

Influence of Teacher Performance Appraisal and Development Policy on Implementation of Teacher Performance Appraisals in public secondary schools in Bungoma County

Joan Owiye, Prof. J. K. Maiyo and Dr. Kati Robert
Kibabii University

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 objectives were 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 TPAD policy influences implementation of TPAD in secondary schools in Bungoma County. The study recommends that: Teachers be 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.

KEY WORDS: Teacher Performance appraisal and Development Policy, Implementation of Performance Appraisal.

Date of Submission: 27-07-2020

Date of Acceptance: 11-08-2020

I. 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). It is a systematic approach to performance improvement through an on-going process of establishing strategic performance objectives, measuring performance, collecting, analyzing, reviewing and reporting performance data. Guthrie and Reed (1986) state that such data may be used for awarding tenure to probationary teachers, identifying candidates for promotion to higher responsibility, improving individual's motivation; dismissing or demoting the incompetent as well as rationalizing and redeploying employees.

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. PA system helped Governments to hold into account public officials individually as well as collectively for results in a Government agency against pre-negotiated targets (Hatry, 2006). Ngigi (2014) notes, PA is viewed as a useful vehicle for inculcating clearer

definition of objectives and supporting new management monitoring and control method, while at the same time, leaving day to day management to the managers themselves. PA defines the scope of tasks therefore ensure they are systematically and effectively done.

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. The Teachers' Service Commission in Kenya has been implementing PA and Teacher Performance TPAD since 2014. A mid-term report for the 2016 performance appraisal and contracting reveals that teachers have recorded major gains since the inception of the evaluation tools (Odour, 2017). The reports further reveals that the tools have eliminated absenteeism and restored discipline among teachers with a number of teachers appraised rising from 238 144 in term 3 of 2017 to 266 655 in term 2 of 2018. The Kenya National Union of Teachers (Knut) however feels the exercise has created anxiety among teachers, even as the employer insisted the quality of education has improved.

1.2 Statement of the Problem

Teacher Performance Appraisal has the potential of promoting accountability for results in school by ensuring teachers perform their duties as expected. Teacher appraisal too has the potential to improve the effectiveness of teachers as well as foster student and the schools general academic performance. Verspoor (2008) asserts that there are teacher factors that influence teaching and learning, such as lack of accountability for results. As pointed out in the background of the study, before 2005 TSC was using a confidential teacher appraisal approach, which was found to have shortcomings. In an effort to improve teacher evaluation in the country, the TSC revised its approach to teacher appraisal from confidential to an open one. A study by Kobia and Mohammed (2006) conducted using correlation and descriptive research designs with a sample of 223 respondents indicate that in the implementation of the PA system in Kenya, it is assumed that the PA policy, guidelines and tools determines the effectiveness in implementation of performance appraisal. The study by Kobia (2006) even though done in the same year as that one by Monyatsi (2006) was not conducted in a school environment and its sample size was relatively smaller thus its findings may not be conclusively adopted in a school environment. Lastly, a study by Bruun (2007) on performance appraisal however indicates that PA tools and Policies being standard have no variance influence on appraisal results even though the study was not conducted in a school environment. Despite the number of studies and findings done, performance appraisal still remain a big issue causing a tag of war between TSC and KNUT on whether the teachers should be appraised or not; and if appraised, how best should it be done. Knut has fought against TPAD as an appraisal tool; as documented by Mueni (2018), KNUT feels the teachers are doing more of clerical work at the expense of preparing lessons and teaching thus affecting service delivery. During the 2019 KNUT ADC at Bomas of Kenya, teachers resolved that TSC should withdraw TPAD including performance contracting and stop with immediate effect harassing, intimidating and victimizing teachers using TPAD. The contrast in findings of studies done earlier necessitates for a study on this subject and specifically in a school environment. It is against this backdrop that the study sought to determine the Influence of Teacher Performance Appraisal and

Development policy on Implementation of Performance Appraisal among Public Secondary Schools in Bungoma County.

1.3 Purpose of the Study

The purpose of this study was to determine the influence of Teacher Performance Appraisal and Development (TPAD) policy on implementation of Teacher Performance Appraisals in public secondary schools in Bungoma County

1.4 Research Objective

The study was guided by the following objective

To establish the influence of Teacher Performance Appraisal and Development (TPAD) policy on implementation of Teacher Performance Appraisal in public secondary schools in Bungoma County

1.5 Research Hypothesis

The following research hypothesis was tested;

H₀₁. Teacher appraisal policy has no significant influence on implementation of Teacher Performance Appraisal in public secondary schools in Bungoma County

1.6 Significance of the Study

Analysis of Teacher Performance Appraisal Regulatory Environment and Implementation of Performance Appraisal among Public Secondary Schools in Bungoma County would give a better understanding of school culture, leadership capacity and other environmental factors and how they influence teachers' perception on appraisal. This too will help in understanding the clear role played by school principals in enhancing performance appraisal in public schools. The findings of this study will guide in policy formulation around issues of TPAD in school, guide the practice in performance appraisal especially among schools. The findings will further enhance the research literature and advance research and academia.

1.7 Justification of the Study

There is need to analyze Teacher Performance Appraisal Regulatory Environment and Implementation of Performance Appraisal among Public Secondary Schools in Bungoma County; through proper guidance and monitoring of students' progress, teachers form a bedrock and foundation of quality education. Documentation of the comprehensive findings will add meaningful data to already established knowledge in the area of performance appraisal and contracting. 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. For teachers the findings will provide meaningful information for improving TPAD thus improved service delivery.

1.8 Scope and Delimitation

The study confined itself to influence of Teacher Performance Appraisal Regulatory Environment and Implementation of Performance Appraisal among Public Secondary Schools in Bungoma County. The study was conducted in Bungoma County which is one of the 47 counties in Kenya. 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 to be included in the sample. National schools being only 2 in the county were purposively sampled.

1.9. Theoretical framework

The Performance Appraisal Model proposed by Yee and Chen (2009) was used to anchor this study. According to them, performance appraisal is used by an organization to reward and develop the human resource of the organization to ensure that the organization runs smoothly and grows. The Performance Appraisal Model proposes an annual appraisal system, whereby every year staffs are required to fill up Yearly Work Plan to report on the progress of the tasks assigned as agreed early of the year. This is done at the beginning and at the middle of the year. At year end, the Yearly Work Plan is used to evaluate the performance of the staff throughout the whole year. This theory explains the need for periodic appraisal of teachers a theme that is consistent with the TPAD policy thus its relevance to the current study.

1.10. 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.

Independent variable

Dependent Variables

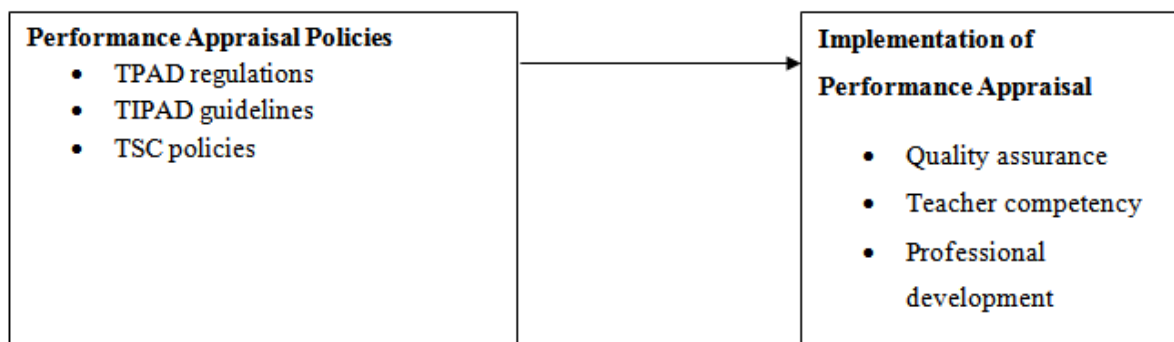


Figure 1.1: Conceptual Framework Showing Interaction of Variables,

Source: Researcher, 2019

II. LITERATURE REVIEW

2.1. Performance Appraisal Policy and Implementation of Performance Appraisal

Several studies have been conducted in the world, Africa and Kenya regarding teacher performance appraisal. For example, Robert (2014) carried out a study to examine the views of administrators; Teacher Performance Appraisal among schools in Ontario, Canada. The study found out that administrators were not extensively trained to carry out the exercise of teacher appraisal. The few who were trained also did not find the exercise useful. Most of the administrators also indicated that teacher performance appraisal has not substantially contributed to effective teacher performance in class. The study used descriptive survey thus it lacked detailed inferential analysis.

In their research with 10 elementary school teachers, Sherin and Drake (2014) revealed other curriculum use strategies such as reading, identifying, adapting, and evaluating as interpretive activities which teachers engage in prior to, during, and after instruction. Kerry (2013) reported that to increase the focus on teaching quality, teacher appraisal can be a key lever. He indicated that understandings of the various aspects of successful performance appraisals are essential and equally highlighting the importance of an enhanced understanding of performance appraisal as a discursive approach to building teaching quality. The study was done in Australia while the current will be done in Kenya. In addition, the reviewed study only focused on the influence of TPA on quality teaching while the present study intends to look at diverse aspects of TPA hence the knowledge gap being filled by the present study.

Kermally (2014) argued that Western Australia and the Northern Territory require teachers to undertake the same performance appraisals as all government employees. Jensen (2011) studied effects of teacher appraisal on effective curriculum implementation among teachers in Australia and discovered that teachers were delaying in fundamental areas of curriculum implementation. Additionally, the study revealed that student performance had fallen sharply in reading and stagnated in Mathematics. The study further revealed that more effective teachers are the key to producing higher performing students. The study used balanced score card as a tool to determine performance while the present study will use performance appraisal guide already developed by the Teachers Service Commission.

According to Monyatsi, Styne and Kamper (2006), stakeholders cannot overemphasize the importance of appraisal in public schools. In their study “Teacher perceptions of the effectiveness of teacher appraisal in Botswana” they observed that for schools to complete the prescribed syllabus in time there was need to improve on teacher performance appraisal system. The study pointed out that many schools in rural locales had not come up with tools to check curriculum implementation. Participation in co-curricular activities could be jeopardizing the actual teaching of content in classes.

While studying on the influence of employees' involvement in performance assessment system on employees' creativity of sales and engineering departments of Ebtakar manufacturer Sayyed (2012) undertook an empirical survey and analyzed data by descriptive analytical methods. A sample size of 97 employees was selected by simple random. In the study by Sayyed (2012), questionnaires were used for data collection and structural equation modeling was used for data analysis. The results of the study showed that all effects were adopted with the theoretical framework. Therefore, the variable of employees' involvement in performance assessment system positively influences the employees' abilities and skills to create creativity.

The findings by Sayyed (2012) concur with a study carried out by Mohan (2001) on participatory development which indicates that an effective performance measurement system ought to be participatory. Aronson and Wilson (2006) in their study on the influence of cognitive factors on performance agree with Sayyed on influence of employees' abilities and skills on performance. In addition, Sayyed (2012) indicated that

employee's perception, social pressures and norms, and employees' abilities and skills positively influence creativity; this attests the findings of Harnell et al (2011) that linked organizational culture and effectiveness. Although the study by Sayyed (2012) indicated skills, perceptions and culture influence performance, the study was not cognizant of the influence of organizational structure on performance. In addition, the study by Sayyed (2012) did not consider other factors influencing the performance assessment system such the tools used and aspects of target setting. In performance measurement, Hatry (2006) indicates that the tools used in a performance measurement system influences performance; effective tools ought to be simple to use and reliable. In addition, Maurice (2011) argues that the deployment of innovative performance measurement systems depends on organizational context.

In a study on Selection Incentives in a Performance-Based Contracting System, Yujing (2003) undertook to investigate whether a performance-based contracting (PBC) system provides incentives for nonprofit providers of substance abuse treatment to select less severe clients into treatment. The data was collected from the Maine Addiction Treatment System (MATS) standardized admission and discharge data provided by the Maine Office of Substance Abuse (OSA) for fiscal years 1991–1995. The data provided demographic, substance abuse, and social functional information on clients of programs receiving public funding (Yujing, 2003); the study focused on OSA clients and Medicaid clients in outpatient programs. Aronson et al (2006) argue that experimental designs in research are grounded on positivism philosophy and therefore largely ignore social human aspects in the construction of reality making it difficult to allocate resources objectively and thus meet the intended social objectives. In addition, by choosing multivariate regression analysis to predict the marginal effect of PBC on the probability of OSA clients' being most severe, Yujing's (2003) study did not control contextual and cognitive factors in the design.

In contextual factors affecting deployment of innovative performance measurement systems, Maurice (2011) argues that in experimental designs, the researchers' role is lost thus compromising contextual influence on performance. In participatory development, Mohan (2001) links organizational performance and pragmatic paradigm in the construction of reality so that respondents were freed to be expressive in their responses which are limited by experimental designs. Most of these studies were not conducted in a school environment and so a study within the school environment would be most appropriate. Longman (1991) defines a policy as a course of action for dealing with a particular matter or situation especially as chosen by political party, government, a business company, among other institutions. A policy statement is thus a course or principle of action, especially one that is to one's own advantage. Every organization has established strategy or plan of action. This has to be implemented. The standing plan derived from the strategy therefore helps to derive the policy. The policy spells out the process, which helps in the achievement of the strategy. These processes are governed by rules, which are universally accepted in an organization as the best to boost its productivity.

According to Gary (2003), PA fails because of problems with the forms or procedures used to actually appraise the performance. Gary adds that the human resource (HR) department is also responsible for monitoring the appraisal system and particularly for ensuring that the format and criteria being used comply with equal employment opportunity laws and are not outdated. In one survey he reported that half the employers were in the process of revising their appraisal programs while others were conducting reviews to see how well their programs were working. Performance Appraisal Policy guidelines provide guidance and standardization; as per the Government requirements, educational institutions are expected to anchor their PAs on their strategic plans from which objectives should be drawn (RoK, 2010). Institutions are expected to set targets with work plans drawn for evaluating performance using the performance indicators; the draft is vetted to ensure that contracts comply with the guidelines which are then updated annually.

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. The Kenya Teachers Service Commission (TSC) (2005) says that the use of confidential reports in assessing a teacher's performance and potential has been replaced by a more modern and open assessment system where the teacher participates in his/her performance.

The author of this study therefore sought to establish whether or not the Performance Appraisal (PA) policy from Teachers Service Commission influenced PA of high school teachers in Bungoma County. 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 schools 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.

The new TPA system in Kenya seems to portray comprehensiveness and openness in approach. However, a research done earlier in Portugal, by Flores (2010) however provides a caution. She concluded that implementation process of a given policy is a complex process, especially where, what is at stake is a new policy of teachers' appraisal. According to this study, considering the views of the stakeholders in this case the teachers is important, since satisfaction with performance appraisal reviews have been positively correlated to improved working performance among the employees. In Kenya, teachers stood only to gain from the new system, if perceived as correctly implemented. Kinnie and Lowe (1990) however warn that, whatever approaches or methods on performance review challenges are inevitable.

Findings from other studies on the TPA in Kenya are very consistent with above conclusions. Wanzare (2002) for example in his study "Rethinking teacher evaluation in third world a case study of Kenya" had earlier identified top-down bureaucratic characteristics of TPA system in Kenya, inadequate teacher evaluation and lack of appraisal feedback as shortcoming causing ineffectiveness of the system. These are problems which seem to have continued even after a revision of TPA system by the TSC in 2005. A study by Gichuhi (2008) concluded that the in-servicing of teachers taking place in secondary schools was not based in any performance appraisal reports even after system reviewed. This meant TPA was not achieving one of its critical objectives. In another recent study, Nyatera (2011) looked at head teachers and teachers perceptions of the staff appraisal system. In his case, he revealed that the head teachers were not trained to conduct performance appraisal, which resulted to a number procedural mistakes and which influenced teachers to perceive their appraisal negatively. He suggested not only for the training of teachers' appraisers but an inclusion of the deputy principals, the HODs and senior teachers as among those who should appraise the teachers to change the negative perceptions teachers held on appraisals. In the current study, what was not clear was whether the recently reviewed TPA policy by TSC system had effectively addressed the flaws raised by the previous studies in Kenya.

In the research paper, he identifies with the teacher as key in curriculum evaluation; he observes that formative assessment if well implemented by teachers may assist in improving the learning programs in schools. The researcher indicates that the focus of the teachers should be in both formative and summative evaluation. This is due to the fact that during development of a service or a product, or in the case of personal assistance in developing potential and evaluation the level to which required criteria for tenure, promotion and the like are met both summative and formative evaluations needed.

III. 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.

IV. SUMMARY OF FINDINGS

The summary of the findings have been discussed under the following headings; teacher appraisal policy and implementation of TPAD among secondary schools, the data was collected from questionnaires and interview schedules. Conclusions and recommendations too have been given.

4.1. Teacher Performance Appraisal Policy 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 of TPAD Policy on Implementation of TPA

The study sought to examine how Teacher Performance Appraisal Policy 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 3;

This objective of the study aimed to determine the extent to which Teacher Performance Appraisal and Development (TPAD) policy influence implementation of Teacher Performance Appraisals in public secondary schools. The area of concern was to establish the level of awareness on availability of TPAD legal framework; of interest too was the implementation of the TPAD policy and its implication on appraisal of the teachers.

4.1.1.1. TPAD Policy Awareness

The study sought to find out the level of awareness among teachers on the existence of the TPAD policy, table 1 below summarizes the results from the respondents.

Table 1: Respondents' awareness of TPAD Policy

| Awareness | Frequency | Percentage |
|-------------|-----------|------------|
| Aware | 55 | 52.9% |
| Not aware | 43 | 41.3% |
| No response | 06 | 05.8% |
| Total | 104 | 100% |

Source: Research Data (2019)

From the above data, 55 of the respondents (52.9%) were aware of the existence of the TPAD Policy, 43 (41.3%) were not aware whereas 6 (5.8%) remained silent on the same, a fair percentage of teachers remain unaware of the legal framework that guides TPAD. The above findings are supported by the qualitative analysis demonstrated by the statement from one of the respondents:

“CBA ndio imeleta mambo ya TPAD (it's the CBA that has brought about this issue of TPAD)”.

The researcher observed presence of displayed TPAD Time frames and working material in all the sampled schools; it's however important to note that there are teachers who are not aware of TPAD policy statement. TSC thus needs to organize sensitization forums for teachers to enhance awareness on the TPAD policy. Ideally, Collective Bargaining Agreement (CBA) was signed in 2017 between TSC and teachers' union way after the 2012 TSC Act, an indication that though mentioned in the CBA, TPAD did not start because of the collective bargaining agreement between the two parties. In his study on the state of teacher appraisal in Kenyan secondary schools, Odhiambo (2005) notes that the appraisal policies and practices in Kenya exhibit weaknesses; a factor likely to affect implementation and perception of teachers. As pointed out by TSC (2005), the confidential teacher appraisal approach used then was found to have shortcomings. In an effort to improve teacher evaluation in the country, the TSC revised its approach to teacher appraisal from confidential to an open one that would factor in participatory appraisal of a TSC teacher.

Pursuant to section II (f) and 35 (i) of TSC Act 2012, the commission is mandated to monitor the conduct and performance of teachers in the teaching service. The code of regulation for teachers further stipulates that the commission shall in administering the Performance appraisal system require heads of institution to provide oversight role in the performance appraisal for teachers in their respective institutions. Though policy issues on TPAD are clearly spelled out in TSC Act 2012, the implementation and sensitization of teachers on the same has been on a low pace; most teachers have remained ignorant of the same; a factor likely to influence the use of TPAD in schools.

4.1.1.2 TPAD Policy and Implementation

As stated by Teachers Service Commission (2005) the use of confidential reports in assessing a teacher's performance was replaced by an open assessment system where the teacher participates in his/her performance. The TSC Act 2012 spells out the TPAD policy expectations; the researcher of this study therefore sought to establish whether or not the Performance Appraisal Legal Framework which gives guidelines to TPAD operations is being implemented in public secondary schools. To achieve this, respondents were asked to give their opinions on how they agree or disagree with the statements in Likert scale of 1-5, where 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree. The results are presented in table 2

Table 2: Descriptive Statistics for TPAD in Schools

| | Statement | | SD | D | U | A | SA | Tot. | Mean | SD |
|-----------------------|--|---|-----------|----------|----------|----------|-----------|-------------|---------------|-----------|
| 1 | I have participated in TPAD appraisal in secondary schools | F | 0 | 3 | 7 | 10 | 84 | 104 | 4.6829 | .705 |
| | | % | 0 | 2.9 | 6.7 | 9.6 | 80.3 | 100 | | |
| 2 | TPAD system is implemented in our school | F | 0 | 3 | 7 | 10 | 84 | 104 | 4.6829 | .705 |
| | | % | 0 | 2.9 | 6.7 | 9.6 | 80.3 | 100 | | |
| 3 | TPAD has improved lesson attendance in our school | F | 0 | 3 | 8 | 40 | 53 | 104 | 4.37 | .753 |
| | | % | 0 | 2.9 | 7.7 | 38.5 | 51.0 | 100 | | |
| 4 | TPAD system has improved teacher recording and reporting | F | 2 | 23 | 9 | 53 | 17 | 104 | 3.58 | 1.07 |
| | | % | 1.9 | 22.1 | 8.7 | 51 | 16.3 | 100 | | |
| 5 | TPAD has improved curriculum implementation | F | 71 | 3 | 4 | 26 | 0 | 104 | 4.58 | .705 |
| | | % | 68.3 | 2.9 | 3.8 | 25 | 0 | 100 | | |
| 6 | Syllabus coverage has improved as a result of the TPAD | F | 0 | 3 | 8 | 40 | 53 | 104 | 4.37 | .753 |
| | | % | 0 | 2.9 | 7.7 | 38.5 | 51.0 | 100 | | |
| 7 | TPAD has improved teachers' discipline levels | F | 2 | 23 | 9 | 53 | 17 | 104 | 3.58 | 1.07 |
| | | % | 1.9 | 22.1 | 8.7 | 51 | 16.3 | 100 | | |
| Composite Mean | | | | | | | | | 4.3053 | |

Source: Research Data (2019)

On whether respondents had participated in TPAD appraisal in secondary schools, out of 104 respondents who participated in the study, 84(80.3%) strongly agreed, 10(9.6%) agreed, 7(6.7%) were not sure, while 3(2.9%) disagreed. Since 94(90.4%) of the respondents agreed, it is agreeable to say that most teachers participated in the TPAD appraisal in secondary schools. This is supported by the mean of 4.6827 which is way above the composite mean of 4.3053. Being a government policy, all schools in Kenya are implementing the TPAD directive and thus the justification for almost full participation by the teachers. Not to ignore is the 2.9% who disagreed; from the FGDs, it came out that some of the BOM teachers sometimes got away without filing the appraisal since the follow up has mainly been on TSC teacher employees.

On whether TPAD system is implemented in their school, out of 104 respondents who participated in the study, 84(80.3%) strongly agreed, 10(9.6%) agreed, 7(6.7%) were not sure, while 3(2.9%) disagreed. Since 94(90.4%) of the respondents agreed, it is agreeable to say that most schools are implementing TPAD. This is supported by the mean of 4.6827 which is way above the composite mean of 4.3053. TPAD is a national initiative in schools and it's expected that all schools are implementing it. The 3 that indicated not implementing could be because the schools haven't fully understood TPAD and are still struggling with its institutionalization.

On whether TPAD had improved lesson attendance in their school, out of 104 respondents who participated in the study, 53(51%) strongly agreed, 40(38.5%) agreed, 8(7.7%) were not sure while 3(2.9%) did not agree. This shows that 93(89.5%) of the respondents were in agreement that, TPAD has improved lesson attendance in their school as opposed to only 3(2.9%) who did not agree. This is reflected in the mean of 4.3750 which is above the composite mean 4.3053. TPAD has enhanced lesson attendance, student involvement and record keeping in teaching and learning and thus performance. However it may not be appropriate to conclude the influence of TPAD on academic performance of schools since the current study was not investigating school scores and grades.

On the issue of whether TPAD system had improved teacher recording and reporting in their school, out of 104 respondents who took part in the study, 17(16.3%) strongly agreed, 53(51%) agreed, 9(8.7%) were not sure, 23(22.1%) disagreed, while 2(1.9%) strongly disagreed. From the study 70(67.3%) agreed with the assertion that TPAD system had improved teachers recording and reporting in their school as supported by the mean of 3.5769. This could be because TPAD requires teachers to record lesson attendance and awards scores against attendance. The fear of poor scores could be the motive for some teachers to ensure they don't miss classes. Another motivating factor could be the fact that lesson attendance must be uploaded on weekly basis thus the fear of being reprimanded for missed unrecovered lessons.

On whether TPAD system had improved curriculum implementation, out of 104 respondents who participated in the study, 71(68.3%) strongly disagreed, 3(2.9%) disagreed, 4(3.8%) were not sure, 26(25%) agreed while none strongly agreed. This means that 74(71.2%) disagreed with the statement that, TPAD system had improved curriculum implementation while 26(25%) agreed with the statement. This is confirmed by the mean of 4.5865. TPAD requires teachers to record and report every activity they undertake in the teaching and learning process and send evidence of the same. This requirement may not automatically mean that curriculum implementation is up to date; filing documents is one thing and teaching is another. The interviews also reveal the following from one of the respondent's remarks;

“Teachers are simply filling forms to comply with requirements but the real work is not done with the students. It's more of an affair of effective filling of forms”

Data collected to find out whether Syllabus coverage had improved as a result of the TPAD showed that, out of 104 respondents who participated in the study, 53(51%) strongly agreed, 40(38.5%) agreed, 8(7.7%) were not sure while 3(2.9%) did not agree. This shows that 93(89.5%) of the respondents were in agreement that, Syllabus coverage has improved as a result of the TPAD as opposed to only 3(2.9%) who did not agree. This is reflected in the mean of 4.3750 which is above the composite mean 4.3053. The fact that TPAD has improved lesson attendance could be the reason for the fact that syllabus is being covered faster than before. Teachers struggle to redeem their unattended classes and thus improve the speed of syllabus coverage. On the negative however, it came out clear from the FGDs that covering the syllabus did not mean effective curriculum implementation; many teachers hurried through the syllabus for the purpose of recording “work covered”. Teachers wanted to avoid the trouble of having to explain to the principal during staff meetings why they have not completed the syllabus. From one of the respondents it was noted;

“It is a pity sometimes the teacher covers the syllabus, the students are loaded with notes but in the real sense they haven't covered the syllabus thus on a different wave line from the teacher”.

The above sentiments could explain the reason why 74 (71.1%) of the respondents felt that TPAD has not improved curriculum implementation.

On the issue of whether TPAD had improved teachers' discipline levels, out of 104 respondents who took part in the study, 17(16.3%) strongly agreed, 53(51%) agreed, 9(8.7%) were not sure, 23(22.1%) disagreed, while 2(1.9%) strongly disagreed. From the study 70(67.3%) agreed with the assertion that TPAD had improved teachers' discipline levels as supported by the mean of 3.5769. This could be because of the fact that in the effort to conform to TPAD requirements teachers are forced to ensure that they are doing the right thing all the time to avoid being on the wrong side of TPAD thus the discipline. Of concern is the issue of working to avoid trouble instead of to improve effectiveness in teaching and learning. As reported from one of the respondents TPAD has not improved accountability in totality;

“Though TPAD has created some level of accountability, the paper work involved has made teaching more tricky, we are more worried and cautious of evidence to file at the expense of content delivery. The lessons are more artificial in the name of either capturing photos or video”.

Findings from the observation guides showed that TPAD records are displayed in schools and material are available with the teachers. Teachers were seen to be keen on recording and updating the appraisals. To

4.1.2. Inferential Statistics Results of TPAD Policy on Implementation of TPA

To investigate whether there was any statistical significant influence of teachers' appraisal policy on implementing TPAD in public secondary schools regression analysis was conducted. The study hypothesized that teacher appraisal Policy has no significant influence on implementation of Teacher Performance Appraisals in public secondary schools in Bungoma County and the regression results in Table 3 shows the effect of TPAD Policy on the implementation of TPAD in secondary schools.

Table 3: ANOVA statistics on TPAD Policy

| ANOVA statistics | | | | | | |
|------------------------|--------------------|-------------------------|-------------|-----------------|-------|----------------------|
| Model | Sum of Squares | Df | Mean Square | F | Sig. | |
| Regression | .20670458 | 1 | .20670458 | F(1,102) = 74 | 0.000 | |
| Residual | 46.56868 | 102 | .456555687 | | | |
| Total | 46.7753846 | 103 | .454129948 | | | |
| R-squared = 0.0044 | | Adj R-squared = -0.0053 | | Root MSE= .0563 | | |
| Coefficient estimates | | | | | | |
| Implementation of TPAD | Unstd Coefficient. | Std beta | Std. Err. | t | P>t | [95% Conf. Interval] |
| Constant | 3.67462 | | .510756 | 7.19 | 0.000 | 2.66154 4.6877 |
| TPAD Policy | .079151 | .0664762 | .117632 | 0.67 | 0.503 | -0.15417 .312473 |

Source: Research Data (2019)

The statistic, $f(1, 102) = 74, p < .05$, shows that the regression model is statistically significant in predicting the dependent variable. Therefore, TPAD Policy and use explains any variations in implementation of TPAD in secondary schools in Bungoma County. Since the overall model is statically significant, all the beta coefficients are significant.

The study sought to determine the extent to which TPAD Policy influenced implementation of TPAD in secondary schools in Bungoma County. The null hypothesis was stated as follows TPAD Policy has no significant influence on implementation of TPAD in secondary schools in Bungoma County. The study finding therefore rejects the null hypothesis that TPAD Policy has no significant influence on Implementation of TPAD in Bungoma County and therefore concludes that TPAD Policy does influence the implementation of TPAD in secondary schools.

In his study on “Rethinking teacher evaluation in the third world: the case of Kenya” Wanzare (2002) concluded that, like in many third world countries, teacher evaluation as practiced in Kenya has numerous shortcomings and dubious effectiveness. Similarly, Odhiambo (2005) in his study that focused on the state of teacher appraisal in Kenyan secondary schools; he found out that there is need for an improved (facilitating) model of teacher appraisal. His findings indicate that teacher appraisal policies and practices in Kenyan secondary schools 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. He however notes that within the framework of imposed and intentional changes that have taken place in Kenya’s educational system, formalized procedures for the appraisal of teachers’ performance are viewed by educators as logical and essential for accountability, quality improvement and best practice.

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 4

Table 4: Descriptive Statistics for Implementing TPAD

| 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

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 fire fighting mechanism, rams and ventilated classrooms in the learning environment.

V. CONCLUSION AND RECOMMENDATIONS

On the level of awareness among teachers on the existence of the TPAD policy, 55 (52.9%) were aware, 43 (41.3%) were not aware whereas 6 (5.8%) remained silent on the same. Though slightly over half of the respondents were aware of the existence of the legal framework that guides TPAD, there is need for sensitization of the teachers on the same as this could give a positive perception on TPAD especially for those teachers who feel that CBA is the cause of all TPAD issues.

It is agreeable to say that most teachers had participated in TPAD in secondary schools and that that most schools are implementing TPAD. This being a legal framework requirement, the teachers had no otherwise other than to implement and participate in the same. TPAD too had improved lesson attendance in schools as teachers made an effort to recover missed lessons; the fear of having to account for missed lesson made teachers more committed on lesson attendance.

TPAD system too had improved teacher recording and reporting in our school; the TPAD required teachers to log in and out of school thus an improvement on reporting. It is also a requirement to keep documents as evidence of work done thus an improvement on recording. Curriculum involves helping students acquire knowledge and experience (talent development); as much as there was the evidence of helping learners acquire knowledge, the bit of experience (learner talent enhancement) still required to be improved on thus the feeling of the respondents as most of them worried much about the academic performance index (P.I) of the students when filing TPAD. From FGDs, lack of time and focus on "A" results denied the students an opportunity to explore their talents.

Data collected to find out whether Syllabus coverage had improved as a result of the TPAD showed that, 93(89.5%) of the respondents were in agreement that, Syllabus coverage had improved as a result of the TPAD as opposed to only 3(2.9%) who did not agree. It was however noted that covering the syllabus may not necessarily mean the students have covered the same; teachers rushed through the syllabus for the purpose of beating the deadline. Most schools from the observation had set their deadline as March latest early April before closure of term one so as to allow for revision in term two and three. For slow and average learners, rushing them through the syllabus may be detrimental; a factor likely to affect their final scores. This was more of a challenge in sub-county and some County schools whereas extra-county and national schools enjoyed the advantage of fast learners and top scorers. The exams are too academic oriented that teachers would spend more time to sharpen the academic grade at the expense of nurturing talent.

On the issue of whether TPAD had improved teachers' discipline levels, from the study 70(67.3%) agreed with the assertion that TPAD had improved teachers' discipline levels. To avoid being reprimanded, the teachers worked towards meeting the set targets within the agreed frame tme; this meant absenteeism and lesson attendance improved. Of concern however is the commitment to meet deadlines at the expense of creating a positive sustainable culture in teaching and learning. It is however worth noting, there were schools with such a strong culture of working that was not just dependant on TPAD.

The statistic, $f(1, 102) = 74, p < 0$, shows that the regression model is statistically significant in predicting the dependent variable. Therefore, TPAD Policy and use does explain any variations in implementation of TPAD in secondary schools in Bungoma County. Since the overall model is statically significant, all the beta coefficients are significant.

On the issue of whether respondents file TPAD termly, majority 103(99%) agreed that they file TPAD termly. Some schools had impressive appraisal that showed updates on monthly basis; on the negative however, there were schools where appraisal and filing was not up to date, a most likely indication that appraisal was being done out of fear of being victimized rather than having embraced the idea of appraisal.

On TPAD targets, the sampled schools had targets well set and displayed in strategic points; some schools even had mounted up on white boards in every classroom; a call for everyone to embrace the same. Majority 89(85.5%) of the respondents agreed that their TPAD targets were attainable; teachers set departmental and subject targets that were in line with the broader school targets. The national and most extra county schools were noted to set higher targets whereas low targets were a common factor in sub-county schools. Probably the entry behavior of students could explain the variation in targets set.

Majority 103(99%) of the respondents were in agreement with the assertion that their TPAD targets were realistic. Though drawn from the broader school strategic plan, the targets were set by the teachers thus would set what was realistic. National and extra-county schools received students with high KCPE scores, a most likely indication that the students were of high academic ability; a likely advantage to the teacher in terms of syllabus coverage, academic mean scores and innovativeness of the learner. Sub-county schools received learners with low KCPE grades; this could be a likely reason as to why teachers in those schools thought the targets set were realistic even though they were low.

Most 93(89.4 %) of the respondents disagreed with the statement that their targets were too demanding. 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.

In conclusion, the study finding therefore rejects the null hypothesis that TPAD Policy has no significant influence on Implementation of TPAD in Bungoma County and therefore concludes that TPAD Policy does influence the implementation of TPAD in secondary schools.

Based on the study findings and analysis, the following were the recommendations:

- i. On creating awareness on the TPAD policy, TSC should organize periodic forums for teachers to be sensitized and capacity built on TPAD to enhance their understanding of the practice
- ii. TSC sub-county personnel (director, HR, CSO) to intensify advisory visits to schools and ensure TPAD guidelines are adhered to for holistic and quality appraisal.

REFERENCES

- [1]. Aronson, E. (1969). The theory of cognitive dissonance: A current perspective. In L. Berkowitz (Ed.). *Advances in Experimental Social Psychology*, Vol. 4, pp. 1–34. New York: Academic Press.
- [2]. Aronson, E., Akert, R.D., & Wilson, T.D. (2006). *Social psychology* (6th Ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- [3]. Caswell F (1989) *Success in Statistics*. PrenticeHall, New York.
- [4]. Crawford, P., & Bryce. (2003). *Project Monitoring and Evaluation: a method for enhancing the efficiency and effectiveness of aid project implementation*. *International Journal of Project Management*, 363-363.
- [5]. Creswell, J. W. (2003). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.
- [6]. Cronbach L.J. (1951). "Coefficient alpha and the internal structure of tests". *Psychometrika* 16 (3): 297–334.
- [7]. Dalleck (2008). Which Country Matters? *Institutional Development and Foreign Affiliate Performance*. *Strategic Management Journal*, 29:1179-1205
- [8]. Dallek, Robert. (2008). *Harry S. Truman*, New York: Times Books ISBN 978-0-8050-6938-9
- [9]. Datche (2007). *Concept of social organization*. pp. 16-75, in: Haire, M. (ed), *Modern Organization Theory*, New York, NY: John Wiley.
- [10]. Flores, M. A. (2010). Teachers' performance appraisal in Portugal: The (Im) possibilities of a contested mode. *Mediterranean Journal of Education studies Vol. 15(1)* pp4 – 60.
- [11]. Goldstern (2006). *The scientist's handbook for writing papers and dissertations*. Englewood Cliffs, NJ: Prentice Hall.

- [12]. Guthrie and Redd (1986). "Managing for accountability", in Karim, M.R.A. (Ed.), *Leadership and Change in an Electronic Age*, Pelanduk Publications, Kuala Lumpur, pp. 337-60.
- [13]. Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). "Organizational Culture and Organizational Effectiveness: A Meta-Analytic Investigation of the Competing Values Framework's Theoretical Suppositions." *Journal of Applied Psychology* (online publication)
- [14]. Hatry, Harry. (2006). *Performance Measurement: Getting Results*, 2d ed. Washington, DC: The Urban Institute.
- [15]. Henson & Roberts. (2009). *Max Weber: A Biography*. Trans. Patrick Ca miller. Polity Press. (ISBN 9780745641478)
- [16]. Kobia, M. and Mohammed, N. (2006) *The Kenyan Experience with Performance Contracting: Discussion Paper*, 28th AAPAM Annual Roundtable Conference, Arusha, Tanzania.
- [17]. MaGreal (2008). *Attitudes and Cognitive Organization*. *The Journal of Psychology* 21: 107–112.
- [18]. *Management Practice Information Age*
- [19]. Maurice Gosselin. (2011). "Contextual factors affecting the deployment of innovative performance measurement systems", *Journal of Applied Accounting Research*, Vol. 12 Iss: 3, pp.260 – 277, Emerald Group Publishing Limited
- [20]. Maurice, (2011). *General systems theory: a new approach to the unit of science*. New York: George Braziller
- [21]. Mohan, G. (2001). *Participatory Development*. In Desai, Vandana and Potter, Rob eds. *The Arnold Companion to development studies*. London, UK: Hodder.
- [22]. Montgomery (2013) . *Evaluation of extension programs: A training manual*. © 2003
- [23]. Monyasti, P., Steyn, T. & Kamper, G. (2006). *Teacher Appraisal in Botswana Secondary schools: A critical Analysis*. *SA Journal of Education*, Vol. 26 (2) Available online from www.sajournaloeducation.co.za/.../92.
- [24]. Njiru E. (2008). "The role of state corporations in a developmental state: the Kenyan experience" African Association for the Public administration and Management – 30th AAPAM roundtable conference Accra Ghana 6th – 10th October 2008
- [25]. Nuguti , S. (2009). *Managing Organizational Behaviour*. New York, NY: Pitman.
- [26]. Nuguti E. (2009). *Performance contracting in Kenya – A critical evaluation of the monitoring and evaluation system paper*
- [27]. Nyatera (2011) "The influence of organisational structure on entrepreneurial orientation and expansion performance", *International Journal of Contemporary Hospitality Management*, Vol. 16 Iss: 6, pp.334 – 344
- [28]. Obong'o, Sylvester Odhiambo. (2009). *Implementation of performance contracting in Kenya*, *International Public Management Review*, Volume 10 · Issue 2 · 2009 · © International Public Management Network
- [29]. Odhiambo, O. (2005). *Education Administration*. *Journal, Emerald Group Publishing Limited*. Retrieved from <http://www.emeraldinsight.com/insight>
- [30]. Odour (2017). *Contextualizing Methods Choice in Organizational Research*. *Journal of Organizational Research Methods*. 10(3): 483-501
- [31]. OECD. (2014). *Performance Management in Government: Performance Management and Results Oriented Management*, Occasional Paper Number 12, (OECD, Paris, 2012)
- [32]. Onyango (2001). *The Social Psychology of Organizations*. Nairobi. Kenya.unbs
- [33]. Orodho .(2013). *The relationship between satisfaction, attitudes, and performance: An organizational level analysis*. *Journal of Applied Psychology*, Vol 77(6), Dec 1991, 962- 974. doi: 4
- [34]. Sayyed Mohsen Allameh. (2012). *The Influence of Employees' Involvement in Performance Assessment System on Employees' Creativity*. *International Journal of Academic Research in Business and Social Sciences* November 2012, Vol. 2, No. 11 ISSN: 2222-6990 310
- [35]. SHRM India 2012. *Motivating High Performance Through An Effective Performance Management*. From <http://www.shrmindia.org/%E2%80%99Cnmotivating-high-performance-through-effective-performance-management-system%E2%809D>
- [36]. Teachers Service Commission (2005). *Code of Regulation For Teachers*, Revised 2005, Nairobi.
- [37]. Teachers Service Commission (2015). *Reports on Teachers*, Revised 2015, Nairobi.
- [38]. Teachers Service Commission Act of 2012. Cap 212. Nairobi: GOK publisher.
- [39]. *The World Bank Development Report (2004). Ten Steps to a Results-based Monitoring and Evaluation System: A Handbook for project managers*. World Bank Publications (June 2004). ISBN-10: 0821358235. ISBN-13: 978-0821358238
- [40]. TSC Teachers Performance appraisal Report (2019). www.tsc.co.ke. Accessed 14/10/2003.

- [41]. Verspoor (2008). *Management: An Introduction* (2nd ed.). New York: Pearson Education. ISBN 0-273-65518-3.
- [42]. Wanzare. (2002) *Governance and Public Sector Reform in Asia*, Routledge, London.
- [43]. World Bank Report (2012). *Ten Steps to a Results-based Monitoring and Evaluation System: A Handbook for project managers*. World Bank Publications (June 2012). ISBN-10: 0821358235. ISBN-13: 978-0821358238
- [44]. World Bank. (2003). *World Development Report 2004: Making services work for poor people*. New York: Oxford University Press for the World Bank.
- [45]. World Bank. (2012). *World Development Report 2012: Making services work for poor people*. New York: Oxford University Press for the World Bank.
- [46]. Yee and Chen (2009). *Social psychology* (3rd Canadian ed. ed.). Toronto: McGraw-Hill Ryerson
- [47]. Yujing Shen. (2003). Selection Incentives in a Performance-Based Contracting System, *Health Services Research* Volume 38, Issue 2, pages 535–552, DOI: 10.1111/1475-6773.00132

Joan Owiye, et. al. "Influence of Teacher Performance Appraisal and Development Policy on Implementation of Teacher Performance Appraisals in public secondary schools in Bungoma County." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(8), 2020, pp. 28-42.