

**EFFECT OF PERFORMANCE APPRAISAL SYSTEM ON PERFORMANCE OF
SECONDARY SCHOOLS' TEACHERS IN KIRINYAGA WEST SUB-COUNTY,
KENYA**

**BY
MARGARET WANGUI KAREITHI
16/03095**

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DECLARATION

This research project is my original work and has not been submitted for an award of a degree in any other University.

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Signature

Margaret WanguiKareithi

Reg No: 16/03095

.....

Date

This dissertation has been submitted for examination with my approval as the University Supervisor

.....

Signature

ROSE GATHII

KCA UNIVERSITY

.....

Date

ABSTRACT

Performance appraisal is one of human resource management functions that have emerged as a strategic tool utilized by almost all organizations to achieve competitive advantage. It is a process of identifying, measuring and assessing performance of every employee. The study sought to determine the effect of performance appraisal on performance of secondary schools' teachers in Kirinyaga west Sub County. Specifically, the study explored the effect of goalsetting practices, performance feedback practices and reward system practices on performance of secondary school teachers in Kirinyaga west Sub County. The study was guided by three theories; goal setting theory, expectancy theory and Hackman and Oldham model. The study adopted a descriptive research design. The study's target population was 371 teachers in Kirinyaga West Sub-county. The study employed stratified random sampling technique in sample selection. The study sample size was 192 respondents. The study used questionnaire to collect primary data. In data analysis, quantitative data was analyzed through descriptive statistics in form of frequencies, percentages, mean and standard deviation using statistical package for social science (SPSS, version 21.0). The study also conducted regression and correlation analysis to test the relationship between the study variables. The study established that secondary school teachers agreed that goal setting practices has help them improve teaching methodologies (mean 3.198); The feedback received agrees with what teachers have actually achieved (mean 3.249); TSC pegs promotion on performance (mean 3.249). further, the study results revealed a significant positive relation between goalsetting practices, performance feedback practice as well as reward system practices and teachers' performance as indicated by the coefficient values of 0.391; 0.279 and 0.277(with all having a $P < 0.05$), respectively. The study concluded that goal setting practices, performance feedback practices and reward system practices as a performance appraisal system played a significant role in enhancing teachers' performance in Kirinyaga West Sub-county. The study recommended that to make goal setting practices more effective, Teachers should be involved in setting of goals to establish a transparent and objective criterial for appraisal to enable them know the basis upon which they are being evaluated. further the study recommends that supervisor should provide regular and timely feedback to teachers.

Keywords: performance appraisal, feedback, goal setting, reward and performance

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DEDICATION

I dedicate this research project to my loving mum Jane Wanjiru Kareithi for her continuous prayers and moral support.

ACRONYMS AND ABBEVIATIONS

CBE	County Board of Education
CDE	County Director of Education
CoR	Cord of Regulation
GoK	Government of Kenya
KCSE	Kenya Certificate of Secondary School
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MoEST	Ministry of Education Science and Technology
OPAS	Open Performance Appraisal System
PA	Performance Appraisal
QASO	Quality Assurance and Standard Officers
TSC	Teachers Service Commission

OPERATIONAL DEFINITION OF TERMS

Appraisee	refers to the teacher being assessed. (TPAD 2018)
Appraiser	refers to teacher's immediate supervisor. (TPAD 2018)
Feedbacks	refers to the responses or reports given to teachers by their supervisor about their job performance (Martuoret 2011)
Goal setting	is the process of identifying objectives that you want to achieve (Mayse 2015)
Head of institution	refers administrator in a public educational institution appointed by commission (TSC code of regulation 2015)
Performance appraisal	refers to the process of evaluating teachers' performance in relation to set targets. (TSC code of regulation 2015)
Performance contract	refers to the agreement between the Teacher Service Commission and Head of Institution about teachers' performance goals or responsibilities and behaviors during the review period (TSC code of regulation 2015)

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Performance Appraisal (PA) is one of human resource management practices that has been widely studied all over the world and has equally been identified as a strong motivator (Ademola 2017). Different scholars have tried to put into perspective the meaning and the concept of performance appraisal. According to Bayon (2013), performance appraisal is a tool utilized by organizations to evaluate employee's performance in relation to certain pre-established criteria and organizational objectives. According to Bokor, Danku, Dordor and Solgo (2015) Performance appraisal is a continuous process of identifying, measuring and assessing performance of every employee with a view of knowing the areas that need to be improved. The information provided from performance appraisal increases employee satisfaction, commitment and motivation.

According to Dessler (2014), performance appraisal is also referred to as performance review, performance evaluation and performance measurement. One of the most important conditions in appraisal is to provide clear feedback to employees about their performance (Kisang&Kirai 2016). According to Gichuki (2015), teachers 'performance appraisal results can provide useful information to organizations which is used by human resource department to make decisions relating to employees' promotion, transfer and training among the others.

According to (Ademola 2017), Performance appraisal is beneficial both to the organization and employees as it is believed to encourage employees' retention, promote employees' professional development and increase employees' commitment to organization which in turn

improves organizational growth. Adofo (2011) revealed that performance appraisal is both inevitable and universal because human beings arbitrarily, naturally and formally have a habit of judging oneself and other employees performance working with them. Such judgments are unlawful and may bring serious problem at workplace which may affect employees' motivation negatively due to inaccuracies in such judgments. Organizations should have structured performance appraisal to avoid unfair judgment of its employees. According to Grote (2011), inconsistent and unsuitable performance appraisal will lead to failure of organizations and poor performance of its employees. Appraising every employee effectively and efficiently will lead to success of organization (Kanisa and Makokha 2017)

According to Thurston and McNall (2015), the way in which performance appraisal is practiced and conducted varies from one country to another. In Europe open discussion between manager and staff members during appraisal is considered to be very important as it is believed to improve communication and the acceptance of feedback whether positive or negative. In countries such as Hong Kong the primary objective of performance appraisal is to assess employees' performance and to reward them against their performance.

In South Africa performance appraisal is primarily used to give feedback on inadequate performance, recognize outstanding performance and identify training needs of employees (Swaartbooi, 2016). In Uganda due to their administrative culture which is hierarchical and rigid, open discussion between manager and staff member tend not to happen during the appraisal process (Karyeija, 2012). In Kenya, the appraisal system was introduced in 2006. The aim was to enhance efficiency and effectiveness in public service (Kamiti 2014)

1.1.1 Performance Appraisal in Teacher Service Commission (TSC)

As the need for greater accountability and quality delivery is gaining roots in all sectors, attempts to evaluate the performance of teachers in many countries have been made. Kenyan teachers have not been left behind in performance appraisal process (Jonyo&Owuor, 2017). Kanisa and Makokha (2017) revealed that, in Kenya teacher performance appraisal has only become a considerable issue recently. Although in developed countries such as USA, Australia and New Zealand it is already well established. According to Jonyo and Owuor (2017), Traditionally Kenya and other developing countries used inconsistent evaluation method based on impulse and incorrect data to evaluate teachers

Throughout the years Kenya has made several endeavours to enhance the way teachers are assessed in public schools however with little achievement. The Ministry of Education Science and Technology (MOEST) acquired an inspectorial approach on teachers' evaluation from colonial government after Kenya got her independence which was integrated in the first Education Act Cap 211(Republic of Kenya, 1969). The inspector of schools and then later Quality Assurance and Standards officers (QASOs) were mandated to evaluate teachers and inspect schools, which they did once in a while (Gichuki 2015). The Teacher Service Commission (TSC) later introduced a strategy of confidential reporting, where the heads of institution were required to give report on teachers performance which ended in 2005, due to introduction of a more participatory evaluation scheme through the Code of Regulation (CoR) for teachers in Kenya (TSC, 2005

In 2012, the Teachers Performance Appraisal was revised by TSC. The deputy head teachers and heads of department were incorporated into evaluating teachers. At first it was sole duty of the heads of institution (Gichuki 2015). This was however not implemented due to

opposition from the two main unions representing teachers in Kenya; Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET). Previously, teachers in Kenya have been under a closed Performance appraisal system where inspectors and heads of institution assessed teachers confidentially.

In an effort to mitigate the above challenges the TSC developed open performance appraisal system for teachers to enhance supervision and to effectively monitor the performance of the teachers in curriculum implementation at the schools level (TSC 2015). Currently all teachers employed by Teachers Service Commission are appraised based on agreed targets that heads of institution sign for their school performance contract.

The open performance evaluation system is more comprehensive as in the appraiser consults with appraisee on the set targets. The procedure include setting of performance targets, actualizing of targets, self-examination in view of abilities and guidelines, evaluation rating by appraiser, evaluation rating meeting amongst appraisee and appraiser, identification of professional gaps by appraisee and appraiser and in conclusion create and execute teacher support and professional improvement plan. (TSC picture 2015)

According to Muigai (2014) Teaching is always been identified as the most significant profession in the whole world as all the others professions take their roots and nourishment from the said profession. Taufik (2014) defined performance as the degree or standard considered acceptable to achieve the goal. Teacher's performance entails the effectiveness of the teacher based on students' performance results, lesson attendance, communication skills, syllabus coverage, professional knowledge, decision making, interpersonal skills and classroom management (TSC, 2008).

According to Ndugu (2011) teachers' performance is reflected on academic achievement of the student which is measured by tests scores in various subjects' areas. The study also found out that there are a number of different factors that influences teachers performance which include education infrastructure of a school, professional trainings, staff developmental programmes that are in place at given time and teachers attitude toward work. The study also found out that teachers who spend time planning lessons and lesson notes, marking student assignment and school work achieve better results than those who hardly prepare and mark student work. It was also found that quality of teachers determines the success of student in their academic achievement.

According to Teachers Performance Appraisal and Development (2018), teachers are evaluated in seven areas which include; first, professional knowledge where teachers are assessed on ability to prepare scheme of work and lesson plan. Secondly, time management where teachers are assessed on ability to manage teaching time, consistency in class attendance, adherence to school time table and attending to other school activities. Thirdly, innovation and creativity, where teachers are assessed based on ability to improvise locally available resources. Fourthly, Learner protection and safety where teachers are assessed on knowledge of matter related to sexual, mental and physical harassment and appropriate solutions. Fifth, Promotion of co-curricular activities where teachers are assessed on ability to guide co-curricular and life skills activities. Sixth, Professional developments on which teachers are assessed based on ability to identify training needs and on how to seek solutions through professional development. Lastly, Collaboration with parents where teachers are assessed based on ability to establish and maintain collaborative relationship with parents.

Yator (2003) revealed that the schools that perform better in examinations are those that the heads of institution organize and monitor the learning process their student while others leave

it to a chance. According to Jonyo&Owuor (2017) ineffective supervision and evaluation system in public schools have led to teachers' dissatisfaction, besides the low levels of numeracy and literacy among students and even teachers' failure to understand the curriculum.

1.1.2 Kirinyaga West sub County

Kirinyaga west Sub County was carved out from Kirinyaga central in 2010, it is in Ndia Constituency. It has a total number of 31 secondary schools which are distributed in two zones Kiine and Mwerua. It has 1 national secondary school, 5 county secondary schools and 25 sub county secondary schools. Kirinyaga west Sub County has a total population of 371 teachers, 201 male and 170 females. It has total population of 10131 students, 5335 boys and 5241 girls.

Report from Kirinyaga west Sub County education office indicates that performance in KCSE has been fluctuating. This is evidenced by KCSE results available in the office of Sub County Director of Education (SCDE) Kirinyaga west. For the last 5 years the performance of public secondary schools in Kirinyaga west Sub County was as follow: in 2013 the sub county got a mean score of 4.56, in 2014 a mean score of 5.432, in 2015 a mean score of 5.23, in 2016 a mean score of 4.168 and in 2017 a mean score of 3.877 (SCDE 2018). The fluctuation in KCSE results has necessitated the need to conduct the study in Kirinyaga west Sub County.

1.2 Statement of the Problem

Despite the fact that effective performance appraisal system has the potential to improve performance of employees, teachers' performance appraisal has been ineffective. Teachers'

performance appraisal is conducted solely in terms of evaluative aspect thereby overlooking its use for facilitating growth and development. According to Akampurira (2010), heads institutional and teachers have complained of the efficiency of performance evaluation. In some cases, some teachers have been promoted without linking the promotion on performance appraisal reports hence raising more doubt on the effectiveness of Teachers' performance appraisal report. In worse circumstances, is where performing teachers have been left out while promotions are done. Most important conditions of performance appraisal such as linking performance with rewards have been ignored.

Alubbe (2015) found out that performance appraisal in secondary schools is a yearly event where performance evaluation forms are hastily filled and in a number of cases not filled at all, then copies of the evaluation forms are sent to the TSC headquarters and nothing is done in accordance with the evaluation forms until the following year when the event is repeated. Most important conditions of performance appraisal such as identifying performance gap, giving feedback to teachers that lead to effective appraisals are ignored.

Oyaro (2016) revealed that teacher' performance appraisal practices in public secondary schools in Kenya display flaws which require to be reviewed immediately if teachers' performance evaluation is to be used to improve quality of education in Kenya. TSC has rolled out some approach improvements to address shortcomings in teachers' performance appraisal. For example, in the period before 2005, TSC utilized confidential technique to assess teachers, whereby the heads of schools wrote yearly confidential report on teachers' performance and the reports sent to the TSC headquarters. In 2005 TSC built up a more participatory evaluation which was additionally revised in 2012 while in 2016 TSC built up an open performance appraisal. However, few studies have been conducted on the effect of the new approach to teachers' performance appraisal, and its effect on teachers' performance.

Gichuki (2010) carried out a study on teachers perceptions on performance appraisal system effectiveness in public secondary school. The study established that there was a problem in communication of the performance feedback among the appraisers and appraise as well as from TSC, the employer of teachers. Muli (2011) conducted study on the impact of performance appraisal on secondary school teachers' professional development in Kitu west sub County. The study showed unsatisfactory feedback which translated to little or no effect on teachers' performance.

Many of the research studies that have been conducted have failed to explain whether the recently reviewed teachers' performance appraisal policy by TSC had effectively addressed the weakness raised by previous studies in Kenya. It is against this background this study will be conducted to seek to fill this knowledge gap by determining the effect of performance appraisal on performance of secondary schools teachers in Kirinyaga west Sub- County.

1.3 Research Objectives

The study sought to determine the effect of performance appraisal systems on performance of secondary teachers in Kirinyaga west sub County.

The following are the specific objectives;

- i. To determine the effect of goal setting practices on performance of secondary schools teachers in Kirinyaga west-sub county
- ii. To establish the effect of performance feedback practices on performance of secondary schools teachers in Kirinyaga west-sub county

- iii. To determine the effect of reward system practices on performance on performance of secondary schools teachers in Kirinyaga west-sub county

1.4 Research Questions

- i. What is the effect of goal setting practices on performance of secondary schools teachers in Kirinyaga west Sub-secondary County?
- ii. What is the effect of performance feedback practices on performance of secondary schools teachers in Kirinyaga west sub-county?
- iii. What is the effect of rewards system practices on performance of secondary schools teachers in Kirinyaga west sub-county?

1.5 Significance of the Study

The study may benefit teacher's management of Kirinyaga west Sub County as they would realize the significance of performance appraisal system on teachers' performance. This may in turn inform the kind of performance appraisal policies they need to be instituted to raise the performance of teachers

The findings of this study may also be of benefit to the policy marker at the national level by providing insights as to the role of performance appraisal system and how to effectively monitor and assess the performance of the teachers

School administration would learn from the findings of the study better ways of appraising teachers' performance in order to improve teachers' satisfaction and subsequently students' performance.

This research adds to the existing field of knowledge on teacher's performance and performance appraisal system. It therefore provides other interested scholars and academicians with a basis for further research on the subject.

1.6 Scope of the Study

The study was limited to Kirinyaga west Sub County secondary school as the study unit. The target population was secondary schools teachers. The main focus was to determine the effect of performance appraisal systems on performance of secondary school teachers in Kirinyaga County.

CHAPTER TWO

2.0. LITERATURE REVIEW

2.1. Introduction

This chapter presents the theoretical framework of the study, empirical review based on the study objectives, Conceptual framework of the study and operationalization of the variables.

2.2 Theoretical Review

This section includes a review of theories that guided the study. The study was guided by three theories namely; Goalsetting theory, Expectancy theory and Hackman and Oldham job characteristic model. The theories are as described in the subsequent subsections

2.2.1 Goal-Setting Theory

Goal setting theory was brought forth by Edwin Locke in 1968 in order to explain human behaviour in specific work situations. This theory expresses that goal setting is basically connected to work fulfilment. It indicates that goals which are specific, challenging and accepted by workers alongside proper feedback will prompt to higher level of performance (Locke and Latham, 1979; Locke and Latham, 2006). This can be related to employee participation in coming up with performance appraisal because performance appraisal involves setting goals to be achieved by employees at the end of appraisal period. It also identify performance gap and help employee to improve their weak areas.

According to this theory, goals make employees to discover new and better approaches to do work effectively.it also concur that obligation on goals is probably going to be high when goals are made open and they are not forced on people. According to this theory when goals are specific and workers are engaged in setting them performance increases. As indicated by

Locke and Latham (2002, 2006) there are five goal setting rules that can enhance our chances of accomplishment. These are: Clarity, challenge, commitment, feedback and task complexity. Newstrom (2011) ascertained that setting of goals motivates in light of the fact that there is a shortfall to be met between the present and future performance. This creates tension and workers diminish it by achieving the goals. This thus raises employees drive, gives competence in work and raises self-esteem which additionally energizes the need for self-improvement. Goal setting theory is critical in enlightening this study since it supports the use of performance appraisal as a strategy to raise performance of workers. The goals identifies and provide guidance to a worker about what should be done and how much efforts are required to be put in. Empirical literature review will then follow and conceptual framework will be formulated.

2.2.2 Hackman and Oldham Job Characteristics Model

According to this model, feedback is one of the five job qualities that can improve the worker motivation prompting better performance. Blanchard and Johnson (2015) contend that quick feedback through one-minute goals, one-minute recognition and one-minute re-directs highly contributions to the accomplishment of organizations. 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. By linking these three ideas together, the scholars believes that quick feedback is probably going to strengthen the worker inspiration expecting that many employees are happy to work, get pride in doing their work and seek for advance (Theory Y, McGregor, 1960s). The authors trust that the more motivated the worker is the better they will perform. While achieving better performance, the worker will feel satisfied about his or her work and is probably going to remain within the organization

Blanchard and Johnson (2015) established that offering feedback to one individual at time, the feedback is probably going to be seen by the employee as reasonable and genuine. The employee will therefore feel understood and a relationship based on trust is probably going to develop between the workers and their supervisor. In the event that the supervisor -worker relationship is trustworthy, employees probably feel safe and do their best to accomplish the goals they set together. Individuals who like themselves produce great. This model is critical in informing this study since support the use of performance appraisal as a mechanism through which employees gain better understanding of how well they performed and where they should improve.

2.2.3 Expectancy Theory

The theory is also known as expectancy valence theory. Expectancy Theory was developed by Vroom (1964) and its idea is that individuals' expectations in their performance influence their conduct and the reward they look for. It contends that motivation comes to realization through expected performance result and the attached level of reward to the outcome by the individual. As indicated by Vroom organization behaviour evaluation is imperative. He contends that motivation of individuals relies upon their expectations in terms of probability that effort leads to performance, instrumentality or assumed connection between performance and rewards, and valence which is the assumed valued linked to the reward.

Vroom (1964) also trusts that if individuals acknowledge as true a certain worth of a goal and that they will accomplish it through their actions; they will be motivated to accomplish it. Vroom's theory attests that individuals' inspiration towards doing anything is because of the individual putting a specific incentive on the goal and the likelihood of accomplishing that goal. The theory additionally encourages manager to understand the connection between

motivation, performance and pay. Vroom points out that inspiration relies upon the expectation that effort will bring about performance. Expectancy theory is critical in informing this study because it explains performance appraisal elements such as linking rewards with performance.

2.3 Empirical Review

This section includes a review of past studies in relation to effect of performance appraisal on teachers' performance. The section is structured based on the study objectives and therefore includes sections on goal setting practices, performance feedback practices and reward system practices.

2.3.1 Goal Setting Practices

According to Mayse (2016) Goals are defined as the end toward which effort is directed. They are the outcome of having a vision, planning what one wants to achieve, then following that plan to success. Goals are set in all area of life from organizations schools to military engagement. Goal gives organization and individual direction to follow and help them to turn their plans to a reality. The study states that every successful organization or entity should have clear and defined goals that are designed to bring the best out of people as well as a group. It also indicates that goals help a person achieve success and motivate those who always set them. The key requirement for goals achievement is commitment. Goals enable people to strive for and reach what it is they want to accomplish in their life.

Njeru (2015) carried out a study on the role of performance appraisal on work performance. The study indicates that effective individual performance goals ought to be Specific, Measurable, Achievable, Realistic and Timely. In addition the study expressed that they

ought to reflect key performance indicator of the job. Goal setting is seen as fundamental for organization trying to enhance the likelihood that people and groups will behave in ways that lead the achievement of organization objectives. The study indicates that goals give one direction and something to aim for. In addition they consolidate unique standards of measure of performance which are understood by everybody involved. According to the GOK (2009), all types of occupation even the one that is most dull or repetitive their outcomes can be measured.

Sahai and Srivastava (2012) conducted a study to determine the role of goal setting and performance assessment as a tool for talent management. The study found out that goal setting process creates a more attractive and objective strategy for defining expectations and performance assessment. In conclusion the study demonstrated that goal setting gives particular and quantifiable objectives thus giving clearness to the workers on what is expected from them. Choon and Cheng (2016) conducted a study to research the effect of goal setting on employees' effectiveness to enhance organization effectiveness in Singapore. The study discovered that goal setting positively affects employee performance and eventually enhances organization effectiveness. In addition the study demonstrated that goal is a common idea that incorporates different concepts like aim, undertaking, deadline, reason, intentions and objective and is deemed as a controller of activity. The study demonstrated that organizations are always looking for methods for accomplishing their goals. The study also revealed that goal setting is viewed as a method for helping all employees to pull in a similar way with a view of increasing performance.

Khan (2014) carried out a study on the effect of goal setting on teachers' performance; the study discovered that goal setting improves teachers' efficiency and effectiveness. In addition the study discovered that the goal setting has positive effect on work performance. Finally the

study concluded that the goal is imperative to improve the work performance of the teachers because without goal worker will not work to full potential. Goal setting theory contends that there are assorted sorts of goals like specific and difficult goals that yield in a higher performance than easily achievable goals, unclear goals or without goals at all (Locke and Latham, 1990).

According to Heather (2017), Goal setting is a broadly embraced practice in organization settings and a profoundly respected subject in literature on the working environment. Nonetheless, its essence is weaker in advanced education on teaching. The study showed that the ongoing research conducted on secondary schools states that training offers motivation to give careful consideration to teachers' goals. The findings of the study indicate that teachers' goals may impact their professional growth and instructional effectiveness. In conclusion the study stated without commitment to one's goals there will be no significant progress.

Dobson (2016) carried out a study on the nature and practice of goal setting in teachers' appraisal. The study argued that for teacher to achieve their goals first they should believe that goals are important and that they have the capacity to achieve them. Ingram, lee, Mazzotti and Lowe (2016) Revealed that training on goal setting is away to improve academic participation. Though teachers feel they are not prepared to set goals. In conclusion the study indicates that goal setting is effective in improving teacher performance which in turn improves student academic achievement.

H₀: goal setting have no significant effect on performance of secondary school teachers

2.3.2 Performance Feedback Practices

A study conducted by Odhiambo (2015) on the effect of performance management practices on employee productivity: a case study of Schindler Limited found out that effective feedback is essential for any organization to meet its target. In addition, feedback allows the employees to be made aware of what precisely is expected from them. The study also discovered that effective performance feedback amongst workers and supervisors is the way to effectively strengthen the efficiency of the organization. In conclusion, the study demonstrated that satisfactory feedback builds accountability, since workers and supervisors take an interest in developing goals, recognizing skills, talking about professional advancement and worker motivation.

Kuymaz (2011) carried out a study on performance feedback on individual-based reflections and the impact in light of motivation. The findings revealed that performance feedback enhances the behavioural effectiveness of workers, which then leads to job motivation. The study also demonstrated that performance feedback impacts motivation through reducing performance ambiguity, enhancing the manager-subordinate relationship, making it less demanding to accomplish goals, supporting personal development and adjusting to change. The study concluded that performance feedback is an essential source of information which supports the technical and behavioural improvement of all levels in an organization. It is possible to recognize strengths and shortcomings of the workers with the help of this information.

According to Marthouret (2011), feedback informs people in the workplace about how well they have achieved both their own and the organization's goals and targets. The study discovered that despite the fact that feedback is extensively used to enhance performance, the

feedback result highly differ along quantities of dimensions. For example, the result of feedback can vary according to the feedback mechanism utilized, for example, verbal or written feedback i.e. regardless of whether the feedback is given orally or given by text. The second dimension is the beneficiary of feedback i.e. regardless of whether the feedback is given separately or in a group. The third level is the temporary attributes of feedback, for example, when the feedback is given and the length of feedback i.e. how much time it takes to give or get the feedback.

Njeru (2013) expressed that feedback refers to the information given about work behaviour and results. In addition it controls the work behaviour of organization individuals by coordinating behaviour through the provision of vital feedback for corrective action. Inability to give such feedback may damage the psychological contract amongst workers and their employer, also, to forestalling corrective action in case of ineffective performance. Performance appraisal feedback has a developmental purpose of providing chances to change through appraisal feedback and training and development which is an on-going performance management activity aimed at continuous improvement organization practices. Feedback is used to bring about improvement in current performance. Nonetheless, feedback must be conveyed in the appropriate manner if it is used to be inspiring and encouraging desirable behaviours. In order to make appraisal interview with more effective, supervisors are urged to give frequent performance feedback to workers and maintain comprehensive record of work performance in their allocated tasks.

Mutua (2009) indicates that appraisal systems utilized by the TSC are entirely confidential and teachers have no possibility of knowing the content of the assessment report. A study conducted Onyaro (2016), on factors influencing teachers' attitude toward performance. The study revealed that principals do not give feedback on time after appraising the teachers and

that the feedback is not communicated in a friendly manner which makes the teachers to have negative attitude toward performance appraisal. The study recommends that feedback should be given immediately after appraising teachers to avoid delays

Kamuri (2012) recommends that performance appraisal ought to be done in a situation where the teacher and the employer cooperate to decide measures for assessing each objective. Throughout the appraisal period each individual must be effectively included and educated all through the process. Wango (2010) affirms that performance appraisal feedback must be clear in clarifying employees' performance. However this is not done in most secondary schools in Kenya thus creating a research gap for this study.

H₀- performance feedback has no effect on performance of secondary schools teachers.

2.3.3 Reward system practices

A study conducted Kibet, Maina, Njagi and Njanja (2013) demonstrates that reward management is one of the approaches utilized by Human resource managers for attracting and retaining suitable workers and in addition encouraging them to enhance their performance through motivation. The study indicates that reward incorporate systems, programs and practices that impact the actions of individuals. A reward system that focuses on compensating workers and their groups will serve as a driving force for workers to have higher performance and subsequently end up achieving the organizational goals and objectives. Rewarding ought to not exclusively be connected to individual employees within the organization but also to groups that perform incredibly. The study revealed that for rewards to be effective, they must be viewed as reasonable and should focus on major areas, for example, compensation, benefits, recognition and appreciation.

Odhiambo (2015) revealed that workers are rewarded to meet target productivity levels. In addition the study indicates that the opportunity by the manager to formally recognize great worker performance prompts work motivation. In conclusion the study expresses that when great performance is observed and rewarded the chance of it being repeated is increased, while poor performance is demoralized to diminish its possibility of happening once more.

Mishra and Ranjan (2017) carried out a research on the effect of rewards on workers performance, an instance of Indian oil Corporation, Patna area. The study discovered that cash bonuses have positively affect employee's performance. In any case, a significant number of the employees perceive that it has no positive effect on performance and some of them were impartial. In addition the study discovered that many employees were not happy with cash rewards of the organization and bonuses had not been genuinely distributed among the workers.

Chijioke (2015) conducted a study on impact of reward on employees' performance in Organizations, a study of selected commercial banks in Awka Metropolis. The study found out that the full impact of reward on employees performance can better be acknowledged when seen from the point of total rewards. The study demonstrated total reward commonly tangible rewards like salary, variable pay and benefits and intangible non-cash elements, for example, scope to accomplish and practice obligation, career opportunities, learning and development, the inherent motivation provided by the work itself and the nature of working life provided by the organization. The findings of the study revealed that there is significant relationship between rewards and employees performance and that there is a noteworthy distinction on the impacts of intrinsic and extrinsic rewards on employee's performance.

A study conducted by Ibrar and Khan (2015) indicates that the majority of the organizations reward employees to improve the job performance and job satisfaction. The study revealed that organizations tend to focus on intrinsic rewards and extrinsic rewards have become increasingly being overlooked. A study conducted by Rowaso (2011) on effects of reward system on employee's performance revealed that organizations provide rewards to their employees in order to try to motivate their performance and encourage their loyalty and retention. The study indicated organizational rewards take a number of different forms including money (salary, bonuses, and incentive pay), recognition and benefits.

A study conducted by Chitimwango (2016) on effect of rewards system on teacher performance. The study revealed that reward system that is linked with performance positively increased teachers motivation, improved efficiency and increased commitment which in turn improved student performance and also encouraged teachers to meet their target to be rewarded. The study recommends that the implementation of reward system based on performance to encourage hardworking.

In relation to school context, a standard for individual performance is developed, for example, increased students' academic success. In the event that a teacher meets or surpasses this standard, they get a reward or a pay increment (Reichardt, Robert, Rebecca 2013). School-based reward is another variant of advantage pay, with a more of an accentuation on the team's outcomes. In these plans, rewards are made that urge teachers to cooperate to accomplish collective goals. For instance school performance award that connects to bonuses to school goals and benchmarks (Nyaga, 2016). However, in Kirinyaga situation, it is revealed that schools reward individual teachers for their performance regardless of their professional qualifications; at times they are rewarded depending on the number of quality grades by students in a given subject. A study was conducted by Mwangi (2015) on the

effects of performance appraisal system on teachers' satisfaction revealed that normally rewards are given to big and well established schools. Such a system is criticized on the grounds that, students' performance depend on the systems in the school; and it is not individual efforts that bring out such results.

H₀ Reward system has no effect on performance of secondary school teachers.

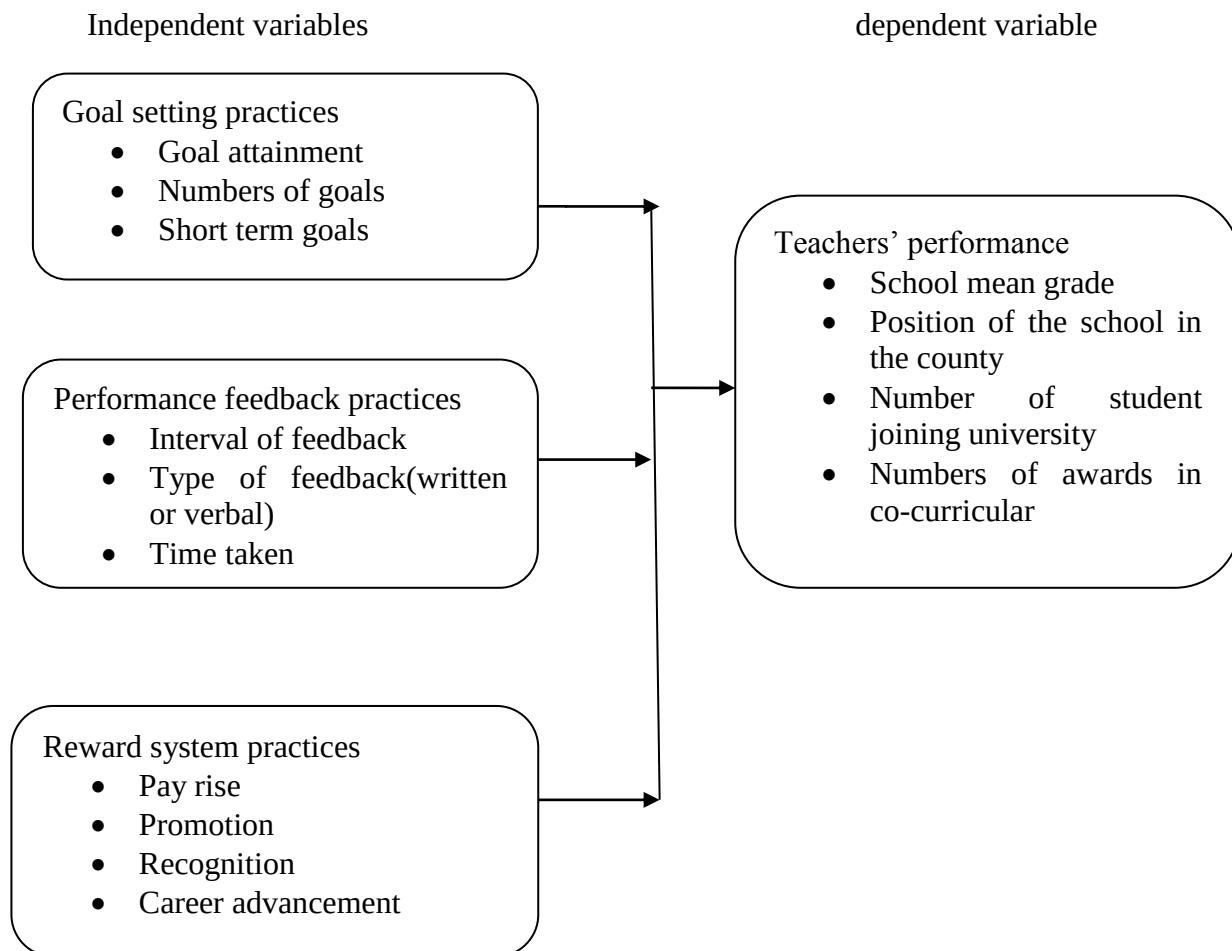
2.3.4 Research Gap

Based on the findings from the literature review there have been many studies conducted in the relation to effect of performance appraisal on employee performance. Most of studies done focused on effect of performance appraisal on employees' motivation, perception, job satisfaction and productivity both in public and private sector. The previous studies overlooked the effect of performance appraisal on feedback, goal setting and the reward. This study therefore seeks to fill this knowledge gap by determining the effect of performance appraisal on performance of secondary schools in Kirinyaga west sub- County.

2.4 Conceptual Framework

The figure: 1 below shows the inter-relationship between independent and dependent variables of the study.

The figure: 2.1 Conceptual Framework



2.5 Operationalization of variables

Table: 2.1 below presents the indicators and specific measurement of each variable

Table 2.1 Operational Framework

Objective	Variable type	Indicators	Type the data
To determine the effect of goal setting practices on performance of secondary schools teachers in Kirinyaga west-sub county	Independent Goal setting practices	• Goal attainment • Number of goals • Short term goals • Long term goals • SMARTS goals	Regression Descriptive
To establish the effect of performance feedback practices on performance of secondary schools teachers in Kirinyaga west-sub county	Independent performance feedback practices	• Time taken • Interval of feedback • Type (written/verbal) • Relevance of feedback • Response given by supervisor	Regression Descriptive
To determine the effect of reward system practices on performance on performance of secondary schools teachers in Kirinyaga west-sub county	Independent reward system practices	• Pay rise • promotion • recognition • career advancement • learning opportunity	Descriptive Regression
Teachers performance secondary in school	Dependent performance	• school position in the county • school mean grade • numbers of award on co-curricular activities • number of student joining university	Regression

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter presents the overall design and methodology used to address the research questions in the study. It explain the study design, target population, sampling techniques, sample size, research instrument, data collection procedures and methods of data analysis and presentation of results.

3.2 Research Design

The study adopted descriptive research design. According to Mugenda and Mugenda (2003) descriptive studies determine and report things the way they are. This will be appropriate in obtaining information concerning the status of the phenomenon, to describe what the current situation is with respect to the variable of the study. According to Orodho (2003), the choice of this research design will be appropriate for the study that adopts questionnaires as the data collection tool.

3.3 Target Population

According to Mugenda and Mugenda (2003), target population is a complete set of individuals, cases, or objects with some common observable characteristics. The target population of study was 371 secondary schools in Kirinyaga west-Sub County (TSC Kirinyaga west sub county 2018) Teachers were targeted because they would give information on how performance appraisal affects their performance

3.4 Sampling and Sampling Procedure

Kothari (2006) define sample as sub group or portion of target population. Sampling refers to the process of picking up few or small units out of the whole population for study. Such unit is expected to be a representative of the whole population. Kirinyaga west Sub County has 371 teachers distributed in 31 public secondary schools. The study used stratified sampling technique to categorize schools into three strata: National schools, County schools and Sub County schools. Since Kirinyaga west Sub County has 1 National school, 5 county and 25 sub county schools, national school was purposively selected. County schools and sub county schools was sampled through systematic random sampling. The schools were arranged alphabetically and all those schools falling on odd number were selected. According Dempsey (2003) stratified sampling is considered appropriate since it ensures inclusion, in the sample, of sub groups, which otherwise would be omitted entirely by other sampling methods because of their small number of population.

The study used Yamane (1967) formula in determining the sample size from target population.

Sampling size formula

$$n = \frac{N}{1 + N (e)^2}$$

Where n = sample size N = population size and e = is the margin error.

$$n = \frac{371}{1 + 371 (0.05)^2}$$

$$n = 192$$

Table 3.1 Sample Size

Schools	Target Population	Sample size	Sample size %
Nation Schools	46	24	51
County School	124	64	51
Sub County Schools	201	104	51
Total	371	192	51

Source: TSC office Kirinyaga west (2018)

3.5 Research Instrument.

The study used questionnaire to collect primary data from respondents. The questionnaire contained close ended questions based on study objectives. The questionnaire employed the five –point Likert scale for standardization of respondents where 1 represents Strongly Disagree 2 represents Disagree 3 represents Neutral 4 represent Agree and 5 represents Strongly Agreed.

The questionnaire was divided in five sections A, B, C, D and E Sections. Section A captured demographic data of the respondents, section B covered goals setting practices, section C covered performance feedback practices, section D covered practices reward system practices and section E covered teachers' performance. Questionnaire was appropriate for data collection because the study intended to collect primary data and target population was people who were able to read and interpret the questions. Questionnaires were also used because they are more straight forward and less time consuming for both the researcher and the participants, (Kothari, 2004).The study adopted the technique of drop and pick.

3.6 Validity and Reliability of the Instrument

Validity refers to the extent to which a method of data collection presents what it is supposed to do, or the extent to which a method of data collection measures what it is supposed to measure (Amin, 2005). To test the validity of research instrument the study pre-tested the questionnaires and any irrelevance or discrepancies were amend accordingly. Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2008). To test reliability the study used Cronbach's Alpha which teste the consistency of the research instrument. The bench mark of this was 0.7 and anything less than 0.7 was amended or removed. The reliability of coefficient (α) range from 0-1, with 0 representing items full of errors and 1 representing total absence of error. A reliability coefficient (α) of 0.70 or higher is considered acceptable reliability, (Groves, 1987).

3.7 Data Collection procedures

The researcher got introduction letter from KCA University and a research permit from the National Commission for Science, technology and Innovation (NACOSTI). After that the researcher booked appointment with principals to be allowed to collection the data. The sampled schools were visited and questionnaires were administered to the respondents. The study participants were informed that participants was purely on voluntary terms. In addition, the study participants were assured that all information provided would be handled and processed confidentially and emerging issues would be cited anonymously. The questionnaires were administered using the drop and pick later method with a lapse a period of one week to allow the respondents enough time to respond to the questionnaires in order to enhance the response rate. Prior to the actual data collection, the researcher conducted a pilot

study of 10% of the sample size in order to ensure that the questions were well constructed, understood and to eliminate ambiguity hence refining the research tool. The pilot study involved teachers of Kirinyaga west Sub County who did not form part the main study.

3. 8 Diagnostic Test

As a component of data analysis and presentation, the study performed different demonstrative tests with perspective of discovering the appropriateness of the study for regression analysis. These tests were basic in guaranteeing that the study data met the particular assumptions underlying regression analysis. These were as depict below:

3.8.1 Normality Test

As a part of experimental data analysis, test for normality of distribution of the response variable was performed. The study utilized graphical normality test technique to test the normality of sample data

3.8.2 Heteroscedasticity

Heteroscedasticity happens when the variance of the error terms vary crosswise over observations. This test is helpful to look at whether there is contrast in residual variance of the observation time frame to another time of observation (Godfrey, 1996). To test for heteroscedasticity in this investigation, the study utilized the Breuch-pagan/cook-weisberg test. For the Breusch-Pagan/Cook-Weisberg test, the null hypothesis is that the error are for the most part equivalent while the alternative hypothesis is that the error variance are a multiplicative function of at least one factors. For the Breusch-Pagan/Cook-Weisberg test, homoscedasticity is clear when the estimation of "Prob> Chi-squared" is more than 0.05 (Bera and Jarque, 2012).). To manage the heteroscedasticity issue whenever identified, the study would attempt to respecify the model or change the variable given that occasionally

heteroscedasticity results inappropriate model specification prove by decision of wrong variables whose impacts may not be direct (Garson, 2012)

3.8.3 Multicollinearity

Variance inflation factor (VIF) and Tolerance was used to test multicollinearity in this study. The reciprocal of tolerance known as the variance inflation factor (VIF) shows how much the variance of the coefficient estimate is being inflated by multicollinearity. A VIF for all the independent and dependent variables of somewhere in the range of 1 and 10 demonstrated no multicollinearity while a VIF of > 10 and < 1 showed multicollinearity (Maddala&Lahiri, 1992). Further, tolerance Statistics values below 0.1 demonstrated a multicollinearity issue (Maddala and Lahiri, To manage the issue of multicollinearity if identified, the study would obtain more data on the variables concerned if possible or ultimately remove the exceedingly correlated variables from the model (Garson, 2012).

3.8 Data Analysis and Presentation

The collected data was analysed using descriptive and inferential statistics with the help of statistical package for social sciences (SPSS). Descriptive statistics include percentages, frequency distribution and measure of central tendencies (mean). The data was presented in the form of tables, graphs and charts. The study also used multiple regression analysis to establish the effect of performance appraisal on performance of secondary schools teachers in Kirinyaga west Sub County. The regression model used in the study was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where;

Y= Teachers' Performance practices

X₁ = Goal setting practices

X₂ = Performance Feedback practices

X₃ = Rewards system practices

β₀= constant

β₁, β₂ and β₃ = coefficient of independent variable

ε = the error term

The multiple regression analysis was based on 4 assumptions: normality, multicollinearity, linearity and homoscedasticity.

3.10 Ethical Considerations

In spite of the high estimation of learning increased through research, information cannot be sought after to the detriment of human dignity (Osoo and Onen, 2009). All through this study, ethical issues were maintained to guarantee that respect of participants was kept up. Mugenda (2008) recommends that ensuring the rights and welfare of members ought to be the major ethical commitment of all the parties engaged in research study. The study took precautions to guarantee non-revelation of research information to parties that were not intended to consume the information. Every single conceivable measure was taken to guarantee that respondent's names and particulars never show up in the questionnaire. Participation in research was voluntary.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analytical procedures and findings from the data collected. Response rate was presented first to establish whether the data was adequate for data analysis. Secondly the demographic information of respondents was presented followed by study variables analysis. Finally, diagnostic tests and model fitting were carried out. The findings were presented in form of tables and figures.

4.2 Response Rate

The study targeted 192 secondary school teachers in Kirinyaga West sub-county. Out of 192 questionnaires administered, 177 were adequately filled and returned contributing to a response rate of 92.1%. (Table 4.3). This response rate was adequate and conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 50% is adequate for data analysis and reporting, a response rate of 60% is good while a response rate of 70% and above is excellent.

Table 4.1 Response Rate

	Frequency	Percent
Responses received	177	92.1
No response	15	17.9
Total	192	100.0

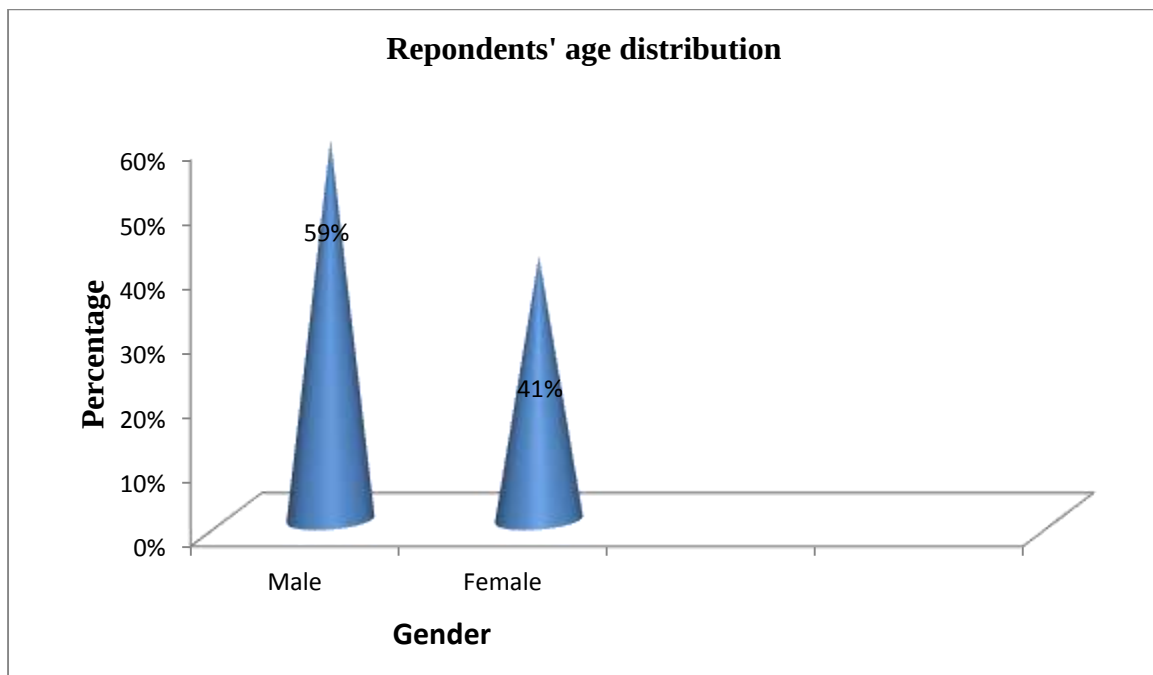
4.3 Demographic Information

The study sought to establish the demographic profile of the respondents. The results are as described below: -

4.3.1 Gender Distribution of Respondents

The study sought to establish the gender of the respondents. The findings are as shown in figure 4.1 below.

Figure 4.1 Respondents' Gender Distributions



Source: Author (2018)

Based on figure 4.1 above majority 104 (59%) of the respondents were male while 73 (41%) were female. This showed that the both male and female participated in the study though majority of respondents were male.

4.3.2 Age Distribution of the Respondents

The study sought to establish the age of respondents. The findings are as shown on Table 4.2 below.

Figure 4.2: Respondents' age distribution

Age	Frequency	Percent
Less than 30 years	50	28.25
30-39 years	54	30.51
40-49 years	47	26.55
50 years and above	26	14.69
Total	177	100.0

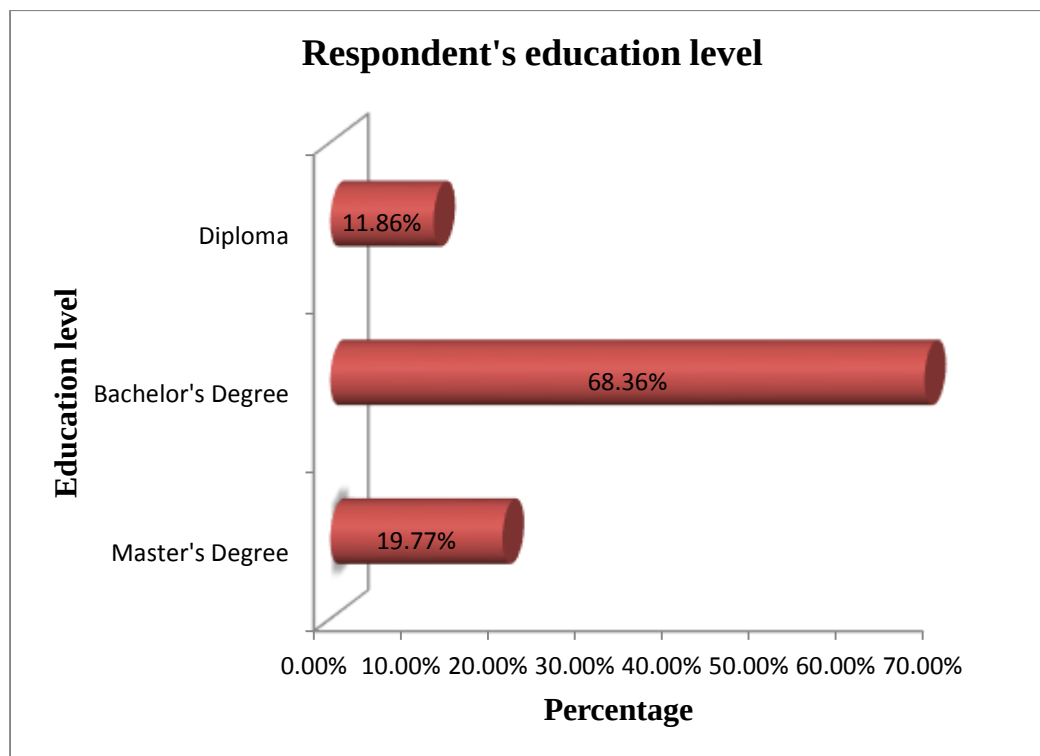
Source: Author (2018)

Based Table 4.2 above, 54(30.51%) of the respondents were aged between 30-39 years, 50(28.3%) were aged between 20 – 29 years, 47(26.55%) were aged between 40-49years while 26(14.69%) of respondents were age 50 years and above. This depicted that majority of the secondary schools teachers in Kirinyaga west Sub County were aged 30 years and above hence they were old enough to fully appreciate the effect of performance appraisal on teachers' performance.

4.3.3 Education Level of Respondents

The study sought to establish the education level of respondents. The findings are as shown on Figure 4.2 below.

Figure 4.2 Respondents' Education level



According to Figure 4.2 above, 121(68.36%) of the respondents were Bachelor Degree holders, 35(19.77%) were Master's Degree holders while 21(11.86%) were Diploma holders. This implied that majority of the respondents had a good education background hence good understanding of the effect of performance appraisal on performance of secondary schools teachers.

4.3.4 Years worked in Teacher Service Commission

The study sought to establish the number of years respondents had worked in the TSC. The findings are as shown on Figure 4.3 below.

Figure 4.3 Respondents' distribution based on number of years worked in the TSC



Source: Author (2018)

Figure 4.3 shows that 57 (32.20%) of the respondents had worked in the TSC for 5 to 9 years, 47 (25.42%) had worked in the TSC for 10-14 years, 30 (16.95%) had worked in the TSC for over 20 years, 25 (14.12%) had worked in the TSC for less than 5 years while 20 (11.30%) had worked in TSC for 15-years. This implied that majority of the respondents had worked in the in TSC for long enough to be able to give fundamental information relating to the effect of performance appraisal on teachers' performance.

4.3.4 Schools category of respondent

The study sought to establish the category of schools the respondents taught. The findings are as shown on Table 4.3 below

Table 4.3 respondents' schools' category

School category	Frequency	Percent
National	27	15.25
County	40	22.60
Sub-county	110	62.15
Total	177	100.0

Source: Author (2018)

Table 4.3 shows that 27(15.25%) of the respondents were from National school, 40(22.60%) were from county schools while 110(62.15%) were from sub-county schools. This implies that majority of the respondents were from Sub County schools.

4.4 Study variables

4.4.1 Goal Setting and teachers' performance

The first objective of the study sought to examine the effect of goalsetting practices on performance of secondary school teachers in Kirinyaga west Sub County. The study evaluated the respondents' level of agreement with the various statements on the goalsetting practices using a scale of 1 – 5 where 5- strongly agree, 4- agree, 3- neutral, 2- disagree and 1- strongly disagree. The findings are as illustrated in Table 4.4

Table 4.4 Respondents' level of agreement with statements on goalsetting practices

Statement	Mean	Standard deviation
Teachers set goal at the beginning of every appraisal period	3.266	.984
Teacher set equal number of goals	3.311	1.142
teachers always achieve the goals set	3.147	1.011
Setting goal has helped teachers improve my teaching methodologies	3.198	.995
Goal setting provides clarity to the teachers on what is expected of them	3.282	1.097
Setting goals gives teachers a sense of direction	3.266	1.093
My supervisor regularly discuss my goals with me	3.226	1.115

Source: Author (2018)

From the findings shown on table 4.4 above indicate that the secondary school teachers agreed they set goals at the beginning of every appraisal period the response was 3.266, teachers set equal number of goals, the response was 3.311; they always achieve the goal set the mean response was 3.147; Setting goals has helped teachers improve their teaching methodologies the mean response was 3.198; goal setting provides clarity to the teachers on what is expected of them 3.282 Setting goals gives me a sense of direction the response was 2.266; My supervisor regularly discuss my goals with me, the response was 3.226; This implied that goalsetting practices as performance appraisal system, played an important role in improving performance of secondary school teachers in Kirinyaga west Sub county.

4.4.2 Performance Feedback Practices and teachers' performance

The second objective of the study sought to establish the effect of performance feedback practices on performance of secondary school teachers in Kirinyaga west Sub County. The study evaluated the respondents' level of agreement with the various statements on the performance feedback practices using a scale of 1 – 5 where 5- strongly agree, 4- agree, 3- neutral, 2- disagree and 1- strongly disagree. The findings are as illustrated in Table 4.5

Table 4.5 Respondents' level of agreement with statements on performance feedback practices

Statement	Mean	Standard deviation
Teachers get adequate feedback on my performance based on performance appraisal form	3.254	1.070
teachers always get performance feedback on time	3.181	.989
Supervisor discusses with teachers work performance during appraisal session.	3.192	1.032
The feedback received agrees with what teachers have actually achieved	3.249	1.030
Supervisor communicates with teachers frequently on their work performance	3.203	1.134
The performance feedback teachers receives is highly appreciated	3.158	1.070
Teachers receive only verbal feedback from their supervisor	3.147	.994
Teachers receive Only written feedback from their supervisor	3.288	.936
teachers receive both verbal and written feedback from their supervisor	3.198	3.197

Source: Author (2018)

From the findings shown on table 4.5 above indicate that the secondary school teachers agreed they get adequate feedback on performance based on performance appraisal form, the mean response was 3.254 teachers always get performance feedback on time the mean response was 3.181 Supervisor discusses with teachers work performance during appraisal session, the mean response was 3.192; The feedback received agrees with what teachers have actually achieved, the mean response was 3.249; Supervisor communicates with teachers frequently on their work performance the mean response was 3.203; the performance feedback teachers receive is highly appreciated, the mean response was 3.158 teachers receive only verbal feedback from their supervisor, the mean response was 3.147; teachers receive only written feedback from my supervisor the mean response was 3.288; teachers receive both verbal and written feedback from my supervisor, the mean response was 3.198; This implied that a performance feedback practice as performance appraisal system was critical in improving performance of secondary school teachers in Kirinyaga west Sub county.

4.4.3 Reward System Practices and Teachers Performance

The last objective of the study sought to establish the effect of reward system practices on performance of secondary school teachers in Kirinyaga west Sub County. The study evaluated the respondents' level of agreement with the various statements on the reward system practices using a scale of 1 – 5 where 5- strongly agree, 4- agree, 3- neutral, 2- disagree and 1- strongly disagree. The findings are as illustrated in Table 4.6

Table 4.6 Respondents' level of agreement with statements on reward system practices

Statement	Mean	Standard deviation
Salary paid to teachers is adequate	3.616	.999
When teachers, work contribution is recognized by the supervisor they feel motivated	3.785	.852
Opportunities for further studies encourage teachers to put more effort.	3.249	1.100
TSC provide teachers with opportunity for career advancement	3.266	.955
TSC pegs promotion on work performance	3.158	1.101
TSC links work performance with rewards	3.192	.987
I have been promoted more than once since I joined TSC	3.305	.883

Source: Author (2018)

From the findings shown on table 4.6 above indicate that the secondary school teachers agreed Salary paid to them is adequate, the mean response was 3.616, when teachers, work contribution is recognized by the supervisor they feel motivated the mean response was 3.785, opportunities for further studies encourage teachers to put more effort, the mean response was 3.249, TSC provide teachers with opportunity for career advancement, the mean response was 3.266, TSC pegs promotion on work performance the mean response was 3.158, TSC links work performance with rewards, the mean response was 3.192, I have been promoted more than once since I joined TSC the mean response was 3.305, this implied that

reward system practices as performance appraisal system was integral in improving performance of secondary schools teachers in Kirinyaga west Sub county

4.4.4 Teachers Performance

The study evaluated the respondents' level of agreement with the various statements on the teachers' performance using a scale of 1 – 5 where 5- strongly agree, 4- agree, 3- neutral, 2- disagree and 1- strongly disagree. The findings are as illustrated in Table 4.6 below

Table 4.7 Respondents' level of agreement with statements on teachers' performance

Statement	Mean	Standard Deviation
School mean grade is always above the average (above mean of 6.0)	3.147	.839
KCSE results at my school is on upward trend	3.588	.901
More than 50% of student in my school attains grades of joining university (C+ and above	3.452	1.010
My school have received many awards in co-curricular activities	2.966	1.005
My school ranks among top ten schools in the sub county in KCSE	3.542	.929
Best candidate in KCSE attains super quality mean grade of B+ and above over the years	3.311	1.142

Source: Author (2018)

The findings shown on table 4.7 above indicated that teachers agreed that school mean grade is always above the average (above mean of 6.0), the mean response was 3.147; KCSE results at my school is on upward trend, the mean response was 3.588, More than 50% of student in my school attains grades of joining university (C+ and above) the mean response was 3.452; my school receives many awards in co-curricular activities the mean response was 3.966; My school ranks among top ten schools in the sub county in KCSE the mean response was 3.542, Best candidate in KCSE attains super quality mean grade of B+ and above over the years the response was 3.169; implying that they were in agreement,

4.4.5 Correlation Analysis

The study conducted the Pearson correlation analysis to measure the relationship between the study variables. The results are as shown in table 4.8 below

Table 4.8 correlation analysis

		Teachers performance	Goal setting practices	Performance feedback practices	Reward system practices
Teachers performance	Pearson correlation	1			
	Sig(2-tailed)				
	N	177			
Goal setting practices	Pearson correlation	.8472*	1		
	Sig(2-tailed)	.0000			
	N	177	177		
Performance Feedback practices	Pearson correlation	.8408*	.9264*	1	
	Sig(2-tailed)				
	N				

Reward system practices	Sig(2-tailed)	.0000	.0000		
	N	177	177	177	
	Pearson	.6533*	.6301*	.6467*	
	correlation				
	Sig(2-tailed)	.000	.000	.000	1
	N	177	177	177	177

Source: Author (2018)

Result of the Pearson correlation obtained from Table 4.7 above indicate that there is a significant positive correlation between goalsetting practices and teachers' performance with a correlation coefficient of 0.8472 and P Value $p < 0.05$; a significant positive relation between performance feedback practices and teachers' performance with a correlation coefficient of 0.8408 and P Value $p < 0.05$, a significant positive correlation between reward system and teachers performance with a correlation coefficient of 0.6533 and P Value $p < 0.05$. In general, the findings indicate that there exists positive correlation between goalsetting practices, performance feedback practice reward system practices and teachers' performance and all the variables were statistically significant.

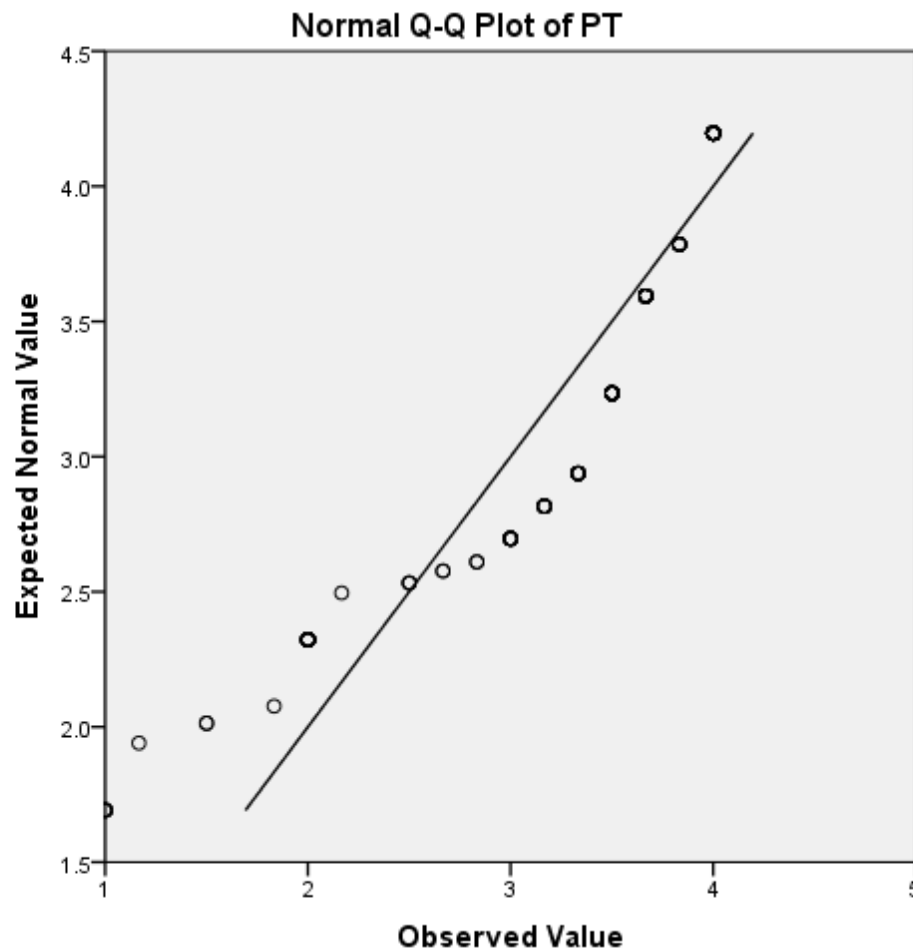
4.5 Diagnostics test

The study conducted various diagnostic tests. These tests were performed to ensure that study data met the assumptions underlying regression analysis. The results are described below:

4.5.1 Test of Normality

As part of exploratory data analysis, test for normality of distribution of the response variable was conducted. This study used graphical normality test method to test the normality of the sample data. This is as shown in figure 4.4 below.

Figure 4.4 Normality Test



The result of figure 4.4 above shows that the point plotted fall approximately on a straight line indicating that data set was normally distributed.

4.5.2 Test of Multicollinearity

Multicollinearity is a test that assesses whether the independent variable are exceedingly connected. The essential concern is that as the level of multicollinearity expands, the regression model estimate of the coefficient becomes unstable and the standard errors for the coefficients can get uncontrollably swelled. Multicollinearity in this study was tested utilizing variance inflation factor (VIF) and tolerance. For the purpose of this study, a VIF for all the

independent and dependent variables of somewhere in the range of 1 and 10 demonstrated no multicollinearity while a VIF of > 10 and < 1 showed multicollinearity. Further, tolerance Statistics values below 0.1 demonstrated a multicollinearity issue (Maddala and Lahiri, 1992). The multicollinearity tests results were as indicated in Table 4.10 below

Table 4.10 Multicollinearity Tests Results

Coefficients^a		
Model	Collinearity Statistics	
	Tolerance	VIF
Multicollinearity between Goalsetting practices and performance feedback practice and reward system practices		
Performance feedback practices	.582	1.719
Reward system Practices	.582	1.719
Multicollinearity between reward system practices and goalsetting practices performance feedback practice		
Goal setting practices	.142	7.039
Performance feedback practices	.142	7.039
Multicollinearity between performance feedback practices and goalsetting practice and reward system practices		
Reward system practices	.603	1.658
Goal setting Practices	.603	1.658

Source: Author (2018)

Since the variance inflation factor was less than 10 and tolerance was above 0.1 it was concluded that there was no multicollinearity among the independent variables.

4.5.6 Heteroscedasticity Tests

Heteroscedasticity occurs when the variance of the error terms differ across observations. This test is useful to examine whether there is difference in residual variance of the Heteroscedasticity happens when the variance of the error terms varies crosswise over observations. This test is helpful to look at whether there is contrast in residual variance of the observation time frame to another time of observation (Godfrey, 1996). To test for heteroscedasticity in this investigation, the study utilized the Breuch-pagan/cook-weisberg test. For the Breusch-Pagan/Cook-Weisberg test, the null hypothesis is that the error are for the most part equivalent while the alternative hypothesis is that the error variance are a multiplicative function of at least one factors. For the Breusch-Pagan/Cook-Weisberg test, homoscedasticity is clear when the estimation of "Prob> Chi-squared" is more than 0.05 (Bera and Jarque, 2012). The outcomes for the heteroscedasticity tests were as appeared in Table 4.11 below.

Table 4.11 Test of Heteroscedasticity

<i>Ho:</i>	Variables:	chi2(1)	Prob> chi2
Constant Variance	X ₁ X ₂ and X ₃	0.18	0.6676

Source: Author (2018)

The results of table revealed that the test statistic was 0.18 with a corresponding P value of 0.6676 indicating the data was homoscedasticity that is, the data had uniformity of variance.

4.6 Regression Analysis

The study conducted regression analysis to explore the relationship between the variables of the study. This was performed by regressing the independent variable (goalsetting setting,

performance feedback practices and reward system practices) against the dependent variable (performance appraisal). The results are as summarized in table 4.12

Table 4.12 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869 ^a	.755	.751	.38363

According to table 4.12 above R square was 0.755 which means 75.5% variation in teachers' performance was due to goalsetting practices, performance feedback practices and reward system practices, while remaining 24.5% of variation in teachers' performance was explained by other factors not considered in the study

Table 4.14 ANOVA (Analysis of variance)

ANOVA					
Model		Sum of Squares	df	Mean Square	F Sig.
	Regression	78.616	3	26.205	178.059 .000
1	Residual	25.461	173	.147	
	Total	104.076	176		

Source: Author (2018)

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 goalsetting practices, performance feedback practices and reward system practices affect the teachers performance

Table 4.14 Regression Analysis Results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.387	.177		2.182	.030
Goalsetting practices (X1)	.391	.088	.448	4.464	.000
Performance feedback (X2)	.279	.089	.319	3.124	.002
Reward system practices (X3)	.227	.068	.165	3.319	.001

Source: Author (2018)

Based on the regression results shown on table 4.15 the regression model fitted is as shown below.

$$Y = 0.387 + 0.391X_1 + 0.297X_2 + 0.227X_3$$

From the regression equation above, taking all factors (goalsetting practices, performance feedback practices and reward system practices) constant at zero, performance of teachers would be 0.387. The results further indicate that a unit increase in the goalsetting practice would lead to a 0.391 increase in the performance of secondary teachers; a unit increase in performance feedback practices would lead to a 0.279 increase performance of secondary

teachers while a unit increase in reward system practices would lead to a 0.227 increase in performance of secondary teachers. At 5% significance level [or 95% level of confidence], goal setting practices had a 0.00 level of significance; performance feedback had a 0.002 level of significance while reward system had a 0.001 level of significance. All the variables were significant ($p < 0.05$) with most significant factor being goalsetting practices followed by reward system practices and performance feedback.

Table 4.16 hypotheses Test Results Summary

Hypotheses	Sig	Beta	Remarks
H0 ₁ . Goalsetting practices has no effect on performance of secondary school teachers	.000	.448	Reject null hypothesis.
H0 ₂ . Performance feedback practices has no effect on performance of secondary school teachers	.001	.319	Reject null hypothesis.
H0 ₃ . Reward system practices has no effect on performance of secondary school teachers	.002	.165	Reject null hypothesis.

Source: Author (2018)

Analysis Given that all the p value of the 3 independent variables were < 0.05 , the study rejected the three null hypotheses and accepted alternative hypotheses that goalsetting practices, performance feedback practices and reward system practices had a significant effect on performance of secondary school in Kirinyaga west sub county.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary and discussion of findings, conclusions and recommendations of the study based on the study objectives. In addition, it gives areas further research. The study sought to establish the effect of performance appraisal systems on performance of secondary school teachers in Kirinyaga west sub County.

5.2 Summary

This section provides a summary of the key findings of the study and a discussion of findings based on the study objectives.

5.2.1 Goalsetting Practices and Teachers Performance

The study findings showed the secondary school teachers of Kirinyaga west sub county did agree that they set goal at beginning of every appraisal period; they set equal numbers of goals; they always achieve the goal set; setting goal has helped them improve the teaching methodologies; setting goals provide clarity on what is expected of them; setting goals gives a sense of direction and their supervisor regularly discuss their goals with them. This implied that goal setting practices as a performance appraisal system played a significant role in enhancing performance of secondary school teachers in Kirinyaga west Sub County. The findings concured with Mazzotti and Lowe (2016) who revealed that goal setting is effective in improving teacher performance which in turn improves student academic achievement. The findings also agreed with Choon and Cheng (2016) who argued that goal setting positively affects employee performance and eventually enhances organization effectiveness.

5.2.2 performance feedback Practices and Teachers' Performance

The study findings showed that the secondary school teachers of Kirinyaga west sub county did agree that they get adequate feedback on their performance based on performance appraisal form; they always get feedback on time; their supervisor discusses with them work performance during appraisal session; the feedback they receive agrees with what they have actually achieved; supervisor communicate with them frequently on work performance; the feedback they receive on how they perform their job is highly appreciated and that they receive both verbal and written performance feedback. This implied that that feedback practices as a performance appraisal system was integral in efforts to improve performance of secondary school teachers in Kirinyaga west sub County. The findings of the study corresponds to those of (Allube, 2015) who asserts that providing employees with feedback encourage good performance, strengthens, job related skills and competences and help employees keep up with changes in the workplace such as introduction of new technology or methods. the findings were also in line with derven (2010) found out that performance feedback that is clearly and timely communicated to employees enhances performance. Similarly odhiambo (2013) found out effective feedback on performance measurement may translate to improved employee performance

5.2.3 Reward System Practices and Teachers Performance

The study findings showed that the secondary school teachers of Kirinyaga west Sub County did agree that they feel motivated when their work contribution is recognized; opportunity for further studies encourages them to put more effort; TSC provide teachers with opportunity for career advancement; TSC pegs promotion on work performance and that they link work performance with rewards. This implied that that reward system as a performance appraisal system played a crucial role in enhancing performance of secondary school teachers in

Kirinyaga west Sub County. The findings concurred with Chijioke (2015) who revealed that there is a significant relationship between rewards system and employees' performance and that there is a noteworthy distinction on the impacts of intrinsic and extrinsic rewards on employee's performance. The findings also agreed with Ibrar and Khan (2015) found out majority of the organizations reward their employees to improve the job performance and job satisfaction.

Further, the regression analysis revealed a significant positive relation between goalsetting practices, performance feedback practices as well as reward system practices and performance of secondary school teachers in Kirinyaga west sub county as indicated by Beta value 0.391; 0.279 and 0.227 (with all having $p < 0.05$), respectively. This agreed with Muli (2011) who revealed that appropriate appraisal schemes have the potential to improve the professionalization of teaching, the effective management of schools, the quality of education provided for the students, the professional development of teachers as well as satisfying legitimate demands for accountability. Oyaro (2016) Performance appraisal of teachers is increasingly viewed as a critical process in schools for raising the competency of teachers and thereby the quality of education.

5.3 Conclusion

The study concluded that goalsetting practices as a performance appraisal system played a significant role in enhancing performance of secondary school teachers in Kirinyaga west Sub County. The study also concluded that there existed a significant positive relationship between goalsetting practices and performance of secondary school teachers in Kirinyaga west Sub County.

The study concluded that performance feedback practices as a performance appraisal system was integral in efforts to improve performance of secondary school teachers in Kirinyaga west sub County. The study also concluded that there existed a significant positive relationship between performance feedback practices and performance of secondary school teachers in Kirinyaga west Sub County.

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

5.4 Recommendations

Given that goalsetting practices positively relates to teachers performance, the study recommends that's teachers service commission should enhance goalsetting practices and link attainment of goals with rewards to continue improving the performance of teachers in secondary schools. Teachers should be involved in setting of goals to establish a transparent and objective criterial for appraisal to enable them know the basis upon which they are being evaluated.

Since performance feedback practices posivetly affect performance of teachers, the study recommends that supervisor should provide regular and timely feedback to teachers. The supervisors should ensure that performance feedback is free from errors based on personal bias like stereotyping to have positive effect on teachers performance. Effective feedback should reflect the true contribution of individual teacher's performance.

Given that reward system practices positively relates to teachers performance, the study recommends that teachers service commission should continue rewarding the teachers to enhance performance. Reward system should vary to encourage for teachers to be creative in meeting their schools targets. The TSC should peg promotions on performance.

5.5 Suggested Areasfor further Research.

Since the study explored the effect of performance appraisal system on performance of secondary school teachers in Kirinyaga west sub county. The study recommends a that similar studies should be done in other sub counties in the country for comparison purpose and allow generalization of the findings on the effect of performance appraisal system on performance of secondary school teachers in other sub counties in Kenya.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am an MBA student at the School of Business, KCA University. I'm currently undertaking my research project, on the effect of performance appraisal on performance of secondary school teachers in Kirinyaga west Sub-county. Attached is a questionnaire I have designed to collect data which will be useful in the above mentioned research. You have been selected as one of the respondents in this study. I kindly request you to facilitate the collection of the required data by answering the questionnaire honestly. The questions are very easy and it will take you approximately 10-15 minutes to complete. The study is purely for academic purpose and all information provided will be treated confidentially.

Thanks you in advance for your positive response.

Margaret Wangui

Contact address 0720410730

SECTION A: Demographic information

Instructions: Please tick the appropriate answer

1. What is your gender?

Male () Female ()

2. Which is your age bracket in years?

Less than 30 () 31-40 () 41-50 () Above 50 ()

3. Indicate your highest education qualification.

PhD () Master Degree () Bachelor's degree () Diploma () Certificate

4. Indicate your work experience

0 to 5 years () 6 to 10 years () 11 to 15 years () 16 to 20 years () 20 and above years ()

5. What is your school category?

National () Extra county () County () Sub county ()

SECTION B: Goal setting practices

6. You are kindly requested to state your level of agreement in relation to each of the given items concerning goal setting on a 5-point scale. Insert a tick (✓) in the most appropriate column.

1- Strongly disagreed, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree

	STATEMENT ON GOAL SETTING	1	2	3	4	5
i	teachers set goal at the beginning of every appraisal period					
ii	Teacher set equal number of goals					
iii	teachers always achieve the goals set					
iv	Setting goals has helped teachers improve my teaching methodologies					

v	Goal setting provides clarity to the teachers on what is expected of them					
vi	Setting goals gives teachers a sense of direction					
vii	My supervisor regularly discuss my goals with me					

SECTION C: Performance feedback practices

7. You are kindly requested to state your level of agreement in relation to each of the given items concerning performance feedback on a 5-point scale. Insert a tick (✓) in the most appropriate column.

1- Strongly disagreed, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree

	STATEMENT ON FEEDBACK	1	2	3	4	5
i	Teachers get adequate feedback on their performance based on performance appraisal form					
ii	teachers always get performance feedback on time					
iii	Supervisor discusses with teachers work performance during appraisal session.					
iv	The feedback received agrees with what teachers have actually achieved					
v	Supervisor communicates with teachers frequently on their work performance					
vi	The performance feedback teachers receive is highly appreciated					
vii	Teachers receive only verbal feedback from their supervisor					
viii	Teachers receive only written feedback from my supervisor					
ix	Teachers receive both verbal and written feedback from their supervisor					

SECTION D: Reward system practices

8. You are kindly requested to state your level of agreement in relation to each of the given items concerning reward system, on a 5-point scale. Insert a tick (✓) in the most appropriate column.

1- Strongly disagreed, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree

	STATEMENT ON REWARD SYSTEM	1	2	3	4	5
i	Salary paid to me is adequate					
ii	When teacher work contribution is recognized by the supervisor they feel motivated					
iii	Opportunities for further studies encourage teachers to put more effort.					
iv	TSC provide teachers with opportunity for career advancement					
v	TSC pegs promotion on work performance					
vi	TSC links work performance with rewards					
vii	I have been promoted more than once since I joined TSC					

SECTION E: Teachers' performance

9. You are kindly requested to state your level of agreement in relation to each of the given items concerning performance, on a 5-point scale. Insert a tick (✓) in the most appropriate column.

1- Strongly disagreed, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree

	STATEMENT OF PERFORMANCE	1	2	3	4	5
i	School mean grade is always above the average (above mean of 6.0)					
ii	KCSE results at my school is on upward trend					
iii	More than 50% of student in my school attains grades of joining university (C+ and above					
iv	My school have received many awards in co-curricular activities					
v	My school ranks among top ten schools in the sub county in KCSE					
vi	Best candidate in KCSE attains super quality mean grade of B+ and above over the years					

THE END

THANK YOU FOR TAKING PART IN THE STUDY