it using descriptive and relational statistics, as well as Pearson Product Correlation and Regression analysis. The findings indicated that performance-based incentives improved teachers' performance by motivating and increasing their productivity and efficiency. The reviewed study was conducted in private secondary schools in Uganda's Kampala district, whereas the current study was conducted in public secondary schools in Kenya's Siaya Sub-County.

Datche, (2011) conducted a study among secondary school teachers in Mombasa District to ascertain the factors affecting the performance appraisal system. Questionnaires were used to collect data. The research concluded that teachers should be involved in setting the performance standards they were expected to meet; feedback should be provided promptly following appraisal; and appraisers should be trained to conduct effective appraisals. The reviewed study enrolled a smaller sample of teachers and was purely descriptive in nature. The study lacked conclusive inferential findings. The current study presented findings through both descriptive and inferential analysis and included a larger sample of teachers, principals, deputy principals, the TSC Sub-County Director, and the Sub-County Quality Assurance and Standards Officer.

Macharia (2017) conducted a case study to determine the internal factors influencing the successful implementation of a performance management system at the National Hospital Insurance Fund in Kenya. The study used a descriptive research design. The study's target population was 1205 NHIF employees in Kenya. The study's findings indicated that reward systems, such as pay for performance, helped to unite the workforce in pursuit of common goals, facilitating the implementation of a performance management system effectively. Notably, when employees are publicly recognized and their needs are met, it can help an organization get the best performance from its employees when implementing a performance management system. The reviewed study was conducted in the United States of America among NHIF employees and enrolled a total of 134 participants. The study was descriptive in nature and lacked conclusive findings that the current study adopted. The current study employed a mixed method approach, enrolled a larger sample size of 250 participants, and was conducted among Kenyan public secondary school teachers.

Mwangu (2014) investigated the role of teacher appraisal in staff development in secondary schools in Kenya's North Nandi district and established several uses for the performance appraisal system. The study identified administrative use of performance appraisal systems as a factor in the connection between rewarding employees and increasing their productivity. Without a monetary incentive, a performance appraisal system would be unappealing to employees, and they would be reluctant to participate. Mwangu (2014) recommended that governments commit to implementing PAS successfully by rewarding teachers who perform well with related pay or bonuses.

However, the reviewed studies did not demonstrate how reward affects teacher performance appraisal policy implementation, as the current study did.

Wanjiru, Abaja, and Ochieng (2014) examined the effect of performance appraisal systems on employee productivity in Nakuru, Kenya supermarkets. The study employed a cross-sectional survey design. The study sampled 1560 employees from seven major supermarkets in Nakuru Town. A multi-stage sampling technique was used to select a sample of 308 respondents, and only 178 completed questionnaires were returned. The data collected were analyzed using multiple regression models. The study concluded that workers should be rewarded following PAS feedback. The previous study examined supermarkets in Nakuru, whereas this one examined secondary schools in Siaya Sub-County. The reviewed study collected data via questionnaires and used a cross-sectional survey design, whereas the current study collected data via questionnaires and an interview schedule and also used a convergent parallel research design. The reviewed study concluded that workers should be rewarded following PAS feedback, which allowed for the current study to examine the effect of reward on the implementation of TPAD policy among public secondary school teachers in Siaya Sub-County, Kenya.

### **2.5 Effect of Principals' Perception on the Implementation of Teacher Performance Appraisal and Development Policy.**

Perception is the process by which individuals employ their senses to actively absorb, organize, and interpret information about their immediate and surrounding environments (Armstrong, 2005). Managers were responsible for ensuring that performance appraisal policies were understood, made accessible, and followed by all levels of staff. If supervisors carried out their role effectively in the performance appraisal process,

employees would understand them (Chakanyuka, 2014). Hughes (1995) noted that supervisors needed to ensure that their employees understood the organization's goals and objectives in order for them to easily set their own targets.

Harper (2016) examined women principals' perceptions of performance evaluation in the state of Ohio, United States of America. Purposive sampling was used to identify female principals in Ohio, and interview schedules were used to collect data for qualitative analysis. The perceptions of female principals were examined in order to determine the impact of a male-led standardized performance evaluation framework on their growth and development as leaders, as well as the power dynamics surrounding performance evaluation practices. Critical commentary indicated that growth and development outcomes had not materialized for principals who were still under pressure to increase standardized test scores, the framework's strongest indicator of student growth. The following key themes were identified: (a) emphasizing evidence; (b) translating to leadership; (c) impeding holistic leadership growth, wisdom leadership, and renewal; (d) making local decisions; and (e) experiencing power dynamics. The study discussed above was conducted among female principals in the United States of America and was qualitative in nature, as such, it lacked quantitative findings that could have provided generalizable results. As a result, the current study used a mixed methods approach. The current study was conducted in Kenya and included both male and female principals.

Bingham's (2013) research with Idaho leaders discovered statistically significant differences in perception across a number of domains. Superintendents felt more strongly than principals that the performance evaluation accurately reflected what principals do on a daily basis. A statistically significant proportion of superintendents believed that the

principal performance evaluation aided in job performance. According to Bingham's study, 93 percent of superintendents believed that principals' performance evaluations were focused on professional development, compared to only 66 percent of principals. Superintendents reported much more frequently than principals did that principals engaged in self-reflection during the process. In comparison to principals, a sizable proportion of superintendents 49 reported that school leaders were active participants in developing performance evaluation policies, selecting evidence data, and planning professional development. While the previous study was conducted in the United States, the current study was conducted in Kenya.

Viramontez (2011) discovered in a study of elementary principals in California that the principals felt that the standards-based performance evaluations in which they were involved contributed inconsistently to professional growth. Principals stated that the process added value as a result of conversations in which they received feedback on whether the decisions they were making and actions they were taking were contributing to the success of the school. They specifically mentioned how beneficial it was to be included in setting progress goals. Principals shared that it was critical to address the unique needs of their respective schools during the performance evaluation cycle, in addition to the non-negotiable standardized items required of all schools. Principals stated that they believed the performance evaluation tool was aligned with professional standards and that they placed a high premium on student achievement data in their evaluations. Participants viewed participating in the goal-setting process and reflecting on their progress positively. The majority of principals indicated that they did not believe the performance evaluation process aided their professional development. The study

discussed above was entirely qualitative in nature and lacked quantitative findings that could have produced generalizable findings. As a result, the current study used a mixed methods approach.

Keith (2011) discovered that when principals had a stake in requesting professional development for themselves, the majority of the time their requests focused on mandated improvement areas such as assisting teachers in implementing research-based instructional strategies and raising the achievement of students with disabilities and students living in poverty. This included not only new principals' desires, but also those of veterans, who were just as in need of tools to navigate the new landscape as brand new principals. When professional development and learning goals were included in the assessment cycle, principals' involvement in mapping district-wide leadership development as well as personal professional development was a way to engage principals in their own performance evaluation process. The reviewed study was conducted in the United States of America, whereas the current study was conducted in Kenya.

Christensen (2011) examined public perceptions in Massachusetts, a state that established timelines and provided guidance for the development of local performance evaluation systems. The study discovered that principals viewed systems that allow them to contribute to the creation and ongoing development of the performance evaluation system as more fair than systems that do not allow for this opportunity. These Massachusetts principals concurred with the California principals in believing that the performance evaluation system did not contribute to an increased understanding of teaching and learning. These principals believed it was critical for them to be involved in the process

of developing and revising the performance evaluation process on a cyclical basis. The reviewed study was conducted in the United States of America, whereas the current study was conducted in Kenya.

Franca and Pahor (2014) examined the impact of management attitudes on employee participation implementation and concluded that management had a sizable influence on how employee participation was implemented. The researcher conducted a cross-sectional survey of 225 managers in Slovenia, using a mail-solicited web-based questionnaire. The findings indicated a positive correlation between managers' willingness to participate and its actual implementation. If managers perceived a positive correlation between employee participation and corporate performance, they would be more likely to increase employee participation. The preceding study surveyed managers in corporate organizations, whereas the current study surveyed secondary school teachers. Flores (2011) noted in his study of teachers' perceptions of a new teacher performance appraisal policy in Portugal that the implementation process was fraught with controversy from both the teachers union and the teachers themselves. Additionally, the study noted that the process resulted in increased feelings of stress, anxiety, and self-doubt. Additionally, teachers expressed concern about the lack of training and specialized skills required of appraisers, claiming that the policy's implementation was overly bureaucratic due to the number of meetings and other paperwork required of teachers, preventing them from focusing on teaching and learning. Teachers were generally skeptical about the new policy's impact on their professional development and school improvement. Teachers, on the other hand, had the opportunity to reflect on their own practice and to challenge the previous system, which was primarily self-evaluative. Sibanda, Mutopa, and Maphosa

(2011) conducted a study on teachers' perceptions of school heads' lesson observations in Zimbabwean primary schools. It was noted that teachers complained about the halo-effect, with the majority believing that their evaluations were based on their relationship with the administrator rather than their performance, and thus did not contribute to professional growth. The researcher discovered that teachers perceived the lesson observation process to be disorganized, inconsistent, and unjust. The study concluded that employee willingness to submit to and commit to the process was influenced by their perception of the Halo effect errors. To mitigate negative perceptions, school leaders must avoid mistreating teachers and refrain from being discriminatory. Flores (2011) and Sibanda, Mutopa, and Maphosa (2011) studies focused on teachers in general and not on principals, leaving a void that the current research fills.

According to Bethuel (2012), the history of performance management systems in South African universities has not been a success story due to perceived inconsistencies during the implementation stage. Lack of clarity regarding the performance management system's purpose resulted in negative perceptions of the system and resistance from key stakeholders as a result of insufficient consultation, knowledge, and ownership of the entire process. Failure to implement a performance management system resulted in lack of accountability, non-compliance with agreed-upon standards, and resistance to change. Bulawa (2012) demonstrated that when there was a positive perception of the value of performance appraisal, it gained acceptance, resulting in its success. This was the case with senior managers in Botswana's secondary schools. On the other hand, teaching staff demonstrated resistance due to a lack of awareness regarding the critical nature of performance appraisal systems. The manager believed that PAS would ensure the



organization's effectiveness in terms of employee performance. Bulawa (2012) also investigated the factors that contribute to head teachers' positive perceptions of the performance appraisal system in Botswana's high schools. The study discovered that this was motivated by anticipated benefits such as holistic improvement, accountability, and strategic management. The study recommended that additional research be conducted on the difficulties that senior management may encounter when implementing a performance appraisal system. This recommendation served as the impetus for the current study.

Monyatsi, Steyn, and Kamper (2006) found that teachers had varying experiences and mixed feelings about the appraisal process in secondary schools in Botswana. It became clear that many teachers viewed teacher evaluations as demoralizing and even dangerous. The study's findings indicated that performance appraisal as currently practiced in Botswana secondary schools needed to be improved further to ensure widespread professional acceptance and implementation. However, unlike Monyatsi, Steyn, and Kamper's study, this one examined how principals' perceptions influenced teacher performance appraisal policy.

Oghu (2017) conducted a case study of principals' perceptions of students' performance on the SSCE in six high schools in Southern Nigeria. Semi-structured interviews, textual transcripts, and document reviews were used to collect data. The cross-case analysis results were categorized and developed into themes such as student-related issues, family socioeconomic status, and the educational system. The study sampled 48 lead teachers and six principals.

The findings indicated that strong principal leadership and a supportive school climate were critical for raising teacher expectations and approaches, which resulted in increased student performance in high-performing schools. These findings could be used to inform principal professional development programs that emphasized a holistic approach, aided students' socioeconomic experiences and academic needs, and elicited parents' perspectives on best practices. Social change was possible as a result of improved principal leadership, increased enrollment, and increased achievement on the SSCE. While the reviewed study was conducted in Nigeria, the current study was conducted in Kenya.

Namuddu's (2010) study on Staff Systems and Teacher Performance at Aga Khan schools in Kampala, Uganda concluded that the success or failure of an appraisal system in secondary schools is determined by staff perception. The study concluded that appraiser perception plays a significant role in determining the success or failure of an appraisal system. The study recommended that appraisers employ methods and processes that contribute to the appraisee's positive perception of the appraisal process. The study recommended additional research on supervisors' and subordinates' perceptions of appraisal systems, which served as the foundation for the current study.

In Kenya, performance appraisal policies replaced the confidential principal report, in which principals submitted a report to TSC about each teacher each year, with the teachers unaware of what was written about them. The confidential system lacked quantifiable and measurable criteria for evaluating teacher performance, prompting calls for a policy of open appraisal (Wanyama, 2013). Thus, the current study established justification for examining the impact of principals' perceptions on performance appraisal

policy. Additionally, the Kenya National Union of Teachers (KNUT) asserted that implementing the performance appraisal policy presents significant challenges that must be examined. Similarly, (Nyamai, 2018) contended that the TPAD policy was implemented without the consent of KNUT and that teachers were forced to comply rather than choose to do so. As such, it was critical to ascertain how principals' perceptions influence the implementation of the TPAD policy in Siaya Sub-County.

## **2.6. Summary of Literature Review and Gaps**

Performance appraisal is a continuous process that identifies, measures, and develops an individual's performance in relation to the strategic goals of the organization (Zbar, Marshall & Power, 2007). A study conducted by Stranova (2017) on performance appraisal of civil servants working in central public administration in all EU member states and the EC discovered that performance appraisal as a tool was on the rise in all OECD countries. This was because many public organizations relied on it to provide feedback to employees on their individual performance and to assist organizations in making pay raise or promotion decisions. As of July 2016, performance appraisal was mandatory in 30 of the 31 countries surveyed, including the European Union, including Spain and Luxembourg, which implemented PA in 2015. In Greece, PA was introduced in 2016, while Ireland introduced a new PA for heads of government departments and offices in 2016, in addition to the existing PA for regular and senior civil servants. The current study examined factors affecting TPAD policy implementation in Siaya Sub-County, Siaya County, Kenya.

Azman, Noor, and Awangku (2011) conducted an empirical study on the relationship between performance appraisal politics and job satisfaction in Malaysia and discovered that managers conducting performance appraisal exercises required specific skills such as counseling and rating in order to conduct them successfully. Additionally, the study noted that employees needed to be involved in decision-making regarding appraisal systems. Additionally, the performance appraisal included two components: motivational and punitive motives. This justifies the current study, which examines how teacher training, teachers' attitudes, and compensation affect TPAD implementation.

Ayandale and Isichei (2015) conducted a study on performance management systems and employee commitment at selected companies in Nigeria and concluded that performance appraisal was still critical for effective service delivery and citizen satisfaction in civil service reform. The study concentrated on the methods and purposes of performance appraisal approaches. It did not shed light on the factors affecting performance appraisal policy implementation, thereby paving the way for the current research.

Flores (2011) noted in a study to ascertain teachers' perceptions of a new policy on teacher performance appraisal in Portugal that the implementation process was fraught with controversy from both the teachers union and the teachers themselves. It was critical to consider the stakeholders' perspectives, specifically teachers' perspectives, on such a complex issue, all the more so when a new teacher evaluation policy was at stake. Additionally, the study noted that the process resulted in increased feelings of stress, anxiety, and self-doubt. Additionally, teachers expressed concern about the appraisers' lack of training and specialized skills. They asserted that policy implementation was also excessively bureaucratic, as a result of the numerous meetings and other paperwork

teachers were required to complete, preventing them from focusing on teaching and learning. The current study addressed this gap by examining the factors affecting the implementation of the TPAD policy in Siaya Sub-County.

Gudyanga, Shumba, and Wadesango (2014) conducted an analysis of the performance appraisal system in Shurugwi district day secondary schools in Zimbabwe to ascertain whether there was a clear policy governing the execution and proper implementation of the performance appraisal system by both appraiser and appraisee. The study revealed the existence of a performance appraisal policy, though it was not documented for all implementers. Administrators and teachers were unfamiliar with the performance appraisal model and thus lacked a thorough understanding of its implementation and purposes. The study recommended that policymakers ensure that performance appraisal policies are made available in all stations where the system is used and that additional seminars on performance appraisal forms as an assessment tool be held at the school level and included in teacher training at colleges. Additionally, the research findings indicated that much work remained to be done in Zimbabwean schools in order for performance appraisal to bear fruit. The study was conducted in 25 rural day secondary schools throughout the Shurugwi district. The study was conducted to ascertain whether there was a clear policy regarding the execution and proper implementation of performance appraisal systems by both the appraiser and appraisee, while the current study examined factors affecting the implementation of TPAD policy in Siaya Sub-County.

A study of the difficulties teachers face when implementing the performance management system in Zimbabwean high schools discovered that the major impediments to performance appraisal implementation include a lack of performance management

training, system abuse by school heads, school management's failure to provide staff development programs, a lack of meaningful rewards, and a lack of resources (Machingambi et.al, 2013). The study enrolled a total of 40 school teachers and five school heads. The school heads were purposefully chosen from five high schools in Zimbabwe's Masvingo province. Questionnaires and interviews were used to collect data. The study examined the difficulties teachers encountered when implementing performance management systems in Zimbabwe high schools and concluded that performance management systems could be an effective mechanism for ensuring educational quality if implemented properly and in an enabling environment (Machigambi et al., 2013).

Performance management systems in South African universities have a chequered history due to perceived inconsistencies during the implementation stage. Lack of clarity about the performance management system's purpose has resulted in negative perceptions of the system and resistance from key stakeholders as a result of inadequate consultation, lack of knowledge, and lack of ownership of the entire process. As (Bethuel, 2012) discovered, failure to implement performance management systems results in staff non-accountability, non-compliance with agreed standards, and resistance to change, which justifies the need for the current study.

In Kenya, performance appraisal has supplanted confidential principal reporting, in which a principal writes an annual report on each teacher. The teacher had no input into this and, in many cases, was unaware of what might have been written about her (Wanyama ,2013). The confidential system lacked quantifiable and measurable criteria for evaluating teacher performance, prompting calls for a more transparent system. Thus, the current

study justifies itself by examining how principals' perceptions influence the implementation of teacher performance appraisal. Bulawa (2012) conducted a study on the implementation of performance management systems in senior secondary schools in Botswana, but did not include data on teachers' perceptions of their performance. Odhiambo (2005) recognizes that teacher appraisal programs are viewed as punitive rather than developmental by teachers, highlighting the importance of conducting research on the factors influencing the implementation of TPAD policy in Siaya Sub-County.

Oyaro (2016) examined the factors influencing teachers' attitudes toward performance appraisal in public secondary schools in Imenti North Sub County, Kenya and discovered that: 1) rating techniques influenced teachers' attitudes toward performance appraisal and that teachers disapproved of them, 2) feedback provision influenced teachers' attitudes toward performance appraisal and that principals should embrace communication skills when providing feedback, 3) a lack of training harmed the appraisal process, and 4) a lack of training harmed the appraisal process. Oyaro (2016) sampled 32 principals and 137 teachers from a population of 40 principals and 423 teachers. This demonstrates the importance of examining the effect of training and teachers' attitudes on TPAD implementation. The current study surveyed a larger group of principals, deputy principals, teachers, and the TSC Sub-County director.

Kadenyi (2014) examined the effect of teacher appraisal on student academic performance improvement in public secondary schools in Vihiga Sub-County and concluded that there were insufficient policies governing teacher performance appraisal and that training was a critical factor in performance appraisal. Thus, the current study

filled a gap by conducting research on the factors affecting performance appraisal implementation in Siaya Sub County. Similarly, Kipchumba and Peterson (2010) conducted a study on the effectiveness of performance appraisal systems in private universities in Kenya and discovered that they are ineffective, implying the need for additional research.

Asiago and Gathi (2014) discovered that teachers in Limuru district, Kenya, had a negative attitude toward the performance appraisal practices used to evaluate them. This was due to a lack of performance appraisal training and the widespread use of supervisor-centered performance appraisal practices, which were frequently abused, intimidating teachers. The researcher recommended that the ministry of basic education develop performance appraisal courses for head teachers, deputies, heads of departments, and teachers through the Kenya Education Management Institute (KEMI). The TSC needed to use performance appraisal reports to determine teacher promotion, salary increases, and recognition. The reviewed study took place in Limuru, whereas this study took place in Siaya.

A study on the performance appraisal tools used by the Kenya TSC in Bomet constituency found that the majority of respondents believed that they had no effect on the performance of TSC teachers in high schools in Bomet County. The study recommended that TSC establish clear guidelines for the use of PA tools, develop clear and relevant tools, and train appraisers on their use. TSC, in collaboration with teachers, should collaborate to draft policies that ensure teachers understand and accept the tools' content (Ngeno, Bett & Cheruiyot, 2013). The current study addressed this gap by examining the factors affecting TPAD policy implementation in Siaya Sub-County.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

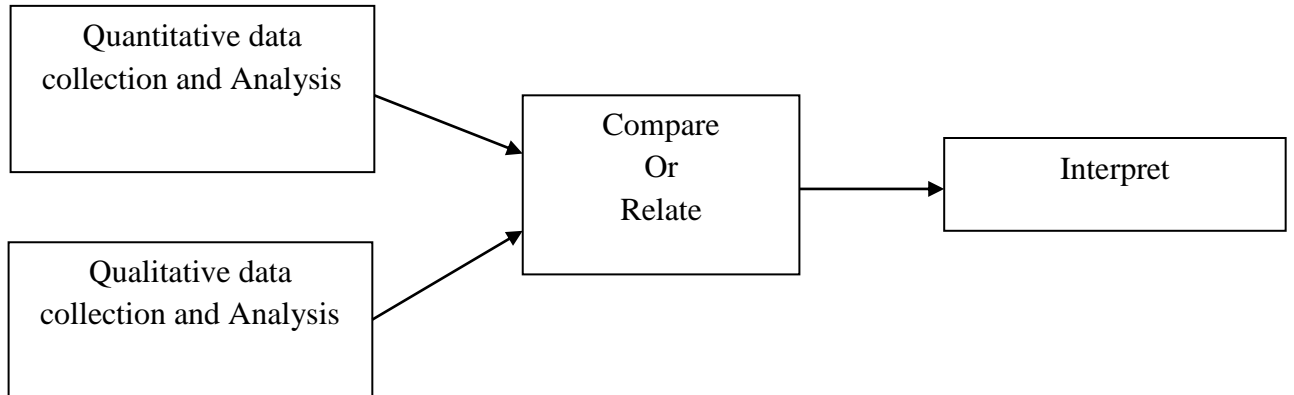
#### **3.1 Introduction**

This chapter is primarily concerned with research methodology. It focuses on the research design, study area, study population, sample size and sampling technique, data collection instruments, instrument validity and reliability, data analysis procedure, and ethical considerations.

#### **3.2 Research Design**

This research study used a mixed method approach to collect, analyze, and combine quantitative and qualitative data in a single study (Creswell, 2013). In this study, the researcher employed a convergent parallel design to collect qualitative and quantitative data separately. In this case, quantitative data was collected and analyzed separately from qualitative data from questionnaires. Additionally, qualitative data from interviews was gathered and analyzed. Following that, the two results were compared, interpreted, and discrepancies within the results explained. The method enabled the researcher to conduct a thorough theoretical analysis of a study. Additionally, the mixed method enabled the researcher to organize data sequentially and to incorporate every aspect of it into the study. Additionally, the data collected was combined into a single study, which encapsulated the themes within an overarching design that guided the entire study (Creswell, 2013). The approach enabled the study to validate both qualitative and quantitative analysis results. Additionally, it was justified because the study's objective was to use one method to inform another. The mixed method was also justified because the study examined the research hypotheses from a variety of perspectives and clarified

the unexpected findings. Additionally, it enabled the researcher to develop and test a theory. Figure 2 illustrates the Convergent parallel design:



**Figure 2:** *Convergent Parallel Design ( Creswell,2013) pg. 69*

### **3.3: Area of Study**

The study was conducted in Kenya's Siaya Sub-County. Siaya County is bounded on the north by Busia County and on the east by Kakamega County. It is located between latitudes 026° and 018° North and 33° 58° and 34° 33° East and West. The Siaya Sub-County is divided into three administrative divisions: Boro (180.1 square kilometers) with a population of 47455; Karemo (235.1 square kilometers); and Uranga (183.4 square km). The Sub County is home to 48 public secondary schools and two private secondary schools, as well as the Kenya Medical Training Institute and several universities, including Nairobi and Maseno branches (Siaya County Development Office, 2018).

Fishing, livestock keeping, and peasant farming are the primary economic activities. Maize, beans, millet, and cassava are among the crops grown. Social amenities such as dispensaries, electricity, churches, and rural access roads are distributed fairly throughout the Sub County. The area was chosen for study because TSC Sub-County Director Siaya (2018) reported on the relatively low cost of implementation.

### **3.4 Study Population**

The Siaya Sub-County Education Department (2018) reports that the Sub-County has a total of 50 secondary schools. There are 48 public schools and two private schools in this district. The study enrolled students from all 48 public secondary schools. The researcher collected data from one DQASO, one TSC Sub-County Director of Education, 48 principals, 48 assistant principals, and 727 teachers. The total population size of the study was 825.

### **3.5 Sample Size and Sampling Techniques**

Sampling is the process of selecting a sample of individuals or objects from a population in order to create a group that contains elements representative of the group's characteristics (Orodho, 2005). A sample is a discrete subset of a statistical population whose properties are examined in order to learn more about the population as a whole (Mugenda and Mugenda, 2008). Teachers were chosen using simple random sampling and stratified sampling. Simple random sampling ensures that each element has an equal and distinct chance of being chosen (Orodho, 2005). The study enrolled a total of 218 teachers. 15 Principals and 15 Deputy Principals were chosen using simple random sampling. One TSC Sub-County Director and one DQASO were chosen using a purposive sampling technique. The study involved students enrolled in public secondary schools. According to Mugenda and Mugenda (2008), the sample size is determined by the study's purpose and the population being examined.

**Table 1**  
*Sample Frame*

<b>Division</b>	<b>Teachers</b>		<b>%</b>
	<b>N</b>	<b>n</b>	<b>%</b>
Karemo	346	104	30
Boro	218	65	30
Uranga	163	49	30
<b>Total</b>	<b>727</b>	<b>218</b>	<b>30</b>

**Source: Sub-County Director Office Siaya (2018)**

### **3.6 Instruments for Data Collection**

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.

#### **3.6.1 Questionnaire**

A questionnaire is a form that is used in the design of a survey that participants complete and return to the researcher (Creswell, 2008). The participants selected responses to questions and provided basic demographic or personal information. A questionnaire is a fundamental instrument for ascertaining respondents' attitudes and opinions (Creswell, 2008). The questionnaire was used to collect data because it enabled the researcher to contact a larger sample in a short amount of time (Kombo and Tromp, 2006). Additionally, it ensured confidentiality, which resulted in more candid and objective responses. According to Creswell (2014), questionnaires allow respondents to express their views or opinions as well as make suggestions. Additionally, it was anonymous. Anonymity enabled more candid responses than would be possible in an interview. According to Orodho (2005), the primary safeguard to take with the questionnaire is to ensure the respondents' literacy levels. This aspect was addressed because the researcher

ensured that all respondents, who were secondary school principals, deputy principals, teachers, DQASO, and TSC Sub-County Director, possessed an acceptable level of literacy. In the current study, questionnaires included both open-ended and closed-ended items to elicit responses, and respondents were given the opportunity to express their views freely by participating in the study.

### **3.6.1.1 Teachers' Questionnaire (TQ)**

Six sections comprised the questionnaire for teachers. Section (A) compiled data on teachers' backgrounds. Section (B) consisted of multiple-choice questions that interrogated teachers about how teacher training affects TPAD implementation. Section (C) consisted of questions probing teachers' attitudes toward TPAD policy implementation. Section (D) included questions about the effect of reward on the implementation of TPAD policy. Section (E) questioned teachers about how principals' perceptions affect the implementation of TPAD policies, while section (F) questioned teachers about the extent to which TPAD tools were implemented. There were both closed-ended and open-ended questions on the questionnaire. Teachers' questionnaire is attached at Appendix V.

### **3.6.2 Interview Schedule**

An interview schedule is a document on which the researcher records the responses provided by the study's respondents. The researcher uses an interview guide to ask questions, listens for responses or observes behavior, and records responses on the survey (Creswell, 2012). The interview schedule was appropriate for this study because it allowed for sensitive questions to be asked and for interviewees to ask additional questions or provide comments beyond the initial questions (Kendall, 2008). Due to the

fact that the researcher scheduled the interview in advance and sampled participants typically feel obligated to complete the interview, the response rate was high (Creswell, 2012). The use of in-depth interviews enables a greater degree of flexibility in exploring new or unfamiliar concepts raised by participants (Berg, 2009). On an individual basis, one TSC Sub-County Director of Education and one District Quality Assurance and Standards Officer were interviewed. The interview schedule lasted 45 minutes to an hour. The interview took place at the Siaya Sub County TSC and Quality Assurance offices. Additionally, Principals and Deputy Principals were interviewed in their offices.

#### **3.6.2.1 Interview schedule for District Quality Assurance and Standards Officer**

The District Quality Assurance and Standards Officer were interviewed on factors affecting the implementation of TPAD policy.

#### **3.6.2.2 Interview schedule for TSC Sub County Director**

The TSC Sub-County Director of Education was interviewed on factors affecting the implementation of TPAD policy.

#### **3.6.2.3 Interview schedule for Principals**

Principals were interviewed on factors affecting the implementation of TPAD policy.

#### **3.6.2.4 Interview schedule for Deputy Principals**

Deputy Principals were interviewed on factors affecting the implementation of TPAD policy.

### **3.7 Reliability of the Instruments**

Kombo and Tromp (2006) define instrument reliability as the degree to which an instrument consistently measures whatever it is measuring. A pilot study was conducted

to determine the instruments' reliability. A pilot study is the process of testing research instruments to determine their suitability for use in a particular study area (Orodho, 2005).

As a result, the instruments were evaluated for reliability in five schools outside the sampled schools, with a total of 21 teachers participating in the pilot study. All instances of ambiguity, misinterpretation of questions, or other inadequacies identified in the pilot study responses were addressed in the final instruments. The pilot study participants provided direct feedback on the survey, and the researcher modified the survey to reflect their concerns. Because the pilot group provided feedback on the questionnaire, they were omitted from the study's final sample (Creswell, 2012).

Along with external reliability, we looked at the internal consistency of the items in each subscale of the teachers' questionnaire. Internal consistency refers to an instrument's ability to be error-free, reliable, and consistent over time and across the scale's various items (Creswell, 2014). Cronbach's alpha coefficient analysis was used to determine the questionnaire's internal consistency, as it was the most consistent test of inter-item consistency reliability for questionnaires with a Likert scale or a rating scale. The reliability of multi-item opinion items computed separately for each subscale in the teachers' questionnaires is shown in Table 2.

**Table 2:***Internal Consistency: Cronbach's Alpha Results for the Questionnaire*

Scale	No. Items	Item delegated	Cronbach's alpha	Conclusion (Reliable/Unreliable)
Teachers' training	9	1 and 9	.666	Reliable
Teachers' attitudes	5	None	.663	Reliable
Teachers' reward	5	None	.703	Reliable
Principals' perception	5	None	.853	Reliable
Implementation of TPAD	13	None	.756	Reliable
Average			.728	Reliable

**Source: Author (2019), SPSS Analysis**

As shown in Table 2, all sub-scales met the required level of internal consistency (Cronbach's  $\alpha > 0.6$ ), with the average Cronbach's alpha value of 0.728 and sub-scale reliability ranging from 0.663 (teachers' attitude questionnaire) to 0.756 (teachers' attitude questionnaire) (implementation of TPAD questionnaire). These findings corroborated Oso and Onen's (2013) and Orodho's (2009) recommendations that a coefficient of 0.60 indicates adequate reliability. Cronbach's alpha values for all subscales indicate that the instruments were sufficiently reliable for the study. However, two items (No. 1 and 9) from the subscales of the teachers' training questionnaire had to be deleted first, resulting in an increase in Cronbach's alpha and an improvement in internal consistency. As a result, the questionnaires were appropriate for data collection because they adequately measured the constructs being measured.

### **3.8 Validity of the Instruments**

Validity refers to the extent to which a study accurately reflects or evaluates the specific concept being measured by the researcher (Orodho, 2005). The instruments' face, construct, and content validity were determined by consulting two experts from the



Department of Curriculum and Educational Management at Jaramogi Oginga Odinga University of Science and Technology. After incorporating the pieces of advice, the questionnaires and interview schedules were revised and finalized. This was done to ensure content validity, which is a subset of face and sampling validity, as Creswell (2007) defines. According to Orodho (2005), content validity refers to the extent to which instruments logically measure the intended variable. Although two experts from the Department of Curriculum, Educational Administration, and Management evaluated the instruments' external validity, the internal validity of the constructs was determined by subjecting the survey data to suitability tests using the Kaiser-Meyer-Olkin (KMO) Index and Bartlett's Test of Sphericity, as explained by Hair, Anderson, Tatham, and Black (2008). The Bartlett's Test for Sphericity demonstrates the study's significance and the validity of the responses obtained in relation to the problem being addressed. The data set's internal validity was determined for each sub-scale, and the results are summarized in Table 3.

**Table 3:**

*KMO and Bartlett's Test*

Subscale	Kaiser-Meyer-Olkin (KMO Index)	Bartlett's Test for Sphericity		
		Approx. Chi-Square	Df	Sig.
Teachers' training	.736	194.459	36	.000
Teachers' attitudes	.770	145.755	15	.000
Reward	.665	407.457	10	.000
Principal's Perception	.546	218.257	10	.000
Implementation of TPAD	.624	523.520	10	.000

**Source: Survey data (2019), SPSS Analysis**

The Kaiser-Meyer-Olkin (KMO) Index and the Bartlett's Test for Sphericity results in Table 3 indicate that the questionnaire had adequate internal validity. Kaiser (1974)

suggests that the Kaiser-Meyer-Olkin index of sampling adequacy is of adequate internal validity when it is greater than 0.6. Similarly, Tabachnick and Fidell (2001) recommend that the Bartlett's Sphericity test statistic be less than 0.05 to ensure sufficient internal validity. The Bartlett's test for sphericity is significant ( $p=0.001$ ,  $p=0.000$ ), and the Kaiser-Meyer-Hold Olkin indexes are all greater than 0.6 for all questionnaire subscales. Following that, it was appropriate to conclude, based on the results, that the data had adequate internal validity and thus were suitable for further analysis.

### **3.8.1: Common Method Bias**

The term "common method bias" refers to when responses vary as a result of the instrument rather than the respondents' actual predispositions, which the instrument is attempting to reveal. Spector (2006) explains that CMB is the measurement error multiplied by the sociability of respondents who may provide a positive response in order to cast them in a favorable light. In this study, data for both the independent and dependent variables were collected concurrently from the same respondents, raising the possibility of common method bias, which could result in a false sense of internal consistency adequacy. As a result, the analysis's findings may be tainted by the error introduced by the biased instruments. As a result, the study tested for CMB using Harman's single factor score, as explained by Podsakoff, MacKenzie, and Podsakoff (2012). The total variance for the single factor computed using principal axis factoring was 23.1 percent, which was significantly less than 50%. This indicated that no single factor accounted for the majority of the variance, indicating that common method bias was not an issue in the study.

### **3.9 Data Collection Procedures**

Before the researcher went out into the field to collect data, he obtained a letter from the Director of the School of Postgraduate Studies at Jaramogi Oginga Odinga University of Science and Technology indicating that he was prepared to conduct the research. This was then forwarded to the National Commission for Science, Technology, and Innovation, along with two copies of the proposal that had been duly signed by the two supervisors and stamped by the Head of Department Educational Administration and Management. The researcher was then issued a research authorization letter by the National Commission for Science, Technology, and Innovation. This was then forwarded to the Siaya County and Siaya Sub-County Directors of Education, who upon receipt of the letter granted the researcher permission to conduct research in public secondary schools in Siaya Sub-County. Two weeks prior to the researcher's visit to the sampled schools, letters informing them of the intended research were sent. Before the research began, three visits were made to the sampled schools for introductions and to schedule appointments with principals. The first visit was to familiarize the researcher with the respondents and to explain the study's purpose. The questionnaires were delivered by hand to the respondents, who were instructed to complete them independently. Arrangements were then made for the collection of the completed questionnaires. The researcher interviewed Principals, Deputy Principals, the TSC Sub-County Director, and the District Quality Assurance Officer face to face. The interview lasted between 45 and 60 minutes. Four months were spent collecting data.

### 3.10 Data Analysis

Quantitative and qualitative data were analyzed.

#### 3.10.1: Quantitative Data Analysis

Following data collection, descriptive statistics such as frequency, percentages, and means were used to analyze the data quantitatively. The quantitative data from questionnaires' closed-ended sections were analyzed using frequency counts, percentages, and means. Additionally, we used linear regression to examine the relationships between the independent and dependent variables.

**Table 4:**  
*Quantitative Data Analysis Matrix*

	<b>Objectives</b>	<b>Independent variables</b>	<b>Dependent variable</b>	<b>Methods of Data Analysis</b>
i.	To determine how teacher training affects the implementation of teacher performance appraisal policy in secondary schools in Siaya County	Teacher training	implementation of Teachers' performance appraisal and development policy	frequency percentage Linear Regression Analysis
ii.	To find out how reward affects the implementation of teacher performance appraisal policy in secondary schools in Siaya Sub County	Reward	implementation of Teachers' performance appraisal and development policy	frequency percentage Linear Regression Analysis
iii.	To examine how teachers' attitude affect the implementation of teacher performance appraisal policy in secondary schools in Siaya Sub County	Teachers' attitude	implementation of Teachers' performance appraisal and development policy	frequency percentage Linear Regression Analysis
iv.	To examine how principals' perception affect the implementation of teacher performance appraisal policy in secondary schools in Siaya Sub County	Principals' perception	Implementation of Teachers' performance appraisal and development policy	frequency percentage Linear Regression Analysis

### 3.11 Diagnostic Tests

The study examined the data collected to determine its suitability for ANOVA and regression analysis. This was accomplished by testing the normality, multicollinearity, independency, heteroscedasticity, and homoscedasticity assumptions.

#### 3.11.1 Normality Test Results

In accordance with Tabachnick and Fidell's (2001) recommendation, the study employed the Shapiro-test Wilk's (S-W) to formally investigate the variables' normality. Tabachnick and Fidell (2001) advocated for the use of the Shapiro-Wilk test for small and medium samples with a maximum of  $n = 2000$ . S-W is the correlation between a set of data and its normal scores, with S-W equal to 1 when their correlation is perfectly normal. This means that an S-W value significantly less than 1 implies a violation of the normality assumption. However, when Shapiro-Wilk (S-W) is less than 0.05, the data is considered normal. Table 5 is the SPSS output containing the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests.

**Table 5:**  
*Tests of Normality of the data set*

	Shapiro-Wilk		
	Statistic	Df	Sig.
Teachers' Training	.992	185	.379
Reward	.953	185	.221
Teachers' Attitudes	.966	185	.023
Principals' Perception	.950	185	.200
Implementation of TPA Policy	.991	185	.312

**Source: Survey data (2019), SPSS Analysis**

Table 5 indicates that the variables "teachers' attitude" violate normality (S-W test statistics =.023). In that regard, this variable had to be transformed in order to eliminate the skewness present in the original data prior to being used in inferential statistics.

However, it was clear that the other variables followed normal distribution because no statistically significant differences were observed between any of the variables and their corresponding normal scores, that is, their sig. values exceeded the prior set value of 0.05. This implied that the assumption of normalcy had been met.

### 3.11.2: Assumptions of Multi-Collinearity

According to Oso and Onen (2013), multi-collinearity exists when a predictor variable in a multiple regression model can be accurately predicted linearly from the other variables. Hair, Anderson, Tatham, and Black (2004) also define multicollinearity as an abnormally high level of intercorrelation among the independent variables, such that the independent variables' effects on the dependent variable cannot be disentangled. Although correlation matrixes are frequently used to investigate the pattern of intercorrelation between variables, their use in this case was insufficient. Thus, the study examined the assumption of multi-collinearity by examining tolerance and the Variance Inflation Factor (VIF). SPSS output indicating tolerance and Variance Inflation Factors is shown in Table 6.

**Table 6:**

*Tolerance and Variance Inflation Factor (VIF) Statistics*

Model	Collinearity Statistics	
	Tolerance	VIF
1	Teachers' Training	.957
	Reward	.972
	Teachers' Attitudes	.979
	Principals' Perception	.989

*a. Dependent Variable: Implementation of TPAD Policy*

**Source: Survey data (2019), SPSS Analysis**

According to Gravetter and Wallnau (2000), tolerance is the proportion of variance in a predictor that cannot be explained by other predictors. Similarly, Tabachnick and Fidell (2001) state that a small tolerance value indicates that the variable being considered is

nearly a perfect linear combination of the other independent variables already included in the model and should not be included in the regression equation due to its insignificant contribution. The tolerance of the variable is  $1-R^2$ , and VIF is its reciprocal. According to Tabachnick and Fidell (2001), it may be necessary to investigate a variable with tolerance values less than 0.10 and a VIF value greater than 10. Collinearity conditions were met, as each variable had an adequate tolerance (tolerance value  $>.10$ ) and Variance Inflation Factor (VIF) of 10, indicating that no violation of the multi-collinearity assumptions required for multiple regression analysis occurred.

### 3.11.3: Test for Independence of Observations

According to Creswell (2014), the assumption of independence means that the observations in the sample are unrelated to one another, which means that the measurements for each sample subject are uninfluenced or unrelated to the measurements of the other subjects. As recommended by Gravetter and Wallnau (2000), the Durbin Watson test was used to determine whether the regression assumption of independent observations was met, as indicated in Table 7.

**Table 7:** *Test of Independence: Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.851 <sup>a</sup>	.725	.719	.15445	1.634

*a. Predictors: (Constant), Principals' Perception, Teachers' Attitudes, Teachers' Reward, Teachers' Training*

*b. Dependent Variable: Implementation of TPAD Policy*

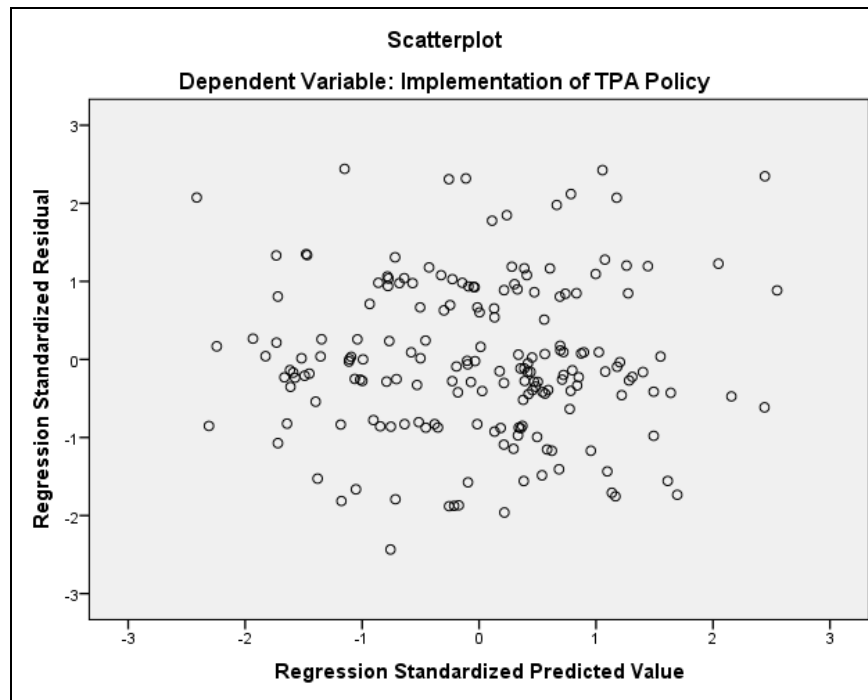
Source: Survey data (2019), SPSS Analysis

Gravetter and Wallnau (2000) assert that the Durbin-Watson statistic should be between 1.5 and 2.5 if subsequent observations are unrelated. As shown in Table 7, the Durbin-

Watson statistic, 1.634, is within the range of 1.5 to 2.5, indicating that the data were not autocorrelated and thus the assumption of independence was not violated.

### 3.11.4: Test for Heteroscedasticity

Additionally, the study examined the assumption of heteroscedasticity, which refers to a situation in which the error term is constant across all independent variable values. Gravetter and Wallnau (2000) assert that if a model is well-fitted, the residuals plotted against the fitted values should be devoid of pattern. The variance of the residuals is said to be heteroscedastic if it is not constant. This was demonstrated graphically in Figure 3 by fitting residuals versus fitted (predicted) values.



**Figure 3.2:** Scatterplot of standardized residuals against standardized predicted values

**Source:** Survey data (2019), SPSS Analysis



As illustrated in Figure 3, the data points formed a pattern-free cloud of dots indicative of heteroscedasticity. According to Hair, Anderson, Tatham, and Black (2008), heteroscedasticity is revealed when the scatter is not even and lacks discernible patterns. Given the existence of a discernible pattern in the figure, the assumption of heteroscedasticity, which refers to equal variance of errors across all levels of independent variables, was not violated. This implies that the assumption that errors were distributed uniformly across variables was maintained, implying that the variance around the regression line was constant for all values of the predictor variables.

### **3.12: Qualitative Data Analysis**

Qualitative data analysis, according to Kombo and Tromp (2006), entails developing a detailed description of each case and situating it within its context. Thematic analysis was used to analyze the qualitative data gathered during the interviews (Blaxe, Hughes & Tight, 2006). The content of qualitative data from interviews was analyzed by classifying it into themes and sub themes as they emerged from the data, then tabulating and presenting it in quoted words or phrases.

The following steps were employed in thematic analysis; (Braun & Clarke, 2006)

- i. Data familiarity-The researcher read and re-read the data to familiarize with the depth and breadth of its content and identified themes. The researcher also included transcription of verbal data into written form.
- ii. Creating initial codes-The researcher created codes for identified themes.
- iii. Sorting themes-The researcher sort and combined themes to form overarching themes from the entire set of data. A miscellaneous theme was created to house patterns that may not seem to fit but could be incorporated later.

- iv. Reviewing- The researcher recombined major themes taking into account the validity and accuracy in reflecting meaning evident in the data set. Missed data was coded at this level.
- v. Defining/ naming themes- The researcher identified the essence of each theme and the aspect of data it captured in relation to the research questions for each theme.
- vi. Reporting- The researcher wrote a report with clear extracts of examples to tell the story of the data convincingly, logically and without repetition.

### **3.13 Ethical Considerations**

This document addressed a number of ethical concerns (Creswell 2012). Each respondent signed a consent form prior to the interview (see appendix IV). The consent form discussed the steps that would be taken to protect respondents from harm and detailed the procedures for maintaining the confidentiality of the data. Although the questionnaires used contained personal information, the researcher prioritized the respondents' privacy and confidentiality, as well as the information obtained from them. Except for the aggregated report on data analysis, no information was to be made public without the respondent's consent. Prior to beginning the interview, participants reviewed the consent form and were given the opportunity to ask questions about the study and procedures. The consent form (see appendix IV) included information about the study's purpose, voluntary nature, risks, benefits of participation, confidentiality, and contact information for the schools. Each participant was informed that they had the right to terminate the interview at any point during the process. Following the research process, a letter of appreciation was sent to each institution from which the study population was drawn to express gratitude for all respondents' participation.

## CHAPTER FOUR

### 4.0 RESULTS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents data presentation, analysis of results and discussions of the findings of the study under the following major themes based on the objectives of the study.

#### 4.2: Response Rate

Table 8, which shows the summary of return rate of questionnaires from the teachers' respondents, revealed that the questionnaires were adequate for the study.

**Table 8:**  
*Questionnaire Return Rate*

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

**Source: Survey data (2019)**

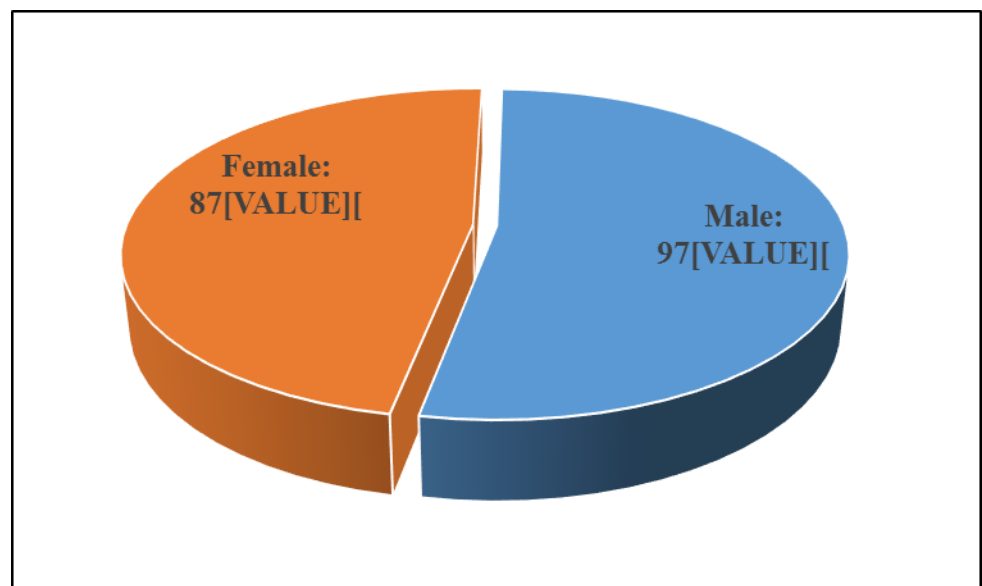
The questionnaires were distributed to 218 randomly selected teachers from Siaya Sub-County. 184 of them returned their questionnaires, translating to an 84.4 percent response rate. Stangor (2008) and Creswell (2014) recommend that a response rate of 50% is adequate, 60% is acceptable, and 70% or greater is excellent for survey data analysis. In light of this assertion, the response rate of 84.4 percent in the current study was excellent and sufficiently representative of the target population. The high response rate was attributed to the fact that the researcher personally administered the questionnaires to the respondents, who were informed in advance of the study's purpose and objectives. Additionally, it was due to additional efforts made in the form of visits to respondents to complete and return questionnaires; the researcher also made follow-up calls to clarify questions and prompt respondents to complete the questionnaires.

### 4.3 Background and Demographic information

The study sought to elicit background information about the respondents in order to determine whether they were sufficiently representative of their demographic characteristics to allow for generalization of the study's findings. Gender, age, professional qualification, length of stay at current station, and school category were all examined.

#### 4.3.1 Gender of the Respondents

Figure 4 shows the summary of the gender distribution among the teachers in Siaya Sub-County.



**Figure 4:**  
*Gender Distribution of the Teachers*  
**Source: Survey data (2019)**

It was clear that there was a gender imbalance in teacher numbers, with males accounting for a greater proportion. This was reflected in the demographic analysis results, which indicated that more than half (52.7%) of the teachers sampled for the survey were male, while only 47.3 percent were female. Given that the sampling procedures used in this

study ensured that both genders had an equal opportunity to participate, it is reasonable to conclude that males dominate secondary school teaching in Siaya Sub-County. However, because both genders were represented in the study, the findings can be generalized because they reflect gender perspectives.

#### 4.3.2: Age of the Respondents

The study explored the age of the respondents and the findings were summarized as in Table 9.

**Table 9:**

*Respondents' Age (n=184)*

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

**Source: Survey data (2019)**

According to the survey results, the majority (46.7 percent) of teachers in the Sub-County are between the ages of 36 and 45. 40.2 percent of respondents were under the age of thirty-six years. On the other hand, those over the age of 45 constituted only 13.0 percent. This indicates that the majority of teachers in Siaya Sub-County are still under the age of forty-five.

#### 4.3.3: Professional Qualification of the Respondents

The study sought to examine the respondents' professional qualification and the findings were summarized in Table 10.

**Table 10:**  
*Respondents' Professional Qualifications (n=184)*

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	24	13.0
B.ED	148	80.4
Masters and above	12	6.5
Total	184	100.0

**Source: Survey data (2019)**

According to the survey results, a sizable majority (80.4 percent) of teachers in Siaya Sub-County hold a bachelor's degree in education. Teachers with a diploma in education made up 13.0 percent of those surveyed, while only a small percentage had a master's degree or higher (6.5 percent) or ATS in education (4.3 percent ). This finding indicates that the majority of teachers in the sub-county possessed the necessary professional qualifications to implement the teacher performance appraisal development policy effectively. Nonetheless, because respondents with a range of educational backgrounds were included in the study, the findings could be generalized to all teachers in the Sub-County with very little caution.

#### **4.3.4: Length of Stay in the Current School**

Table 11 summarizes the teachers' years of service at their current school. This was necessary to ascertain respondents' level of comprehension of the teacher performance appraisal development policy, as well as the factors affecting its implementation in the school.

**Table 11:***Respondents' length of stay in the current school (n=184)*

<b>Length of Stay</b>	<b>Frequency</b>	<b>Percent</b>
1-3 Yrs	32	17.4
4-6 Yrs	74	40.2
7-9 Yrs	64	34.8
10Yrs and above	14	7.6
<b>Total</b>	<b>184</b>	<b>100.0</b>

**Source: Survey data (2019)**

In terms of the number of years teachers had worked in their current schools, the study's findings indicated that teachers had a range of years in their current schools. This was demonstrated by the fact that, while the majority of sampled teachers (40.2 percent) had 4-6 years of experience in their current school, others had varying years of experience. For example, 17.4 percent had 1-3 years of experience, 7.6 percent had taught at the same school for ten or more years, and roughly one in every three (34.8 percent) had 7-9 years of experience. This indicated that a sizable proportion of respondents had worked at their stations long enough to respond appropriately to questionnaire questions about factors affecting the implementation of teacher performance appraisal and development policy.

#### **4.3.5: Category of Schools**

The study sought to find out the category of schools whose teachers had taken part in the survey. This has been summarized in Table 12.

**Table 12:***Category of school (n=184)*

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
National	8	4.3
Extra-County	30	16.3
County	48	26.1
Sub-County	98	53.3
<b>Total</b>	<b>184</b>	<b>100</b>

**Source: Survey Data (2019)**

As shown in Table 12, the study included all school categories in Siaya Sub-County. In comparison, Sub-County schools had the highest representation (53.3 percent), while National schools had the lowest representation (4.3 percent). This was not surprising, given that the majority of schools in the study area were Sub-county schools, with only one National school. Nonetheless, because all categories of schools were represented in the study, the findings were easily generalizable to all schools.

#### **4.4: Effect of Teacher Training on the Implementation of TPAD Policy**

The study's first objective was to determine the effect of teacher training on the implementation of TPAD policy. This was determined through the use of a Likert-scaled itemed questionnaire with response options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) (Strongly Agree). As shown in Table 13, their responses were summarized in percentages, frequencies, and means.



**Table 13:***Percentages ,Frequencies and Means- 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>
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
TSC need to organize teacher induction sessions for newly posted teachers on TPAD implementation.	62 (33.7%)	44 (23.9%)	19 (10.3%)	37 (20.1%)	22 (12.0%)	3.47
Appraisers have been properly trained on TPAD appraisal	40 (21.7%)	32 (17.4%)	22 (12.0%)	33 (17.9%)	57 (31.0%)	2.81
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
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
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
Teachers adequately understand TPAD policy	27 (14.7%)	22 (12.0%)	12 (6.5%)	72 (39.1%)	51 (27.7%)	2.41
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 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
Mean average level of training on TPAD						2.75

**Source: Survey Data (2019)**

The study's findings indicated that teacher performance appraisal training was relatively scarce among secondary school teachers in Siaya Sub-County. This was demonstrated by a mean rating of 2.75 on a 1 to 5 scale, with the indicators receiving ratings ranging from 2.20 to 3.86. According to the study's findings, teachers agreed almost unanimously that TSC needed to strengthen teacher training on how to implement the performance appraisal process for teachers. This was reflected in a mean rate of 3.86, with a significant majority of 138 (75%) respondents agreeing that TSC should strengthen teacher training on TPAD policy, 39 (21.2%) respondents disagreeing, and 7 (3.8%) respondents remaining neutral. This finding is consistent with Armstrong and Baron's (2005) finding that both supervisors and supervisees should receive performance appraisal training to gain a basic understanding of the importance of performance appraisal. Cascio (2010) and Kohli (2009) concur, stating that adequate performance appraisal training should be provided to employees to ensure the program's success.

Additionally, respondents suggested that TSC should organize teacher induction sessions on TPAD implementation for newly assigned teachers, with a mean of 3.47. 106 (57.6 percent) confirmed the necessity of induction, while 19 (10.3 percent) remained undecided. The finding is consistent with Allubbe (2015), who observed that the majority of respondents strongly agreed that teacher training was critical for improving performance appraisal implementation in schools.

Furthermore, when the study inquired as to whether appraisers had received adequate training on TPAD appraisal, it was discovered that the majority of teachers (48.9 percent) held a general belief that appraisers lack adequate training on the policy, while only 40 (21.7 percent) of respondents were in strong agreement and 32 (17.4 percent) were in

agreement that appraisers had received adequate training, indicating a mean training rating of 2.81. However, 22 (12.0 percent) of them were uncertain about the appraisers' training. This finding is consistent with Ndirangu and Waiganjo (2013), who concluded that a lack of appraiser training harmed the implementation of performance appraisal in public secondary schools in Kenya. Notably, Watuma (2012) found a positive and significant relationship between appraiser training and performance appraisal implementation.

Indeed, nearly three out of five 103 (59.8 percent) of respondents rejected the notion that only principals had been trained on TPAD implementation. Only 70 (38.0 percent) of them accepted that only principals had received TPAD training, while 22 (12.0 percent) remained undecided, resulting in a mean rating of 2.67. This finding contradicts the findings of Lutwama et al. (2013), who concluded that performance management is used in the health sector. However, it was implemented with flaws, including a lack of professional training.

Similarly, with a mean rating of 2.62, only 56 (30.5 percent) of teachers surveyed agreed that the objectives of performance appraisal are clear to them. While a sizable proportion 102 (55.4%) of them insisted that the objectives of performance appraisal are unclear to them, 26 (14.1%) were unsure whether or not the TPAD objectives are clear to them. This finding is consistent with Azman, Noor, and Awangku (2011), who noted that managers conducting performance appraisal exercises must possess certain skills, such as counseling and rating, in order for the exercise to be successful. However, Gudyanga, Shumba, and Wadesango (2014) reported that in Zimbabwe, a performance appraisal

policy was in place, but it was not documented for all implementers, and thus administrators and teachers were unaware of the performance appraisal model.

Although 60% (32.6%) of respondents strongly disagreed, 60% (32.6%) agreed that teacher training on TPAD can be effective if it is conducted on a continuous basis at the school level. In Zimbabwe, a study conducted by Gudyanga, Shumba, and Wadesango (2014) recommended that policymakers ensure that performance appraisal policies are made available in all stations where the system is used and that more seminars are held at the school level and are also used as an assessment at teacher training colleges. Similarly, when asked whether teachers truly understand the performance appraisal policy, the study found that 72 (39.1 percent) disagreed and 51 (27.7 percent) strongly disagreed that they do, while only 22 (12.0 percent) confirmed and 27 (14.7 percent) strongly confirmed that they do. A mean rating of 2.41 reflected this. According to Robbins (2003), a lack of understanding of the performance appraisal process can result in a great deal of confusion among individual workers at all levels.

As the majority of 128 (69.5 percent) of sampled teachers believed that TPAD is not simplified and thus teachers require performance appraisal training, some 47 (25.6 percent) indicated that the TPAD policy is simplified and thus teachers do not require any training, while 9 (4.9 percent) remained undecided, resulting in a mean-rating of 2.20. According to Assish Jugmohun (2018), factors such as teacher training have an effect on the effectiveness of a performance appraisal system's adoption in an organization.

On the question of whether teachers were adequately prepared for self-evaluation, the survey found that while 19 (10.3 percent) of respondents strongly agreed and 24 (13.0 percent) agreed that teachers were adequately guided in their school on how to prepare

for and conduct self-review appraisals, the majority of respondents disagreed, with 49 (26.6 percent) disagreeing and 80 (43.5 percent) strongly disagreeing that their teachers were adequately prepared. This finding is consistent with Greenberg (2006), who demonstrated that well-trained appraisers are capable of accurately evaluating subordinates' performance. Armstrong and Baron (2005) concurred, stating that both supervisors and supervisees should receive performance appraisal management training to gain a basic understanding of the value of performance appraisal.

Qualitative findings from participants indicated that administrative training was primarily conducted through workshops for deputy principals and principals. According to the respondents, the Ministry of Education and the Teachers Service Commission held workshops to train secondary school leaders on various occasions. This was deemed beneficial in terms of developing the capacity of principals and deputy principals to manage their schools.

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)

According to the interview excerpts above, workshops were found to be less effective at implementing the performance appraisal system. This was due to teachers' attitudes toward the appraisal's implementation. This finding is consistent with Assish Jugmohun's (2018) finding that teacher training has an effect on the effectiveness of a performance management system's adoption in an organization. On the other hand, the findings

contradict Berman (2005)'s assertion in the Indian experience that successful implementation of the performance appraisal system (PAS) is both the appraisee's and appraiser's responsibility.

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*“Deputy Principals and principals do induct the teachers regularly on the implementation of teachers’ performance appraisal system. This has made some of 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 are well informed on the implementation although there is a low response from the teachers”* (Deputy Principal, 8)

The interview excerpts above indicate that principals and deputy principals are making induction efforts to improve teacher performance appraisal implementation. This has also been viewed as less effective in terms of teacher performance appraisal implementation. This finding corroborates the findings of Falola, Osibanjo, and Ojo (2014), who established a strong link between training and development, employee performance, and competitive advantage. Similarly, Kohli (2009) asserted in the Indian context that

successful implementation of the PAS is both the appraisee's and appraiser's responsibility.

Another recurring theme was teachers' attendance at seminars organized by officials from the Ministry of Education and the Teachers Service Commission. This was deemed to be the most effective method of training teachers on how to implement the performance appraisal system for teachers. Teachers were reportedly taken to seminars for several weeks and instructed on various aspects of appraisal implementation. According to some participants:

*“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 and mathematics 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)

According to the interview excerpts, the use of seminars for teachers aided in the implementation of the teacher performance appraisal system. To a certain extent, teachers gained knowledge through the appraisal process. This finding contradicts Onyango (2013), who discovered that factors affecting employees' perceptions of the performance appraisal process at the National Housing Corporation included insufficiently accurate feedback during the appraisal process, infrequent performance appraisals, favoritism and nepotism by inexperienced raters, setting of unrealistic targets, a deficient reward system, and failure to implement supervisors appraisals. However, the finding is consistent with Watuma (2017), who found a significant relationship between appraiser training and performance appraisal implementation.

Qualitative findings from interviews with school principals regarding the effect of training on the implementation of teacher appraisal and development policies were also included. The overwhelming majority of principal respondents reported that teacher training on TPAD had had little effect on how the appraisal policy was implemented. According to some respondents, the TPAD policy was replete with theoretical components that did not contribute to the school's overall mission; others believed that only science and mathematics teachers benefited from subject-specific training.

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 it is 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)

Per the interview excerpts above, the majority of principals believe that the TPAD policy is ineffective among teachers. The principals believed that the appraisal system was not developed in consultation with teachers at the outset, contributing to teacher negativity. The system was clogged with paper work that had nothing to do with the school's stated



goal of enhancing students' academic achievement. As a result, teachers viewed the system negatively and it did not improve implementation to expected levels in schools. One could conclude that the majority of principals held a negative view of the appraisal system insofar as it was implemented in their schools. This indicated that the TSC did not consult widely with relevant stakeholders when developing the tool for evaluating teachers in schools.

Greenberg (2006), on the other hand, demonstrated that well-trained appraisers were capable of accurately evaluating subordinates' performance. Similarly, Alubbe (2017) discovered that the majority of respondents strongly agreed that teacher training was critical for improving performance appraisal implementation in schools. Additionally, Assish Jugmohun (2018) discovered that factors such as teacher training have an effect on the effectiveness of an organization's performance management system adoption. Akinyele (2010) also discovered in Nigeria that the effectiveness of Performance Appraisal Systems in private universities was dependent on employee training in rating and appraising the system. Similarly, Nuwagaba (2017) found that the most important factor affecting the implementation of staff performance appraisals was the appraisers' and appraisees' training.

Additionally, the qualitative findings from the TSC Sub-County Director and Sub-County Quality Assurance and Standards Officer regarding the effect of teacher training on the implementation of the teacher appraisal and development policy were reported. The participants reported that teachers were still receiving training on the appraisal policy. The respondents indicated that training had occurred at various levels, but that more

needed to be done in terms of allocating additional time to train everyone on the appraisal policy's implementation.

The participants reported that:

*“The principals, deputies and teachers have been trained on the appraisal policy 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 science and mathematics teachers on TPAD and the principals and deputy principals but there is low progress in the implementation of the appraisal in schools. We have teething problems which are still being worked on.* (Sub-County Quality Assurance and Standards Officer)

According to the interview excerpts above, respondents believed that instructors lacked the training and knowledge to comprehend and apply performance appraisal in their schools. This study is consistent with Akinyele (2010)'s findings in Nigeria, where he discovered that the efficacy of Performance Appraisal Systems in private universities is contingent upon training personnel who are responsible for grading and appraising the system. Similarly, Nuwagaba (2017) found that the most critical factor determining the implementation of staff performance appraisals was the training of appraisers and appraisees. Similarly, Alubbe (2017) found that the majority of respondents strongly felt that teacher training was a critical aspect in boosting performance appraisal implementation in schools.

Notably, the Principals, Deputy-Principals, TSC Sub-County Director, and DQASO all agreed that Principals and Deputy-Principals had been instructed and were responsible for inducting and evaluating teachers on TPAD implementation, a role they did with limited success. According to the teachers, the appraisers received insufficient training on

the TPAD policy and so failed to adequately guide them in preparing and conducting self-review appraisals. As a result, both sides agreed that TSC's teacher training on TPAD policy implementation needed to be strengthened.

#### **4.4.1. Effect of Teacher Training on the Implementation of TPAD Policy**

The purpose of this study was to determine the effect of teacher training on the implementation of teacher evaluation and development policies in public secondary schools. The effect was determined by testing the following hypothesis:

*There is no statistically 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 teacher education levels and the execution of teacher performance appraisal and development policies have been converted to a continuous scale. All negative statements were rephrased in such a way that high scale ratings reflected a high perceived level of teacher training on the application of teacher performance appraisal and development policies, and vice versa. The mean responses across a set of questions on the Likert scale for each item were computed in order to construct an approximately continuous variable suited for the use of parametric data, as outlined by Johnson and Creech (1983) and

Sullivan and Artino (2001). (2013). The significance level (p-value) was set to 0.05, so that if the p-value was less than 0.05, the null hypothesis was rejected and the conclusion that a significant difference exists was reached. If the p-value is greater than 0.05, it is determined that there is no significant difference. The coefficients values for the regression model examining the effect of teacher training on the implementation of teacher performance appraisal and development policies are shown in Table 14.

**Table 14:**

*Coefficients-Effect of Teacher Training on the Implementation of TPAD Policy*

Model	Unstandardize		Standardized	T	Sig.	95.0% Confidence	
	d Coefficients					Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.271	.090		25.134	.000	2.093	2.449
Teachers' Training	.223	.031	.475	7.302	.000	.163	.284

***Dependent Variable: Implementation of TPAD Policy***

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

***Implementation of TPAD policy = 2.271 + 0.223x + error term.***

According to the model, the slope coefficient for teacher training was 0.223 within a 95 percent confidence interval of (.163,.284), meaning that the degree of implementation of teacher performance appraisal policy improves by 0.223 units for every unit of teacher training improved. Similarly, increasing teacher training by one standard deviation results in a 0.475 standard deviation improvement in teacher performance appraisal policy implementation.

It was obvious that the explanatory variable, teacher training, had a significant p-value (p=.000 0.05), meaning that there was sufficient evidence to reject the null hypothesis that  $1 = 0$ . As a result, the null hypothesis that "teacher training has no statistically significant effect on teacher performance appraisal and development policy

implementation" was rejected. Thus, it was found that teacher training had a statistically significant effect on teacher performance rating and development policy implementation. However, in accordance with Tabachnick and Fidell's proposal, analysis of variance was used to determine whether teacher training was a significant predictor of teacher performance appraisal and development policy implementation (2001), as shown in Table 15.

**Table 15:**

*ANOVA- Effect of Teacher Training on Implementation of TPAD Policy*

<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
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 TPAD Policy*

*b. Predictors: (Constant), Teacher Training*

There was sufficient evidence in the ANOVA output to establish that the slope of the population regression line is not zero, implying that teacher training is a significant predictor of teacher performance appraisal policy implementation in secondary schools  $F(1, 183) = 53.324, p = .000 < 0.05$ . Thus, it was confirmed once again that teacher training had a statistically significant effect on the execution of teacher performance rating and development policies. Table 14 confirms the existence of a positive, albeit weak, correlation ( $R = 0.475$ ) between teacher training and the implementation of teacher performance appraisal and development policies, with higher levels of teacher training being associated with the implementation of teacher performance appraisal policies and vice versa.

**Table 16:***Regression Model- Effect of Teacher Training on the Implementation of TPAD Policy*

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.475 <sup>a</sup>	.226	.221	.25688

*Predictors: (Constant), Teacher Training*

The model revealed that teacher training accounted for 22.1 percent of the variation in and implementation of teacher performance appraisal and development policies across secondary schools, as indicated by Adjusted R<sup>2</sup>=.221. This finding showed that variance in teacher training accounts for approximately 22% of the difference in teacher performance rating and development policy implementation.

#### **4.5 Effect of Teachers' Attitude on the Implementation of TPAD Policy**

The study's second purpose was to determine the effect of instructors' attitudes on the implementation of TPAD policy. This was investigated using a Likert scale questionnaire with response options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) (Strongly Agree). As indicated in Table 17, their replies were summarized in percentages, frequencies, and means.

**Table 17:***Percentage, Means and Frequencies Responses on Teachers' Attitudes on TPAD*

<b>Indicators of teachers' attitude</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
Teachers feel that the TPAD policy should be revised.	81 (44.0%)	57 (31.0%)	19 (10.3%)	16 (8.7%)	11 (6.0%)	3.98
Teachers' attitude is a significant factor in the implementation of TPAD policy	52 (28.3%)	67 (36.4%)	24 (13.0%)	29 (15.8%)	12 (6.5%)	3.64
Teachers have raised complaints on implementation of TPAD policy.	74 (40.2%)	43 (23.4%)	23 (12.5%)	13 (7.1%)	31 (16.8%)	3.63
Teachers feel that TPAD should be scrapped.	67 (36.4%)	53 (28.8%)	20 (10.9%)	12 (6.5%)	32 (17.4%)	3.60
Teachers feel that TPAD is not necessary and it adds no value to teaching	55 (29.9%)	61 (33.2%)	27 (14.7%)	20 (10.9%)	21 (11.4%)	3.59
Teachers have embraced the implementation of the TPAD policy	10 (5.4%)	24 (13.0%)	18 (9.8%)	76 (41.3%)	56 (30.4%)	2.22
Mean average level of teachers' attitude						3.44

**Source: Survey Data (2019)**

The survey's findings indicate that, on average, instructors have a negative view about the implementation of teachers' performance appraisal policies. This was reflected in an overall mean attitude of 3.44 on a 1 to 5 scale. Indeed, the majority of teachers believe that the TPAD policy should be amended, with 81 (44.0 percent) strongly agreeing and 57 (31.0 percent) concurring. Only 27 (14.7 percent) of the sampled teachers rejected the argument that the TPAD policy should be altered, but 19 (10.3 percent) were indecisive, resulting in a mean attitude rating of 3.98. This is consistent with Mugwe's (2014) study,

which concluded that performance appraisal processes should be revisited to improve their effectiveness. Similarly, Odhiambo (2005) underlined the importance of revising and improving teacher assessment programs, which are frequently perceived as punishing rather than progressive by the majority of instructors.

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Moreover, findings indicated that the majority of instructors have voiced concerns about the implementation of the TPAD policy, as indicated by 74 (40.2 percent) and 43 (23.4 percent) respondents who strongly agreed and agreed with the statement, respectively. This finding is consistent with Odhiambo's (2005) discovery that people's views about appraisal were characterized by complaints and discontent, even when they appeared to have a favorable attitude toward appraisal. Similarly, Farah (2018) stated that the majority of respondents believed performance appraisal had no effect on their job productivity because work productivity was determined by other factors such as



motivation, in-service training, and clear promotion processes. On the contrary, Shukran (2018) found that instructors reported high levels of professional commitment and work satisfaction when their performance was appropriately explained and monitored.

Additionally, the study's findings indicated that a sizable majority of teachers believed that TPAD should be eliminated entirely. This was demonstrated by the fact that the majority of 120 (65.2 percent) of the sampled teachers believed the TPAD regulation should be abolished entirely. However, although 20 (10.9 percent) of the sampled instructors were hesitant, just 44 (23.9 percent) others believed that TPAD should not be eliminated, resulting in a mean attitude of 3.60. This outcome is in contrast to Farah's (2018) study, which discovered that instructors' overall assessment of the tool was good and that it was highly effective at reaching the aim for which it was intended.

Additionally, it was shown that many teachers believe that TPAD adds no value to the educational process. This was mirrored in the fact that 55 (29.9 percent) and 61 (33.2 percent) of teachers strongly agreed and agreed that TPAD was unnecessary because it offered no value to instruction. Only 41 (22.3%) of respondents (mean=2.22) indicated that TPAD was necessary and brought value to instruction, although 27 (14.7%) remained undecided on this topic. This conclusion is consistent with Monyatsi, Steyn, and Kamper (2016), who reported that teachers' attitudes toward appraisal were negative, with teachers believing it was ineffective at assessing their performance. Stecher, Holtzman, and Hamilton (2012), on the other hand, reported that teachers considered the new evaluation system as highly beneficial.

Finally, when the study sought to ascertain whether or not teachers had fully embraced TPAD in their classrooms, it was discovered that only a minority 34 (18.4 percent) of secondary school teachers in Siaya Sub-County had fully embraced the TPAD policy, while the majority 132 (71.7 percent) had not. This conclusion contradicts Donaldson's (2012) finding that instructors were most happy about the evaluation system because it allowed them to set and work toward their own individualized goals.

Qualitative data on how teachers' attitudes influenced the TPAD policy's implementation were also presented. The majority of respondents said that the majority of teachers had a negative attitude about the appraisal because they saw it as irrelevant, time consuming, and relegated to lower carder staff's secretarial tasks. On the subject of relevance, participants said that teachers believed the appraisal system they were introduced to was ineffective at supporting pupils in improving their academic performance. According to respondents, the appraisal system was ineffective at motivating pupils to improve their academic performance. According to several respondents:

*“The appraisal system does not help in improving academic performance according teachers reactions towards it. The teachers feel it’s a waste of time and doesn’t assist them at all in making students pass examinations. This is why teachers have never accepted it from the start”* (Deputy Principal, 10)

*“I don’t know how to report this but the truth of the matter is that teachers have never accepted this appraisal as they see it as irrelevant to the efforts in helping students achieve in their academics. The teachers believe that early syllabus coverage, giving students more examinations throughout the year and quick revision of papers are the ways to enhance academic performance and not filling in appraisal forms”* (Deputy principal, 15)

The interview excerpts with the two Deputy Principals indicate that instructors perceive the appraisal system as a waste of time, which has impacted the appraisal system's implementation in secondary schools. This study is consistent with Valentina and Marko (2012), who showed that when managers perceive a positive correlation between employee participation and business performance, they are more likely to increase staff participation. On the other hand, Wenely and Boureau (2007) disagreed that perception did influence an employee's willingness to accept and participate in PAS use.

According to the qualitative findings, the second theme regarding teachers' views toward assessment implementation was that teachers perceived the procedure of filling out appraisal forms as time consuming. According to the deputy principals, instructors considered the procedure of obtaining appraisal forms to be inefficient and ineffective.

According to one respondent,

*“It’s a complete waste of time to each time be engaged in filling in appraisal forms as required by the school administration. Teachers feel that they are wasting time in doing this other than teaching to complete the syllabus coverage on time”* (Deputy Principal, 13)

According to the interview excerpt above, deputy principals claimed that instructors had negative attitudes toward the appraisal system's implementation, as the majority of teachers considered the procedure as a waste of time. This finding is consistent with Mestry, Hendricks, and Bisschoff (2009), who reported that teachers who viewed their school as having 'great attendance' and teachers who viewed their school as having 'average/poor attendance' agreed on the importance of teacher development programs.

According to qualitative data, the third topic relating to teachers' views toward the adoption of performance rating systems was their perception that their employment entailed more secretarial chores than the academic responsibilities for which they

were hired by the TSC. Teachers said that they thought they were now more focused on secretarial responsibilities at their schools than on teaching. According to two respondents:

*“Most teachers believe that filling in the appraisal forms is a lower carder job that is meant for secretaries but not teachers who have been trained to teach. According to teachers, they view it as irrelevant in assisting them to achieve their goals while teaching”* (Deputy Principal, 10)

*“We have a negative attitudes among our teachers in filling in the appraisal forms because they view it as secretarial job and their own work which helps them in teaching and in enhancing academic achievement”* (Deputy principal, 11)

As per the two interview excerpts, teachers regard the work of appraisal forms and their implementation as essentially administrative tasks that they should avoid. This has had a detrimental effect on the application of the appraisal system among secondary school instructors. These findings corroborate Xolela's (2016) study, which demonstrated that Amatola Water's current performance management system implementation process has its own limitations and obstacles. Similarly, Makgoni (2015) suggested that there is a sense that the Performance Management and Development System is a punitive instrument used by supervisors against their subordinates and that officials' performance is not appropriately acknowledged.

Additionally, principals were interviewed regarding teacher attitudes and their impact on the adoption of TPAD in secondary schools. All principals noted that instructors had extremely negative attitudes toward the appraisal policy and associated procedures, believing that the policy had little bearing on career development and advancement. According to some principals, teachers perceive the appraisal process as time consuming and theoretical in nature because it does not improve students' academic achievement.

Other principals claimed that instructors believed the assessment policy was imposed on them, which contributed to the development of negative views toward its execution. These unfavorable sentiments have a detrimental effect on the way it is implemented in schools. Several interview extracts from responders to the principals' questionnaires showed that:

*“The teachers’ attitudes towards TPAD are very negative and they give TSC wrong marks when they fill the returns on this. It has no effect on the implementation of the performance appraisal policy in secondary schools”* (principal, 4)

*“Our teachers are very negative towards this policy of TSC TPAD because it is full of paper work and not results oriented as expected. Teachers believe that the policy is not helpful on the promotions and progressions in their careers”* (principal, 6)

*“The attitudes of teachers are quite negative, the system does not assist teachers at all and it has no effect in our systems. It does not have very negative relationship with the implementation of the policy”* (principal, 3)

*“The teachers have very poor attitudes towards this policy by the Teachers Service Commission. TPAD is not applicable to teaching in our schools and it has very negative influence on the implementation process”* (principal, 2)

*“Teachers have rejected the policy since it has been imposed on them. They are quite negative, because it’s full of paper work and difficult and time consuming to them. Thus it has very negative relationship with the implementation of this policy”* (principal, 10)

*“The teachers do not want TPAD and they do not implement it at all in schools. Their attitudes are very negative and this has little impact if any on the implementations in schools”* (principal, 1)

As shown in the interview excerpts above, instructors have extremely negative sentiments toward the performance appraisal policies, and the data collected in schools may not provide employers with the significant information they need. The majority of data reported to the employer comes from teachers who have vehement opposition to the policy and its implementation. As a result, despite the fact that teachers submit monthly

reports utilizing this data, implementation rates in schools remain low. Thus, instructors' negative attitudes have a detrimental effect on the execution of secondary school rating policies. The implication of this finding is that the TSC should consider revising the policy with an inclusive approach that includes all important stakeholders, including teachers. This finding is consistent with Farah's (2018) study, which discovered that the majority of respondents were satisfied with the system's effectiveness. Similarly, Ochiewo (2016) discovered a favorable association between teachers' attitudes and their willingness to serve. The association coefficient between instructors' attitudes toward performance appraisal and their commitment to service delivery is modest and poor. Additionally, Wenely and Boureau (2007) indicated that perceptions do influence an employee's willingness to accept and participate in PAS use. Additionally, Valentina and Marko (2012) found a strong correlation between managers' encouragement for participation and actual implementation.

If managers perceive a positive correlation between employee participation and business performance, they are more likely to increase staff participation. Similarly, Kitheka (2015) discovered that performance-based pay was a variable pay structure that was anchored to a performance measurement, implying that employees should be compensated based on their job performance, with those performing better receiving a greater share of available rewards and vice versa. Kyakulumbye (2013) indicated that the success or failure of an appraisal system in secondary schools is determined by staff perception. Bulawa (2012) shown in Botswana that when there is a favorable attitude toward the value of performance appraisal and its application, it would gain acceptance, as was the case with top managers in secondary schools. Bulawa (2012) discovered that

teachers demonstrated resistance due to a lack of awareness about the importance of performance appraisal systems, whereas managers demonstrated a favorable attitude toward PAS due to anticipated benefits. Muhia (2015) established that the present performance rating procedure in public secondary schools was ineffective at fulfilling its stated objectives. The majority of instructors saw appraisers in their schools as ineffective at their jobs. In South Africa, Xolela (2016) discovered that Amatola Water's existing performance management system implementation process has its own constraints and obstacles. Similarly, Monyatsi, Steyn, and Kamper (2016) reported that instructors' judgments of their appraisal's effectiveness are negative, inaccurate, and ineffective at assessing teachers' performance. Mugwe (2014) also discovered that teachers have a negative attitude toward performance appraisal in all areas connected to the appraisal's effectiveness, however there were some discrepancies in their assessment of the impact of current practice. Machingambi (2013) discovered that teachers were inadequately prepared to implement the performance management system as a result of the interaction of factors such as poor system articulation, a lack of training, a lack of resources in schools, the absence of professional development programs in schools, and insufficient funding.

The TSC Sub-County Director and Sub-County Quality Assurance and Standards Officer were interviewed regarding teacher attitudes and their impact on TPAD implementation in secondary schools. All respondents agreed that instructors had extremely negative opinions regarding the appraisal policy and associated mechanisms because they considered the policy had little bearing on teachers' careers and advancement. According to several respondents,:

*“The teachers have very negative attitudes towards this policy by the Teachers Service Commission because they feel that the policy is not very helpful in enhancing the academic performance of students in the schools. They feel that TPAD is not applicable to teaching in the schools and this has affected the implementation process negatively”* (TSC Sub-County Director)

*“At first there were teething issues on the TPAD but with time the teachers have changed their attitudes to a great extent on the implementation. We get reports from teachers from each school and this indicates good progress”*  
(Sub-County Quality Assurance and Standards Officer)

The interview excerpts above, the TSC Sub-County Director and Sub-County Quality Assurance and Standards Officer believe that teachers have negative attitudes toward the performance appraisal policy and that the data collected in schools may not provide employers with the meaningful information they expect. The implication of this finding is that the TSC should consider revising the policy with an inclusive approach that includes all important stakeholders, including teachers. This finding is consistent with Mugwe's (2014) study, which indicated that teachers have a poor impression of performance appraisal in all areas connected to the appraisal's effectiveness, but there were some differences in their assessment of the role of current practice. Similarly, Monyatsi, Steyn, and Kamper (2016) reported that instructors' judgments of their appraisal's effectiveness are negative, inaccurate, and ineffective at assessing teachers' performance. Bulawa (2012) also discovered that teachers demonstrated resistance due to a lack of information about the value of performance appraisal systems, whereas managers demonstrated a favorable attitude toward PAS due to anticipated benefits. Muhia (2015) established that the present performance rating procedure in public secondary schools was ineffective at fulfilling its stated objectives. The majority of instructors saw appraisers in their schools as ineffective at their jobs.



Similarly, Kitheka (2015) discovered that performance-based pay was a variable pay structure that was anchored to a performance measurement, implying that employees should be compensated based on their job performance, with those performing better receiving a greater share of available rewards and vice versa. Kyakulumbye (2013) indicated that the success or failure of an appraisal system in secondary schools is determined by staff perception. On the contrary, Farah (2018) discovered that the majority of respondents were satisfied with the system's effectiveness. Similarly, Ochiewo (2016) discovered a favorable association between teachers' attitudes and their willingness to serve.

Both parties agreed, based on the interview schedules and questionnaires, that instructors had a negative attitude toward the execution of the TPAD policy. They all agreed that teachers had complained about the TPAD policy and wished for its abolition or revision. Following that, both sides agreed that teacher attitude is a critical aspect in the execution of the TPAD policy and that the TSC should include all stakeholders in the policy's development.

#### **4.5.1 Effect of Teachers' Attitude on the Implementation of TPAD Policy**

The study sought to establish the effect of teachers' attitude on 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 statistically significant effect of teachers' attitude 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

the null hypothesis is true, then, from  $E(Y) = \beta_0 + \beta_1 X$  the population mean of Y is  $\beta_0$  for every X value, which indicates that X (teachers' attitude) has no effect on Y (implementation of teacher performance appraisal and development policy) and the alternative being that changes in teachers' attitude is associated to changes in level of implementation of teacher performance appraisal policy.

Both teacher attitudes and teacher performance appraisal and development policy implementation were transformed to a continuous scale. All negative comments were flipped, such that high scale ratings suggested a favorable attitude toward teacher performance appraisal and development policy execution, and vice versa. The mean response across a sequence of questions on the Likert scale for each item was calculated in order to construct an approximately continuous variable suitable for regression analysis, as outlined by Johnson and Creech (1983) and Sullivan and Artino (2005). (2013). The significance level (p-value) was set at 0.05. If the p-value was less than 0.05, the null hypothesis was rejected and the conclusion that a significant difference exists was obtained. If the p-value is greater than 0.05, it is determined that there is no significant difference. The coefficients values for the regression model examining the effect of teachers' attitudes on the implementation of teacher performance appraisal and development policies are shown in Table 18.

**Table 18: Coefficients-Effect of Teachers' Attitude on the Implementation of TPAD Policy**

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

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.275	.064		35.744	.000	2.149	2.400
1 Teachers' Attitudes	.234	.022	.612	10.457	.000	.190	.278

**Dependent Variable: Implementation of TPAD Policy**

**Implementation of TPAD policy = 2.275 + 0.234x + error term.**

According to the model, the slope coefficient for teachers' attitude was 0.234 within a 95 percent confidence interval of (.190, .278), meaning that the degree of implementation of teacher performance appraisal policy improves by 0.234 units for every unit increase in teachers' attitude. Similarly, a one-standard deviation rise in teachers' attitudes results in a 0.612 standard deviation improvement in teacher performance rating policy implementation.

It is obvious that the explanatory variable, instructors' attitude, has a significant p-value ( $p = .000 < 0.05$ ), meaning that there is adequate evidence to reject the null hypothesis that  $\beta = 0$ . As a result, the null hypothesis **“there is no statistically significant effect of teachers' attitude on the implementation of teacher performance appraisal and development policy”** was **rejected**. Thus, it was determined that teachers' attitudes have a statistically significant effect on how teacher performance rating and development policies are implemented. However, to determine if teachers' attitudes were a significant predictor of teacher performance appraisal and development policy implementation, an analysis of variance was done in accordance with Tabachnick & Fidell's (2001) guideline, as shown in Table 19.

**Table 19: ANOVA- Effect of Teachers' Attitude on Implementation of TPAD Policy**

<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	5.833	1	5.833	109.353	.000 <sup>b</sup>
	Residual	9.761	183	.053		
	Total	15.594	184			

*a. Dependent Variable: Implementation of TPAD Policy*

*b. Predictors: (Constant), Teachers' Attitudes*

There is sufficient evidence from the ANOVA output to infer that the slope of the population regression line is not zero, indicating that teacher attitudes are a significant predictor of teacher performance appraisal policy implementation in secondary schools (1, 183) =5.833, p=.000 0.05. This demonstrated that teacher attitudes had a statistically significant effect on the execution of teacher performance rating and development policies.

The regression model in Table 20 confirms a positive correlation (R= 0.612) between teacher attitude and implementation of teacher performance appraisal and development policies, with higher levels of teacher attitude being associated with implementation of teacher performance appraisal policies and vice versa.

**Table 20: Regression Model- Effect of Teacher Attitude on the Implementation of TPAD Policy**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.612 <sup>a</sup>	.374	.371	.23095

*Predictors: (Constant), Teachers' Attitudes*

According to the model, teacher attitude accounted for 37.1 percent of the variation in and implementation of teacher performance appraisal and development policies across secondary schools, as indicated by Adjusted R<sup>2</sup>=.371. This data implies that variance in teacher attitude accounts for approximately 37% of the variation in teacher performance rating and development policy implementation.

#### 4.6 Effect of Reward on the Implementation of TPAD Policy

The third objective of the study sought to establish the effect of reward on the implementation of TPAD policy. This was investigated using a Likert scaled items with responses ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Their responses were summarized in percentages, frequencies and means, as shown in Table 21.

**Table 21:** Percentages, means and frequencies Responses on Reward

<b>Indicators on Rewards as a factor affecting TPAD policy</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
TSC do not reward teachers for implementation of TPAD policy.	125 (67.9%)	45 (24.5%)	4 (2.2%)	5 (2.7%)	5 (2.7%)	4.52
TSC rewards does not have much effect on TPAD implementation.	33 (17.9%)	63 (34.2%)	34 (18.5%)	26 (14.1%)	28 (15.2%)	3.26
TSC promotes teachers who effectively implement the TPAD policy	15 (8.2%)	43 (23.4%)	45 (24.5%)	54 (29.3%)	27 (14.7%)	2.81
Teachers are self-driven and do not require any kind of reward in the implementation of TPAD policy	10 (5.4%)	14 (7.6%)	4 (2.2%)	77 (41.8%)	79 (42.9%)	1.91
Teachers are rewarded with support, encouragement and recognition when they accomplish TPAD tasks	4 (2.2%)	8 (4.3%)	6 (3.3%)	42 (22.8%)	124 (67.4%)	1.51
<b>Mean average rating on reward</b>						<b>2.80</b>

Source: Survey Data (2019)

The study's findings indicate that teacher compensation for performance appraisal and development is often low (mean=2.80) in secondary schools in Siaya Sub-County. The rating of reward indications ranged from 1.51 to 4.52. A resounding majority of 170 instructors, or 92.4 percent, believed that TSC does not compensate teachers for successfully implementing the TPAD program. Only ten (5.4 percent) of them believed that TSC occasionally recognized instructors for effective TPAD implementation. This study is consistent with Hill (2006), who discovered that when unmeasurable and quantifiable duties are separated into distinct positions, staffs are better directed toward organizational goals. Armstrong (2005) also stated that associating performance review with monetary compensation stimulates employees and engages them in the appraisal process.

99 (52.1 percent) respondents agreed that TSC awards had little effect on TPAD implementation, while 54 (29.3 percent) respondents disagreed and 34 (18.5 percent) respondents stayed neutral on the topic, resulting in a mean rating of 3.26. This finding is consistent with Datche, (2011), who claimed that the performance assessment system in public secondary schools was harmed by a lack of follow-up to recognize high performers and coach low performers to improve performance index. Additionally, 81 (44 percent) respondents denied the fact that TSC encourages teachers who effectively apply the TPAD policy, a significant amount in comparison to the 58 (31.6 percent) who supported it, while 45 (24.5 percent) did not respond, resulting in a mean rating of 2.81. This finding is consistent with Kirunda's (2014) finding that performance-based awards improve instructors' performance by motivating them and boosting their productivity and efficiency.

The majority of instructors (156) disagreed with the assertion that teachers are self-motivated and do not require any form of remuneration for implementing TPAD policy, while just 24 respondents agreed and four stayed neutral. This demonstrated unequivocally that teachers required incentives for efficient implementation of the TPAD policy. This finding is consistent with Berman (2005), who suggested that motivation was a factor in retaining and managing employee manners and behavior in India by requiring individuals to develop self-driven and freedom-oriented characteristics. Notably, Tylor and John (2012) concur, stating that when rewards are included in performance appraisal systems, they are more likely to be taken seriously by both the appraiser and appraisee, as they will assure the system's continued success.

Additionally, when it came to whether teachers receive support, encouragement, and recognition for completing TPAD tasks, the survey results demonstrated that this is generally not the case, as reflected by a low rating of 1.51, with 124 (67.4 percent) of respondents strongly rejecting the claim that teachers receive recognition for completing TPAD tasks. Only 12 (6.5%) of the teachers who responded to the study believed that their efforts in TPAD are recognized through support and encouragement. This study supports Budhiwani and Jalbani's (2014) argument that standards-based teacher assessment systems should serve as the foundation for knowledge- and skill-based remuneration. They advocate for an incentive strategy that entails developing and implementing alternative teacher compensation systems that do not adhere to the single wage schedule. Prendergast (2007), on the other hand, argues that training should be assigned to workers who are more intrinsically driven, as training effort is more difficult to evaluate and more costly to perform.

Concerning teacher awards and the adoption of an appraisal system, qualitative data suggested that the majority of respondents cited TSC promotions as a policy utilized to reward performing instructors. However, the majority of respondents claimed that promotions had a negligible effect on the implementation of teachers' performance appraisals because the receivers were not specified. According to several participants, promotions were delayed, and as a result, professors did not value them. According to several respondents:

*“The promotions by TSC have no effect on enhancement of performance appraisal since they are not fourth coming and not clearly outlined. This has made the teachers not see the values of these promotions at all”* (Deputy Principal, 16)

*“Teachers have waited for promotions for too long and some have given up and are very de-motivated in their work in school. The policy indicates that the teachers are meant to be promoted to higher job groups after some period in a particular job group but this is not the case”* (Deputy principal, 2)

*“Most teachers are not assured of the efficiency of the reward system and thus they don't take TPAD seriously as required. They believe the promotions are skewed and are biased to particular individuals and are not sure of their own”* (Deputy Principal, 15)

According to the three interview extracts, there was a promotion policy for teachers, although the majority of teachers questioned the effectiveness of the promotion strategy as applied. As a result, it can be inferred that promotions had no effect on the adoption of the performance rating system for instructors. This finding is consistent with Tylor and John (2012), who stated that performance appraisals are more effective when there is a link between the performance management system's findings and the organization's incentive system. Similarly, Machigambi et al. (2013) confirmed that teachers did not get any form of performance-related compensation for meeting specified targets, which proved to be a barrier to the performance appraisal system's success.



Another recurring concern about rewards was that several respondents stated that the reward system was confusing to teachers. According to respondents, the reward system lacked a clear systematic execution, which contributed to the demoralization of secondary school instructors. The participants felt that the appraisal system as implemented is deficient in terms of systematic remuneration for teachers. According to several respondents:

*“This appraisal system has not made any significant difference to the teaching fraternity since there are no clear guidelines on how teachers are to be motivated. Instead, there is a lot of stagnation among teachers in terms of their promotions to the next job groups”* (Deputy Principal, 11)

*“The situation we have now is very different since the teachers now stay more in one job group than ever. The appraisal that has been introduced by TSC the employer has not made any significant impact on teachers’ welfare hence its implementation remains a challenge”* (Deputy Principal, 15)

The two interview excerpts with Deputy Principals indicate that awards have a negligible effect on the execution of the appraisal system among secondary school instructors. The majority of respondents said that teachers were not compensated appropriately by their employer. This finding is consistent with Macharia (2017), who stated that compensation for performance unites employees around common goals, which aids in the adoption of performance management systems.

Principals were also asked about teacher compensation and its effect on the execution of secondary school teachers' performance rating and development policies. All principals said that TSC does not have a rewards program for teachers and that it has no influence on how teachers' performance rating and development policies are implemented. According to several principals, what existed were teacher of the year honors at the sub-county, county, and national levels, but they had little bearing on the appraisal system's

implementation. Other principals agreed that teacher promotions are heavily skewed and are not based on TPAD reports from schools. According to other principals' responses, the TSC has no policy on teacher awards and no guidelines in place to effect this in schools. The following are excerpts from principal interviews:

*“The best teachers are rewarded at county, sub-county and national levels in the competition for Teacher of the Year Awards (TOYA) awards. It has very little effect on implementation as most teachers do not want to go for the competition”* (principal, 2)

*“The teachers are never rewarded; they only get salary increments after a long time and in most cases after the unions fight on their behalf. This has no effect on the implementation of the appraisal policy in schools”* (principal, 3)

*“There are no rewards that have been put by TSC for teachers and there is no clear policy at all on this in schools. Being that there are no rewards systems for the teacher, then it means that it has no relationship with the implementation of the appraisal system”* (principal, 4)

*“The TSC does not have rewards in place for teachers. The teachers believe that promotions are biased and do not depend on TPAD assessment at all. Even what we send as assessment reports are not mostly used by teachers for teachers promotions”* (principal, 10)

*“TSC does not have any reward guideline, so no effect at all in the implementation of appraisal. What we have are make shift school initiatives to award teachers based on quality grades but nothing comes from the employer”* (principal, 8)

*“The rewards to teachers are not specific. They are not there as purported and so it has no effect on the implementation of the appraisal system”* (principal, 6)

From the interview excerpts with the Principals, it is clear that the TSC does not compensate teachers in Kenya. There are no policy standards for teacher awards, and they have no bearing on how the performance rating system is implemented. Additionally, it can be deduced that some promotions made by the employer are not based on the principals' reports and are thus considered as prejudiced. This finding implies that the TSC should provide a clear policy framework for rewarding teachers in

schools. This finding is consistent with Datche's (2011) findings that the performance appraisal system in public secondary schools is harmed by a lack of teacher involvement in setting performance standards, a lack of feedback at the conclusion of the appraisal process, and a lack of follow-up to reward performing employees or train non-performing employees to improve performance index. Machigambi et al. (2013) established in Zimbabwe that the absence of performance-related awards for instructors who met set targets harmed the performance appraisal system's success.

Additionally, Kaireria and Mutai (2014) discovered that incentive has an effect on the deployment of performance assessment systems, particularly when rewards are offered at a flat rate, obviating the need to differentiate between performers and non-performers. Additionally, Wanjiru, Abaja, and Ochieng (2014) stated that workers should be rewarded after receiving input from performance appraisal systems. According to Macharia (2017), pay for performance unites employees in the pursuit of common goals, which aids in the implementation of performance management systems. Kirunda (2014) demonstrated that performance-based incentives improve teachers' performance by motivating them and enhancing their productivity and efficiency. Hill (2006) showed that when unmeasurable and measurable tasks are separated into distinct occupations, staffs are better directed toward organizational goals. Prendergast's (2007) research implies that training activities should be assigned to workers who are more intrinsically motivated, as training effort is more difficult to quantify and more costly to perform. Alternatively, extrinsically motivated employees could engage in activities with more easily quantifiable outcomes, such as job development activities and enrollment assignments that identify specific target populations.

Additionally, the TSC Sub-County Director and Sub-County Quality Assurance and Standards Officer were interviewed about teacher compensation and its effect on the implementation of secondary school teachers' performance appraisal and development policies. According to respondents, TSC has a rewards policy for teachers, which has an effect on how teachers' performance appraisal and development policies are implemented. According to replies, there were already teacher of the year competitions organized across the country for instructors. However, respondents indicated that other incentive system components were in place and will be incorporated over time. According to several respondents:

*“We have reward systems that the TSC has initiated for teachers, that is the one that rewards the teacher of the year. This has made implementation effective to some extent but the only thing is that more needs to be done to make teachers feel appreciated”* (Sub-County Quality Assurance and Standards Officer)

*“There are rewards for teachers and this is being practiced, but we acknowledge that not all teachers feel appreciated because only the top three are rewarded. There are efforts in place and more will be done in future”* (TSC Sub-County Director)

According to the interview excerpts above, rewards mechanisms are in place and have been implemented. However, the difficulty is that not all teachers feel appreciated by the TSC-initiated award systems. This finding is consistent with the Machigambi et al. (2013) study in Zimbabwe, which revealed that the absence of performance-related awards for instructors who met set targets proved to be a barrier to the implementation of performance appraisal systems. Similarly, Kaireria and Mutai (2014) discovered that rewards have an effect on the adoption of performance appraisal systems, particularly when such rewards are given at a flat rate, making distinctions between performers and

non-performers impossible. Additionally, Wanjiru, Abaja, and Ochieng (2014) stated that workers should be rewarded after receiving input from performance appraisal systems. According to Macharia (2017), pay for performance unites employees in the pursuit of common goals, which aids in the implementation of performance management systems. Kirunda (2014) demonstrated that performance-based incentives improve teachers' performance by motivating them and enhancing their productivity and efficiency.

According to both questionnaires and interview schedules, all participants acknowledged that TSC's awards for TPAD policy adherence were extremely low and had little effect on the policy's execution. Concerning promotion, both sides acknowledged that promotions based on the POYA (Principal of the Year Award) and TOYA (Teacher of the Year Award) existed but had little effect due to the fact that only the top three candidates were recognized. Additionally, TSC lacked clear guidelines for teacher promotions, which were marred by delays and favoritism. TSC Sub County Director and DQASO, on the other hand, recognized the existence of promotions such as POYA and TOYA and that other reward systems were on the way. Both parties agreed that an effective reward system was important to maintain teacher motivation and thus to ensure the policy's efficient implementation.

#### **4.6.1 Effect of Reward on the Implementation of TPAD Policy**

The purpose of this study was to determine the effect of teacher compensation on the implementation of teacher evaluation and development policies in public secondary schools. The effect was established by a hypothesis testing procedure:

*There is no statistically significant effect of reward 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 the null hypothesis is true, then, from  $E(Y) = \beta_0 + \beta_1 X$  the population mean of Y is  $\beta_0$  for every X value, which indicates that X (teachers' reward) has no effect on Y (implementation of teacher performance appraisal and development policy) and the alternative being that changes in teachers' reward is associated with changes in level teacher performance appraisal implementation.

Both teacher compensation levels and the execution of teacher performance appraisal and development policies have been converted to a continuous scale. All negative statements were flipped, such that high scale ratings reflected a high perceived degree of incentive for teachers involved in the execution of teacher performance appraisal and development policies, and vice versa. The mean response across a sequence of questions on the Likert scale for each item was calculated in order to construct an approximately continuous variable suitable for regression analysis, as outlined by Johnson and Creech (1983) and Sullivan and Artino (2005). (2013). The significance level (p-value) was set to 0.05, so that if the p-value was less than 0.05, the null hypothesis was rejected and the conclusion that a significant difference exists was reached. If the p-value is greater than 0.05, it is determined that there is no significant difference. The coefficients values for the regression model examining the effect of teacher reward on the execution of the teacher performance appraisal and development policy are shown in Table 22.

**Table 22: Coefficients-Effect of Reward on the Implementation of TPAD Policy**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.360	.125		18.815	.000	2.113	2.608
Reward	.199	.044	.315	4.491	.000	.111	.286

***Dependent Variable: Implementation of TPAD Policy***

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

***Implementation of TPAD policy = 2.360 + 0.199x + error term.***

From the model it is evident that the slope coefficient for reward was 0.199 within a 95% C.I of (.111, .286), implying that level of implementation of teacher performance appraisal policy improves by 0.199 units for each one unit improvement in the reward. Similarly, an increase on reward by one standard deviation results to improvement in implementation of teacher performance appraisal policy by 0.315 standard deviations.

Therefore, it is evident that there is a significant p-value ( $p=.000 < 0.05$ ) of the explanatory variable, reward, implying that there is sufficient evidence to reject the null hypothesis that  $\beta_1 = 0$ . Hence, the null hypothesis that:

***“There is no statistically significant effect of reward on the implementation of teacher performance appraisal and development policy”*** was rejected . Thus, it was determined that teachers' compensation has a statistically significant effect on how well teacher performance rating and development policies are implemented. However, to determine if incentive was a significant predictor of teacher performance appraisal and development policy implementation, an analysis of variance was done in accordance with Tabachnick and Fidell's (2001) proposal, as shown in Table 23.

**Table 23:** ANOVA- *Effect of Reward on Implementation of TPAD Policy*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.548	1	1.548	20.166	.000 <sup>b</sup>
	Residual	14.046	183	.077		
	Total	15.594	184			

*a. Dependent Variable: Implementation of TPAD Policy*

*b. Predictors: (Constant), Reward*

There is sufficient evidence in Table 23 to establish that the slope of the population regression line is not zero, indicating that teacher reward is a significant predictor of teacher performance appraisal policy implementation  $F(1, 183) = 20.166, p = .000 < 0.05$ . According to Table 24, there is a positive connection ( $R = 0.315$ ) between reward and implementation of teacher performance appraisal and development policies, with higher levels of reward being related with adoption of teacher performance appraisal policies and vice versa.

**Table 24:** *Regression Model- Effect of Reward on the Implementation of TPAD Policy*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.315 <sup>a</sup>	.099	.094	.27705

Predictors: (Constant), Reward

The model indicates that incentive accounted for 9.4 percent of the variation in and implementation of teacher performance appraisal and development policies among secondary schools, as indicated by Adjusted  $R^2 = 0.094$ . This finding implies that variance in reward accounts for approximately 9% of the variation in teacher performance rating and development policy implementation..



#### 4.7: Effect of Principals' Perception on the Implementation of TPAD Policy

The study's final purpose was to ascertain principals' perceptions and their impact on the execution of TPAD policy. Five Likert scale items with response options ranging from 1 (Strongly Disagree) to 5 were used to assess principals' perceptions of performance appraisal policy implementation (Strongly Agree). As indicated in Table 25, their replies were summarized using percentage frequencies and means.

**Table 25:** Percentages, Means and Frequencies- Responses on Principals' Perception on TPAD Policy

<b>Indicators of Principals' perception</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
Our principal believe that TPAD policy is the way to go in education	95 (51.6%)	61 (33.2%)	21 (11.4%)	2 (1.1%)	5 (2.7%)	4.30
Our principal's feeling is that TPAD is important in monitoring performance in school	91 (49.5%)	43 (23.4%)	35 (19.0%)	1 (0.5%)	14 (7.6%)	3.93
Our principal believes that TPAD motivates the teachers to do what is required of them	64 (34.8%)	60 (32.6%)	25 (13.6%)	29 (15.8%)	6 (3.3%)	3.80
Principals are generally satisfied with the implementation of the TPAD policy	47 (25.5%)	78 (42.4%)	28 (15.2%)	22 (12.0%)	9 (4.9%)	3.72
Our principal support teachers in the implementation of the TPAD policy.	8 (4.3%)	33 (17.9%)	39 (21.2%)	86 (46.7%)	18 (9.8%)	2.60
Mean average level of principals' perception on implementation of TPAD						3.67

**Source: Survey data (2019)**

The study's findings indicate that secondary school principals in Siaya Sub-County typically have a favorable attitude toward the implementation of teacher performance policies, as do the majority of teachers surveyed. This was evaluated as a mean of 3.67 in terms of perceived difficulty with TPAD implementation. For example, 95 (51.6%) of respondents strongly agreed and 61 (33.2%) agreed that their principals believe TPAD policies are the way to go in education, while just 7 (3.8%) disagreed, resulting in a mean positive perception of 4.30. Notably, Bulawa (2012) claimed that when a good impression of the relevance of performance appraisal systems exists, they will gain acceptability, resulting in their success.

Additionally, the majority of principals shared the view that TPAD is a critical tool for assessing student performance in school. This was corroborated by nearly three-quarters of respondents. 134 (72.9 percent) of teachers responding to the survey indicated that their principals believe TPAD is critical for monitoring student performance in school, while only 1 (0.5 percent) disagreed, 14 (7.6 percent) strongly disagreed, and 35 (19.0 percent) remained undecided, resulting in a mean rating of 4.07. However, Sibanda, Mutopa, and Maphosa (2011) noted that school heads abused the tool, as teachers complained about the halo-effect, in which most teachers felt their evaluations were based on their relationship with the administrator, rather than their performance, and thus did not contribute to professional growth.

Additionally, 124 (67.4 percent) of teachers indicated that their principals believe TPAD motivates them to do their jobs, while 35 (19.1 percent) of respondents denied the assertion and 25 (13.6 percent) were undecided, resulting in a mean perception of TPAD of 3.80. Additionally, Hughes (1995) stated that supervisors should ensure that their staff

are informed of the organization's aims and objectives in order to facilitate goal setting. Similarly, Namuddu (2010) advocated that appraisers adopt methodologies and processes that influence how appraisers perceive the appraisal process.

Additionally, the majority of 125 (67.9 percent) of teachers stated that their principals are typically satisfied with the implementation of the TPAD policy in their schools, resulting in a mean perception level of 3.72. Only 31 (16.9 percent) of teachers felt that their principals were dissatisfied with the implementation of the TPAD policy in their schools, while 28 (15.2%) were indecisive. This finding is consistent with Bulawa (2012), who discovered that headteachers' favorable attitudes toward performance appraisal systems are motivated by the anticipated benefits, which include holistic improvement, accountability, and strategic management. Similarly, Christensen (2011) discovered that principals see systems that allow them to contribute to the establishment and ongoing improvement of the performance evaluation system as more fair than systems that do not provide for this chance.

However, when the study sought to determine whether principals always support teachers in implementing the TPAD policy, the survey revealed that many principals do not. Only 41 (22.2 percent) of sampled teachers confirmed that their principals always supported them in implementing the teachers performance policy, while more than one in every two (56.5 percent) of teachers who responded to the survey indicated that their principals hardly support them in implementing the teachers performance policy, reflecting a mean rating of 2.60 for principals' perception of the TPAD policy's implementation. This finding corroborates Franca and Pahor's (2014) assertion that a positive correlation exists between managers' support for participation and its actual implementation. Chakanyuka

(2014) stated in support that managers are responsible for ensuring that performance appraisal policies are understood, made accessible, and adhered to by all levels of personnel.

Qualitative data were also gathered about the effect of principals' perceptions of the TPAD policy's implementation in schools. Positive and negative impressions appeared as themes. On the plus side, it was stated that the majority of principals had favorable attitudes about the implementation of teacher performance rating policies. According to respondents, principals considered the TPAD as beneficial in terms of completing the syllabus, managing time among instructors, and providing an overall check on teacher performance, which ultimately improved students' academic performance. According to several respondents:

*“Our principal views TPAD to be very helpful in assisting in teacher management. Most of the things now we simply get from tool that the TSC has provided us with to monitor teachers”* (Deputy Principal, 13)

*“With us, the principal is very happy about TPAD because it has helped us to check on individual teacher performance especially the syllabus coverage which has boosted our academic performance”* (Deputy Principal, 11)

The two interview extracts revealed that the majority of principals had favorable attitudes and perceptions concerning the performance appraisal policy's implementation. This is because the appraisal system improved instructor supervision, syllabus covering, and teacher dedication to work.

The third pattern emerging from qualitative studies about principals' perspectives is that some viewed the appraisal unfavorably. This is because a few principals believed that little was being done to improve the performance appraisal system in their schools. Additionally, some principals believe that the appraisal policy wastes time on syllabus

coverage in schools by requiring teachers to perform more secretarial duties rather than syllabus coverage. According to several respondents:

*“Our principal views TPAD as a waste of time because it has very little value on enhancing academic performance among students. It consumes teachers’ time denying them the opportunity for syllabus coverage and intensive marking of set papers”* (Deputy Principal, 6)

*“Well, in our school, the principal does not like TPAD because it doesn’t assist enhance mean grades of the candidates, it only wastes teachers’ time and they cannot get ample time to mark scripts of the students. Lazy teachers take advantage of this and only take lots of time on appraisal forms and don’t even bother to cover the syllabus”* (Deputy principal, 12)

According to the two interview extracts, a few principals have negative attitudes toward the evaluation system's deployment because they believe it is ineffective at increasing students' academic progress. This results is consistent with Bulawa (2012), who demonstrated that when there is a positive assessment of the value of performance appraisal systems, they gain acceptability, resulting in their success. However, Sibanda, Mutopa, and Maphosa (2011) reported on the halo-effect of school heads in Zimbabwe, where most teachers thought that their assessments were focused on their relationship with the administrator, rather than their performance, and thus did not contribute to professional progress.

Additionally, principals were queried about their own personal opinions of the assessment policy and its impact on school implementation. The majority of principal responses indicated that the appraisal instrument aided them in managing their schools. The principals indicated that the appraisal tool aided them in monitoring syllabus coverage in classes, in evaluating individual teachers' and subjects' performance, in supervising the curriculum, and in managing teachers' work. Principals largely supported the use of the assessment policy as a tool for school-based monitoring in order to improve

academic performance and teacher supervision. According to excerpts from interviews with the principal respondents:

*“The principals have very positive perception of the appraisal policy since, it is one of the ways of managing teachers work in school, has led to slight improvement in the implementation of the appraisal policy”* (principal, 6)

*“The perceptions of principals are highly positive towards the performance appraisal policy. The tool helps as a monitoring tool for the teachers in schools”* (principal, 1)

*“The principals have positive perception of the performance appraisal system in schools. The principals are of the opinion that the tool has helped in the completion of the content syllabus and time management among teachers”* (principal, 3)

*“The principals are highly positive about the appraisal policy because they see it is a measuring tool for performance and as well as a monitoring tool for teachers. Somehow it has helped us in ensuring syllabus coverage in classes”* (principal, 8)

*“The attitude of school principals towards the appraisal policy is very positive. It is a supervision tool for school principals unlike before when we did not have any tool on which to assess the teachers”* (principal, 4)

According to the above interview excerpts with principal respondents, the appraisal policy as a tool aided in school management, curriculum development, and teacher monitoring. The principals believed that the appraisal would help raise academic standards in their schools. As a result, principals have a favorable attitude toward the appraisal policy. This conclusion implies that the majority of principals have absorbed the appraisal policy and implemented it in their schools as a result of perceived benefits in a variety of ways. This finding is consistent with Viramontez (2011), who indicated that principals believed the performance evaluation method was aligned with professional standards and emphasized the importance of student accomplishment statistics in their evaluations. The majority of principals indicated that they did not believe the

performance evaluation process aided their professional development. Similarly, Keith (2011) discovered that when principals have a stake in requesting their own professional development, the focus is frequently on mandated areas of improvement, such as assisting teachers in implementing research-based instructional strategies and raising the achievement of students with disabilities and students living in poverty.

Additionally, Franca and Pahor (2014)'s findings reveal a positive correlation between managers' support for involvement and implementation. Additionally, Bingham's (2013) reported that a number of superintendents, rather than principals, said that school leaders were active participants in developing performance evaluation policies, selecting evidence data, and planning professional development.

However, one principle reported that the appraisal method was ineffective for managing school principals. Additionally, the Principal indicated that the tool was too time-consuming for instructors and made little difference in terms of curriculum support or raising performance standards. According to one primary respondent:

*“The principals are very negative on this tool as they are cumbersome because the principals are already loaded with lots of work. We have too much work in office as principals and this tool is additional load on us”* (principal, 2)

According to the interview excerpt, the principal respondent had unfavorable feelings about the appraisal policy, although the other counterparts had great feelings about the tool. This conclusion implies that the main, responder has not internalized the appraisal policy's content and utility as a tool. In accord, Christensen (2011) discovered that principals consider systems that allow them to contribute to the construction and ongoing improvement of the performance evaluation system as more fair than systems that do not provide for this chance. Similarly, Mpotsang (2016) found that the majority of

participants were happy with the process steps as outlined in the Free State Department of Health's Performance Management Development Policy.

Additionally, Zembylas and Barker (2007) discovered that teachers are emotionally invested in their working conditions, social relationships, moral/personal beliefs, and concerns, regardless of whether they favor or oppose the school reform program. Nzuve and Ng'ang'a (2017) also discovered that performance appraisal implementation, in terms of scope of application, highlights of the previous performance appraisal system, implementation of the new system, and training as a direct result of performance appraisal, falls short to a large extent, and thus that increased sensitization is required to fully realize its potential and benefits. On the contrary, Franca and Pahor (2014) found a favorable correlation between managers' willingness to participate and its actual execution.

Additionally, the TSC Sub-County Director and Sub-County Quality Assurance and Standards Officer were interviewed regarding principal perceptions and their impact on TPAD implementation in secondary schools. The two respondents agreed that the appraisal instrument aided them in managing their schools. The two respondents stated that the appraisal tool aided in monitoring syllabus coverage in classes and in assessing the performance of specific teachers and subjects. According to excerpts from interviews with the major respondents:

*“The tool has helped the principals so much in school management and they have positive perceptions of the performance appraisal system in schools. The principals are of the opinion that the tool has helped in the completion of the content syllabus and time management among teachers. The tool has helped to monitor the teaching process with ease in schools and each teacher can be assessed easily”* (TSC Sub-County Director)



*“The school principals have very positive perceptions towards the appraisal policy and this have helped eased the implementation of the policy in many aspects. This tool has made the school management very easy for the school principals and they are happy even though they say some teachers are not very happy with it but that is normal”* (Sub-County Quality Assurance and Standards Officer)

According to the interview excerpts above, the appraisal policy as a tool aided in school management, curriculum development, and teacher monitoring. The principals stated that the appraisal helped to raise academic standards in schools and to monitor teachers' execution of the curriculum. This finding is consistent with Mpotsang's (2016) study, which found that the majority of participants are happy with the process steps as outlined in the Free State Department of Health's Performance Management Development Policy. Additionally, Franca and Pahor (2014) discovered a favorable correlation between managers' support for involvement and actual engagement. Additionally, Christensen (2011) discovered that principals view systems that allow them to contribute to the establishment and ongoing improvement of the performance evaluation system as more fair than systems that do not provide for this chance. In accord, Christensen (2011) discovered that principals consider systems that allow them to contribute to the construction and ongoing improvement of the performance evaluation system as more fair than systems that do not provide for this chance.

As a result, both the questionnaire and interview data obtained on the effect of principals' perceptions on TPAD policy implementation clearly indicate that the majority of principals are in favor of TPAD implementation, while a minority remain opposed. This is demonstrated by the fact that 156 (84.8 percent) teachers agreed that principals believe TPAD policy is the way to go; 134 (72.9%) teachers agreed that TPAD is critical for

monitoring school performance; 125 (67.9 percent) teachers agreed that principals are generally satisfied with the implementation of TPAD policy; and 124 (67.4 percent) teachers agreed that principals' s

#### **4.7.1: Effect of Principals' Perception on the Implementation of TPAD Policy**

The purpose of this study was to determine the effect of principals' perceptions on teacher performance appraisal and development policy implementation in public secondary schools. The effect was determined by testing the following hypothesis:

*There is no statistically significant effect of principals' perception 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 the null hypothesis is true, then, from  $E(Y) = \beta_0 + \beta_1 X$  the population mean of  $Y$  is  $\beta_0$  for every  $X$  value, which indicates that  $X$  (principals' perception) has no effect on  $Y$  (implementation of teacher performance appraisal and development policy) and the alternative being that changes in principals' perception is associated with changes in level teacher performance appraisal implementation. Both the perception and implementation of principals' policies on teacher performance appraisal and development were transformed to a continuous scale. All negative comments were flipped, such that high scale ratings suggested a high perceived degree of principals' perception of teacher performance appraisal and development policy implementation, and vice versa. The mean response across a sequence of questions on the Likert scale for each item was calculated in order to construct an approximately continuous variable suitable for regression analysis, as outlined by Johnson and Creech (1983) and Sullivan and Artino (2005).

(2013). The significance level (p-value) was set to 0.05, so that if the p-value was less than 0.05, the null hypothesis was rejected and the conclusion that a significant difference exists was reached. If the p-value is greater than 0.05, it is determined that there is no significant difference. The coefficients values for the regression model examining the influence of principals' perceptions on the implementation of teacher performance appraisal and development policies are shown in Table 26.

**Table 26:** *Coefficients-Effect of Principals' Perception on the Implementation of TPAD Policy*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.239	.182		12.334	.000	1.881	2.597
Principals' Perception	.207	.055	.267	3.754	.000	.098	.316

Dependent Variable: Implementation of TPAD Policy

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

$$\text{Implementation of TPAD policy} = 2.239 + 0.207x + \text{error term.}$$

From the model it is evident that the slope coefficient for principals' perception was 0.207 within a 95% C.I of (.098, .316), implying that level of implementation of teacher performance appraisal policy improves by 0.207 units for each one unit improvement in the principals' perception. Similarly, positive improvement in principals' perception by one standard deviation results to improvement in implementation of teacher performance appraisal policy by 0.267 standard deviations.

It is evident that there is a significant p-value ( $p=.000 < 0.05$ ) of the explanatory variable, principals' perception, implying that there is sufficient evidence to reject the null hypothesis that  $\beta_1 = 0$ . Hence, the null hypothesis that:

***“There is no statistically significant effect of principals’ perception on the implementation of teacher performance appraisal and development policy”*** was rejected.

As a result, it was established that principals' perceptions had a statistically significant effect on the execution of teacher performance rating and development policies. However, to determine if principals' perceptions were a significant predictor of teacher performance appraisal and development policy implementation, an analysis of variance was done in accordance with Tabachnick & Fidell's (2001) guideline, as shown in Table 27.

**Table 27: ANOVA- Effect of Principals’ Perception on Implementation of TPAD Policy**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.115	1	1.115	14.089	.000 <sup>b</sup>
	Residual	14.479	183	.079		
	Total	15.594	184			

a. Dependent Variable: Implementation of TPAD Policy

b. Predictors: (Constant), Principals' Perception

There is sufficient evidence in Table 27 to establish that the slope of the population regression line is not zero, indicating that principals' view is a significant predictor of teacher performance appraisal policy implementation  $F(1, 183) = 20.166, p = .000 < 0.05$ . According to Table 28, a positive correlation exists ( $R = 0.315$ ) between principals' perceptions and the implementation of teacher performance appraisal and development policies, with higher levels of principals' perceptions associated with the implementation of teacher performance appraisal policies and vice versa.

**Table 28:** *Regression Model- Effect of Principals' Perception on the Implementation of TPAD Policy*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.267 <sup>a</sup>	.071	.066	.28129

Predictors: (Constant), Principals' Perception

The model indicates that principals' perceptions accounted for 6.6 percent of the variation in and implementation of teacher performance appraisal and development policy, as indicated by Adjusted  $R^2=0.066$ . This finding implies that difference in principals' perceptions accounts for approximately 7% of the variability in teacher performance appraisal and development policy implementation.

#### **4.7.2: The Level of Implementation of TPAD Policy**

The purpose of this study was to determine the extent to which teachers' performance appraisal policies are implemented in secondary schools in Siaya Sub-County. This was necessary due to the fact that it was the study's dependent variable. The level of implementation of a teacher performance appraisal policy was investigated using a five-item Likert scale questionnaire with response options ranging from 1 (Strongly Disagree) to 5. (Strongly Agree). The percentage frequencies and averages of the teachers' responses are reported in Table 29.

**Table 29: Percentage Response on Implementation of TPAD Policy.**

<b>Aspects of TPAD</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
Professional knowledge and application is effectively done	35 (19.0%)	100 (54.3%)	23 (12.5%)	17 (9.2%)	9 (4.9%)	3.73
Time management has been improved	7 (3.8%)	124 (67.4%)	26 (14.1%)	15 (8.2%)	12 (6.5%)	3.54
Innovation and creativity in teaching has improved	6 (3.3%)	21 (11.4%)	18 (9.8%)	58 (31.5%)	81 (44.0%)	1.98
Learner protection and teacher conduct has improved	12 (6.5%)	33 (17.9%)	35 (19.0%)	82 (44.6%)	22 (12.0%)	2.63
Promotion of co-curricular activities has been improved	9 (4.9%)	38 (20.7%)	20 (10.9%)	86 (46.7%)	31 (16.8%)	2.50
Mean average level of TPAD policy implementation						2.88

**Source: Survey Data (2019)**

According to the survey results, teacher performance appraisal policy implementation in Siaya Sub-County is modest, as shown by the mean rating of 2.88. For instance, when it comes to professional knowledge and application, 35 (19.0 percent) of the sampled teachers strongly agreed, while 100 (54.3 percent) agreed that it is done effectively. This indicates that there has been significant improvement in the production of schemes of work, lesson plans, lesson notes, and learning/teaching progress records, all of which serve as indicators of professional knowledge and application (mean=3.73). However, 26 (14.1 percent) of respondents disputed the assertion that teachers are more focused and spend more time preparing professional documents. Those who disagree against the idea of increased professional knowledge and application suggest that instructors are just

spending more time planning lessons and updating their teaching aids, which takes time away from application.

On the subject of time management, the study's findings indicate that overall, time management has improved, as seen by a mean rating of 3.54 for TPAD implementation. This was corroborated by more than seven out of ten (71.2 percent) of respondents who felt that time management in their schools has generally improved. This indicates that the deployment of TPAD has resulted in a decrease in teacher absenteeism from school and an increase in teacher overall lesson attendance. However, 27 (14.7 percent) of the sampled teachers claimed that their school's time management has not improved considerably, while 26 (14.1 percent) others remained undecided on the subject of school time management.

Additionally, the survey results indicate that innovation and creativity in teaching have not improved significantly in the majority of schools (mean=1.98). This was represented by a huge majority of 139 instructors (75.5 percent) who questioned the claim that innovation and creativity in teaching have improved in schools. Only 27 (14.7 percent) of respondents believed that their schools had improved in terms of originality and creativity in teaching, while 18 (9.8 percent) remained undecided. Additionally, the survey results indicate that learner protection and teacher behavior have not improved significantly (mean=2.63), as indicated by only 45 (24.4 percent) of sampled teachers who indicated that learner protection and teacher behavior have improved as an indicator of teacher performance appraisal implementation.

On the subject of co-curricular activities promotion, the survey results indicate that while 47 (25.6 percent) of the teachers surveyed agreed that there has been an improvement in co-curricular activity promotion in their schools, 20 (10.9 percent) were undecided, while a majority of 117 (63.5 percent) of them insisted that there has been no significant improvement in co-curricular activity promotion (46.7 percent) attributed to implementation. Those who asserted that there has been an improvement in the promotion of co-curricular activities asserted that teacher performance appraisal enables teachers to help pupils/students recognize their talents.

#### 4.8: The Regression Prediction Model

A regression model was built to forecast the link between teacher selection characteristics and teacher performance appraisal policy implementation in public secondary schools. This model was appropriate because each predictor variable was distinct from the others and not mutually exclusive. The coefficient values for each facet of behavior modification practices are listed in Table 30.

**Table 30:** Coefficient Output: Teacher related factors and Implementation of TPAD policy

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.503	.136		3.708	.000	.235	.771
Teachers' Training	.206	.019	.438	10.955	.000	.169	.243
Reward	.222	.025	.352	8.884	.000	.173	.271
Teachers' Attitudes	.213	.015	.558	14.102	.000	.183	.243
Principals' Perception	.187	.030	.241	6.137	.000	.127	.247

a. Dependent Variable: Implementation of TPAD Policy

In this model:  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$ .

Where: Y is Implementation of TPAD Policy

$X_1$  Teachers' Training;  $X_2$  Reward ;  $X_3$  Teachers' Attitudes;  $X_4$  Principals' Perception

Predicated optimum level of Implementation of TPAD Policy was presented by:

$.503units + .206X_1units + .222X_2units + .213 X_3units + .187X_4 units + error$ .



From the model, the coefficients indicate how much implementation of TPAD Policy varies with each aspect of teacher related factors when other variables are held constant. It emerged that teacher attitude and teacher reward had the highest influence on Implementation of TPAD Policy. This was reflected by the unstandardized coefficient,  $X_3$ , which is equal to .213 means that for each one unit improvement in teacher attitudes towards TPAD policy, there is an ensuing improvement in the level of implementation of TPAD by .213units. Equally, when the teacher rewards improves by one unit, the level of implementation of TPAD policy would improve by .222 units.

On the contrary, principals' perceptions indicated that TPAD policy execution had the least impact. A unit increase in the perceived degree of principals' perception would result in just one thing. Improvement of 187 units in the level of TPAD implementation in secondary schools. When the four variables were compared to determine which had the largest impact on the execution of the teacher performance appraisal policy, it was determined that teacher attitude had the biggest impact. This is represented in the standardized coefficients Beta value of .558, which is the greatest, while principals' perceptions are the lowest at .241. However, as demonstrated by the regression model in Table 31, the model was found to be adequate for predicting teacher performance appraisal policy adoption in public secondary schools in Siaya Sub-County.

**Table 31:** *Regression Analysis Model summary output: Teacher related factors and Implementation of TPAD policy*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.851 <sup>a</sup>	.725	.719	.15445	1.634

a. Predictors: (Constant), Principals' Perception, Teachers' Attitudes, Reward, Teachers' Training

b. Dependent Variable: Implementation of TPAD Policy

In Table 31, it is evident that the teacher related factor in general accounted for 71.9%, as signified by Adjusted coefficient of  $R^2=.719$ , of the variation in implementation of teacher performance appraisal policy.

**Table 32:** Analysis of Variance teacher selected factors and implementation of teachers 'performance appraisal policy

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	11.300	4	2.825	118.431	.000 <sup>b</sup>
1 Residual	4.294	180	.024		
Total	15.594	184			

a. Dependent Variable: Implementation of TPAD Policy

b. Predictors: (Constant), Principals' Perception, Teachers' Attitudes, Reward, Teachers' Training

Further, ANOVA results output (Table 32) indicates that the model as a whole is significant,  $F(4, 180) = 118.431$ ,  $p = .000 < .05$ ,  $R^2=.719$ . This confirms that the model is a significant predictor of the level of implementation of teacher performance appraisal policy among secondary schools.

## **CHAPTER FIVE**

### **5.0: SUMMARY OF FINDINGS, CONCLUSIONS & RECOMMENDATIONS**

#### **5.1: Introduction**

This chapter discusses the study's findings and their interpretations in light of the existing literature. Additionally, the chapter concludes with recommendations for future practice and study.

#### **5.2: Summary of Findings**

##### **5.2.1: Effect of Teacher Training on the Implementation of TPAD Policy**

The study's initial purpose was to determine the effect of teacher training on the implementation of TPAD policy. For example, when asked whether teachers were adequately prepared for self-evaluation, the survey found that while 19 (10.3 percent) of respondents strongly agreed and 24 (13.0 percent) agreed that teachers were adequately guided in their school on how to prepare for and conduct a self-review appraisal, the majority of respondents disagreed, with 49 (26.6 percent) disagreeing and 80 (43.5 percent) strongly disagreeing that their teacher was adequately prepared.

According to the model, the slope coefficient for teacher training was 0.223 within a 95 percent confidence interval of (0.163, 0.284), meaning that the level of implementation of teacher performance appraisal policy increased by 0.277 units for every unit increase in teacher training. Similarly, increasing teacher training by one standard deviation led in a 0.475 standard deviation improvement in teacher performance appraisal policy implementation. The model revealed that teacher training accounted for 22.1 percent of the variation in and implementation of teacher performance appraisal and development policies across secondary schools, as indicated by Adjusted  $R^2=0.221$ . This finding

showed that variance in teacher training accounts for approximately 22% of the difference in teacher performance rating and development policy implementation.

Qualitative data from participants revealed that administrative training was mostly conducted through workshops for deputy principals and principals. According to the respondents, these were workshops intended to train secondary school leaders, which were hosted on several occasions by the Ministry of Education and the Teachers Service Commission.

### **5.2.2: Effect of Teachers' Attitude on the Implementation of TPAD Policy**

The study's second purpose was to determine the effect of instructors' attitudes on the implementation of TPAD policy. The survey's findings indicated that, on average, teachers had a negative attitude toward the implementation of their performance appraisal and development policies. This was reflected in an overall mean attitude of 2.74 on a 1 to 5 scale. For example, it was discovered that many teachers believe that TPAD adds no value to the educational process. This was mirrored in the fact that 55 (29.9 percent) and 61 (33.2 percent) of instructors, respectively, strongly agreed and agreed that TPAD was unnecessary because it offered little value to instruction. Only 41 (22.3%) of respondents said (mean=2.57) that TPAD was necessary and brought value to instruction, although 27 (14.7%) remained undecided on this point.

On the model, the slope coefficient for teachers' attitude was 0.234 within a 95 percent confidence interval of (0.190, 0.278), meaning that the degree of implementation of teacher performance appraisal policy improved by 0.234 units for every unit increase in teachers' attitude. Similarly, a one-standard deviation rise in teachers' attitudes led in a

0.612 standard deviation improvement in teacher performance rating policy implementation. According to the model, teacher attitude accounted for 37.1 percent of the variation in and implementation of teacher performance appraisal and development policies across secondary schools, as indicated by Adjusted  $R^2=0.371$ . This finding showed that variance in teacher attitude accounted for approximately 37% of the variability in teacher performance rating and development policy implementation.

### **5.2.3: Effect of Reward on the Implementation of TPAD Policy**

The third purpose of the study was to determine the effect of reward on TPAD policy implementation. The study's findings indicated that teacher compensation for performance appraisal implementation was typically low (mean=2.80) across secondary schools in Siaya Sub-County. The rating of reward indications ranged from 1.51 to 4.51. A resounding majority of 170 instructors, or 92.4 percent, stated that TSC did not compensate teachers for successfully implementing the TPAD program. Only ten (5.4 percent) of them believed that TSC occasionally paid instructors for effective TPAD implementation.

Per the model, the slope coefficient for teachers' compensation was 0.199 within a 95 percent confidence interval of (.111,.286), meaning that the degree of implementation of teacher performance assessment policy increased by 0.199 units for every unit increase in compensation. Similarly, increasing teacher compensation by one standard deviation led in a 0.315 standard deviation improvement in teacher performance rating policy implementation. The model indicated that remuneration for teachers accounted for 9.4 percent of the variance in the implementation of teacher performance appraisal and development policies among secondary schools, as indicated by Adjusted  $R^2=0.094$ . This

study showed that incentive variation accounts for approximately 9% of the variability in teacher performance rating and development policy implementation.

Concerning teacher awards and the adoption of an assessment system, qualitative data revealed that the majority of respondents reported that TSC promotions were utilized to reward high-performing teachers. However, the majority of respondents claimed that promotions had a little influence on the execution of teachers' performance appraisals since the receivers were not specified.

#### **5.2.4: Effect of Principals' Perception on the Implementation of TPAD Policy**

The study's final purpose was to determine the influence of principals' perceptions on TPAD policy implementation. The study's findings indicate that secondary school principals in Siaya Sub-County typically have a favorable attitude toward the implementation of teacher performance policies, as do the majority of teachers surveyed. This was evaluated as a mean of 3.67 in terms of perceived difficulty with TPAD implementation. For example, 95 (51.6%) of respondents strongly agreed and 61 (33.2%) agreed that their principals believed TPAD policies were the way to go in education, resulting in a mean favorable opinion of 4.30. Additionally, the majority of administrators had a widespread belief that TPAD was critical for monitoring student achievement in school. This was corroborated by nearly three quarters, 134 (72.8 percent) of instructors who responded to the poll, who reported that their principal believed TPAD was critical for monitoring student achievement. Additionally, 124 (67.4 percent) of teachers responded that their principals felt TPAD inspired them to accomplish their jobs, whereas 35 (19.1 percent) of respondents denied the assumption and 25 (13.6 percent) were indecisive, resulting in a mean impression of TPAD of 3.80.

The model indicated that the slope coefficient for principals' perception was 0.207 within a 95 percent confidence interval of (.098,.316), meaning that the degree of implementation of teacher performance assessment policy increased by 0.207 units for every unit increase in principals' perspective. Similarly, a one standard deviation increase in principals' perception corresponds in a.267 standard deviation increase in teacher performance assessment policy implementation. The model revealed that principals' perceptions accounted for 6.6 percent of the variance in and implementation of teacher performance assessment and development policies, as indicated by Adjusted R<sup>2</sup>=0.066. This study showed that difference in principals' perceptions accounted for approximately 7% of the diversity in teacher performance assessment and development policy implementation. Qualitative data were also gathered on principals' perceptions of the performance rating system's implementation among instructors. Positive and negative impressions appeared as themes. On the plus side, it was observed that the majority of principals had extremely favorable opinions regarding the introduction of teacher performance rating systems. According to respondents, principals considered the TPAD as beneficial in terms of completing the curriculum, managing time among instructors, and providing an overall check on teacher performance, which ultimately improved students' academic achievement. The other recurring issue about principals' perspectives was that some held an unfavorable view of the appraisal. This was due to the fact that a few principals believed that little was being done in schools to improve the performance rating system. Additionally, several administrators believed that the appraisal system squandered time on syllabus covering in schools by requiring teachers to perform additional secretarial chores rather than syllabus coverage.

### **5.3: Conclusion**

The coefficients in the model demonstrate how much TPAD Policy implementation differs with each feature of teacher-related parameters while all other variables are maintained constant. It was discovered that teacher attitude and teacher compensation had the greatest impact on the implementation of the TPAD policy. This is represented in the unstandardized coefficient X3, which equals zero. 213 indicates that for every unit increase in teacher attitudes for TPAD policy, the degree of implementation of TPAD increases by.213 units. Similarly, when teacher rewards improve by one unit, the level of TPAD policy implementation improves by.222 units.

On the contrary, principals' perceptions indicated that TPAD policy execution had the least impact. A unit increase in the perceived degree of principals' perception would result in just one thing. Improvement of 187 units in the level of TPAD implementation in secondary schools. When the four factors were compared to determine which had the largest impact on the execution of the teacher performance assessment policy, it was determined that teacher attitude had the biggest impact. This was represented in the standardized coefficients Beta value of 0.558, which was the highest, followed by the Beta value of 0.241 for principals' perception.



#### **5.4: Recommendations**

The following suggestions for policy and practice were made based on the study's results and conclusions.

The Teachers Service Commission should adopt a more participatory approach when formulating performance rating policies for Kenyan teachers. This would assist in resolving instructor attitudes about the policy's execution.

Kenya's Ministry of Education should increase awareness among school principals about the need of implementing a performance assessment program to improve teacher performance. This might assist overcome some principals' unfavorable attitudes about performance assessment.

The Teachers Service Commission should devise more promotional tactics for secondary school teachers. This would address the poor teacher morale that has been noted as a result of stagnation.

#### **5.5: Suggestions for Further Research**

The following topics for additional investigation were proposed based on the findings, conclusions, and recommendations:

- I. Assessment of teachers' attitudes regarding performance appraisal implementation.
- II. Gender variations in teachers' views about the introduction of a school-based assessment system.
- III. Institutional elements that influence the adoption of an assessment system in schools.

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**APPENDICES**

**APPENDIX 1: INTRODUCTION LETTER FROM THE UNIVERSITY**



**JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY**  
**BOARD OF POSTGRADUATE STUDIES**  
*Office of the Director*

Tel. 057-2501804  
Email: [bps@jooust.ac.ke](mailto:bps@jooust.ac.ke)

P.O. BOX 210 - 40601  
BONDO

Our Ref: E161/4119/2013

Date: 4<sup>th</sup> June 2019

**TO WHOM IT MAY CONCERN**

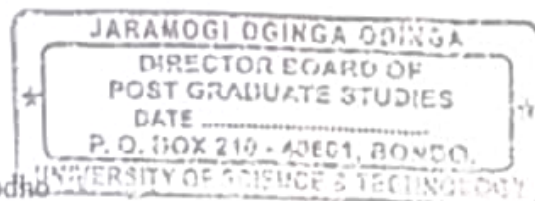
**RE: EVERLYNE ATIENO MITO – E161/4119/2013**

The above person is a bona fide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Education pursuing a PhD in Educational Administration and Management. She has been authorized by the University to undertake research on the topic: *“Selected Factors Influencing the Implementation of Teacher Performance Appraisal and Development Policy in Public Secondary Schools in Kenya”*.

Any assistance accorded to her shall be appreciated.

Thank you.

Prof. Dennis Ochuodho



**DIRECTOR, BOARD OF POSTGRADUATE STUDIES**

**APPENDIX II: RESEARCH AUTHORIZATION LETTER FROM THE  
MINISTRY OF EDUCATION**



OUR REF: SYA/SCDE/NCSTIR/1/16

DATE: 5<sup>th</sup> June , 2019

THE DIRECTOR GENERAL  
NATIONAL COMMISSION  
FOR SCIENCE TECHNOLOGY AND INNOVATION  
NAIROBI

**RE: PERMISSION TO COLLECT DATA FOR RESEARCH; EVERLYNE ATIENO MITO**

The above is a student perusing a PhD course at Jaramogi Oginga Odinga University of Science and Technology through an introductory letter from the collage referenced E16/4119/2013.

The student is intending to collect data on a subject on "factors affecting the implementation of teacher performance appraisal and development policy in public secondary schools in Kenya".

Permission has been granted for the student to collect the required data from our schools. The student shall ensure minimum disturbance while collecting data and shall be collected within reasonable time. Please accord her the necessary assistance.

  
**RICHARD OBONYO**  
SUB COUNTY DIRECTOR OF EDUCATION  
SIAYA SUB COUNTY



Cc The Director, Board of Postgraduate Studies







**APPENDIX IV: CONSENT FORM**

Please feel free to ask me any questions, before and after the interview.

Email: evelynokoth70 @gmail.com

Mobile number: 0710530673

This is to seek your consent so as to interview you about factors affecting the implementation of teacher performance appraisal and development policy in public secondary schools. This will be through answering questions in the questionnaire and interview.

- 1. Your participation is entirely on a voluntary basis and you have the right to withdraw from the study any time.
- 2. I will maintain confidentiality and anonymity throughout this study. Information will not be divulged to any other parties except those directly involved in supervising and examining this study. Such parties will not be able to link data to particular participants as data will be made anonymous by using codes on the interview transcripts.
- 3. Data will be protected by keeping transcripts in a safe place. Once the study has been examined and my final assessment done, the data will be destroyed.

I agree/don't agree to take part in the above research project.

**I** have read the research description above and agree to undertake the following:

Be informally interviewed by Everlyne Mito

I understand that any information I provide is confidential and that no information will lead to identifying individuals or institutions involved in this research project.

I understand that my participation is voluntary and that I can choose to withdraw at any stage.

Name: ..... Tel: ..... Email: .....



**SECTION B; HOW TEACHER TRAINING AFFECTS THE IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT POLICY**

For every response indicate your opinion by ticking appropriate box where SA=Strongly Agree A=Agree U =Undecided D =Disagree SD =Strongly Disagree

<b>Indicators of teacher training</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	
The teachers are adequately guided on how to prepare for and conduct a self-review appraisal.						
Teachers adequately understand TPAD						
Appraisers have been properly trained on TPAD						
Only Principals have been trained on TPAD implementation						
Teacher training on TPAD can be effective if its continuously done at school level						
TPAD policy is simplified and hence teachers do not require any training.						
The objectives of carrying out performance appraisal are clear to all teachers						
TSC need to organize teacher induction sessions for newly posted teachers on TPAD implementation.						
TSC needs to strengthen teacher training on implementation of TPAD.						

Briefly explain how teacher training affects the implementation of performance appraisal in your school

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Identify various teacher training methods that TSC has put in place to train teachers on the implementation of the TPAD policy in public secondary schools.

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 .....

Suggest other methods TSC should use to train teachers on the implementation of the TPAD policy.

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 .....

**SECTION C: HOW REWARD AFFECTS THE IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT POLICY**

**For every response indicate your opinion by ticking appropriate box where SA=Strongly Agree A=Agree U =Undecided D =Disagree SD =Strongly Disagree**

<b>Indicators on Rewards as a factor affecting TPAD policy</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	
TSC do not reward teachers for implementation of TPAD policy.						
Teachers are rewarded with support, encouragement and recognition when they accomplish TPAD tasks						
TSC rewards does not have much effect on TPAD implementation.						
Teachers are self-driven and do not require any kind of reward in the implementation of TPAD policy						
TSC promotes teachers who effectively implement the TPAD policy						

Briefly explain how the act of rewarding teachers affects the implementation of Teacher performance appraisal and development policy

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Mention various rewards that TSC offers to teachers in the implementation of teacher performance appraisal and development policy.

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Suggest some other reward systems that TSC need to put in place for teachers to effectively implement of teacher performance appraisal and development policy.

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**SECTION D: HOW TEACHERS' ATTITUDE AFFECT THE IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT POLICY**

For every response indicate your opinion by ticking appropriate box where SA=Strongly Agree A=Agree U =Undecided D =Disagree SD =Strongly Disagree

<b>Indicators of teachers' attitude</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	
Teachers' attitude is a significant factor in the implementation of TPAD policy						
Teachers feel that TPAD is not necessary and it adds no value to teaching						
Teachers have embraced the implementation of the TPAD policy						
Teachers have raised complaints on implementation of TPAD policy.						
Teachers feel that the TPAD policy should be revised.						
Teachers feel that TPAD should be scrapped.						

Briefly explain teachers' attitude towards the implementation of the TPAD policy.

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 .....

Briefly explain ways in which teachers' attitude has affected the implementation of performance appraisal and development policy.

.....  
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 .....  
 .....

Identify measures that TSC has put in place to ensure that teachers embrace the implementation of TPAD policy.

.....  
 .....  
 .....

Mention some of the teachers’ reactions towards the implementation of the TPAD policy.

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 .....

Identify other factors that are affecting the implementation of the TPAD policy.

.....  
 .....

**SECTION E: HOW PRINCIPALS’ PERCEPTION AFFECT THE IMPLEMENTATION OF PERFORMANCE APPRAISAL POLICY**

For every response indicate your opinion by ticking appropriate box where SA=Strongly Agree A=Agree U =Undecided D =Disagree SD =Strongly Disagree

<b>Indicators of Principals’ perception</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	
Our principal believe that TPAD policy is the way to go in education						
Our principal’s feeling is that TPAD is important in monitoring performance in school						
Principals are generally satisfied with the implementation of the TPAD policy						
Our principal support teachers in the implementation of the TPAD policy.						
Our principal believes that TPAD motivates the teachers to do what is required of them						

In your own opinion, what is the principals' perception on the implementation of the TPAD policy in your school?

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Briefly explain how principals' perception affects the implementation of performance appraisal and development policy.

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Suggest measures TSC have put in place to ensure that principals embrace the implementation of TPAD policy.

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Mention some of the principals' reactions towards the implementation of the TPAD policy.

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**SECTION F; LEVEL OF IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT POLICY.**

For every response indicate your opinion by ticking appropriate box where SA=Strongly Agree A=Agree U =Undecided D =Disagree SD =Strongly Disagree

<b>Aspects of TPAD</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	
Professional knowledge and application is effectively done						
Time management has been improved						
Innovation and creativity in teaching has improved						
Learner protection and teacher conduct has improved						
Promotion of co-curricular activities has been improved						

Others. (please specify .....

.....  
 Briefly explain the level of implementation of the tools of performance appraisal and development policy

.....  
 Suggest factors affecting the level of implementation of various tools of TPAD .

**THANK YOU FOR YOUR TIME AND CO-OPERATION.**

**APPENDIX VI: DISTRICT QUALITY ASSURANCE AND STANDARDS  
OFFICER'S INTERVIEW SCHEDULE**

1. How does teacher training affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-County?
2. How does reward affect the implementation of Teachers performance appraisal and development policy in public secondary schools in Siaya sub-county?
3. How does teachers' attitude affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-county?
4. How does the principals' perception affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-county?
5. What are the factors affecting the level of the implementation of TPAD policy tools in public secondary schools in Siaya sub county?

**THANK YOU FOR YOUR TIME AND CO-OPERATION.**

**APPENDIX VII: TSC SUB-COUNTY DIRECTOR'S OFFICER INTERVIEW  
SCHEDULE**

1. How does teacher training affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-County?
2. How does reward affect the implementation of Teachers performance appraisal and development policy in public secondary schools in Siaya sub-county?
3. How does teachers' attitude affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-county?
4. How does the principals' perception affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-county?
5. What are the factors affecting the level of the implementation of TPAD policy tools in public secondary schools in Siaya sub county?

**THANK YOU FOR YOUR TIME AND CO-OPERATION.**

## **APPENDIX VIII: PRINCIPALS' INTERVIEW SCHEDULE**

1. How does teacher training affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-County?
2. How does reward affect the implementation of Teachers performance appraisal and development policy in public secondary schools in Siaya sub-county?
3. How does teachers' attitude affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-county?
4. How does the principals' perception affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-county?
5. What are the factors affecting the level of the implementation of TPAD policy tools in public secondary schools in Siaya sub county?

**THANK YOU FOR YOUR TIME AND CO-OPERATION.**

**APPENDIX IX: DEPUTY-PRINCIPALS' INTERVIEW SCHEDULE**

1. How does teacher training affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-County?
2. How does teachers' attitude affect the implementation of Teachers performance appraisal and development policy in public secondary schools in Siaya sub-county?
3. How does reward affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-county?
4. How does the principals' perception affect the implementation of Teacher Performance appraisal and development policy in public secondary schools in Siaya sub-county?
5. What are the factors affecting the level of the implementation of TPAD policy tools in public secondary schools in Siaya sub county?

**THANK YOU FOR YOUR TIME AND CO-OPERATION.**

**APPENDIX X: MAP OF AREA OF STUDY**

