

**IMPACT OF PERFORMANCE APPRAISAL ON TEACHER PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN KISUMU WEST SUB-COUNTY, KENYA.**

BY

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DECLARATION AND APPROVAL

Declaration

I declare that this research proposal is my own work and has never been presented for any award.

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Approval

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ABSTRACT

Performance appraisal is one of the basic tools that make workers to be very effective and active at work. If the system of teacher performance appraisal is properly designed and implemented, it is believed to have favorable consequences in the professional development of teachers and ultimately the academic performance of learners. But when it is simply allowed to happen, it becomes haphazard, unsystematic, a source of conflict between appraisers and appraisees, and a source of inaccurate performance data that lead to subjective personnel decisions. Other studies have cited absence of feedback, lack of participation and ineffective criteria in employee performance appraisal process as the major source of poor performance. A thorough scrutiny of most schools in Kisumu west sub-county reveal a poor performance for the last four consecutive years from 2012 to 2016 with a mean of 5.60, 5.34, 5.30, 5.56 and 4.88 respectively. It is not clear whether teacher performance appraisal has an impact on teacher performance. Hence the purpose of this study is to investigate the impact of performance appraisal on teacher performance in Kisumu west sub-county Kenya guided by the following specific objectives; to establish the impact of performance appraisal process on teacher performance, to establish the impact of performance appraisal methods on teacher performance and to establish the impact of feedback on teacher performance. The study will be guided by goal setting theory and will adopt inferential research design. A total of 273 teachers in public secondary school will be involved of which 55 will be sampled using stratified random sampling method. Data will be analyzed using descriptive statistics; mean, percentages, standard deviation and frequency and presented using tables, and charts. Test retest and content validity index methods will be used to ensure reliability and validity respectively. The finding of this study will avail baseline information upon which future plans of ministry of education could be founded.

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ABBREVIATION AND ACRONYMS

HR	Human Resource
AMO	Ability Motivation and Opportunity
MBO	Management by Objectives
PAS	Performance Appraisal System
PA	Performance Appraisal
SPSS	Statistical Performance for Social Sciences
CVI	Content Validity Index
NGO	Non-Governmental Organization
TSC	Teacher Service Commission.
DEO	District Educational Officer.

OPERATIONAL DEFINITION OF TERMS

Performance appraisal is defined as a structured formal interaction between a subordinate and supervisor that usually takes the form of a periodic interview in which the performance of the subordinate is examined and discussed with a view of identifying. Weaknesses and strengths as well as opportunities for improvement and skills development.

Appraisal tool. These are techniques of evaluating employee's job performance.

Appraisees. The employees whose performance is being evaluated.

Appraisers. The person carrying out performance appraisal of employees.

1.0 SECTION ONE: INTRODUCTION

This section contains background of the study, statement of the problem, objectives, research questions, significance of the study, scope of the study, and conceptual frame work.

1.1 Background of the Study

In organization setting performance appraisal is defined as a structured formal interaction between a subordinate and supervisor that usually takes the form of a periodic interview in which the performance of the subordinate is examined and discussed with a view of identifying weaknesses and strengths as well as opportunities for improvement and skills development. Moorhead and Griffin,(1992) describes performance appraisal as a process of evaluating work behaviors by measurement and comparison to previously established standards, recording the results, and communicating them back to the employee. It is an acting between a manager and employee. Performance appraisal system which can be defined as the process of determining and communicating to an employee how he or she is performing on the job. The system began to be practiced in the world mainly in the 1940s and through this system, merit rating was used for the first time around the second world war as a method of justifying an employee's wages. The process was based on material outcomes where higher output was rewarded with higher pay. Since then performance appraisal system has spread to many parts of the world where is being practiced like in Singapore.

In companies, performance appraisal system began as simple methods for deciding whether or not the salary of an employee was justified. Later on, empirical studies showed that pay rates were not the only element that had an impact on employee performance. It was found that other issues, such as morale and self-esteem could also have a major influence. That resulted in progressive rejection of emphasis of performance appraisal on reward outcomes, and in 1950s, in the United States, its potential as a tool for motivation and development was recognized (teel, 1997). Common synonyms for appraisal are assessment and evaluation.

Teacher appraisal is a function of human decision-making resulting from a value judgment about how good or weak a particular work performance using information that compares the actual work performance with predetermined performance standards (Grobler,1993). Teacher evaluation is normative in nature because a value judgment is given. This value judgment must be weighed against definite Criteria of fairness and should always fulfill a certain function. Teacher evaluation fulfills two main functions namely; a formative function for the development of professional teaching skills and a summative function for selection and as a basis for grading and promotion (Grobler,1993).

Teacher performance appraisal in Kenya.

In Kenya PAS has been for many years used majorly in private sectors. It was introduced within the civil service around 2006 and has over the years become a popular staff management system driven via the popular government performance contracting initiative. The system is being embraced in the Kenyan public service delivery. In the period before 2005, teacher's appraisal in Kenya assumed a confidential approach and was based on a personality and the level of loyalty to the school head and to other significant (Muli, 2010). Teachers had no access to the head teacher's evaluation of their behavior. The TSC code of regulation for teachers revised in 2005 cap 29.44, stipulates that the principal should appraise and send copies of appraisal report to the TSC and DEO within the month of March every year. With the publication of the revised code of regulation for teachers (TSC, 2005). Teacher appraisal policy changed from confidential to an open appraisal exercise. In 2016 TSC launched a new online system for appraising teachers. The appraisal is uploaded for teacher's termly basis in the system. The move was aimed at enhancing and maintaining high performance standards in teaching service (TSC, 2016).In Kenya, formalized procedures for the appraisal of teachers' performance are viewed by educators as logical and essential for accountability, quality improvement and best practice According to Wehmeier (2004), appraisal is the act of making sure that everything is done correctly and safely. Appraisal is considered as that dimension or phase in educational administration which is concerned with improving educational effectiveness.

In a school set up, appraisal draws its foundation and data from the events that take place inside the classroom. It is through appraisal that the Principal gets a clear framework of activities and responsibilities of each member of staff in school.

Appraisal enables the Principal to evaluate the extent to which policies, objectives, activities and events laid down in the long and short term plans are successfully carried out. Appraisal therefore, as a basic requirement in school administration, brings on board tactics of efficient and proper personnel management with an aim of steering their efforts towards the desired educational goals of a community.

As an aspect of administration, it assists in checking of punctuality, discipline, as well as facilitating change from old ways to modern ways of doing things at the work place (school). Kenya's Ministry of Education portrays appraisal as an attempt, through second party intervention, to ascertain, maintain and improve the quality of work done (Olembo, 1992). Olivia (1976) conceptualizes appraisal as a service to teachers, both as individuals and in groups, as a means of offering specialized help in improving instruction. Appraisal improves teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction. As a management practice, it offers professional service to secondary school executives for the purpose of interacting and influencing teachers so as to maintain or change and improve their service delivery to the students. It is through appraisal that teachers are guided and influenced to strive towards the desired educational goals and objectives. In order for the teaching and learning process to function efficiently, there must be a proper system of appraisal (Mbiti, 1974). Okumbe (1999) considers appraisal as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity.

Performance appraisal process is a process by which a manager or consultant examines and evaluates an employee work behavior by comparing it with present standards, documenting the results of the comparison, and uses the results to provide feedback to the employees to show where improvements are needed and why.

It has been shown in many studies that that goal setting is an important element in an employee performance. Goals can stimulate employee effort, focus attention, increase persistence, and encourage employees to find new and better ways to work (Kichuki ,(2014); Singh&Rana,(2012); Wanjala,(2015; Omboi, 2011 Study revealed that a number of appraise were not well oriented about the process of performance appraisal.

They also indicated that most of performance appraisal process have a lot of problems in its implementation, which includes; absence of feedback, lack of participation from the subordinates in the process of its implementation and ineffective criteria. (Agesa, (2012); zhang,(2012); Odhiambo,(2015), study found the following complaints concerning the manner in which the appraisal was conducted: there was no mutual involvement of principals and teachers in developing the appraisal criteria, difficulty to prepare the appropriate performance criteria, inadequate follow up and feedback mechanism in the process of appraisal, insufficiency of training for those who are involved in the process and absence of the consequences of the appraisal result. This studies have not addressed such problems as lack of continuous documentation, subjectivity and inability to provide on time feedback and supervisors tending to bulk at interview process forgetting the prerequisite process leading to performance appraisal being just allowed to happen for the sake of meeting TSC requirement. If the process is not followed dissatisfaction about the implementation of performance appraisal, a gap that the researcher seeks to fill.

Appraisal methods are techniques to be used in measuring performance of employees. These methods are grouped into two sets; past oriented methods which include rating system, checklist, and force choice .and future oriented methods which include Management by Objective, assessment center, 360 degree method and psychological appraisal methods.

Management by Objective and 360 degree methods approach seems to be a good choice because they involve real participation and focuses on actual outcomes and give a satisfying sense of autonomy and achievement leading to inner commitment to improve performance. However, it can lead to unrealistic expectations about what can and cannot be reasonably accomplished. Kithuku ,(2012); Namuddu,(2010) recommended that schools evaluation criteria need to be detailed enough in order to measure practical and specific items of performance and be transparent enough. Namuddu,(2010); kihugu,(2013) studies concluded that the appraisal method used can have both positive and negative impact on employee performance. Little research has been carried out on the impact of performance appraisal methods used on teacher performance. The few studies available have provided scanty information on how performance appraisal methods have impacted on teacher performance, a gap that the researcher seeks to fill.

In Kisumu west Sub-county, the major aim of teacher appraisal is to develop teachers in order to improve their service delivery in schools. The stimulation function of supervision enhances teachers to play important roles aimed at excellence in examinations, which reduces risks of teacher burn out. Instructional appraisal aids Principals in coordinating, improving and maintaining high teaching and learning standards in schools.

Educational institutions aim at imparting learners with knowledge that develops them mentally, emotionally, socially and spiritually, apart from equipping them with economic skills for full participation in the development of the society (Maranya, 2001). It is, however, prudent to note that the greatest strength of any school is its personnel, the human resources. Teachers combine their relevant skills, experiences and positive attitudes towards the profession, in order to raise the quality of the schools' academic performance to high and reputable standards (Mbiti, 1974). This combination is achieved through instructional appraisal, an aspect which has motivated the researcher to initiate this study (maranya, 2001). While benchmarking K.C.S.E results of Kisumu west Sub County, with other neighboring sub- county such as Kisumu town west, Kisumu East, Emuhaya, and Vihiga sub-counties, records reveal that the performance index of Kisumu west sub-county lags behind.

A through scrutiny of most schools in Kisumu west sub-county revealed a poor performance in terms of mean score for the last four consecutive years as envisaged in the records available at the DEO, (2016). In 2012 had a mean score of 5.60, 5.344 in 2013, 5.307 in 2014, 4.88 in 2015 and 3.53 in 2016. This statistics acts as evidence that the performance of students in national exams in Kisumu west sub-county is dwindling. Therefore, it's not clear whether teacher performance appraisal has an impact on teacher performance in public secondary schools. Therefore, this study seeks to study the impact of performance appraisal on teacher performance in public secondary schools in Kisumu west sub-county.

1.2 Statement of the problem.

Performance appraisal is one of the basic tools that make workers to be very effective and active at work. If the system of teacher performance appraisal is properly designed and implemented, it is believed to have favorable consequences in the professional development of teachers and ultimately the academic performance of learners.

But when it is simply allowed to happen, it becomes haphazard, unsystematic, a source of conflict between appraisers and appraises, and a source of inaccurate performance data that lead to subjective personnel decisions.

Other studies have cited absence of feedback, lack of participation and ineffective criteria in employee performance appraisal process as the major source of poor performance. A through scrutiny of most schools in Kisumu west sub-county reveal a poor performance for the last four consecutive years from 2012 to 2016 with a mean of 5.60, 5.34, 5.30, 4.88 and 3.53 respectively. This statistic acts as evidence that the performance of students in national exams in Kisumu sub-county is dwindling. It is not clear whether teacher performance appraisal has an impact on teacher performance in public secondary schools. Many studies have attempted to research on effect of performance appraisal but none has linked the process and performance appraisal method used to how it impact on teacher performance. Therefore this study seeks to study the impact of performance appraisal on teacher performance in Kisumu west sub-County.

1.3 Objective of the study.

The general objective of this study is to find out the impact of performance appraisal on teacher performance in Kisumu west sub-county.

The specific objectives are;

- (i) To establish the impact of performance appraisal process on teacher performance in Kisumu west sub county.
- (ii) To establish the impact of performance appraisal methods used on teacher performance in Kisumu west sub-county.

1.4 Research questions.

The study sought to answer the following questions;

- (i) What is the impact of performance appraisal process on teacher performance in Kisumu west sub-county?
- (ii) What is the impact of performance appraisal methods on teacher performance in Kisumu west sub-county?

1.5 Significance of the study

The finding of this study will be useful to the ministry of education department of quality assurance and standards as it will provide an insight on issues related to teacher appraisal and its influence on student's academic performance on the ground.

Such relevant information would be very instrumental to the inspectorate as it would enable the inspectorate to make informed decisions on the best ways of executing its responsibility of teachers in a friendly manner so as to enhance students' performance. This study will add to the body of knowledge by building a profound foundation upon which other related studies could be anchored. Finally, it is hoped that findings of this study would avail baseline information upon which future plans on teacher appraisal could be founded.

1.6 Scope of the study

The study will be conducted to investigate the impact of performance appraisal on teacher performance in Kisumu west Sub County and will specifically seek to establish the impact of performance appraisal process and performance appraisal method used on teacher performance in public secondary schools. Teachers will be classified into three categories; Extra County schools teachers, county schools teachers and sub- county school. Kisumu sub-county has total of 273 registered teacher 'including principals and deputy principals who are the supervisors and are involved in carrying out the appraisal on behalf of teacher service commissions. Of which 40 teachers are in extra county schools, 48 in county schools and 177 in sub county schools. The study targets a sample size of 55 teachers registered by teacher's service commission of which 8 will be from extra county schools, 11 from county schools and 36 from sub county schools. The research will be carried out between November 2017 and March 2018.

1.7 Conceptual frame work.

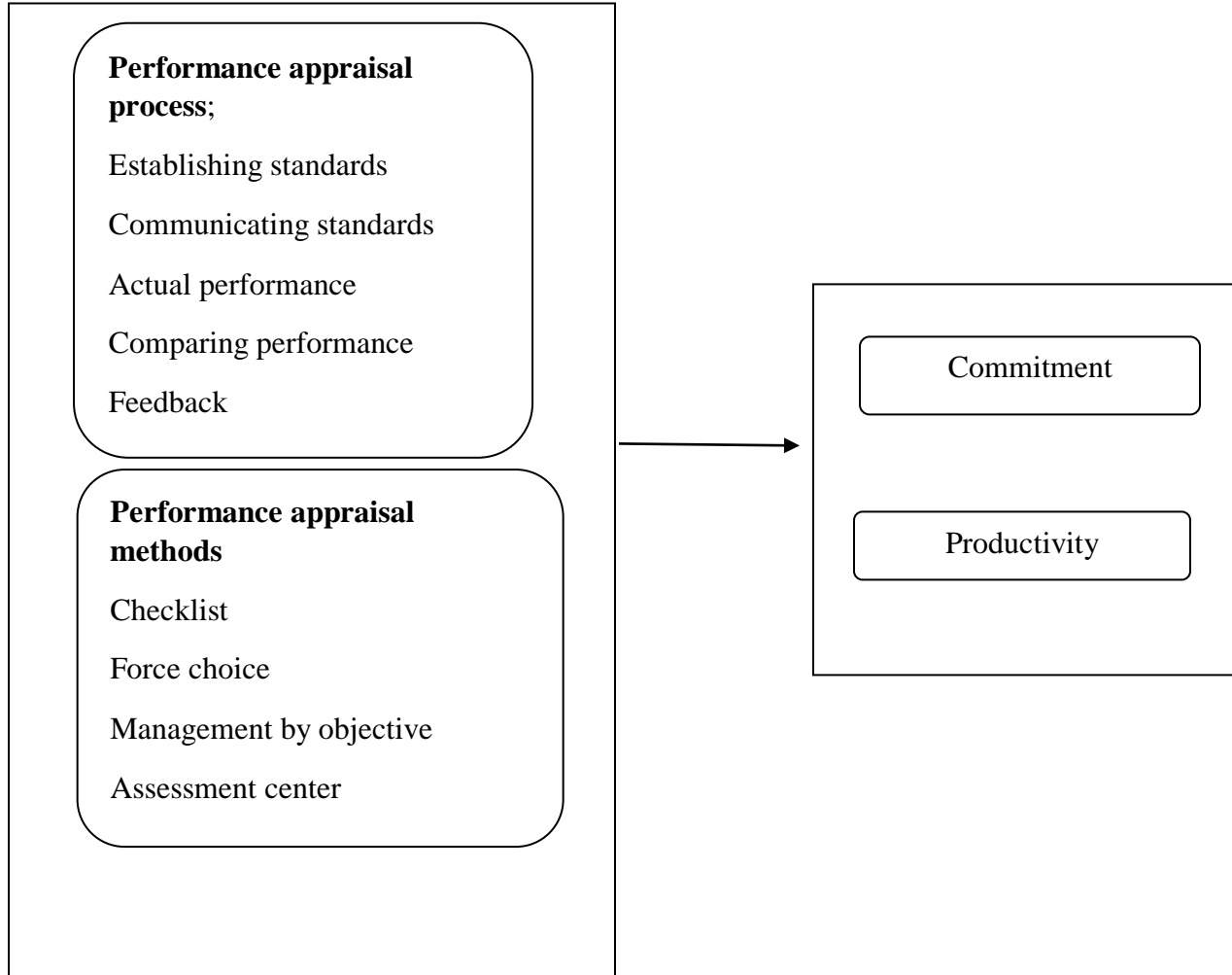
The conceptual framework shows a diagrammatic representation of the inter-relationship between independent and dependent variables of the study.

Independent Variable

Dependent Variable

Performance Appraisal

Teacher performance



Source:adpted from original source: Ashford&Cummings (1983).

The frame work above depicts the relationship that exists between performance appraisal which happens to be the independent variable and teacher performance which is the independent variable. It is conceptualized that factors such as performance appraisal process, and performance appraisal method affect teacher performance in terms of commitment to his/ her work hence affecting productivity.

A good performance appraisal takes into account the best method and the right appraisal system to be used. The appraisal process may be right but if not well communicated and the target well discussed to be clear achievable and non ambiguous by the appraiser, it may create a room for biasness on the side of the appraise. This leads to a feeling of unfair process. It is important to note that when an employee experiences a state of dissatisfaction in the appraisal process, he may respond to the imbalance by opting for a number of actions that may lead to low performance and hence failure to achieve personal and organisational goals and objectives.

2.0 SECTION TWO: LITERATURE REVIEW

This section deals with the theoretical literature review, conceptual literature review and the summary of the study of the effect of performance appraisal on teacher's motivation.

2.1.0 Theoretical Literature Review.

This study will be based on the goal-setting formalized by Edwin Locke, (1960).

2.1.1. Goal setting theory.

Edwin Locke, (1960) put forward the goal setting theory of motivation which states that goal-setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance, that is, goals indicate and give direction to an employee about what needs to be done and how much effort is required to put in. The important features of goal-setting theory are as follows: The willingness to work towards attainment of goal is the main source of job performance, clear, particular and difficult goals are greater motivating factors than easy general and vague goals. Specific and clear goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding. Goals should be realistic and challenging. This gives an individual a feeling of pride and triumph when he attains them, sets him up for attainment of next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it. Better and appropriate feedback of the results directs the employee behavior and contributes to higher performance than absence of feedback. Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and lead to greater job satisfaction. Employee's participation in goal is not always desirable. Participation of setting goals however makes goals more acceptable and leads to more involvement.

Performance appraisal basically means measuring the extent of achievement of the set goals. But if the set goals are not well designed to be clear and measurable then productivity will not be realized. Therefore goal setting theory is the most appropriate in this study because it gives direction on how to prepare a successful prepare and implement a successful performance appraisal which leads to increased employee performance.

2.1.2. Performance appraisal

Performance appraisal is a vital HR activity that is of critical importance to an organization. (Fisher, 2003) describes performance appraisal as that part of the performance management process in which an employee's contribution to the organization during a specific period is assessed. Lebas, (1995) attempts to define performance as deploying and managing the components of the Casual model that lead to the timely attainment of the stated objectives within constraints specific to the firm and to the situation. At an organization level of analysis he assumes that an organization that is performing well is one that is successfully attaining its objectives. The AMO model (Appelbaum, 2003) claims performance which is a function of employees Ability, Motivation and Opportunity to participate. For their efforts to be effective, employees need to have the appropriate skills and knowledge and the organization to organize the work process in such a way that non-managerial employees have the opportunity to contribute discretionary efforts and could be achieved by giving them autonomy in decision making, by providing in good communication and by employee membership in self-directed and offline teams. The organization can achieve this by attracting employees who already possess this knowledge or provide employees with formal and or informal training. Finally the organization needs to motivate these employees to put their abilities into the best effort for the organization.

According to Otley, (1999), a general performance appraisal considers such problems: what are the key objectives that are central to the organizations overall future success, and how does it go about evaluating its achievement for each of these objectives? What strategies and plans that the organization adopted and what are the processes and activities that it has decided will be required for it to successfully implement these? How does it access and measure the performance of these activities, what level of performance does the organization need to achieve in each of these areas defined in the above two questions, and how does it go about setting appropriate performance targets for them? What rewards will managers and other employees gain by achieving these performance targets or what penalties will they suffer by failing to achieve them? What are the information flaws that is feedback and feed forward loops that are necessary to enable the organization to learn from its experience and to adopt its current behavior in the light of that experience? (Otley, 1999).

According to Fletcher (2001), performance appraisal is a management process for ensuring employees is focusing on their work efforts in ways that is achieving the organizations mission. It consists of three phases: setting expectations for employee performance, maintaining a dialogue between supervisor and employee to keep performance on track, and measuring actual performance relative to performance expectations. Armstrong (2004) defined performance management as a means of getting better results from the whole organization by understanding and managing within an agreed framework, performance of planned goals, standards and competence requirements. Performance management is a process of designing and executing motivational strategies, interventions and drivers with and objective to transform the raw potential of human resource into performance. All human beings possess potential within themselves in a few or more functional areas. However utilization and conversion of the potential into deliverable performance is often sub-optimal due to a variety of reasons: performance management acts as an agent in converting the potential into performance by removing the intermediate barriers as well as motivating the human resource (Kandula , 2006).

2.1.1.1 Performance appraisal process

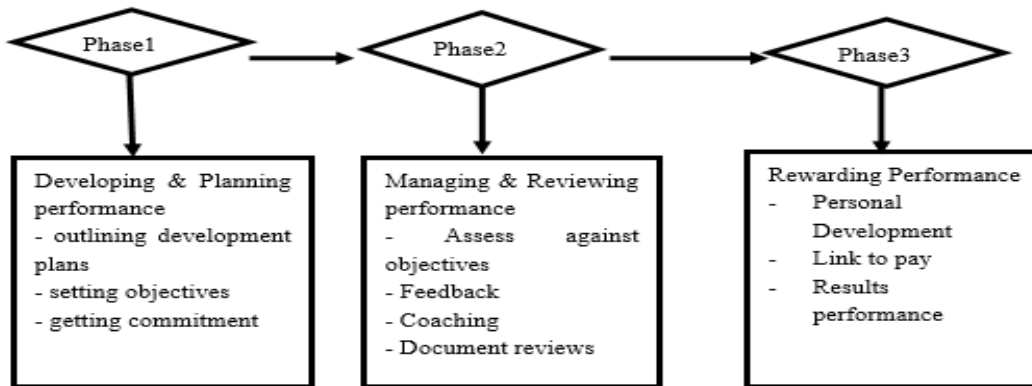
A performance management system, according to Rudman (2003), is increasingly seen as a means of integrating HRM activities with the business objectives of the organization, where management and HR activities are working together to influence individual and collective behavior to support the organization's strategy. Besides, he also stressed that the performance management system must fit with the organization's culture. Performance management system is a kind of completed and integrated cycle for performance management. The emphasis of performance management systems is on continuously improving organizational performance, and this is achieved through improved individual employee performance (Macky& Johnson, 2000). Similarly from the suggestion of Lawler (2003), the objectives often include motivating performance, helping individuals develop their skills, building a performance culture, determining who should be promoted, eliminating individuals who are poor performers, and helping implement business strategies.

The main purpose of the performance management system is to ensure that: The work performed by employees accomplishes the work of the company; Employees have a clear understanding of the quality and quantity of work expected from them; Employees receive ongoing information about how effectively they are performing

Developing a performance appraisal system is essential for an organization. Developing a performance management system, according to Schneier, Beatty and Baird (1987), is classified into a development, planning, managing, reviewing and relative to expectations; Awards and salary increases based on employee performance are distributed accordingly; Opportunities for employee development are identified; and Employee performance that does not meet expectations is addressed rewarding phase. In 2000, Macky and Johnson suggested that a typical performance management system would include: the organization communicates its mission/strategies to its employees; the setting of individual performance targets to meet the employees' individual team and ultimately the organization's mission/strategies; the regular appraisal of these individuals against the agreed set targets; use of the results for identification of development and/or for administrative decisions; and the continual review of the performance management system to ensure it continues to contribute to the organizational performance, ideally through consultation with employees. Fletcher (1996) suggested that the main building blocks of a performance management system approach include: development of the organization's mission and objectives; enhancing communication within the organization so that employees are not only aware of the objectives and the business plan, but can contribute to their formulation; clarifying individual responsibilities and accountabilities; defining and measuring individual performance; implementing appropriate reward strategies, and developing staff to improve performance, and their career progression further in the future.

According to Schneier, Beatty and Baird (1987), a performance management system is classified into a development, planning, managing, reviewing and rewarding phase. Figure 2.1 below shows the contents of three phases according Schneier, Beatty and Baird (1987).

Figure2.1: Performance Management System



Source: Drawn according to interpretation-Original source: Schneier, Beatty and Baird, (1987:98)

From above figure and according to Schneier, Beatty and Baird (1987), the performance management system consists of three phases: developing and planning performance is the Phase which includes outlining development plans, setting objectives and getting commitment activities; managing and reviewing performance is the Phase 2 which includes assessing against objectives, seeking feedback, coaching and document reviews activities; rewarding performance is the last phase which has personal development, results of performance and link to pay activities. Fletcher,(1999) mentioned that a performance management system approach should include developing organization’s mission and objectives, enhancing communication within organization, clarifying individual responsibilities and accountabilities, then defining and measuring individual performance and rewarding performance, and finally improving staff performance and developing career progression in the future. There is an apparent difference of definition between Schineier and Fletcher, it is the communication. Fletcher pointed that enhancing communication within the organization so that employees are aware of the objectives and the business plan, and employees can continue communication in the production process for exchanging information, discussing problems and seeking feedbacks.

Thus, I would combine the definition of performance management system from Macky, Johnson, Fletcher and Schneier. Clear and detailed employee performance objectives play a crucial role in helping companies to perform in accordance with their business plan and achieve their strategic goals.

Then, the managing performance activities like seeking feedback and coaching, also evaluation and rewarding are included in the theories of both authors. In addition to this, according to Fletcher (1996), I would analyze the continuous communication activity in the managing performance phase as well. The reason why I concluded communication activity in the performance system is that communication between managers and employees and communication within employees could make employees understand the objectives and make managers supervise the progress of daily work. Next, the details and contents in each phase would be introduced and discussed adequately.

Planning is the first stage in the performance management system process cycle and offers the foundation for an effective process .Planning is a continuous process in performance management and should be executed with great care (Schneier, 1987). Planning helps to encourage commitment and understanding by linking the employees' work with the organization's goals and objectives (Schneider, 1987). It usually includes identifying key value drivers of stakeholders, for example, shareholders, customers and employees of the organization. Similarly, according to Armstrong and Baron (2004), objectives or goals describe something to be accomplished by individuals, departments and organizations over a period of time. They can be expressed as targets to be met, for instance, sales, and tasks to be completed before the deadline. Armstrong and Baron (2004) further state that objectives need to be defined and agreed on. The objectives relate to the overall purpose of the job and define performance areas--all the aspects of the job that contribute to achieving its overall purpose. Targets then are set for each performance area. Rogers and Hunter (1991) stated that goal setting is the fundamental aspect for an organization. They further indicated that productivity gains will correlate with the extent of top management support for and employees' participation in the process of setting objectives.

It is a motivational process which also gives the individual the feeling of being involved and creates a sense of ownership for employees.

At the same time, part of the planning phase includes the agreement on a formal development plan for the employees. Actually this plan should be based on requisite skills, behaviors and knowledge and key competencies that will be required to achieve the objectives and targets set. The development plan can also include long-term development initiatives which are usually based on potential and good performance (Nyamwezi, 2009). In this planning phase, the supervisors and subordinates are involved in a joint participative process and set organizational goals, as well as specific goals for an individual. Objectives, on the other hand, also create the environment in which an individual will be measured according to his or her own performance and output, with set standards for evaluation (Nyamwezi, 2009). Managing performance is the second element of the performance management system cycle. This step distinguishes performance management as a process from performance appraisal as an activity (Schneider, 1987). According to Schneider (1987), every employee is responsible for managing his or her own work performance. This involves: maintaining a positive approach to work, updating and revising initial objectives, performance standards and job competency areas as conditions change requesting feedback from a supervisor, providing feedback to supervisor, suggesting career development experiences, and employees and supervisors working together, managing the performance management process. According to the view of Fletcher, in the second stage, enhancing communication within an organization is important for employees to be aware of objectives and contribute to the future development.

Armstrong and Baron (2004) pointed that at its best, performance management is a tool to ensure that managers manage effectively. Therefore, performance management system should ensure the manager of employees or teams know and understand what is expected of them, and have the skills and ability to deliver on these expectations and be supported by the organization to develop the capacity to meet these expectation are given feedback on their performance; and have the opportunity to discuss and contribute to individual and team aims and objectives.

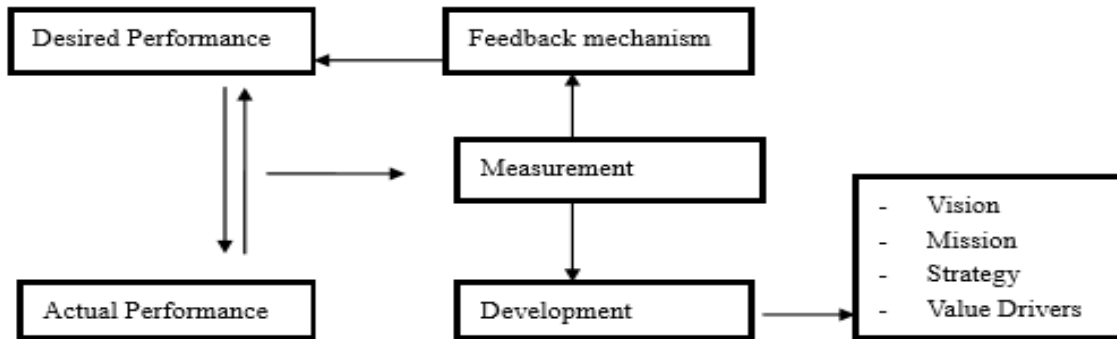
Moreover, according to Armstrong and Baron (2004), performance management system is also about ensuring that managers themselves are aware of the impact of their own behavior on the people they manage, and are encouraged to identify and exhibit positive behaviors. The actual performance is compared to the desired performance, so the outcome is evaluated and a development plan is set according to the weakness with reference the strategy. This outcome also provides a feedback mechanism to employees. In order to improve the feedback and update and discuss initial objectives, the organization should also focus on communication within employees and between employees and managers. It is important for managers to develop a fully integrated strategy which enables the different forms of communication to contribute to the success of the firm's mission or common goal (Marion, 1998).

Moreover, continuous communication or exchanging information between an organization's strategic managers and its internal stakeholders should be designed to promote commitment to the organization and aware of its changing environment and understanding of its evolving aims (Welch & Jackson, 2007).

In the second phase, it includes the performance reviews which can be regarded as learning events. Individuals could be encouraged to think about how and in which ways they want to develop research by Ashford and Cummings (1983) demonstrates that feedback has strong positive effects on the performance of both individuals and groups, specifically through role clarification, improved self-efficacy, the establishment of behavior reward contingencies and increased self-regulatory control processes (Ashford & Cummings, 1983). Similarly, according to Armstrong and Baron (2004), the actual performance could also be compared to the desired performance, therefore the outcome is evaluated and a development plan is set based on the weakness. This comparative approach also provides a feedback mechanism to employees.

Figure 2.2 shows the structure of performance comparing according to the view of Ashford and Cummings (1983).

Figure 2.2: Performance Comparing



Source: Ashford, S.J. and Cummings, L.L. (1983), “Feedback as an individual resource: personnel strategies of creating information”, *Organizational Behavior and Human Performance*, Vol. 32, pp. 370-98.

Additionally, in this phase, coaching and training is an important tool in learning and development. Coaching is developing a person's skills and knowledge so that employees' job performance improves, and helps them to achieve of organizational objectives. Managers should identify and implement training and other actions necessary to improve individual performance (Bevan and Thompson, 1991).

According to Armstrong (2004), performance management is a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors. Similarly, Black, SE & Lynch, LM (1996) suggest that the training courses that are offered by organizations must be designed through considering the present and future needs of the employees and facilitate the learning of these skills. A good training or coaching course should improve the quantity and quality of organizations output; increase the chance of organizational success; decrease the organizational costs and expenses.

Moreover, coaching is increasingly being recognized as a significant responsibility of managers, and can play an important role in an employee's working life. In 2006, Cunneen stressed that coaching comes naturally, and could take place during the review meetings or should be carried out throughout the year. Also, in this phase, training may be needed to improve their skills.

The rewarding performance phase includes three activities: personnel development, linking to pay and identifying the result or performance. In Rahdert's (1960) view, the function of personnel development is that the growth of people can be accelerated over and above that which would take place naturally and normally, and then maximum the employees' contribution to personal and group goals. Personnel development has some development principles. First one is personal involvement. All personnel development is basically self-development. Opportunity for development is valuable only if the individual capitalizes on it himself. In fact, the organization can and should offer encouragement and help, but development activities seem to be successful only to the degree that individuals become personally involved in them. Second one mutual objective. The premise of any development activity in organization, there should be a clear understanding and acceptance of mutual objectives by both the individual and organization. If the objectives are understood and accepted, the efforts expended will be far more likely to succeed.

The company should offer universal opportunity to every employee instead of single out a few of its people and make opportunities available only to them. In fact, it is difficult to make long-term predictions concerning the ambition, drive, and growth potential of individuals.

The forth principle is individual planning. Development is individual and should be tailored to fit the individual and the situation; attempts to squeeze everyone into the same model may even prove a waste of effort. Moreover, development should be designed to improve performance on the current job firstly, and then prepare the employee for promotion. Employees who get promoted are those who are currently doing outstanding work and thus have been able to demonstrate their capacity to assume greater responsibilities. Next principle is continuity. If a man who abandoned his efforts to keep updating skills or information, he will become antiquated.

Especially for nowadays, the new knowledge and skills are constantly being introduced. Rahdert (1960) also points out that the benefit of personnel development.

For employees, if the individual skills or knowledge increase, he may create more value and as a result he may receive a sense of satisfaction in the achievement of personal goals and attainment of professional recognition. On the other hand, for organization, personnel development is able to achieve competitive advantages because of a better qualified and a more highly motivated team, and is able to utilize advanced technology because of the effectively trained employees. Furthermore, training activities should ideally be based on performance gaps that are identified during the performance review phase (Teke, 2002). By linking training to identified performance gaps, training will be focused, specific and relevant. Teke (2002) also points out that relevant training and development interventions and regular performance feedback are important factors in skills retention. Therefore, the training, development strategy and the performance management system process should be aligned tightly with the overall retention strategy of the organization. Development programs are reflecting the needs of succession plans and seeking to foster leadership skills. In addition, there is a growing interest in pay-for-performance plans focused on small groups or teams. Small group pay plans provide monetary rewards based on the measured performance of the group or team.

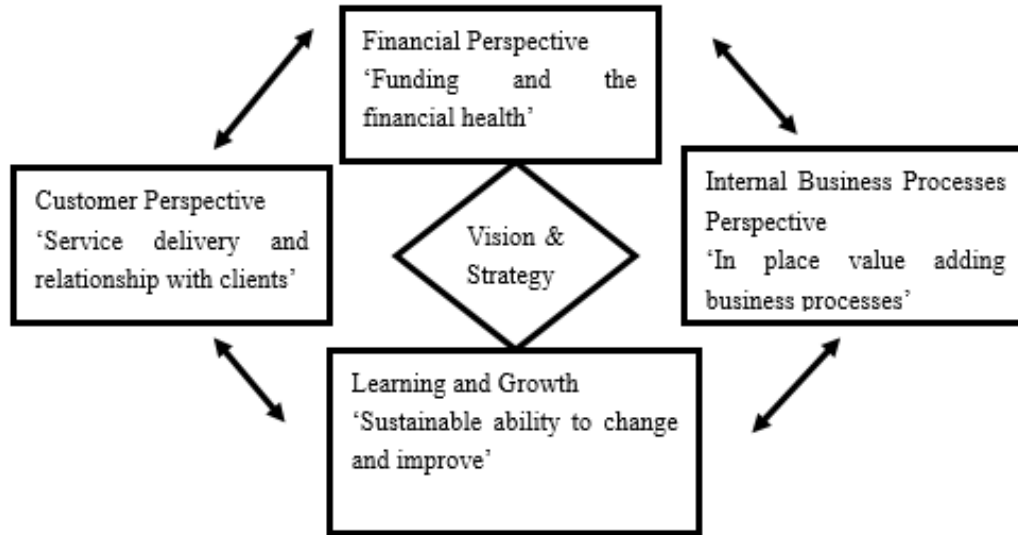
Evaluation and checking feedback are both important activities in this period. In most organizations, they will not have only one corporate scorecard for the company as a whole, but will also have separate scorecards for each division/employee that feeds into the overall scorecard (Huang & Hu, 2007). See Figure 2.3, the first process is translating the vision which helps managers build a consensus around the organization's vision and strategy.

For employee to act on the words in vision and strategy statements, those statements must be expressed as an integrated set of objectives and measures, agreed upon by all senior executives, that describe the long-term drivers of success. From financial perspective, organization should form some kind of profit measure for organization and employee performance.

Financial performance measures might include shareholder value such as economic value added, profitability and growth such as sales volume growth and cost reduction, and liquidity and solvency such as inventory turnover and ratio of debt to assets.

Then, organizations and employees also need to fulfill customers' commands and needs. The customer perspective measures include client satisfaction, client profitability or time, price and quality (Kaplan&Norton, 1996). The measures needed in the internal business processes perspective can be summarized in the company's value chain. For instance, the organization could create new products and services to penetrate new markets and customer segments, also to achieve operational excellence through improving internal process and asset utilization (Kaplan&Norton, 2000). The last perspective is learning and growth, managers will define the employee capabilities and skills, technology, and corporate climate needed to support a strategy. According to Kaplan and Norton (1996), organization should pay attention to assess the effectiveness of their research and development process. Then, employee retention, workforce productivity, the number of suggestions made by employees and the number of suggestions implemented could be treated as the performance measures.

Figure 2.3.: A Balanced Scorecard to evaluate performance



Source: Hang, & Hu, (2007).

In this phase, pay-for-performance could be used together as a tool to assess the performance. Moreover, in the organization, employees are most likely to perceive that pay differences are made fairly when they are provided with information regarding the appraisal process and employees are allowed to discuss the appraisal results. According to the view of Locke (2004), the pay-for-performance principle involves providing monetary rewards through carefully designed compensation system that base pay on measured performance within the control participants. According to Delery and Doty (1996), employee performance appraisal is defined as 'the process of identifying, evaluating and developing the work performance of the employee in the organization, so that organizational goals and objectives are effectively achieved while, at the same time, benefiting employees in terms of recognition, receiving feedback, and offering career guidance'. Appraisals can be based on results or behavior. Behavior-based appraisals focus on the behaviors of individuals necessary to perform the job effectively, whereas results-oriented appraisals focus merely on the consequences of those behaviors (Delery&Doty, 1996).

Therefore, procedural justice concerns are central to ensuring that employees perceive the process of performance appraisals, and the linkage of appraisal to pay, to be fair (Greenberg, 1996). In most situations, properly designed pay-for-performance systems will lead to better performance results. Pay-for-performance systems make major contributions to performance through two main mechanisms.

First, they positively influence the motivation to perform. Second, they impact the attraction and retention patterns of organizations, thereby affecting the ability of individuals available to perform. Pay-for-performance systems can deliver monetary rewards at the individual, small group, and/or divisional or organizational level. All of this impact of different levels can positively impact performance.

2.1.1.2 Performance appraisal methods

There are various performance appraisal methods which can be used by the organization to evaluate its employee performance. These methods are grouped into two sets: Past oriented and future oriented methods. Past oriented methods include rating scales, checklist, and force choice method. While future oriented methods include: MBO, assessment center method, 360 degree appraisal and psychological appraisal.

Past-Oriented Methods: Rating Scales. The rating scale method provides a well-structured performance appraisal. Each employee characteristic is rated against a scale with points that range from “poor” to “excellent” performance (Afriyie, 2009). The ratings are based on the ability of the employee to work as a team player, communication skills and technical competence (Khan, 2013). The scale is necessary for the appraisers’ job (Okeyo, Mathooko and Sitati, 2010). The biggest advantage for this technique is the comparison of the employee’s performance in the entire workforce (Ali, Mahdi and Malihe, 2012). This brings about fairness among all appraises and provides standards of performance measurement in all the departments in the organization. Rating scale technique can be used easily and this leads to the high adoption of the approach (Barringer, Jones and Neubaum, 2005). The disadvantage of this technique is the lack of applicability on all sorts of jobs. It is also not applicable in measuring the worker traits (Ali, Mahdi and Malihe, 2012).

Check-list Method Under this method, checklist of “Statements of Traits” of employee in the form of YES or No based questions is prepared. Here, the rater only does the reporting or checking and HR department does the actual evaluation (Okeyo, 2010). The rater concerned has to tick appropriate answers relevant to the appraisers. When the check-list is completed, it is sent to HR department for further processing.

Various questions in the check list may have either equal weight or more weight may be given to those questions which are more important (Afriyie, 2009). The HR department then calculates the total scores which show the appraisal result of an employee.

The advantage of the check list methods is its economic nature, ease of administration, there is limited training which is required and is standardized. However, the disadvantage is the rater’s biases, use of improper weights by Human resource department that do not allow rater to give relative ratings (Caruth and Humphreys, 2008).

The force choice method is a series of statements arranged in the blocks of two or more are given are rater indicates which statement is true or false. The rater is forced to make a choice. HR department does actual assessment. The advantage of this technique is that it has no personal biases because of forced choice but the disadvantage is incorrectly framed statements (Denby, 2010). One of the problems faced in large organizations is relative assessment tendencies of raters. Some are too lenient and others too severe. This method overcomes that problem. It forces everyone to do a comparative rating of all the employees on a predetermined distribution pattern of good to bad (Ichniowski and Shaw, 2009). Say 10% employees in Excellent Grade, 20% in Good Grade, 40% in Average Grade 20% in Below Average Grade and 10% in unsatisfied grade. The real problem of this method occurs in organizations where there is a tendency to pack certain key departments with all good employees and some other discards and laggards. Relatively good employees of key departments get poor rating and relatively poor employees of laggards’ departments’ get good rating (Jayawarna, 2007).

Future-Oriented Methods: MBO (management by objectives) The use of management by objectives was first widely advocated in the 1950s by the noted management theorist Peter Drucker. MBO (management by objectives) methods of performance appraisal are results-oriented.

It seeks to measure employee performance by examining the extent to which predetermined work objectives have been met (Newman, Thanacoody and Hui, 2012). Usually the objectives are established jointly by the supervisor and subordinate. Once an objective is agreed, the employee is usually expected to self-audit; that is, to identify the skills needed to achieve the objective. Typically they do not rely on others to locate and specify their strengths and weaknesses. They are expected to monitor their own development and progress (Porter, 2008). The MBO approach overcomes some of the problems that arise as a result of assuming that the employee traits needed for job success can be reliably identified and measured. Instead of assuming traits, the MBO method concentrates on actual outcomes. If the employee meets or exceeds the set objectives, then he or she has demonstrated an acceptable level of job performance (Qureshi , 2007). Employees are judged according to real outcomes, and not on their potential for success, or on someone's subjective opinion of their abilities. The guiding principle of the MBO approach is that direct results can be observed, whereas the traits and attributes of employees (which may or may not contribute to performance) must be guessed at or inferred (Scott, Clotheir and Spriegel, 2007). The MBO method recognizes the fact that it is difficult to neatly dissect all the complex and carried elements that go to make up employee performance. MBO advocates claim that the performance of employees cannot be broken up into so many constituent parts as one might take apart an engine to study it. But put all the parts together and the performance may be directly observed and measured (Shaw, 2008).

Assessment Center Methods. An assessment center refers a central location where the managers form a team to participate in job evaluation exercises invigilated by trained assessors. It is more focused on observation of behaviors across a series of select exercises or work samples (Porter, (2008). Assesses are requested to participate in in-basket exercises, work groups, computer simulations, role playing and other similar activities which require same attributes for successful performance in actual job (Qureshi, 2007).

Well conducted assessment centre can achieve better forecasts of future performance and progress than other methods of appraisals. Also reliability, content validity and predictive ability are said to be high in Assessment Centers (Scott, Clotheir and Spriegel, 2007). The tests also make sure that the wrong people are not hired or promoted. Finally, it clearly defines the criteria for selection and promotion. However, as the method concentrates on future performance potential it ignores past performance. It is very costly as the employees have to travel and lodge plus the use of psychologists. The rating is strongly influenced by assessors' interpersonal skills but employees with solid performers may feel suffocated in simulated situations (Porter, 2008).

360 degree Appraisal, peers, subordinates and self with different weight age to each group of raters (Ohabunwa, 2009). This technique has It is a technique in which performance data/feedback/rating is collected from all sections of people employee interacts in the course of his job like immediate supervisors, team members, customers been found to be extremely useful and effective. It is especially useful to measure inter-personal skills, customer satisfaction and team building skills (Qureshi, 2007). One of the biggest advantages of this system is that assesses cannot afford to neglect any constituency and has to show all- round performance. However, on the negative side, receiving feedback from multiple sources can be intimidating, threatening, and expensive and time consuming (Shaw, 2008).

Psychological Appraisals. These appraisals are more directed to assess employee's potential for future performance rather than the past one. It is done in the form of in-depth interviews, psychological tests, and discussion with supervisors and review of other evaluations. It is more focused on employees emotional, intellectual, and motivational and other personal characteristics affecting his performance (Ohabunwa, 2009). This approach is slow and costly and may be useful for bright young members who may have considerable potential. However quality of these appraisals largely depends upon the skills of psychologists who perform the evaluation (Shaw, 2008).

With all these methods of ratings, the employees may be de-motivated if the appraisal process is not based on accurate and current job descriptions. But ensuring that appraisers have adequate knowledge and direct experience of the employee's performance can motivate the employees to give their best (Jayawarna, 2007). Offering adequate support and assistance to employees such as professional development opportunities can improve performance of their staff. Failure to conduct appraisers on a regular basis due to the limitation of resources may affect the performance of the staff but regular supervisor ratings may have a positive impact on performance of the employees (Ali, Mahdi and Malihe, 2012). With all these methods of ratings the employees may be demotivated if the appraisal process is not based on accurate and current job description. But ensuring that appraisers have adequate knowledge and direct experience of the employees performance can motivate the employees to give their best (Jayawama, 2007).

2.1.3. Employee performance.

To perform is to produce valued results. Performance is the accomplishment of a given task. The activities that can be examined and measurable are reflected as performance (Campbell,1993). Organizations need high performance of its employees so that organization can meet their goals and can be able to achieve the competitive advantage (Frese,2002). Kane, (1995) argued that performance should be measured in terms of the work related behavior. Jankoz,(2004) argued that the validity and reliability of attribute based performance appraisal are greater suspected as the perception of superior officer maybe biased. Malo concluded that fair appraisal measured against present known standards of accuracy, completeness, cost and speed. In a contract, performance is deemed to be the fulfillment of an obligation in a manner that releases the performer from all liabilities under the contract (Campell,1993). High performance lead an organization and have greater opportunities for employees than those who have low performance. Without fairness the performance appraisal system, rewards, motivation and development create negative impact and frustration (Gillian and Langdon,1998).

2.2 Empirical literature review

This sub section reviews empirical on the study variables.

2.2.1 Performance appraisal process teacher performance

Natalie, (2014) study on the effect of performance appraisal on employee motivation in a slum based non-governmental organization in Nairobi established that performance appraisal process is important for employee motivation. He states that performance appraisal system has improved job performance at work and concluded that performance standards are quantified and pegged against an individual evaluation which is essential for employee motivation. The study was guided by the following specific objectives: to establish the extent to which performance appraisal process affect employee motivation and to determine the challenges in appraising employee performance. The study adopted a descriptive research design on a population of three hundred employees of a slum based NGO. A sample size of 171 was selected using stratified sampling method. Data was collected using structured questionnaire and analyst used using the statistical package of social sciences (SPSS) into frequency distribution, percentages and Pearson correlations. Data was presented using tables and charts. The study recommended that performance appraisal system is an important factor for employee motivation and helps improve employee job performance and motivation at work.

According to Zhang, (2012) research study on the impact of performance management system on employee performance showed that the performance management system has a positive but insignificant relationship with employees; continuous communication within organization and personnel development impacts significantly and positively on employee performance. The research was based on secondary data analysis of the 2004 work place employment relations survey (2004). The aim of the study was to define performance management system, employee performance and employee performance measurement and also analyze the relationship between performance management system with employee performance. The 2004 WERS data was analyzed in order to test the impact of performance management system on employee performance by using package STATA for windows.

The Kruskal –Wallis test and ordered logic regression were used to test the relationship. Odhiambo, (2015) study on the effect of performance management practices on employee productivity with a focus Schindler limited, the study was guided by the following research objectives: to investigate the influence of performance appraisal on employee productivity, to determine the influence of reward systems of employee productivity and to examine the influence of performance feedback on employee productivity. The study used the descriptive research design with a target population of 108 Schindler employees in Nairobi, Kisumu and Mombasa branches in Kenya. Stratified sampling was used to divide the population in two strata. Descriptive statistics was utilized as a data analysis to inferential statistics such as correlation and regression was used. The study concluded that performance management practices such feedback, rewards gives employees opportunities to express their idea and expectations for meeting the strategic goals of the company. Performance management practices could be an effective source of management information and renewal. Effective feedback on performance measurement may translate to improved productivity.

Feedback enables the employees to be made aware of what exactly is expected from them. The study recommends that the performance management practices could be optimized to improve employee performance. Performance review should be focused on the contributions of the individual employees to meet the organizational objectives. Effective performance management practices that edify appraisal reward and feedback should be used to achieve organization goals and enhance employee productivity.

Gichuki, (2014) study on influence of performance management on employee productivity in the civil service a case of immigration department in Kenya, sought to determine the extent to which performance appraisal explore the extent to which training and development influence employee productivity and determine the extent to which rewarding system influence employee productivity. A total number of 300 staff workers were selected from a population of 1200 through random sampling. Data was collected using a structured questionnaire and analyzed using descriptive statistics mainly percentages and frequencies with the aid of statistical package of social sciences (SPSS). Tables were used to present data.

The study established that performance appraisal gives recognition for good performance and suggested changes to improve departmental services and outcomes hence create room for improvement of productivity. The study concluded that training and development promotes and encourages staff to be creative Therefore to increase and maximize employee productivity the immigration department needs to maximize the use of development of performance appraisal and review employee performance on an ongoing basis. The department should also train and develop employee needs with proper knowledge and skills and reward performance not only to motivate them but also reduce staff turnover.

Wanjala, (2015) study on influence of performance appraisal on employee performance in commercial bank in Trans-Nzioa County in Kenya, established that there is a significant relationship between performance appraisal and employee performance. The main aim was to determine the influence of performance appraisal on bank employee performance in 10 selected commercial banks in Trans-Nzoia County. The study adopted descriptive survey research design. A total of 178 research subjects were drawn from the target population using the stratified and simple random sampling technique.

Data was analyzed using descriptive statistics mainly frequencies and percentages. Data was presented in frequency tables and chi-square method.

According to Omboi, (2011) study on the effect of performance appraisal system on employees in Kenya Tea Development Agency in Meru County, Kenya, the effectiveness of an organizations performance appraisal system is a prerequisite for ensuring the success of its selection, training, and employee motivation practices. The purpose of the study is to investigate the effectiveness of performance appraisal systems in Kenya Tea Development with a specific focus on Kithongo, Imenti, Kiegoi, and Miciimikura tea factories. The research adopted a descriptive research design where a population of 348 within which 70 respondents were selected using stratified random sampling. Questionnaires were used to collect data. Content analysis and descriptive analysis was employed and presented through frequency distribution tables. Singh and Rana, (2014) study on the impact of performance appraisal on motivation of teachers of professional institutions aimed to examine the impact of performance appraisal on the motivation of teachers of professional institutions.

A sample of 170 teachers were selected through random sampling from a list of 650 teachers working in 7 professional institutes in Dahradun. The research followed an ex-post facto survey design. The data was collected using questionnaire and analyzed using multiple regression percentages and frequencies. The results of the study indicated that there's a positive and significant relationship between performance appraisal and motivation. The analysis of individual component of performance appraisal found that goal setting and performance feedback significantly predicted the motivation of teachers and professional institution.

According to Agesa, (2012) study on performance appraisal systems in schools and their impact on performance of teachers in Teso district, with the objective to identify the performance appraisal systems that are used in schools; to assess the impact of the appraisal on performance of teachers and recommend measures that would assist policy makers and principals in addressing the efficiency of the appraisals, used in teaching profession. The study used both primary and secondary data. Data was collected using questionnaires and interviews. Purposive, simple random and stratified sampling technique was used.

Data was analyzed using SPSS and presented in form of bar graphs, pie charts and percentages. The result showed that appraisal systems used, do not provide effective motivation of staff by recognizing and rewarding best performers.

Kichuki, (2014); Singh&Rana,(2012); Wanjala,(2015); Omboi,(2011), Study revealed that a number of appraise were not well oriented about the process of performance appraisal. They also indicated that most of performance appraisal process have a lot of problems in its implementation. These are absence of feedback, lack of participation from the subordinates in the process of its implementation and ineffective criteria. Agesa, (2012); zhang,(2012); Odhiambo, (2015) study found the following complaints concerning the manner in which the appraisal was conducted: there was no mutual involvement of principals and teachers in developing the appraisal criteria, difficulty to prepare the appropriate performance criteria, inadequate follow up and feedback mechanism in the process of appraisal, insufficiency of training for those who are involved in the process and absence of the consequences of the appraisal result.

This studies have not addressed such problems as lack of continuous documentation, subjectivity and inability to provide on time feedback and supervisors tending to bulk at interview process forgetting the prerequisite process leading to performance appraisal being just allowed to happen for the sake of meeting TSC requirement. If the process is not followed and not objective, it will lead to will affect employees perception towards performance to be negatively affected adversely and they will express dissatisfaction about the implementation of performance appraisal, a gap that the researcher want to fill.

2.2.2 Performance appraisal methods and teacher performance.

Kithuku,(2012) study on the effect of performance appraisal on job satisfaction at Kenya commercial bank, found out that performance appraisal method used can have both a positive and a negative impact on employee performance. The study also found out that there are other factors that reflect the level of job satisfaction and these are; staff turnover, job rotation, carrier development, time management and teamwork. The study concluded that the performance appraisal method used has an effect on job satisfaction and job performance. The study s specific objectives were; to establish the level of job satisfaction, to determine the effect of performance appraisal on job satisfaction at Kenya commercial bank.

The study adopted a case study with a target population of five employees at a supervisory level in different department of the bank. Data was collected using interview guide which had open ended questions. Data was analyzed using Microsoft word by use of descriptive characteristics.

According to Namuddu,(2010) study on staff appraisal systems and teacher performance at Agakhan schools in Kampala district. The study revealed that there is a significant relationship between the schools evaluation criteria and teacher performance and it was noted that emphasis was lacking on teachers-based evaluation. Schools evaluation criteria lacked more detail and emphasis on individual's activities. The study recommended that the schools evaluation need to be detailed enough in order to measure practical and specific items of performance and also collective action was needed to improve transparency of the system.

The research was guided by two objectives which aimed at establishing the relationship between the school evaluations; criteria on teacher performance and to establish and establish the relationship between teachers based- evaluation on teacher performance.

The research adopted across- sectional survey design which was descriptive in nature. The total population was 130 respondent with a sample size of 97 respondent. The researcher used stratified and purposive sampling technique. Both primary and secondary data was collected using both interviews and questionnaires. Data was analyzed using inferential and descriptive analysis.

Kahugu,(2013) study on the relationship between performance appraisal and teacher commitment in public schools in Nakuru, county aimed at finding out how the various appraisal methods at finding out how the various appraisal methods used in schools affect commitment of teachers assessing the relationship between feedback and commitment of teachers .A descriptive survey design with a target population of 772 teachers. A sample size of 313 was used using simple random sampling. Data was analyzed using descriptive statistics using SPSS and presented using frequency tables, bar graphs and pie charts.

Kithuku ,(2012); Namuddu,(2010) study on effect of performance appraisal on job satisfaction recommended that schools evaluation criteria need to be detailed enough in order to measure practical and specific items of performance and be transparent enough. Namuddu,(2010); kihugu,(2013) studies concluded that the appraisal method used can have both positive and negative impact on employee performance.

Little research has been carried out on the impact of performance appraisal methods used on teacher performance. The few studies available have provided scanty information on the how performance appraisal methods have impacted on teacher performance. The method used to appraise if not clear and exhaustive may provide a room for biasness causing employee demotivation, a gap that the researcher seeks to fill.

3.0 SECTION THREE: METHODOLOGY

This section deals with the methods used to collect, analyze and present data to ensure the findings are accurate and relevant to the subject of study.

3.1 Research design

The research design is the plan to be followed in order to realize the research objectives. It represents the master plan that specifies the methods and procedures for collecting and analyzing the required information. A framework is developed to address a specific research problem or opportunity (Tustin, Ligthelm, Martins and Van , 2005). The study will adopt descriptive survey research design. This is because the researcher attempts to determine the impact of the variables in relation to each other so as to present the bigger picture of the variables in a particular situation as recommended by Churchill and Iacobucci (2002). The inferential research design enables the researcher to reduce biases associated with qualitative research. This design is appropriate because it gives conclusive results among the research variables. The survey will be carried out in Kisumu west sub-county in Kisumu County in western region of Kenya where the researcher will take the sample of various schools.

3.2 Target population

A population is a complete set of individuals, cases or projects with some common observable characteristics (Mugenda, 2003).the study targets 273 registered teachers by teacher service commission. This includes all principals and deputy principals.

3.3 Sampling design

3.3.1 Sampling size and procedure.

This section describes the sample size and sampling procedures used in the study.

3.3.2 Sample Size

The sample size is a smaller set of the larger population (Cooper and Schindler, 2006). Determining sample size is a very important issue for collecting an accurate result within a quantitative survey design of the real advantages of quantitative methods is their ability to use smaller groups of people to make inferences about larger groups that would be prohibitively expensive to study (Fisher, 2007). Mugenda ,(2003) argue that the sample must be carefully selected to be representative of the population and that there need for the researcher to ensure that the subdivisions entailed in the analysis are accurately catered for. According to Mugenda (2003) a representative sample must be at least 20% Of the entire target population. This sample size is sufficiently large enough to produce results among variables that are significantly different and it broadens the range of possible data and forms a better picture for analysis. The sample population distribution is indicated in Table 3.1.

Table 3.1: Teachers Target population and Sample Size.

Category of schools	Teachers in each category	Sample size
Extra county schools	40	8
County schools	56	11
Sub county schools	177	36
TOTAL	273	55`

Source: DEO,(2017)

3.3.2 Sampling procedures

Sampling is the process of selecting element from a population in such a way that elements selected represent the entire population (Orondo, 2005).

It is a statistical practice concerned with the selection of individuals intend to yield some knowledge about a population of interest. Stratified random sampling technique will be used in selecting schools.

Public Secondary schools in Kisumu sub-county will classified into three strata; Extra County schools, county schools and sub-county schools. West sub-county has 1 extra county schools having 40 TSC teachers, 4 county schools having 56 teachers and 22 sub- county schools having 177. The researcher will adopt proportionate sampling method in selecting teachers from the extra county, county and sub-county school categories.

Under proportionate sampling method, teachers will be selected based on their numerical strength in each sampled schools.

Proportionate formula

$$\frac{X \times S}{T}$$

Where X –represent the number of teachers in each of the strata

T – Represent the total number of teachers in Kisumu west Sub County (273)

S –represent the sample size of teachers selected (55)

Teachers will be randomly selected from each of the sampled schools once the researcher establishes their appropriate number. Simple random technique provides equal opportunity for each and every member to be included in the study.

3.4 Data collection.

3.4.1 Data collection instrument

One type of questionnaire containing structured questionnaire will be used to collect data from various respondents. The questionnaire will be self-administered to the respondents by the researcher directly.

3.4.2 Data collection procedure

The researcher will first acquire an introductory letter from the dean of the school of marketing before going to the area of study where permission will be sought then appointments made for the day of data collection according to the convenience of the respondents. The researcher will use self-administered questionnaire as a research tool to collect data from the respondent.

3.5 Reliability and validity

According to Mugenda (2003) ,reliability ensures the degree of consistency or instability is high and hence it will involve examining the instrument several times for clarity and ambiguity of items. In achieving this test, retest method will be used; a pilot research will be done by administering 6 questionnaires of which 1 respondent will be from extra county scho, 1 from county school and 4 from sub-county schools. This will be used for pretesting to be able to detect any major challenges likely to result from the research instrument to be applied.

Validity is the degree to which the results obtained from the analysis of data actually represents the phenomenon under the study. To ensure validity, content validity index(CVI) Which is a scale developed by computing or rating the relevant items in the questionnaire by checking their clarity, their meaningfulness is like with all objectives stated dividing by the total number of items. Validity will be described as follows;

CVI = $\frac{\text{Relevant items}}{\text{Total number of items}}$

Total number of items

3. 6 Data analysis and presentation

The data collected will be coded and analyzed through descriptive statistics; mean, standard deviation frequencies and percentages. The research findings will be presented in form of tables, charts.

3.7 Ethical consideration

To preserve the requirement of research ethics, the data collected will be used for educational purpose and the respondents' identity will not be revealed.

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APPENDIX I:
INTRODUCTORY LETTER

Dear Sir/Madam,

RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY

I am a student at Maseno University undertaking Master's Degree in Business Administration. I am carrying out a research as part of the requirement in fulfilling my course degree on the impact of performance appraisal on teacher Performance using a survey of public secondary schools in Kisumu West Sub-county

Given your position and experience as a teacher, i have chosen you as one of the respondents. Your role in this study will only involve completing a questionnaire. The questions to be asked will relate to your experience and opinions in your area of specialization. It is important that you understand that there is no correct or wrong answer. This research is aimed at allowing you to provide details about what you honestly think.

In this regard I am sending you a questionnaire which will take less than 10 minutes of your time but its results in my research are very key. I undertake to observe anonymity and I can assure you that individual responses will not be divulged. I will drop and collect the questionnaires at your convenient location on the same day.

Thank you for your indulgence.

APPENDIX II:

RESEARCH QUESTIONNAIRE

The information collected in this questionnaire is only meant for this research and confidentiality will be upheld. This study is being conducted for the purpose of the award of Master's Degree in Business Administration at Maseno University. Your opinion and views will be considered important. Please fill it to the best of your knowledge. Your cooperation will be highly appreciated.

Section 1: General Information

Kindly Tick where applicable and don't indicate your names or personnel number

1. Gender

Male ()

Female ()

2. School category

Extra county school ()

County school ()

Sub-county school ()

3. Level of Education

Degree ()

Diploma ()

4. How many years in teaching

0-5 years ()

6-10 year ()

10-15 years ()

Above 16 years ()

Section II: performance appraisal process on teacher’s performance

Indicate the extent to which you agree with the statement by using the response scale below.

1= strongly agree. 2= Agree. 3= uncertain. 4= strongly disagree.

	1	2	3	4	5
In my opinion performance appraisal enhances teacher performance					
The performance appraisal process is used as decision making tool for increasing performance and set promotion standards					
Participating in goal setting performance goals enhances my commitment to work					
Regular review on my performance drives me to be more committed to my work					
Measurable and clear goals increases my commitment to attaining the goals.					
Fair evaluation results acts drive me to be more committed to my work in order to achieve my target.					
A clear and prior communication on the decisions made on the results after performance appraisal drives me towards increased productivity					
Clear job description helps me plan my work leading to increased productivity					
Putting a specific and short timeline enhances productivity than a general and long timeline					
Appreciation and reward increases your commitment towards attaining your goals					
Clear communication from my supervisor of my expected targets drives me to be more committed towards attaining my targets					

Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1= strongly disagree 2= 3 =disagree 4 = strongly agree and 5 =uncertain. Tick (✓) what best describes your opinion of the statement.

	1	2	3	4	5
Teacher involvement in setting the goals and target has enhanced productivity					
A clear and transparent process performance appraisal process has increased productivity.					
Appropriate and on time feedback on my results contributes to higher productivity.					
Fair and transparent ratings by my supervisor drives me to be more productive					
Promotions given to successful employees based on performance appraisal results drives me to towards increased performance					
Participation in setting work targets makes targets more acceptable leading to increased productivity					
Realistic and challenging goals acts as a driving force that leads to increased productivity than easily achievable goals.					
Lack of feedback on the ratings of my evaluation drives poor performance.					

Section III: Methods of performance appraisal on teacher performance.

Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1= strongly disagree 2=and 4 = strongly agree. Tick (√) what best describes your opinion of the statement.

	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain
The method of appraisal used enhances increased productivity					
The method of performance appraisal is the most appropriate to enhance productivity.					
360 method is the most appropriate performance to enhance performance because it measures all aspects of an employee.					
Management by objectives leads to increased performance because it concentrates on set and actual targets.					
Well conducted assessment center achieves better forecast of future performance than other methods					
Force choice method doesn't enhance increased performance because employees have a tendency to choose a choice that favour them					
Force choice method drives a teacher to be more committed to work					
Descriptive method of appraisal influences employee commitment to work.					

2. In your view rank the effectiveness of the methods below according to the extent they enhance employee performance.

	Highly effective	Moderately effective	Not effective	No idea
Force choice				
Management by objective				
360 degree method				
Assessment center method				
Checklist method				

THANK YOU FOR PARTICIPATING

APPENDIX III:

WORK PLAN

ACTIVITIES	NOVEMBER 2017	DEC 2017	JAN 2018	FEB 2018	MARCH 2018
Writing a research proposal					
Consultation and submission of research proposal for defense					
Correction and submission of proposal					
Data collection					
Data analysis and processing					
Project submission					

Source: Author, 2018

APPENDIX IV:
WORK PLAN

Stationary	5000
Printing, photocopying and typing	20000
Editing and typesetting	5000
Research assistant	30000
Travelling and airtime	5000
Data analysis	15000
TOTAL	80000

Source: Author, 2018