

## **Performance Appraisal Systems and Performance of Teachers in Selected Day Secondary Schools in Thika West Kiambu County, Kenya.**

**Moss Z.C Lillian & Dr. Jedidahmuli**

*Kenyatta University*

*School of Business*

*Department of Business Administration*

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### **Abstract**

*Organizations must build appealing performance appraisal programs to help inspire their workers to work hard for the optimal results expressed in their productivity. Regardless of the efforts and resources for implementing various performance appraisal systems in the country, the performance of employees has deteriorated to a significant degree. The ultimate objective of the study was to assess the major effect of teacher performance appraisal systems on selected high schools in Thika West, County Kiambu, Kenya. The study was guided by specific objectives that entailed; determining the effect of performance appraisal techniques, performance appraisal feedback, reward systems and performance monitoring of teachers in selected secondary schools in Thika. The study was guided by Hackman and Oldham Job Characteristics Model, Goal setting theory and Expectancy theory. This study used a descriptive research design. The target population was 276 teachers that entailed, Principals, Deputy Principals, senior teachers, departmental heads and teachers in the public secondary schools that used performance appraisal systems to evaluate the performance of teachers. A sample size of 163 respondents was selected to partake in the study. To ensure construct validity, a pilot test was carried out with 20 respondents, where the results were used to make adjustments where necessary. The study used structured questionnaires to obtain primary data from the respondents. In order to collect key data from respondents, the analysis used standardized questionnaires. The data obtained from the questionnaires were then grouped in order to be evaluated and tabled on the basis of the study questions in the statistical package of social science (SPSS version 24.0). The findings from the study was of value to the teachers to enable them adopt the best performance appraisal systems, the government in policy formulation, and academicians and researchers may find the research useful as it will be a point of reference and add to the existing body of knowledge. The study recommended that further similar studies should also be carried out on private secondary schools, to provide a clear overview of teacher's performance. The study also suggested that more research to be conducted in other counties since the study was carried out in Kiambu County.*

**Key words:** *360-degree appraisal, Feedback, Monitoring and evaluation, Management by Objective, Graphical rating scale, Performance Appraisal systems.*

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### **I. Background of the study**

Employee success is crucial in achieving organizational objectives in any business organization. Thus, performance assessment can be attributed to the success of every business organization. Performance appraisal (PA) is one of the basic tools that make workers more productive and successful at work Harvey -Beavis (2013). A critical assessment of this will show the need within an organization for encouragement, incentives, growth, training and good human relationship.

Globally, performance management in most organizations also has a long way to go in achieving its responsibilities and goals. In Kenyan Secondary Schools this is especially the case. A number of countries have introduced pay-for-performance approaches in recent decades to adjust the conventional wage scales. Incentive have commonly been referred to as compensation in the past and incentive schemes have been regarded for several years mainly as a necessary evil to recruit and retain professional workers such as Kochanski, Anderson & Sorenson (2015).

Performance Appraisal (PA) is one of the most critical roles of human resources executives, according to Singh, (2010). This is concerned with defining, assessing, affecting and improving employee performance in the company over a given period of time in relation to the established standards and norms in order to accomplish various objectives. Employees are expected to create a complete dedication to optimal work

performance expectations and enhanced job performance to ensure sustainable growth for the company and long-term value development for customers.

According to Teachers Performance Appraisal and Development (TPAD) (2018), teachers are evaluated in seven areas that include; first, technical knowledge in which teachers are evaluated on the ability to prepare job scheme and lesson plan. Additionally, time management in which teachers are measured on the ability to control teaching time, continuity in attendance at the class, adherence to the time table of the school and attendance at certain school events. Thirdly, innovation and creativity, where teachers are assessed on the basis of their ability to improvise the tools available locally. Fourthly, Learner health and safety where teachers are tested on awareness of social, emotional and physical harassment-related subject matter and effective solutions.

The success of the students in exams depends on several variables. Many of these variables include: the type of school and its facilities, teacher training, academic history of the students, the community from which they come, the style of leadership offered by the head teachers and their qualifications and parentage. The results of the K.C.S.E in Kenya in general, and particularly in Thika West, year after year show that public boarding secondary schools perform better in national examinations than public day secondary schools.

In addition, a number of researchers approached the topic of performance from the socio-economic perspective of the pupils and barely touched upon school administrative influences and their impact on the performance of the teachers. Therefore, this aimed to identify administrative factors that affect performance evaluation system and teacher performance in selected Thika West high schools and recommended ways to enhance teacher performance.

### **Thika west Sub county, Kiambu County**

The administrative division in the wider county of Kiambu is the Thika West district. It includes the town of Thika. There are 3,479 teachers serving in TSC in Kiambu County at 277 public schools throughout the district. Due to accessibility, cost and time factor, Thika West sub-county will be considered. In Kenya, KCSE performance is the gateway to higher education institutions and ultimately to job development and to education. The persistent disparities in university performance in Thika West Sub-County over the years have provided students, teachers and others in the education industry a lot of cause for concern. There are small, medium and low-level public high schools in the sub-county (Njeru, 2013).

These differences in performance are mainly recognized among schools: state, county, boarding and schools for day-to-day use. Furthermore, while schools are equipped with similar learning facilities and equipment, the performance levels differ from top to bottom and typically participate in the same grade group as KCPE. Moreover, low performance levels have been recorded in public day schools in Thika West sub-county over the years as illustrated in table 1.1 below:

**Table 1.1 KCSE Performance for Thika West Sub-county public day secondary schools since 2015 to 2019**

<b>Name of the school</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Thika Garrison	5.541	5.432	5.232	5.434	5.153
Karibaribi	4.051	4.123	2.910	2.950	3.150
Kimuchu	4.758	4.601	3.367	3.789	4.374
St Mark Gatuanyaga	1.897	1.713	1.423	1.561	2.014
Kenyatta Girls	3.344	3.232	2.230	2.918	3.534
St Xavier	2.182	2.023	2.453	2.61	2.417
Theos	2.710	2.140	2.013	2.054	2.980
Queen of Rosary	3.692	3.015	3.671	2.993	3.465
Broadway	4.667	4.562	3.565	3.900	4.289
Thika Girls	4.433	3.341	1.700	2.317	3.116

*Source: Kiambu county K.C.S.E Analysis (2019)*

### **Statement of the problem**

The current teacher's performance appraisal system has not achieved its expectations of improving teacher's commitment to their work and quality education. KUPPET and KNUT (2018) have opposed the appraisal system for being exclusive, process focused and not teachers focused, lengthy and tiring process that does not yield in terms of salary review, transfer, promotion and job improvement.

Various Global, regional and local empirical research undertaken have established the link between performance appraisal system and employee performance. Nimrod (2015) on staff performance appraisal systems and their effect on teachers' motivation at Agha Khan Schools in Uganda noted a significant relationship between schools based criteria of evaluation and level of empowerment that teachers felt. Mugure (2018) conducted a study on the implication of appraisals motivation, at the Ministry of East African Community, Labour and Social Protection and concluded that adoption of employee performance review system motivated

the employees. It further recommends that involvement of all the employees in the appraisal process would necessitate a greater success than involvement of only a few people.

Locally, such findings are attributed to the studies by Githeka (2018) used regression tool to examine the influence of employee assessment method on employee motivation at The Lions Eye Hospital. The researcher discovered that there exists a positive correlation between employee high morale and performance appraisal. Ndolo (2014) conducted a research to establish the implications of performance appraisal motivation on staff performance. The study focused on employees from the National Housing Cooperation. He concluded that the adoption of an effective and a fair system in assessment of employee performance is highly essential for motivation of employees at NHC.

Owalo (2016), conducted a study on appraisal practices in government secondary schools in Uganda. Research findings demonstrated that performance appraisal system was perceived as fair and had an impact and valued reward motivated the teacher and in return high performance was realized in the work output. Many of these studies have been done in the public and private sectors, but very little has been done specifically on performance appraisal systems and its influence on performance of teachers in selected secondary schools in Thika West. This study therefore sought out to fill this knowledge gap by establishing significant effects of performance appraisal system on teachers' performance on selected daysecondary schools in Thika west, Kiambu County.

### **Objective of the study**

This research aimed to establish the effect of performance appraisal systems on teacher's performance in selected secondary schools in Kiambu County, Kenya.

### **Literature Review**

#### **Theoretical review**

This study was underpinned on the following model and two theories;-Hackman and Oldham Job Characteristics Model, Goal Setting Theory and Expectancy Theory.

#### **Hackman and Oldham Job Characteristics Model**

Feedback is one of the five attributes that can boost employee motivation to promote better results, according to this model. Blanchard and Johnson (2015) deal with rapid input by 1-minute goals, 1-minute recognition and 1-minute re-directs significant contributions to organizational achievements. Through enabling workers to acquire better information about how well they performed, what they should improve, and how their supervisor feels about it; employees feel better about themselves and in this manner, they produce better outcomes.

Blanchard and Johnson (2015) concluded that the input given at a time to one person would likely be considered fair and sincere by the employee. The staffs are therefore known and a trust-based relationship between the employees and their managers would probably develop. If the partnership between a boss and an employee is trustworthy, workers are likely to feel comfortable and do their best to fulfil their goals and hence improve Performance. This thus raises employees drive, gives competence in work and raises self-esteem which additionally energizes the need for self-improvement. This model is critical in informing this study since, it is in support of performance of teachers and in the use of performance appraisal as a mechanism through which employees' gain better understanding of how well they performed and where they should improve.

#### **Goal-Setting Theory**

The Goal setting theory, which Edwin Locke developed in 1960 to demonstrate the need for business motivation, suggests that employees are always substantially motivated to perform harder when the reward at the end of the task is given in some form (Pervin, 2015 and Wanjala and Kimutai, 2015). The theory of goal setting is based on the theory of motivation and requires employees to outline the expected goals that dictate employees' behavior.

The theory of goals implies that a reward for the accomplishment of the assigned tasks is essential to a person's desire to complete and accomplish the assignment. It is also necessary that the award be announced correctly. Due to the theory of setting goals, therefore, the successful target must have four components: complexity, input, closeness and specificity (Pervin, 2015).

The goal assigned must be accurate and observable. The target must be an objective benchmark such as where success can be measured, where it is in most cases unambiguous and has no motivational impact (Latham, 2012). The specificity of the objective underlines the explicitness of the objective. Objective consistency is easier to achieve than specific objectives. The targets set must be demanding and realistic to achieve the desired level of success.

Objective setting theory is linked to the objective variable management as an motivation in this analysis. MBO promotes unique, observable goals and feedback. This is also a participatory mechanism

between evaluators and evaluators. When people are involved in the creation of their own goals, workers frequently set a target which will stretch them further. Goal setting is important in this study's details, therefore, because it illustrates elements of performance assessment techniques, such as linking MBO, 360 degrees, and the performance graphics scale.

### **Expectancy Theory**

The principle is often referred to as the principle of expectation. Vroom's theory of expectancy (1964) is based on the premise that people's success expectations affect their actions and the price they demand. It argues that motivation is achieved by anticipated outcomes of success and the incentive level applied to the individual's outcomes. The behavioural evaluation is important, as shown by Vroom. In the sense of likelihood that effort leads to success, instrumentality or the supposed relation between success and reward and the meaning, he maintains that the motivations of individuals are dependent on their expectations.

In the educational sense, a teacher's success and thus his / her pupils may be impaired when the test does not meet a teacher's original expectations – as the final outcomes have not reached the initial expectations. This is why, to meet or alter them, it is necessary to know the initial goals in order to bring them into line with the nature of the learning process.

The expectancy theory has been used in this study to underpin the variables of incentive, monitoring and assessment as managing directors are responsible for clarifying the linkages between effort performance and incentives for each employee as described in the theory. Management will also assess if the available incentives can contribute to the achievement and happiness of individual employees. It goes without saying, therefore, that managers must track and evaluate the cycle of performance if they are to achieve effectively their organizational goals. Expectancy theory is critical in informing this study because it explains performance appraisal elements such as linking rewards with performance and also links monitoring to performance.

## **II. Results and Findings**

### **Target Population**

The target population included all secondary school teachers in Thika West. Thika west has a total of 276 secondary teachers. The researcher targeted Principals, Deputy Principals, senior teachers, departmental heads and classroom teachers in the 16 public day secondary schools that tend to use performance appraisal systems to evaluate the performance of teachers. Table 3.1 shows the target population in the study.

**Table 3.1 Target Population**

Category	Frequency	Percentage
Principals	12	4.35%
Deputy Principals	20	7.25%
Departmental Heads	45	16.3%
Senior Teachers	52	18.84%
Teachers	147	53.26%
Total	276	100%

*Source: TSC data report (2019)*

### **Regression Analysis**

In this study multiple regression was used to test the questions under study. This was achieved through the data collected, and the findings interpreted according to the R2 values and P Values  $P < 0.001$  and  $P < 0.005$  significance level. The variables under study were regressed on performance appraisal system and teacher performance. Linear regression test was used to determine the performance appraisal and teacher performance of day secondary schools in Thika west in Kiambu County. If the value of R Square is equal or more than 0.5, then there is a strong correlation between the respective variables and performance of teachers.

### **Regression of performance appraisal system and performance of teachers in selected day secondary schools.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.779	.607	.601	.1914

*Source: Research data (2020)*

According to table 4.8 above R square was 0.607 which means 60.7% variation in teachers' performance was due to performance appraisal system, performance feedback practices and rewardssystem practices, and monitoring and evaluation while remaining 39.3% of variation in teachers' performance was explained by other factors not considered in the study ANOVA (Analysis of variance).

4.8 (ii) ANOVA of performance appraisal

Model	Sums of square	Df	Mean Square	F	Significance (p value)
Regression	9.004	4	2.251		
Residue	4.384	119	.276	17.321	0.000
Total	13.388	123			

*Dependent Variable: teacher performance*  
*Predictors: (Constant), performance appraisal*

Source: Research Data (2020)

The F test was significant with a p value =0.000 which was less than the standard p value of 0.05 and this meant that the model was significant. From ANOVA, since p value was 0.000 and was less than p value of 0.05 (p value 0.000 < 0.05), then the effect of performance appraisal system, feedback, reward system and monitoring and evaluation affect the teacher’s performance.

Coefficient of performance appraisal system on teacher’s performance

		Unstandardized Coefficients		Standardized coefficients	T	Sig
		B	Std. Error	Beta		
(constant)		.408	.184		2.246	.001
Performance appraisal system		.374	.179	.443	4.324	.000
Feedback		.391	.088	.448	4.464	.000
Reward system		.279	.089	.319	3.124	.002
Monitoring and evaluation		.227	.068	.165	3.319	.001

(Source: research data, 2020)

Results in Table 4.8 (iii) indicate a multiple linear regression of performance appraisal system and teacher performance in day selected secondary in Thika west secondary schools in Kiambu County.

$$Y = 0.408 + 0.374X_1 + 0.391X_2 + 0.279X_3 + 0.227X_4 + \epsilon \dots \dots \dots (i)$$

From the above regression equation, it was revealed that performance appraisal system, feedback, reward system and monitoring and evaluation to a constant zero, performance of teachers would be at 40.8%, a unit change in performance appraisal system would lead to 37.4% change in teacher performance, while a unit change in feedback would change teacher performance by 39.1%, while a unit change in reward system would change teacher performance by 27.9% while a unit change in monitoring and evaluation would change teacher performance by 22.7%. The study findings indicate that the overall performance appraisal system was important, with impact on results on all variables on teacher performance.

III. Conclusion

The study concluded that performance appraisal system played a significant role in enhancing performance of day secondary school teachers in Thika west Kiambu County. The study also concluded that there existed a significant positive relationship between performance appraisal systems on performance of day secondary school teachers in Thika west Kiambu County. The study concluded that performance feedback practices as a performance appraisal system was integral in efforts to improve performance of day secondary school teachers in Thika west sub County. The study also concluded that there existed a significant positive relationship between performance feedback practices and performance of day secondary school teachers in Thika west Kiambu County.

The study concluded that reward system practices as a performance appraisal played a crucial role in enhancing performance of day secondary school teachers in Thika west Kiambu County. The study also concluded that there existed a significant positive relationship between reward system practices and performance of day secondary school teachers in Thika west Sub County. The study also concluded that monitoring and evaluation as a performance appraisal system was crucial role in enhancing teacher performance of day secondary school teachers in Thika west Kiambu County. The study also concluded that there existed a significant positive relationship between reward system practices and performance of day secondary school teachers in Thika west Sub County.

#### **IV. Recommendations**

The study explored on the performance appraisal system and performance of teachers in selected day secondary schools in Thika west in Kiambu County, Kenya. The study recommends that similar studies should be done in other counties in the country for comparison purposes and allow generalization of the findings on the effect of performance appraisal system on performance of day secondary school teachers in other sub counties in Kenya .The study also further suggests that similar studies should also be carried out on private secondary schools, to provide a clear overview of teacher’s performance. This work is not in any way exhaustive in that teachers should be sensitized on various appraisal systems that are employed within the institution. The findings and lessons are stepping stones towards a better understanding of performance appraisal systems, and teachers’ performance in selected day secondary schools. The reality in practice may require more effort and further research.

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