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Teacher Perceptions on Implementation of Teacher Performance Appraisals in Public Secondary Schools in Bungoma County, Kenya

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Abstract:

In public secondary schools, the teachers have to undergo a continuous Teacher Performance Appraisal (TPA) which forms part of the Performance Contract that the Principal signs as a binding agreement between the school and the government. The purpose of this study was to determine the Influence of Teacher Performance Appraisal policy in the Implementation of Performance Appraisal among Public Secondary Schools in Bungoma County. The specific objective was to establish the influence of Teacher Performance Appraisal and Development (TPAD) policy on implementation of performance appraisal. This study was guided by the Performance Appraisal Model. Descriptive research design was used with both qualitative and quantitative data collected for analysis. The study targeted 1107 respondents drawn among Sub County TSC directors, TSC Human Resource Officer, Principals, Deputy Principals and Directors of studies in schools. The study sample included 111 respondents, probability sampling; specifically stratified random sampling was used to pick the schools included in the sample. National schools, being only 2 in the County were purposively sampled; data collection was done using interview schedules, questionnaires and Focused Group Discussions (FGD). Data was analyzed using both descriptive and inferential statistics; findings were presented using tables. The study found that teacher perceptions do affect the implementation of TPAD. The study recommends that: teachers are sensitized and capacity built on TPAD to enhance their understanding of the practice. Teachers should take opportunities for peer learning to reflect and refine their own quality assurance processes and that teachers too can keep a diary to record thoughts about daily Classroom and outdoor activities.

Keywords: *Teacher perceptions, teacher performance appraisal, implementation of performance appraisal*

1. Introduction

According to Goldstein (2006), teacher performance management is a continuous process of identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the school are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance, professional development and career guidance. The performance management system covers activities beginning with goal setting at the level of the entire organization and ends with appraisal of performance of employees, followed by rewards and consequent management (SHRM India 2012). Teacher Perception towards the performance appraisers and the system in general is important because it is likely to influence perceptions about effectiveness of an appraisal system. The mindset of a teacher during the performance appraisal has a likelihood of impacting on the engagement between an employee and his or her evaluator (Wendy et al,2012). A study by Russell and Goode (2018), confirms that there is a positive influence between fulfillments on appraisal process with satisfaction on an appraisal source. Performance appraisal have been subjected to many of criticisms, often associated with injustice in the way they conduct the process Inevitably, the appraisers can be impartial or at least perceived as such and be subjected to allegation of favoritism and inconsistency.

Globally Performance Appraisal (PAs) can be traced in France in the 1970s with the aim of reforming State-Owned Enterprises by committing government employees into achieving predetermined targets (OECD, 2014). By 1995, Performance appraisal had been experimented in more than 50 countries (Ghosh, 1997). As of June 1994, the World Bank (1995) documented 565 PAs adopted in 32 developing countries and 103,000 PAs in China alone (Cheung, 1997). The adaptability of PAs by various national Governments in management of state affairs was aimed at measuring performance to enhance accountability and efficiency of public servants in service delivery. By December 2010, World Bank report

(2012) indicated that 110 countries across the globe had adopted the PA system in management of public sectors. He same report also indicated that the staffs in sectors where it was being implemented had divergent perceptions on it.

In Ghana and Nigeria, the PA system is in record to have been only implemented in SOEs implying that PAs are viewed as essential performance vehicles mainly for-profit making organizations. This scenario requires an investigation on whether PAs lead to organizational performance in non-profit oriented organizations existing for social benefits to the public like Government ministries. Njiru (2008) indicates that the Government of Ghana makes public the results of Performance Appraisal in the public sector which is an indicator of both political and public goodwill towards the PA system. In Nigeria, the executive has restrained from making public the performances of various Ministries due to political risks associated with such pronouncements. This sets Kenya apart as a model nation in Performance Appraisal in public service (Njiru, 2008).

In Rwanda, accountability in management of Government affairs was popularized by President Paul Kagame (Dallek, 2008). This concept of accountability of public officials evolved to the Performance Agreement (PA) concept in Rwanda and was introduced in the public sector by Presidential decree (Chan, 2008). The PA system in Rwanda compares functionally with the Performance Appraisal (PA) System in Kenya. By analyzing the effect of performance Appraisal in the Ministry of Health for the Government of Costa Rica, Abramson (2006) indicated that the PA system had negative impact as the rate of absenteeism among health care workers in Costa Rica for the period under study increased.

In Kenya, although the PA system ideally is a negotiated process among stakeholders, Nuguti (2009) indicates that negotiations are mainly at the top echelons in the management. Agreements between the executive and a Ministry of Government through respective Principal Secretaries (PS) are cascaded down to all employees without their direct involvement. In participatory development, Mohan (2001) indicates that sustainable development occurs when all stakeholders are involved. Pragmatists such as Lutan (2011) suggest that in performance measurement, participation of all stakeholders is essential in setting and evaluating targets. In addition, Crawford et al (2003) and Hatry (2006) indicate that tools used in performance measurement should be easy to use and appropriate for their purpose. In this study, indicators of the effectiveness of the PA system will be PA tools, PA targets and implementer participation. This study will be examining the influence of teacher perceptions on implementation of Performance appraisal among teachers in public secondary schools in Kenya.

1.1. Statement of the Problem

The desire to provide quality education for all Kenyan children was one of the major objectives of the struggle for independence (RoK, 2012). The government is currently implementing measures including teacher performance appraisal and development to improve the quality of education in secondary schools; TPAD has the potential of promoting accountability for results in schools by ensuring teachers perform their duties as expected. Teacher appraisal has the potential to improve the teaching profession and the effectiveness of teachers as well as foster student and the school's general academic performance. In an effort to improve teacher evaluation in the country to foster quality education, TSC revised its approach to teacher appraisal from confidential to an open one; this gave more room for internal quality appraisal. Despite the efforts to provide quality education, the secondary sub-sector continues to face challenges that could compromise the quality of education provided. Verspoor (2008) asserts that there are teacher factors that influence teaching and learning, such as lack of accountability for results. As pointed out by Monyatsi, *et. al* (2006) in a study on teacher performance appraisal, perceptions of teachers about performance appraisal has a significant influence on the outcomes of the exercise considering that performance appraisal is an exercise involving high intensity of the human interaction and the possibility of an adverse judgment about an individual's performance (Lawton, 2016). There are no current studies on teacher perceptions and implementation of TPAD among public secondary schools in Bungoma County. The current study endeavored to fill this gap by examining the influence of teacher perceptions on implementation of TPAD among public secondary schools in Bungoma County

1.2. The Purpose of the Study

The purpose of the study was to establish the influence of Teacher perceptions on implementation of TPAD among public secondary schools in Bungoma County.

1.3. Specific Objective of the Study

To establish the influence of Teacher perception on implementation of TPAD among public secondary schools in Bungoma County

1.4. Research Hypothesis

- H₀1: There is no significant influence of teacher perception on implementation of TPAD among public secondary schools in Bungoma County.

1.5. Significance of the Study

It is hoped that the findings will provide meaningful information for school administrators as key leaders in shaping dimensions and teacher perception on performance appraisal across the public schools. The findings will also inform policy formulation for National Government and TSC on teacher perceptions on implementation of TPAD. They shall also guide the teaching practice and enhance future academic research.

1.6. Conceptual Framework

Teacher perception is the independent variable while implementation of performance appraisal is the dependent variable. This relationship is presented as in Figure 1.

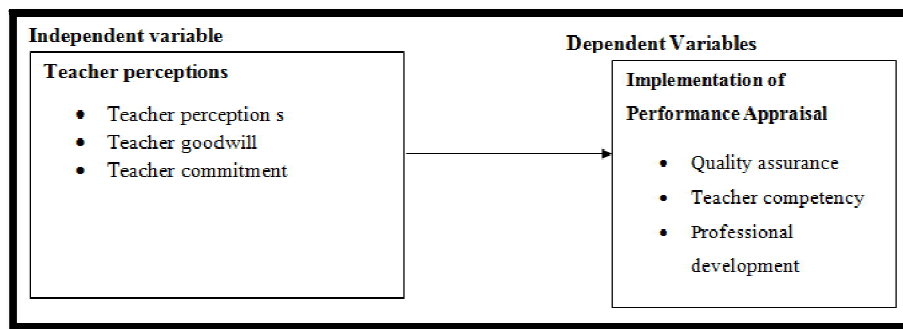


Figure 1: Conceptual Framework Showing Interaction of Variables,
Source: Researcher, 2019

1.7. Theoretical Framework

The paper was guided by the agency theory which shows the relationship between the agent and the principal; an agency relationship as defined by Jensen and Meckling (1976) occurs when one or more individuals (the principal[s]) engages another (the agent) to perform a service on their behalf. This concept was originally applied to situations where the principal was the owner of a firm who hired an agent to manage the business. The theory outlined how firms make decisions using contractual agreements rising from agency relationships. The teachers are the agents and the school principals are the government through its agency of TSC. Teachers are expected to defend the interests of the government which is ensuring quality teaching and learning for all students while the government in turn is expected to provide a conducive environment for the teachers to exercise their mandate.

2. Literature Review

2.1. Teacher Perceptions on Implementation of Performance Appraisal

Teacher performance appraisal is a process covering the following stages; The meeting is held before beginning of each term; the appraisee and appraiser are required to; Share understanding of what appraisal entails, Share understanding of performance competency areas, Create understanding on performance targets and agree on what is expected to meet the targets According to Odhiambo (2005), in a study that focused on the state of teacher appraisal in Kenyan secondary schools, there is need for an improved (facilitating) model of teacher appraisal. His findings indicate that teacher appraisal policies and practices in Kenyan secondary school's exhibit weaknesses, which need to be urgently addressed if teacher appraisal has to be used to improve the quality of teaching and education in Kenya. Brown (2003) states that guidelines have been developed to enable staff to go through a step by step process of establishing the performance management system. Brief but comprehensive and easy to understand guidelines assist in improving the quality of the system, lessen misunderstanding and promote joint ownership.

Teachers Service Commission (2015) gives direction that the Commission determines the intervals of conducting appraisals in the educational institutions. The appraisal instrument shall be jointly discussed, completed and signed by the appraiser and appraisee. An appraiser, may, where an appraiser does not perform to the expected standards, recommend an appropriate corrective action. Every report shall be submitted to the TSC commission's headquarters at the end of the appraisal period. The TSC further states that notwithstanding the above provisions, she may from time to time issue guidelines on the management of performance appraisal system. TSC (2015) further makes appraisal compulsory by directing a disciplinary action against a teacher who fails to complete and submit an appraisal report to the supervisor, or neglects or refuses to sign and discuss the appraisal report with the supervisor. Furthermore, the commission directs that any teacher who consistently displays poor performance or adverse appraisal ratings may after due process have the services terminated.

Several studies have been conducted in the world, Africa and Kenya regarding teacher performance appraisal. For example, Flores (2010) concurs with the perceptions that teachers tended to prefer performance appraisal focused on professional development needs other than mere productivity. According to her, developmental objective of appraisal may lead teacher to improve on his or her work by providing opportunity to reflect on their practice. Beadwell and Brondue (2016) in a study carried in USA and which explored whether different performance appraisal use have any relationship with employee's reaction to the appraisal confirmed that, performance appraisal for determining training needs, positively co-related to increased appraisal satisfaction of the praise.

In contrast, Stronge (2010) argues that only the teacher evaluation system that combines accountability and professional growth dimensions in the system is more useful and effective for the appraisal process to achieve the desired objectives. Such appraisal effectively meets the needs of a teacher and the other school stakeholders. According to him the two objectives of appraisal are complementary other than competing against one another. A comprehensive teacher's appraisal system should therefore be grounded on the two. MaGreal (2008) concurs; according to him, a multiple purposed appraisal system can work within one staff evaluation system but only when the system is looked as one part of

a larger mission aimed at achieving school goal. A successful system of teachers' appraisal to this end should be focused on both teachers and the school improvement. More critical is that in some cases, the purpose desirous of performance appraisal is never realized (Milliman et al, 2012). In too many cases Armstrong (2013) observes performance appraisal process has become a dishonest annual ritual and in many countries.

In education sector Monyatsi et al. (2016) in a research done in Botswana confirmed that teachers "appraisal conducted by the school administrators is perceived as oppressive, punitive and causing considerable negative feelings among the teachers. He concluded that this is not conducive in teaching and learning process. According to Gorton (1977), there has been feeling lately, that teachers have become better prepared and more specialized in their subject matter and teaching methodologies. As such, many of them now question whether the administrator, who has typically been out of classroom for years, has the capacity to evaluate them effectively. The result is that administrators have encountered challenges in appraising the teachers and in particular getting them to accept administrative judgments and views about their strengths and weakness. In many occasion teachers have blamed their performance appraisers as lacking requisite knowledge and skills needed to deliver acceptable appraisal results. This is witnessed even in developed world. In a research conducted in Portugal by Flores (2010), 35.7%of the teachers said their appraisers appeared not trained to perform their task effectively and thus teachers questioned the credibility of appraisal process.

In terms of perceptions, research indicates employees prefer the appraisal use for certain purpose rather than the other (Jordan and Nasis, 2012). According to them due to the preferences, it is conclusive that employees' perception may vary depending on perceptions related to what performance appraisal is focused on. The findings in a study carried out by Monyatsi et al (2016) in Botswana are in agreement. Teachers in this study perceived an effective performance appraisal system as that which is improvement oriented, because it would enable them gain more knowledge, skills and confidence required in delivery of their work. Teachers' appraisal for accountability purpose received however negative perceptions due to its perceived philosophy related to checking on teachers' competencies, alignment of pay to performance and use of evidence gathered from the teachers for disciplinary procedures. According to this study, accountability objective of performance appraisal created resistance among the teachers as they tried to safeguard their interest other than their client - students.

Research in Kenya has revealed that principals and other school designated appraisers are equally rarely trained on how to manage the TPA process. According to Nyatera (2011) when the qualification and work of a performance assessor to provide services or guide those under him/her looks questionable, then the results of the appraisal process is also in doubt Elverfield (2006) says many authors in HRM agrees that performance evaluators should be trained to observe, collect and analyze PA information, in order to increase a performance appraisal system effectiveness. Training makes performance appraisers to understand the appraisal process, use the appraisal tools as required, provide feedback and guide new target setting. Kirkpatrick (1986) concurs that training can eliminate misunderstanding and the inconsistencies in the appraisal process. Conducting teachers' appraisal is an important management activity in Kenya public schools and especially for school managers. For the school managers, to be effective however, Onyango (2001) in his research recommends that school administrators need to managerial training course to help them do their work effectively. On the other hand, Stronge (2012) suggests use of a variety of evaluators as in 360 - degrees approach to conduct teachers' appraisals. The use of multiple assessors to a large extent assists to provide different perspective due to the application of their multiple skills. The assumed advantages of multi-rater approach are their greater accuracy and objectivity compared to traditional top-down performance appraisal (Thiry, 2009). In this study the researcher is out to know whether the TPA in Kenya was perceived as effectively meeting its purpose in public secondary schools.

3. Methodology

This study adopted pragmatic research philosophy using mixed research designs. The target population included 1107 respondents from the 363 schools in Bungoma County comprising of principals, deputy principals and directors of studies and departmental heads in schools. Stratified sampling was used to select a desired representation of 111 respondents which is 10% sample from the various sub-groups in the population of 1107. Data collection was done using questionnaires, interview schedule and Focused Group Discussions. This study employed the Cronbach alpha coefficient and measure consistency at 0.7 and above. The study employed criterion validity, construct validity of the instruments, and face validity to make structured changes for the purpose of improvement and refinement before embarking on the actual data collection process. Data analysis and interpretation was based on descriptive statistics as well as inferential statistics mainly multi-linear regressions and factor analysis using SPSS version 22. The study findings were presented using charts, graphs and tables. Recommendations were made basing on the findings of the research.

4. Summary of Findings

4.1. Teacher Perceptions and Implementation of TPAD among Secondary Schools

The study results were analyzed using both descriptive and inferential statistics as follows.

4.1.1. Descriptive Statistics Results

The study sought to examine how Teacher Perceptions influences implementation of TPAD among public secondary schools in Bungoma County. To achieve this objective, the respondents were requested to give their opinions on their agreement or disagreements on statements. Using a Likert scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= Not sure, 4= Agree and 5= strongly agree. The results are presented in table 1;

Statement		SD	D	U	A	SA	Tot.	Mean	SD
TPAD performance depends on perception of teachers	F	0	3	3	39	59	104	4.48	.696
	%	0	2.9	2.9	37.5	56.7	100		
A teacher's perception on TPAD can influence the perception of other teachers.	F	0	1	0	49	54	104	4.50	.557
	%	0	0.9	0	47.1	51.4	100		
The principal's perception on appraisal influences teacher's perception on TPAD	F	19	15	6	13	51	104	3.44	1.32
	%	18.3	14.	5.8	12.5	49.0	100		
Staff members cooperate to enhance TPAD in schools	F	3	0	1	45	55	104	4.43	.785
	%	2.9	0	0.9	43.3	52.9	100		
Teachers in our school treat each other with respect	F	0	3	3	39	59	104	4.48	.696
	%	0	2.9	2.9	37.5	56.7	100		
The nature of the language used by a teacher can be a measure of one's perception on TPAD	F	0	1	0	49	54	104	4.50	.557
	%	0	0.9	0	47.1	51.4	100		
Perception of teachers can be determined by the number of incompletion cases	F	19	15	6	13	51	104	3.44	1.32
	%	18.3	14	5.8	12.5	49.0	100		
Teachers in school have positive perception towards TPAD	F	3	0	1	45	55	104	4.43	.785
	%	2.9	0	0.9	43.3	52.9	100		
Composite								4.213	0.544

Table 1: Descriptive Statistics for Teacher Perceptions

On the statement that School TPAD performance depended on perception of teachers, out of 104 respondents who took part in the study, 59(56.7%) strongly agreed, 39(37.5%) agreed, 3(2.9%) were not sure, 3(2.9%) disagreed; while there was no response for strongly disagree. This implies that majority of the respondents 98(94.2%) agreed that TPAD performance depended on perception of teachers. Teachers being the focal point in the teaching and appraisal process are determinants of the success of the process and so their perceptions are essential in ensuring the same. This is confirmed by a mean of 4.480 which is way above the composite mean of (mean = 4.2139).

On the statement that Teacher's perception on TPAD influenced the perception of other teachers. Out of 104 respondents who participated in the study, 54(51.9%) strongly agreed, 49(47.1%) agreed, 1(0.9%) disagreed and there was no response for not sure and strongly disagreed. These findings imply that majority 103(99%) of the respondents agree that Teacher's perception influenced the perception of other teachers. Teachers just like other humans learn from socialization and thus one teacher's bad perception has the potential to corrupt the perception of other teachers in a school and vice versa. This is confirmed by the mean of 4.5000 which is way above the composite mean of 4.2139.

About the statement that the principal's perception on appraisal influenced teacher perception on TPAD, out of 104 respondents who took part in the study, 51(49%) strongly agreed, 13(12.5%) agreed, 6 (5.8%) were not sure, 15(14%) disagreed, while 19(18.3%) strongly disagreed. This finding implies that the majority of respondents 64(61.5%) agreed that the principal's perception on TPAD influences the teacher's perception. The principals act as a catalyst in creating a conducive environment for implementation of performance appraisal in schools. The incentives they give in terms of recommendations, TPAD training, availing the necessary and motivating environment play an essential role in creating a positive TPAD culture in schools. Trivedi (2000), while discussing the incentive system of appraisal, alludes to the fact that, without incentives, people start ignoring evaluation system. The principal thus plays an essential role either enhancing TPAD appraisal or lack of it. The mean (≈ 3.4423) which though above 3 is slightly below the composite mean (4.2139); this could indicate that we have a noticeable percentage 34(32.7%) of respondents who feel that the principal's perception does not influence the teacher's perception on TPAD.

Concerning the statement that staff members cooperated to enhance TPAD, out of the 104 respondents, 55(52.9%) strongly agreed, 45(43.3%) agreed, 1(0.9%) were not sure while 3(2.9%) strongly disagreed. Since majority of the respondents 100(96.2%) agreed, this implies that Staff members cooperated to enhance TPAD in schools. This is confirmed by the mean of 4.4327 which is higher than composite mean 4.2139. Team work is very essential in fostering teacher performance appraisal in a school. Teachers need each other especially when it comes to lesson observation, departmental schemes of work and record of work. When teamwork is not embraced then effective appraisal may not be realized.

On the statement that Teachers in their school treated each other with respect, out of 104 respondents who took part in the study, 59(56.7%) strongly agreed, 39(37.5%) agreed, 3(2.9%) were not sure, 3(2.9%) disagreed; while there was no response for strongly disagree. This implies that majority of the respondents 98(94.2%) agreed that Teachers in their school treated each other with respect. This is confirmed by a mean of 4.480 which is way above the composite mean of (mean = 4.2139). When people feel respected, they end up obeying and cooperating for a common task. Respecting each other eliminates misunderstanding and inconsistency; the constant interaction and respect allows room for feedback which as observed by Elverfield (2008) creates a guide for new target setting; factors that are very essential in teacher appraisal.

Concerning the nature of the language used by a teacher as a measure of one's perception, out of 104 respondents who participated in the study, 54(51.4%) strongly agreed, 49(47.1%) agreed, 1(0.9%) disagreed and there was no response for not sure and strongly disagreed. These findings imply that majority 103(99%) of the respondents agree that the nature of the language used by a teacher can be a measure of one's perception. When a teacher speaks rudely to a fellow teacher or his/her supervisor concerning TPAD matters such a teacher would be exhibiting a bad perception. A teacher that is respectful and receptive to the TPAD program would be displaying a good perception. This is confirmed by the mean of 4.5000 which is way above the composite mean of 4.2139.

About the statement that Perception of teachers was determined by the number of incompletion cases, out of 104 respondents who took part in the study, 51(49%) strongly agreed, 13(12.5%) agreed, 6 (5.8%) were not sure, 15(14%) disagreed, while 19(18.3%) strongly disagreed. This finding implies that the majority of respondents 64(61.5%) agreed that Perception of teachers can be determined by the number of incompletion cases. A teacher who is constantly found not complying with timelines and requirements of TPAD could be said to be having a bad perception towards the same and vice versa. Though the findings indicate that respondents agree with the fact that perception of teachers is determined by the number of incompletion cases, the mean (≈ 3.4423) falls slightly below the composite mean of (4.2139). This could imply that a reasonable section of the respondents 34(32.7%) hold the idea that perception of teachers on TPAD cannot be measured against the incompletion cases.

Concerning the statement that Teachers in school had positive perception towards TPAD, out of the 104 respondents, 55(52.9%) strongly agreed, 45(43.3%) agreed, 1(0.9%) were not sure while 3(2.9%) strongly disagreed. Since majority of the respondents 100(96.2%) agreed, this implies that Teachers in school have positive perception towards TPAD. This is confirmed by the mean of 4.4327 which is higher than composite mean 4.2139. Most teachers have passion for their profession and work and would do anything to protect and preserve matters pertaining to appraisal if given the required support and morale to dispense their mandate without unnecessary interferences. Views from interviews were in support of the feedback from questionnaires. In his own words, one of the respondents outlines as follows:

The issue of TPAD was a very good idea to improve accountability but it's unfortunately, the teachers were never sensitized enough and a no wonder some may view it as an initiative by TSC to victimize teachers.

Findings from observation guide indicated that most of the teachers though did not have a negative perception towards TPAD; they felt that the current way it's being implemented seems inhumane with a single objective of victimizing the teacher.

4.1.2. Inferential Statistics Results

To investigate whether there was any statistically significant influence of teachers' perceptions on implementing TPAD in secondary school's regression analysis was conducted. The study sought to determine how Teacher Perceptions influences implementation of TPAD in secondary schools in Bungoma County and the regression results are in Table 2.

ANOVA statistics							
Model	Sum of Squares	df	Mean Square	F	Sig.		
Regression	34.3043104	1	34.3043104	F(1,102) = 320.41	0.0000		
Residual	12.4710742	102	.122265434				
Total	46.7753846	103	.454129948				
R-squared = 0.7334		Adj R-squared = 0.7308		.34966			
Coefficient estimates							
Implementing TPAD	Unstd Coefficient.	Std beta	Std. Err.	t	P>t	[95% Conf. Interval]	
Constant	-.4589797		.2630461	-1.74	0.084	-.993161	.0752015
Teacher Perceptions	1.0618	0.8563783	.0593182	17.90	0.000	.9360665	1.187534

Table 2: Teacher Perception on TPAD
Source: Research Data (2019)

The statistic, $f(1, 102) = 320.41$, $p >$, shows that the regression model is statistically significant in predicting the dependent variable. Therefore, teacher perceptions explain variations in implementation of TPAD in secondary schools in Bungoma County. The $R^2 = 0.7334$ indicating that 73.34 per cent in the implementation of TPAD is explained by teacher perceptions towards TPAD.

The beta coefficients: constant, $\beta_0 = -0.4589$ ($t = -1.74$, $p > 0.05$) and Teacher Perceptions, $\beta_1 = 0.856$ ($t = 17.90$, $p < 0.05$) indicating that effect of teacher perceptions is significant. The overall model is, $Y = 0.127 + 0.856X_1$. This indicates that one-unit change in teacher perceptions behaviour has a corresponding 0.856-unit changes in TPAD implementation. The study finding therefore rejects the null hypothesis that teacher perception has no significant influence on the implementation of TPAD in secondary schools in Bungoma County and therefore concludes that the teacher perceptions influence implementation of TPAD in secondary schools in Bungoma County

4.2. Implementing TPAD in Secondary Schools

The study also sought to examine the implementation of TPAD in secondary schools as the dependent variable. To achieve this, the respondents were requested to give their opinions on how they agree or disagree with the statements on a Likert scale of 1 to 5 where 5= strongly agree, 4= agree, 3= no idea, 2= disagree, 1= strongly disagree. The results are presented in table 3.

Variable		SD	D	U	A	SA	Tot.	Mean	SD
I sign TPAD Termly	F	0	0	1	59	44	104	4.413	.514
	%	0	0	0.9	56.7	42.3	100		
Targets are set in TPAD	F	0	0	1	69	34	104	4.414	.514
	%	0	0	0.9	66.3	42.3	100		
My TPAD targets are attainable	F	6	5	4	39	50	104	4.490	.574
	%	5.7	4.8	3.8	37.5	48	100		
My TPAD targets are realistic	F	0	0	1	59	44	104	4.413	.514
	%	0	0	0.9	56.7	42.3	100		
My targets are too demanding	F	34	59	6	0	0	104	4.414	.514
	%	32.	56.	5.7	0	0	100		
Composite								4.4288	0.574

Table 3: Descriptive Statistics for Implementing TPAD
Source: Research Data (2019)

On the issue of whether respondents filed TPAD termly, out of the 104 respondents, 44(42.3%) strongly agreed, 59(56.7%) agreed, 0(0%) disagreed. With majority 103(99%) agreeing that they filed TPAD termly, this implies that respondents file TPAD termly. This is supported by a mean of 4.413. It is evident that teachers file their TPAD returns termly; this effectiveness could be explained by the fact that as per the TSC regulations, those who fail to do appraisal are liable for discipline. In some schools, observation revealed that teachers even had three TPAD files, one for the 'one stop TSC nerve center, the other one for the principal's office and the last one served as a personal file for the teacher. This kind of organization would definitely have a positive impact on TPAD implementation as opposed to schools where teachers did not have TPAD files but single loose papers likely to get torn or lost. Some actually ascertained that they could not locate their 2017 TPAD documents; poor filing could also indicate a negative attitude towards the whole process. In the new TPAD 2, teachers are now required to do weekly appraisals and the information uploaded at the end of every week.

Whether targets are set in TPAD, out of the 104 respondents, 34(32.6%) strongly agreed, 69(66.3%) agreed, 1(0.9%) were not sure, whereas none was in the disagreed bracket. This implies that majority 103(99.03%) agree that targets are set in TPAD; this is reflected in the mean of 4.413, implying that Targets are set in TPAD. Target setting is an essential component of any performance appraisal system and TPAD calls for teachers to set targets and ensure they are met as set. From the observations done, it was evident that most of the teachers' mark books had well spelt targets for the term and the year. The staffroom notice boards too had school targets well displayed; commendable are the schools that even had them in strategic places like on the administration block or tuition block; a clear indication that teachers in such schools knew and appreciated the value of setting targets.

As for whether their TPAD targets are attainable, out of the 104 respondents, 50(48%) strongly agreed, 39(37.5%) agreed, 4(3.8%) were not sure, 5(4.8%) disagreed and 6(5.76%) strongly disagreed. This implies that majority 89(85.5%) agree that their TPAD targets are attainable. This is reflected in the mean of 4.490 which is above the composite mean of 4.4288, asserting that the TPAD targets are attainable. The targets are set by the teachers thus expected that they would only set targets that they can achieve; this however must be in line with the broader school targets. Some teachers work was commendable in that they had surpassed the set targets. It is however important to mention that, teachers shied from setting very high targets for fear of being reprimanded when the same is not achieved.

When asked if the TPAD targets were realistic, out of the 104 respondents, 44(42.3%) strongly agreed, 59(56.7%) agreed, 1(0.96%) were not sure, while none were in the disagreed bracket. Majority 103(99.04%) were in agreement with the assertion that their TPAD targets are realistic. This is confirmed by a mean of 4.413 implying that the TPAD targets are realistic. Every department meets and with previous scores in mind, they set the targets for the year which acts as a guiding tool for individual teachers when setting their targets. Every teacher is encouraged to work within the school mission, vision and the school strategic plan; however, their targets must be SMART (specific, measurable, attainable, realistic and time bound). From the FGDs, it was noted that in some cases, principals would insist on teachers setting very high targets which at times may not be realistic keeping in mind the nature of students in terms of academic ability.

As to whether targets were too demanding, out of the 104 respondents, 34(32.6%) strongly disagreed, 59(56.7%) disagreed, 6(5.76%) were not sure while none was in the agreed bracket. This implies that majority 93(89.4 %) disagreed that their targets are too demanding with only 6(5.76%) not being sure. This is supported by a mean of 4.414 which is above the composite mean of 3.846 signifying that their targets are not too demanding. The targets are not too demanding since they are derived from the school vision and mission which are the driving force for the school in totality including

the teachers. The strategic plans for the school are drawn by the school management team shared by the entire staff thus the reason why they don't find the targets too demanding. On the negative however, the FGDs revealed that, teachers in national, extra-county and county schools had no much issue with targets set; this however was different in sub-county schools where teachers felt the academic level of their students and poor infrastructure in schools poses a challenge in setting of targets. A respondent said the following;

'I wish TSC could look at the entry behavior of students and the mean set by the teacher before they crucify you during the promotional interviews. It is unfortunate that those in senior schools get promoted while those of us in 3rd world schools suffer under the weight of poor results and low targets set'.

TSC puts emphasis on the fact that, TPAD enhances professional growth and learning outcomes;

David (2008) alludes to the fact that performance appraisal influences teacher development, brought about motivation among the teachers as well as creating innovativeness in teaching and curriculum implementation. His study however showed that performance appraisal has not been done at regular intervals. Such are factors of concern especially for teachers in schools with students who don't achieve a high mean or schools disadvantaged because of lack of infrastructure and inadequate learning resources that would help them achieve their targets. There was a mention from some respondents on targets being set by the principal and senior school management team; in such cases it never goes well with the teachers because they did not take part in setting of the target. Datche (2007) in his study on factors affecting the teacher performance appraisal system indicated that most public secondary schools in Kenya carried out performance appraisal. He further notes that the setting of performance standards was mainly a preserve of the Principals and heads of department while the participation of teachers was low. He thus concluded that, the teachers' lack of involvement in setting of the performance standard could be seen as a weakness which affects the entire performance appraisal system.

Findings from the observation guides revealed that all sampled schools had a vision and mission; majority of the schools (67%) too had well displayed customer care service charter. There was evidence of attendance records and verbal testimonies that parents are often invited to participate in their children's learning through academic clinics and individualized visiting. All teachers in sampled schools had schemes of work, lesson plans and lesson attendance records with well documented TPAD files. What was missing in almost half of the schools was clear lesson recovery records even though most claimed to be recovering the missed lessons. There was evidence of student progress records indicating P.I & VAP. There was evidence of individualized student programs and the learner environment had evidence of safety measures like firefighting mechanism, rams and ventilated classrooms in the learning environment.

4.3. Conclusion and Recommendations

Majority of the respondents 98(94.2%) agreed that TPAD performance depends on perception of teachers; the perception of teachers is a key factor in the success of appraisal; the filing of tools such as LRS, TLAR, LOF, record of work, schemes of work and students' P.I which form the basis of appraisal are all dependent on the ability of the teacher and willingness to utilize them. 103(99%) of the respondents agreed that Teacher's perception influenced the perception of other teachers. Teachers in a given school work so closely towards a common goal and share a number of views thus influencing each other by socialization. Still on perception, majority of respondents 64(61.5%) agreed that the principal's perception on appraisal influences teacher's perception on TPAD. The principal plays an essential role in shaping the perception of teachers on TPAD; the right environment for appraisal, the sensitization of the teachers, and provision of right tools for appraisal and motivation of teachers are largely dependent on the principal's style of management and appraisal.

Majority of the respondents 100(96.2%) agreed, alluded to the fact that, staff members cooperated to enhance appraisal. The success of TPAD especially on lesson observation, schemes of work, record of work, lesson attendance and timely student's feedback (marking, returning scripts, revising and recording marks) depends on how well the teachers cooperate and coordinate with each other. TPAD is all about team work and this could explain why the perception, the organization and the appraisal of teachers may vary from school to school. Schools that had built a strong culture of working towards a common goal enjoyed the respect and cooperation among staff members as opposed to those that had no unifying policies and activities in place. Common unifying factors included aspects like having meals together in the staffroom, use of motivational speakers on teamwork and taking staff out for bonding; games was also used for bonding especially when teachers teamed up to play a match against the students or staff from a neighboring school. Team work stemming from respect for each other is very vital in appraisal process.

Majority 103(99%) of the respondents agreed that the nature of the language used by a teacher can be a measure of one's perception; teachers who have embraced the appraisal had positive sentiments on the same; on contrary constant criticism of the process especially the tools used could be an indication of a negative perception. A positive attitude is a motivating factor that would propel a teacher into complying with the set regulations. From the findings, majority of the respondents 100(96.2%) agreed that teachers in school had a positive perception towards their work. From the observation schedule however, there were some schools still struggling to build a positive perception among the teachers. Of importance to mention, there were schools with well laid TPAD structures that were a motivating factor for the teachers to develop a positive attitude towards appraisal.

The statistic, $f(1, 102) = 320.41, p >$, shows that the regression model is statistically significant in predicting the dependent variable. Therefore, teacher perceptions explain variations in implementation of TPAD in secondary schools in Bungoma County. The $R^2 = 0.7334$ indicating that 73.34 per cent in the implementation of TPAD is explained by teacher perceptions towards TPAD. The beta coefficients: constant, $\beta_0 = -0.4589$ ($t = -1.74, p > 0.05$) and Teacher Perceptions, $\beta_1 =$

0.856 ($t = 17.90$, $p < 0.05$) indicating that effect of teacher perceptions is significant. The overall model is, $Y = 0.127 + 0.856X_1$. This indicates that one-unit change in teacher perceptions behaviour has a corresponding 0.856-unit changes in TPAD implementation.

The study recommends that:

- TSC to intensify TPAD awareness and to enhance teacher understanding of the practice
- Teachers can be encouraged to keep a diary to record thoughts about daily classroom and outdoor activities to make appraisal easier

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