

**TEACHERS' PERCEPTIONS OF RELATIONSHIP BETWEEN PERFORMANCE
APPRAISAL POLICY AND GOOD GOVERNANCE IN PUBLIC SECONDARY
SCHOOLS IN NJORO SUB COUNTY, KENYA**

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Egerton University**

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for award of degree in this or any other institution.

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DEDICATION

This thesis is dedicated to my mother, Zeitun Mzungu, for her constant support and encouragement throughout the writing of this thesis. It is also dedicated to all those members of my family who encouraged me through my Masters programme. It is also dedicated to all those friends and people who understood and supported me as I did my Masters. May the Lord reward you all. Lastly, I dedicate this thesis to all my classmates for their love, comradeship and help too, during this period.

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ABSTRACT

Kenya's goal to be a middle-income economy by the year 2030 will depend significantly on quality education and training geared towards producing a highly competitive workforce. To realize this goal, Teachers Service Commission adopted the performance appraisal policy to aid in carrying out evaluations. The evaluations are meant to improve practice in schools thereby enhancing accountability, transparency, effectiveness and efficiency, all of which are aspects of good governance. Despite its inception in 2012, only a few studies have been done to determine influence of performance appraisal policy and students' performance but none on performance appraisal and good governance. This study therefore intends to fill this knowledge gap through determining teachers' perceptions of relationship between performance appraisal policy and good governance in public secondary schools in Njoro Sub County. This study used convergent parallel mixed methods research design. The study population included teachers in public secondary schools in Njoro Sub-county that have a total population of 365. Multistage sampling procedure was used which employed proportionate, purposive and simple random sampling. The first stage involved obtaining 30% of the total population in each ward, thereafter purposive sampling was carried out to select teachers who had been employed for at least two years and finally simple random sampling to pick 109 teachers as the sample size. For the interview, 15 principals were randomly selected from the five Wards. Two instruments, namely, Teachers' questionnaire and Principals interview schedule were used. The instruments were validated by supervisors and public policy experts and pilot tested on teachers in public secondary schools in one ward of Molo Sub-County. Reliability was estimated using cronbach's alpha coefficient and a coefficient of 0.857 was obtained from the teacher's questionnaire thus considered acceptable. The quantitative data collected was analysed using Pearson's correlation coefficient. Hypotheses were tested at 5% level of significance. Qualitative data obtained from interviews were first coded then analysed using Nvivo. The results obtained from public secondary schools gave statistically significant relationship between performance appraisal policy and good governance. Also, institutionalization and team building had statistically significant relationship with all the good governance indicators except collaboration that had no significant relationship with all the good governance indicators. The findings will inform the national government through MOEST, TSC on whether performance appraisal that was brought to enhance good governance in public secondary schools has actually achieved that mandate or not.

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LIST OF ABBREVIATIONS AND ACRONYMS

B.O.M	Board of Management
EFA	Education For All
GG	Good governance
HOD	Head of Department
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MBO	Management by Objectives
MOEST	Ministry of Education Science and Technology
PA	Performance Appraisal
PAP	Performance Appraisal Policy
PAT	Principal – Agent Theory
QASO	Quality Assurance and Standards Officers
R.O. B	Republic of Botswana
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In an organization, the evaluation of staff against set standards is vital as it determines the overall output. This evaluation is done through performance appraisal. Performance Appraisal (PA) is one of the key elements that derive an organization towards competitive advantage for continuous performance improvement, (Bratton & Gold, 2003). According to Rue and Byars (1993) the purpose of performance appraisal is to improve employees' performance in the present job, to prepare them for future opportunities that may arise in an organization and to provide record of their performance for future management decisions. These are in line with Kandie (2008) who affirms that performance appraisal is conducted for the purpose of obtaining information that would enable the management make decisions on personnel for example identifying training needs and salary increments. It is also a means to motivate and counsel employees. This clearly shows that performance appraisal is important as it improves the efficiency of the staff in an organization.

Globally, teacher appraisal policy has continued to receive attention as it is considered a key element in reforms in terms of good governance in the education sector at large. According to Motswakae (1990) several governments have become aware of the need to examine educational provision in order to ensure that it is relevant and appropriate to the needs of the learners. In 1654, teachers in America were appraised by laymen (clergymen, superintendents) on the basis of sound faiths and morals. The appraisal was carried out in order to ensure attainment of the best outcome. Since then, the PA system has gradually improved and expanded to all public and private sectors. Millman (1990) points out that in Britain there were calls for high standards and greater accountability in education as was evident in the great debate of 1976, hence, the emergence of educational reforms of 1980s. The programme for teacher appraisal in Britain is now viewed as an essential part of the education system.

In Africa, countries such as Botswana adopted PA in 1988 after the earlier methods of evaluation failed to achieve the target results (Monyatsi, Steyn & Kamper, 2006). In Zimbabwe, there existed scientific management orientation which saw teachers hired as personnel carrying out duties in a mechanical manner. The teachers who were found not to have complied were weeded

out of the system and tagged as unsuitable for the job. This led to the resentment of the system terming it as inhuman. Consequently, Zimbabwean Public Service Commission (ZPSC) introduced performance appraisal as an alternative mode of evaluation in 2000 (Dube, 2004).

In Kenya, performance appraisal came as a result of performance contracting which was introduced by the National Alliance Rainbow Coalition (NARC) government in 2003. In the period before 2005 appraisal was mainly carried out by Quality Assurance and Standards Officers (QASO) and head teachers in a confidential report whereby teachers did not have access to the evaluation report as it was sent directly to the TSC. The report was based on personality and how loyal the teacher was to the head teacher. Wanjare (2005) indicated that the appraisal for teachers was ineffective and that the evaluation was a mere formality and proof of loyalty to seniors.

From 2005, following the publication of the revised Code of Regulation for Teachers (TSC, 2005), teacher appraisal policy changed from confidential reports to an open appraisal system. The TSC review of 2005/2006 on appraisal still had some weaknesses as pointed out by Ogwora (2011) who concluded that the appraisal report from the TSC was never received in good time, the schools rarely held meetings to discuss the report. Consequently, little or no intervention measures were put in place to improve teacher performance. The desire to improve the process and outcomes of teacher appraisal has made the Teachers Service Commission (TSC) to review its approach to an inclusive open teacher appraisal system according to section 11 (f) and 35(i) of TSC Act 2012.

The inception of PA policy is a proof of the Government of Kenya commitment towards the provision of quality education and training at all levels in accordance with the task force Report (2012). Further, the new Kenyan constitution of 2010 under article 53(b) has provided for the Free and Compulsory Basic Education as a human right to every Kenyan child. In addition, the social pillar in the vision 2030 singles out education and training as the vehicle that will drive Kenya into becoming a middle-income economy.

The performance appraisal policy became effective in Kenya in January 2016. This delay was witnessed in the whole country when teacher unions mobilized its members not to comply with

TSC (Kamuri, 2012). The teachers in Njoro, like all teachers in the country are required to fill the performance appraisal forms on a term basis. Njoro Sub County is suitable for this study because it has both urban and rural characteristics thus providing an opportunity to get diverse information. Since PA policy is undertaken in all schools in the country, the teachers' views on the relationship between the PA policy and good governance in this sub county will be very valuable.

The appraisal process requires a clear procedure so as to be efficient and yield expected results thus minimizing the unintended results. The competency areas in the performance appraisal together with the whole process should promote good governance; therefore, performance appraisal is a tool to achieve the ideal output while good governance is an ideal outcome. The terms governance and good governance are being increasingly used in the running of public sectors. Governance is the process of decision-making and the process by which decisions are implemented or not implemented (Rhodes, 2000), while good governance is defined as the normative way of doing things and it constitutes what is deemed appropriate for advancing service delivery. It is characterized by adherence to constitutional values and principles such as accountability, transparency, effectiveness, efficiency (Ojok, 2016). Education in the public sector has faced various challenges including inefficiency and ineffectiveness in terms of performance. The PA strategy is supposed to enhance accountability, transparency, effectiveness and efficiency in public secondary schools.

A high interdependency relationship between the successes of the performance appraisal process and good governance is expected as the two reinforce each other with good governance being a normative concept of what is right and desirable, whilst performance appraisal policy functions as a tool and strategy for the attainment of good governance in schools (Lewis, 2009). The teachers' perceptions are very crucial in understanding this relationship so as to inform future policy directions. A PA tool that reflects good governance will result into effective delivery of educational services (World Bank, 2007). Therefore, it is for this reason that this study intended to find out the teachers' perceptions of relationship between performance appraisal policy and good governance in public secondary schools.

1.2 Statement of the Problem

Kenya's goal to be a middle-income economy by the year 2030 will significantly depend on quality education and training geared towards producing a highly competitive workforce, both locally and globally. In realization of its goal, TSC, which is an employer of teachers in Kenya, adopted performance appraisal policy to aid carry out evaluation of teachers in order to improve their practice in schools thereby enhancing accountability, transparency, effectiveness and efficiency, all of which are aspects of good governance. Despite its inception in 2012, most studies on school management focused on the role of performance appraisal policy on academic performance but very few have investigated whether there exists a relationship between performance appraisal policy and good governance in Kenya and Njoro in particular. This study therefore intended to fill this knowledge gap through determining teachers' perceptions of the relationship between performance appraisal policy and good governance in public secondary schools in Njoro Sub County.

1.3 Purpose of the Study

The purpose of this study was to determine teacher's perceptions of relationship between performance appraisal policy and good governance in public secondary schools in Njoro Sub County.

1.4 Objectives of the Study

- i. To determine teachers' perceptions of relationship between performance appraisal policy and accountability in public secondary schools.
- ii. To determine teachers' perceptions of relationship between performance appraisal policy and transparency in public secondary schools.
- iii. To determine teachers' perceptions of relationship between performance appraisal policy and effectiveness in public secondary schools.
- iv. To determine teachers' perceptions of relationship between performance appraisal policy and efficiency in public secondary school.

1.5 Hypotheses of Study

To achieve the objectives of this study, the following null hypothesis were tested.

- H₀1 There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and accountability in public secondary schools in Njoro Sub County.
- H₀2 There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and transparency in public secondary schools.
- H₀3 There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and effectiveness in public secondary schools.
- H₀4 There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and efficiency in public secondary schools.

1.6 Significance of the Study

The significance of the study was based on the fact that the knowledge generated would provide necessary information concerning the practicability of conducting Performance appraisal policy in schools. The study might suggest policy recommendations to guide TSC on areas that need improvement in teacher performance appraisal policy. The study might add to the existing body of research and academics on performance appraisal and good governance in public secondary schools.

1.7 Scope of the Study

The study was conducted among teachers in public secondary schools of Njoro Sub County in Nakuru County, Kenya. The sub-county had been chosen because it has both urban and rural characteristics thus providing an opportunity to get diverse information. The study encompassed performance appraisal indicators. These were: institutionalization, team building and collaboration. The indicators of good governance were: transparency, effectiveness, efficiency and accountability. The respondents comprised teachers and principals of public secondary schools of Njoro Sub-County.

1.8 Limitation of the Study

The study was confined to teachers in public secondary schools hence generalization may not be possible for teachers' in private schools since they have other binding documents.

1.9 Assumption of the Study

The study was based on the assumption that the respondents would give their honest opinions on the questions asked.

1.10 Operational Definition of Terms

Accountability: Refers to the taking responsibility for something that you have done or something you are supposed to do (Macmillan, 2010). For this study, accountability was understood as the state of being answerable and responsible for one's actions.

Achievement: a thing that someone has done successfully, especially using their own effort and skill. It is also referred to as performance, attainment, success or positive result (The Oxford English Thesaurus). For this study, achievement was understood as teachers' performance based on the appraisal.

Appraise: Refers to assessment of the value or quality of something (Ogwora, 2011). For this study, appraise was defined as making a formal worth judgment about the value of the teachers work after rating them in the performance competency areas.

Appraiser: A person whose job is to say how much something is worth (Werunga, 2014). In this study, it referred to the person who appraises the teacher or the supervisor.

Collaboration: Refers to participation and networking with parents and educational bodies such as KNEC, KICD, MOEST, etc. (TSC 2012). In this study, the same meaning was employed.

Effectiveness: Refers to the ability to be successful and produce the intended result or outcome in education according to Free Dictionary (Farlex, 2003). In this study, the same meaning was applied.

Efficiency: Refers to performing in the best possible manner with the least waste of time, effort and expense (World Bank, 2007). In this study, the same meaning was employed.

Evaluation: Refers to the process of determining the merit, worth or significance of something or the product of that process (Capadosa, 2013). In this study, the same meaning was employed.

Influence: Refers to the power or ability to have an effect on the character, development, or behavior of someone or something, or the effect itself (Ojok, 2016). In this study, the same meaning was applied.

Institutionalization: Refers to the process, which translates an organization's code of conduct, mission, policies, vision, and strategic plans into action guidelines applicable to the daily activities of its officers and other employees (Macmillan, 2010). For this study, it referred to having a consensus on all the guidelines in conducting performance appraisal policy on teachers (TSC, 2012).

Good Governance: Refers to the normative way of doing things and it constitutes what is deemed appropriate for advancing service delivery. It is characterized by adherence to constitutional values and principles such as accountability, transparency, effectiveness, efficiency (Ojok, 2016). In this study, the same meaning was employed.

Governance: Refers to the process of decision-making and the process by which decisions are implemented or not implemented (Rhodes, 2000). In this study, the same meaning was employed.

Perception: Refers to a particular way of understanding or thinking about something (Iraki, 2013). In this study, the same meaning was employed.

Performance appraisal: Refers to the process where the progress, performance, results of an employee are reviewed and assessed by his/ her immediate supervisor against pre-agreed targets (TSC, 2012). In this study, the same meaning was employed.

Policy: Refers to a plan of action agreed on or chosen by a political party, business or a government according to Free Dictionary (Farlex, 2003). For this study, policy was defined as a plan of action agreed upon by a government agency such as TSC.

Professional development: Activities to enhance professional career growth and teaching competency according to Free Dictionary (Farlex, 2003). In this study, the same meaning was employed.

Quality of education delivery: Refers to a degree of performance in relation to a defined standard of intervention (TSC, 2012). In this study, the same meaning was applied.

Team building: Refers to involvement in peer learning and subject panels at school, zonal and cluster levels among teachers (TSC, 2012). In this study, the same meaning was employed.

Transparency: Refers to performing actions or activities in an open and clear manner (Ojok, 2016). In this study, the same meaning was applied.

Training: the action of imparting skills on a person (Macmillan, 2010). In this study training meant the skills disseminated to teachers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to concept of performance appraisal; development of teacher performance appraisal system worldwide; development of teacher performance appraisal system in Africa; concept of good governance; transparency and performance appraisal policy; effectiveness and performance appraisal policy; efficiency and performance appraisal policy and accountability and performance appraisal policy. It also discusses theoretical and conceptual frameworks.

2.2 Concept of Performance Appraisal

According to Iraki (2013) performance appraisal is the process of analysing the duties and responsibilities of each employee and evaluating the value of the job in relation to others in the organization according to established standards. Fletcher (2001) defines performance appraisal more broadly as activities through which organizations seek to assess employees and develop their competence, enhance performance and distribute rewards. In agreement, Vance (2006) explains that performance appraisal is intended to engage, align, and unite individual and group effort to continually improve overall organizational mission. Vance stated that, it provides a basis for identifying and correcting disparities in performance. In addition, it provides the basis for other personnel actions which typically include: Performance pay, training and career development, promotion and placement, recognition and rewards, disciplinary actions, and identifying selection criteria. The performance Appraisal depends primarily on; system and measures (criteria), culture and the perceived attitudes and needs of participants' i.e., their degree of engagement with their jobs.

In conformity with Vance (2006) the performance appraisal policy for teachers in Kenya is meant to check for professional development, time management, innovation and creativity in teaching, learner protection, safety, discipline and teacher conduct, promotion of co-curricular activities, professional development, collaboration with parents and stakeholders. Therefore, in simple terms performance appraisal is the act of monitoring employees' activities against the set standards to achieve a desirable outcome.

When a new policy is introduced, as is the case of performance appraisal in Kenya, it is important to consider the perceptions of the stakeholders due to the complexity of the implementation process (Flores, 2010). Monyatsi, *et. al* (2006) in the study of teachers' perceptions of the effectiveness of teacher appraisal in Botswana noted that understanding teachers' perceptions is very crucial as it will determine whether the expected goal of the exercise will be achieved. Dubrin (2005) acknowledges that perceptions on the job are important because favorable Perceptions lead to better job performance. The outputs of perception include attitudes, opinions and feelings which influence perceptual inputs of the future. This implies, perception about the performance appraisal system forms part of a larger examination of the effectiveness of the appraisal system of the organization.

Werunga (2014) in his study about teachers perception on performance appraisal feedback in secondary schools within Bungoma east sub county, Kenya, findings show that teachers had negative perceptions as they considered performance appraisal as a direct attack on their autonomy and do not feel comfortable with the process at all since they feel it is not an appropriate way to measure their effectiveness. Therefore, with information on teachers' perception on performance appraisal, the people concerned will be able to make relevant corrections so that the exercise can be effective.

A successful process of performance appraisal depends essentially on building a relationship between the appraisee and the appraiser where the latter is open to discussion about the nature of work and what is to be achieved (Ogwora, 2011). There are three major processes of performance appraisal namely; Clinical Supervision -It encompasses all the activities, functions, maneuvers and monitoring conditions that are intended to help teachers upgrade their performance (Fullan, 1992). The supervisor is present during the teaching process. Goal setting – this is an approach that defines job performance after accomplishing a particular task, such as student achievement, attitude change and skill acquisition. Proponents such as Turner and Jones (2003) agree that, there should be a flow of information in the two parties involved. This is supported by Stronge (2010) who discussed the essential components for a quality teacher evaluation system which he terms the three C's - Communication, Commitment and Collaboration. These should be followed in order to create the synergy that can elevate evaluation to a meaningful dialogue about quality instruction for students.

Teacher mentoring-This is seen as a helping relationship with employees and encourages career enhancement.

The current approach adopted by TSC is the goal setting whereby the teacher in post primary institution is appraised by the head of department (HOD). The HOD shall be appraised by the deputy head of institution and the appraisal report confirmed by the head of institution. The deputy head of institution shall be appraised by the head of institution and the appraisal report confirmed by the sub county director. The head of institution shall be appraised by the sub county director and the appraisal report confirmed by the county director. Every head of institution shall submit annual staff appraisal report to the TSC county director through the sub county by 10th January of the subsequent year. The TSC County director will analyze the teachers' appraisal reports and submit the summary to TSC headquarters (TSC, 2012).

Advocates of performance appraisal argue that a good appraisal system should serve the following purposes: to recognize achievement of school teachers and help them to identify ways of improving their skills and performance, to identify potential of teachers for career development with aim of helping them where possible, through in-service training, to help teachers having difficulties in their performance through guidance, and counseling training, to improve management in schools, to provide an opportunity for praising that which is good and dealing with unsatisfactory elements in teacher's work and to provide an opportunity for those in leadership to influence the thinking of others and be influenced by their views(Bell, 1995).

Capadosa (2013) in a study on the employees' perception of the performance appraisal system of the local government of Iloilo city, Philippine, noted that Performance appraisal is conducted for two basic purposes: mainly administrative and developmental. Appraisal is for administrative purpose when an individual's performance is evaluated as basis for his or her promotion, pay increase, transfer or reassignment, and termination. Performance appraisal on this objective must be carried out in such a manner as to tell the difference between individuals or assess individuals against a measuring system. On the other hand, appraisal is for developmental purposes when used for soliciting information to further individual's improvement in their performance or as a basis for improving the function of the organization such as recruiting, selecting, placing, and training of its employees.

The main purpose of teacher performance appraisal in public secondary schools as stated by TSC (2012) is to review and improve teaching standards through a systematic appraisal approach, with a view to evaluate teachers' performance and promote professional development for enhanced learning outcomes. Also, the appraisal system shall be used to provide feedback, improve communication, and clarify roles and responsibilities. This is in agreement with Evans and Lindsay (2008) who add that performance appraisal helps to provide feedback to employees who then recognize and build their strengths, work on their weaknesses and determine training needs by exposing inadequacies and deficiencies.

2.3 Development of Teacher Performance Appraisal System Worldwide

A significant amount of literature has been written on the historical development of performance appraisal of teachers which dates back to the beginning of instructional supervision in 1642 up to 1950. In 1654, teachers in America were appraised by clergymen and superintendents on the basis of sound faiths and morals. Any teacher found deficient of the criteria was dismissed. Then came other criteria like pupil achievement in subjects taught, management of school funds and pupils conduct. By 1936, educators who assumed the role of supervisors/appraisers were called inspectors and appraisal was done to improve teacher effectiveness in the classroom (Okumbe, 1999). Performance appraisal was not only carried out in education but was also carried out on various sectors as pointed out by Harry (1999) who notes that in the USA, the urban Institute pioneered methods for government and human agencies to measure the performance of the programmes. The information obtained through performance measurement provided the basis for establishing accountability so that the citizens and elected officials could assess the programmes which had been achieved with the funds provided. This type of appraisal spread throughout the USA government has spread to all levels of the USA government, in non-profit agencies and the rest of the world.

In Britain, there was a call for high standards and greater accountability in education (Millman, 1990). James Caltoghan in his great debate in 1976, which was followed by great educational reforms of 1980s propelled by teacher professionalism and school restructuring focused directly on learners needs, however the teacher appraisal in Britain is now viewed as an essential nationally. Cyril, (1993) points out where teachers fail to maintain satisfactory standards of performance, then the employers must be ready to start the dismissal procedures. According to

Biswanath (2010) formal appraisal of an individual's performance began in China in 221-265 BC. Monyatsi, *et. al*(2006), report that the colonial system of education in Botswana was not satisfactory as it did not adequately reflect the social, cultural and economic aspirations of the Botswana people. In 1983 there was an attempt to address the challenges, this led the Unified Teaching Service (UTS) in Botswana which introduced annual confidential reports for teachers (Motswakae, 1990). In order to strengthen supervisory roles and performance, the Government White Paper on Job Evaluation for Teachers was implemented in 1988 (ROB, 1991). It emphasized the need for continuous assessment of teachers. Also, some reforms were proposed that called for massive expansion of education sector. Job evaluation linked performance appraisal to pay and promotion. The teachers spoke strongly against the annual confidential reports and the implementation of the White Paper on Job Evaluation for Teacher. In 1991, as a response to the Job Evaluation exercise, the current system of teacher appraisal was born (ROB, 1994).

2.4 Development of Teacher Performance Appraisal System in Africa

In Zimbabwe, there existed scientific management orientation which saw teachers as hired personnel who were to carry out their prescribed duties in a mechanical manner (Mabey, Salaman & storey, 1998). The teachers who were found on the wrong were weeded out of the system and tagged as unsuitable for any merit pay. This led to revolutionaries resenting the system and terming it as inhuman. Therefore, Zimbabwe government in the nineties adopted a system of accountability in job evaluation for improvement in efficiency and effectiveness. Consequently, Zimbabwean Public Service Commission (ZPSC) introduced performance appraisal as an alternative mode of supervision in 2000 (Dube, 2004).

Kamuri (2012) notes that performance appraisal system is a product of performance contracting which was introduced in Kenya in 1990 but was never implemented until the National Alliance Rainbow Coalition (NARC) government came to power in 2003. Currently all the public sectors have embraced performance appraisals starting with cabinet secretaries down the ladder of hierarchy to the Counties. Wamari (2012) notes that like all ministries, state corporations and local authorities, the Teachers Service Commission (TSC) embraced an open performance appraisal during the year 2005/2006 financial year.

Before 2005 the head teachers and QASO had the responsibility of assessing the teachers.

The Directorate of Quality Assurance and Standard (DQAS) came into existence after independence as a result of the government desire for quality education in Kenya. The inspectorate department which is a professional arm of the Ministry of Education became a fundamental organ in the Kenyan educational system because it is concerned up to date with the quality of education and derives its powers from the Education Act of 1968, revised in 1980, which allows the inspectors to visit classrooms any time to determine whether quality teaching and learning takes place. Sifuna (1975) noted that their police like behavior was resented by teachers.

The head teachers on the other hand carried out the confidential report on teachers. This appraisal report formerly was labeled "School confidential report." The head teachers could appraise teachers without letting them know the content of the report, whether negative or positive and its implication on their career and development. It had assumed the fact that the primary responsibility of head teacher is to familiarize his teachers through performance evaluation process for the purpose of improving instruction. This confidential approach for teacher appraisal was based on personality and the level of loyalty the teacher had to the school head (Muli, 2010). Previous researches have reported that despite these approaches there has not been significant improvement in the quality of education as pointed out by Odhiambo (2005) in his study on teacher performance appraisal, the experience of the Kenya secondary school teachers. His findings indicated that the teachers' appraisal policies and practices in Kenyan secondary schools exhibited weaknesses, which needed to be addressed if teacher appraisal was to be used to improve the quality of teaching and education in Kenya.

Since 2005, with the publication of the revised Code of Regulation for Teachers (TSC, 2005), teacher appraisal policy changed from confidential to an open appraisal system, Birgen (2007) note that the TSC designed performance appraisal forms which were filled during the appraisal of teachers. The teacher was involved in the appraisal exercise before the report was sealed and sent to the employee. According to the TSC (2005), the basic purpose of the teacher appraisal system was to assess the teacher's performance in the job as comprehensively and objectively as possible. The TSC upon receiving and reading the report it provided feedback to the schools. The head teacher would then table the report meeting with BOM for any possible action to be taken.

There after the report was released to the individual teacher to read and see what could be done to better the situation. The information in the appraisal report was used in assessing the training needs and in determining the teacher effectiveness (Bell, 1992). The TSC review of 2005/2006 on appraisal still had some weaknesses as pointed out by Ogwora (2011) which stated that the appraisal report form was never received in good time, and when it was received in schools, discussions on the report aimed at bettering performance were rarely held. Consequently, little or no intervention measures were put in place to improve teacher performance training.

The desire to improve the process and outcomes of teacher appraisal has seen the Teachers Service Commission (TSC) review its approach to make it an inclusive open teacher appraisal system according to section 11 (f) and 35(i) of TSC Act 2012. The purpose of this code of regulation for teachers is to review and improve teaching standards and promote professional development for enhanced learning outcomes. The appraisal system role is to provide feedback, improve communication and clarify roles and responsibilities. The performance appraisal exercise was met with resistance from teacher unions which led to the delay of the exercise to January 2016 when teachers undertook the appraisal process.

2.5 Concept of Good governance

Good Governance is the normative way of doing things and it constitutes what is deemed appropriate for advancing service delivery. It is characterized by adherence to constitutional values and principles such as accountability, transparency, effectiveness, efficiency (Ojok, 2016). According to Lynn, Hill and Heinrich (2001), good governance is essential in monitoring and evaluation tools such as performance appraisal since for the PA to achieve the desired outcome it should promote good governance. This is because good governance raises institutional performance by promoting effective delivery of education services. This improved performance is one means of enhancing productivity and returns to the public in general (Lewis, 2009). This study will seek to find out the relationship of PA policy on good governance.

2.6 Transparency and Performance Appraisal Policy

Transparency refers to performing actions or activities in an open and clear manner (Ojok, 2016). The aspect of transparency in Performance appraisal policy makes it an important management tool to track progress and facilitate decision-making in a given institution (World Bank, 2007).

Koning and Heinrich (2013) state that standardized outputs make the accurate measurement of performance and construction of performance benchmarks more appropriate and less costly. The set targets inform both the appraiser and the appraisee on what they are expected to achieve, this information obtained during the appraisal process constitute a critical foundation for action by all heads of education and stakeholders, who need to be able to identify surfacing problems and decide on crucial strategies, corrective measures, and revisions to plans and resource allocations pertaining to the activities in question. Bevan and Christopher (2006) point out that transparency can be helpful in coming up with collective ideas on how to improve in a particular area for betterment and improvement in the institution and in policy reforms. Also, decisions and regulations that are clear and transparent can help boost performance by addressing specific needs of any education challenge. Many teacher performance problems stem from weak governance structures that fail to be fair in terms of promotions, rewards and punishment (Heinrich, 2015). This study will help determine whether there is a relationship between transparency and the PA policy.

2.7 Effectiveness and Performance Appraisal Policy

Effectiveness refers to the ability to be successful and produce the intended result or outcome in education (Macmillan, 2010). According to Heinrich (2007) effectiveness can be achieved when there is clarity of goals and their translation into empirical measures that accurately and adequately will characterize the intended outcomes. As suggested by Roper and Pettit (2002) the PA outcome of individual and team learning is important. The individual teacher performance depends on not only on her skills alone but also on those of her co-workers; this will possibly call for team learning and professional development among teachers in order to achieve the set targets. The PA policy calls for further use of available materials in an innovative way to foster hands on experience to the learners. This requires a team spirit as there is no monopoly of knowledge, that is, one cannot know everything. Learning has been described as a nonstop dynamic process of investigation where the key elements are experience, knowledge and relevance. It requires a culture of inquiry and investigation, rather than one of retort and reporting (Lewis, 2009). PA produces new knowledge and is one of many streams of information and influences that are used by decision-makers before decisions are finally made. Engel and Carlson (2002) view PA evaluation as opportunities for improving institutional and team

learning resulting into effectiveness. Therefore, this study will determine whether there is a relationship between PA policy and effectiveness.

2.8 Efficiency and Performance Appraisal Policy

Efficiency implies performing in the best possible manner with the least waste of time, effort and expense (World Bank, 2007). Therefore, efficiency helps in minimizing the unintended effects. PA policy calls for efficiency through time management, utilization of available resources, participation of all relevant bodies in education such as KNEC, Kenya Institute of Curriculum Development (KICD) and parents in general to avoid wastefulness. All these facilitate the service delivery of teachers to yield appropriate outcome in terms of results. Involvement of all stake holders results into diffusion of ideas on areas that require improvement without delaying. Often parents are not fully aware of what their education entitlements are apart from paying school fees, surprisingly some do not even know the level of grade their children are in (Heinrich, 2015). The PA enforces on parent's involvement in decisions that will improve performance of a school (TSC, 2012). Teachers are required to cooperate with examination body KNEC to align their syllabus with what is relevant. They have to act as the spoke's persons to the learners on issues concerning penalties for exam malpractice in advance to help curb cheating. Heinrich (2015) states that collective management of educational concerns allow all stake holders to be held accountable in their respective areas due to the existence of open questioning and clarification all which are key to good governance. This study will seek to gather the teachers' views and opinions in relation to their perceptions on the relationship between PA policy and efficiency in public secondary schools.

2.9 Accountability and Performance Appraisal Policy

Accountability refers to defining who has the power to call for an account and who is obligated to give an explanation for their deeds; this can also mean taking responsibility for oneself (Goetz, 2004). Employees' true motivations or capabilities for producing a desired outcome should be known by being answerable to all stakeholders affected. Efforts and actions should be observable or readily measured, creating conditions that discourage shirking or distorted results (Koning & Heinrich, 2013). The PA policy is designed in a way that every teacher fills his /her form and is appraised against pre-set targets by their senior. The current approach adopted by TSC is the goal setting whereby the teacher in post primary institution shall be appraised by the head of

department (HOD). The HOD shall be appraised by the deputy head of institution and the appraisal report confirmed by the head of institution. The deputy head of institution shall be appraised by the head of institution and the appraisal report confirmed by the sub county director. The head of institution shall be appraised by the sub county director and the appraisal report confirmed by the county director (TSC, 2012). This will enable teachers to understand what they are supposed to do as pointed out by Ackerman (2005) who also describes accountability as a practical process by which public officials such as teachers, justify their plans of action, their behaviour and results, and are sanctioned accordingly. In accountability-oriented PA, high levels of scrutiny are expected and judgement clearly made including regulatory compliance of standards, and procedures (World Bank, 2007). Accountability is a greater aspect in good governance therefore this study will help in understanding whether there is a relationship between competency areas in PA policy and good governance.

2.10 Theoretical Framework

This study will be guided by Principal Agent Theory by Laffot and Martimort (2001). Principal-Agent theory (PAT) forms the theoretical basis for analyzing and understanding good governance in the public sector where activities are organized and managed to achieve public purposes and desired outcomes (Lynn, *et. al* 2001). Principal-agent concepts focus on accountability mechanisms which help to understand the institutional dimension of evaluation in development, helping to identify balances that need to be struck amid the parties involved (Picciotto & Wiesner, 1998). Working through principal-agent relationships helps to analyze where the power is located, contracted and transferred. Thus, according to Roach (2016) an agent can be defined as the person recruited by the principal to achieve the latter's goals and objectives in this case the teachers, while the principal can be an individual, party or body who acts in an organized manner to recruit an agent or agents to achieve expected end results, In this case TSC. The principal's main objective is to design a contract that aligns principal and agent incentives and achieves the principal's production objectives. This is made challenging, however, by the fact that these relationships are frequently typified by conflicts in goals and values, as well as privately held information or information asymmetries (Heinrich, 2015). This is why the theory is relevant to the present study because PA policy monitors workers' actions, outputs, and outcomes, and in developing an incentive scheme that includes rewards and promotions. PAT

strives to enhance efficiency, productivity, improved service delivery and accountability while also calling for a reduction in the exclusive unfairness in the public sector especially education since all rules are clearly stated.

2.11 conceptual Framework

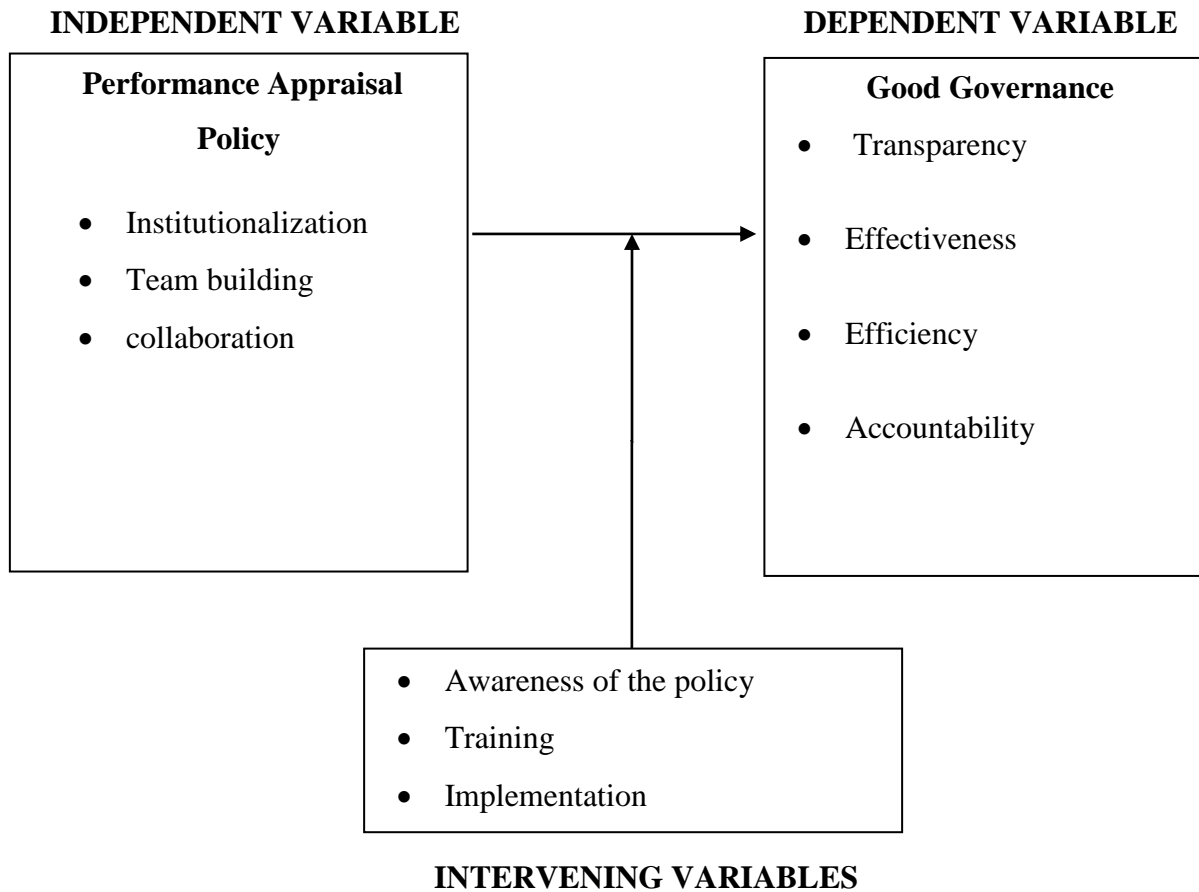


Figure 1: *Conceptual Framework for the Study*

In the above conceptual framework, Performance Appraisal Policy was the independent variable that was being evaluated if it has a relationship or not with the dependent variable which is in this case good governance. Influence of Performance Appraisal Policy had some indicators, which were used to measure it. The indicators include; institutionalization, team building and collaboration. To investigate whether Performance Appraisal Policy had a relationship with transparency, effectiveness, efficiency and accountability there were some variables that would affect the results of the study if not controlled. Such variables were called intervening variables and, in this case, included awareness of the policy, training and implementation. The intervening variable of training was controlled by ensuring that the study was done with respondents who had training on how to conduct performance appraisal while the teachers' awareness was controlled by ensuring that only those respondents who had knowledge of performance appraisal took part in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

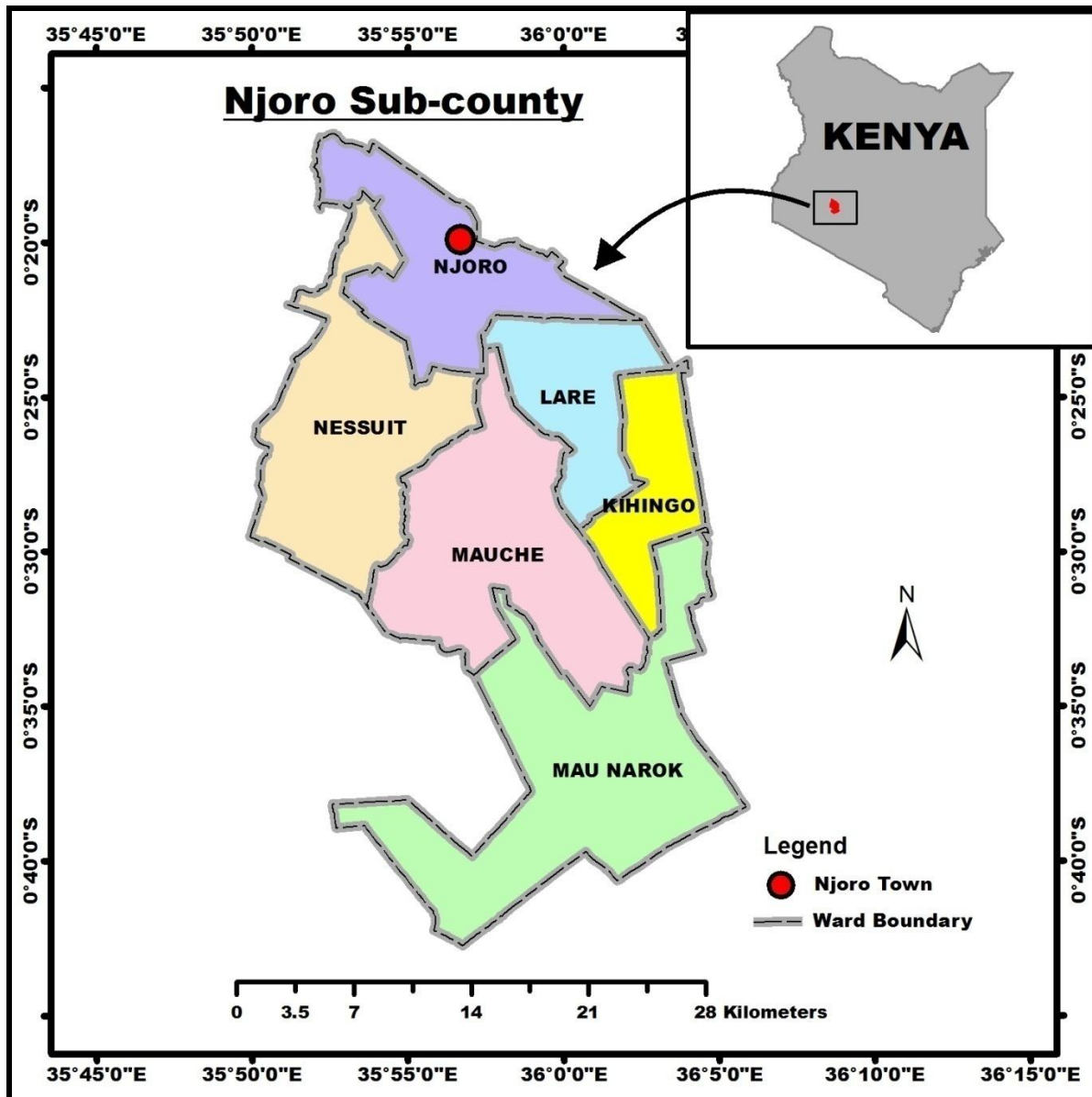
This chapter clearly outlines the research design, location of study, population of the study, sampling procedure and sample size, data collection instrument, data collection procedure, data analysis, data analysis matrix table as well as ethical considerations.

3.2 Research Design

The study was conducted using convergent parallel mixed methods research design. In this approach, a researcher collected both quantitative and qualitative data at the same time. The qualitative data was intended to provide supportive information to the quantitative data. This was informed by Creswell and Planoclark (2011) who noted that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.

3.3 Location of Study

The study was undertaken in Njoro Sub County in Nakuru County of Kenya. Njoro is an agricultural town 18 km southwest of Nakuru town. The areas to be covered within Njoro Sub County include; Njoro, Nessuit, Mauche, Mau Narok, Lare and Kihingo wards. This Sub County is densely populated with about 399 people per Kilo Metre squared (Government of Kenya, 2010). Njoro town serves as Sub County headquarters. This region was suitable for this study because it had both urban and rural characteristics thus providing an opportunity to get diverse information.



Source: Independent Electoral and Boundaries Commission (IEBC)

Figure 2: Map of Njoro sub-county

3.4 Population of the Study

Population is a well-defined set of people, group of things or households that are being investigated or examined (Gatara, 2010). In this study the population of interest was comprised of teachers in public secondary schools in Njoro Sub-county who are 365 in number (Njoro Sub County Education Office, 2019).

3.5 Sampling Procedure and Sample Size

The study adopted multistage sampling procedures which are proportionate sampling, purposive sampling and simple random sampling respectively. From a study population of 365 teachers, a sample size of 30% was representative of the population to be studied (Kerlinger, 1983).

Using this guide, proportionate sampling was used to ensure equal representativeness of all teachers in the five Wards. The number of respondents in each ward was 30% of the actual population. A diagrammatic representation of this is as shown in Tables 1.

The study thereafter used purposive sampling to get teachers who had been employed for at least two years then finally employed simple random sampling to obtain the required sample size of 109 teachers from the five Wards.

Table 1

Sampling Grid

County Ward	Population	Percentage	Sample
Njoro central	145	30%	43
Kihingo	79	30%	24
Mau Narok	78	30%	23
Mauche	23	30%	7
Lare	40	30%	12
Total	365	30%	109

Source: Njoro sub county Education Office

For the interview, the researcher used excel random sample software to select three principals in every ward to get 15 principals.

3.6 Instrumentation

The study employed a teacher's questionnaire and an interview schedule for the principals in the collection of data. These instruments were developed by the researcher. The use of questionnaires enhances confidentiality and gives the respondents ample time to answer the questions. Kiess and Bloomquist (1985) observe that a questionnaire offers considerable advantages in the administration, it presents an even stimulus potentially to large numbers of

people simultaneously and provides the investigation with an easy accumulation of data. The questionnaires were researcher-administered. A scale of 1 to 5 where 5 is “Strongly Agree”, 4 is “Agree”, 3 is “Neutral”, 2 is “Disagree” and 1 is “Strongly Disagree” was used in each questionnaire. The questionnaires were administered to the entire sample of 109 teachers. The questionnaire sample is as attached in Appendix A.

An interview schedule was used to obtain information from 15 principals in Njoro Sub-County. This was used as a sport check for issues raised in the questionnaire on the topic under study. The aim was to gain detailed information on the relationship of performance appraisal policy and good governance in public secondary schools. Mugenda (1999) asserts that interviews provide in-depth data which cannot be obtained from a questionnaire. The interview guide sample is as attached in Appendix B and Appendix C.

3.6.1 Validity

Validity means the degree to which any measurement approach or instrument succeeds in describing or quantifying what it is designed to measure (Mugenda & Mugenda, 2003). The research instruments were validated by supervisors for expert judgement. Their suggestions were incorporated in the final instruments.

3.6.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2009). The instruments were pilot tested in one ward of Molo Sub-County. The reliability coefficient was determined using cronbach’s coefficient alpha. Reliability coefficient of 0.857 was accepted (Fraenkel & Wallen, 2000). Cronbach coefficient alpha is the most appropriate measure of reliability when the items in the questionnaire have a range of scores.

3.7 Data Collection Procedure

The study intended to collect data from teachers in public secondary schools in Njoro Sub County. The researcher obtained an introductory letter from Egerton University Graduate School. This was followed by the acquisition of a research permit from the National Commission of Science, Technology and Innovation (NACOSTI). The researcher visited the County

Commissioner's Office and inform them of the intention to collect data. The researcher then obtained authority from the Njoro Sub-County education office before proceeding with collection of data from the teachers in public secondary schools in Njoro Sub County. The questionnaires were administered to the sampled teachers and then interviews were carried out with 15 principals in Public secondary schools of Njoro Sub County. The interviews were recorded with the permission from the participants. The recordings were transcribed and then analysed.

3.8 Data Analysis

A codebook was prepared and used to code the data. Data files were created using the Statistical Package for Social Science (SPSS) computer application and the coded data was then keyed into the files. The files were checked for errors and cleaned. This cleaning exercise involved correcting entry errors, labelling missing data and correcting or deleting implausible values. Data was analysed with the aid of the SPSS. Quantitative techniques such as frequencies, percentages and means were used to summarize and describe data. The relationship was tested using Pearson's Correlation Coefficient (r). Hypotheses were tested at $\alpha = 0.05$ level of significance. Data generated by the open-ended items and interviews were organized into themes pertinent to the study and analysed through thematic content analysis using Nvivo Software and constant comparison until conclusions are reached. A summary of the statistics that were used to analyse data are given in Table 2.

Table 2*Summary of Data Analysis*

Objective	Independent Variable	Dependent Variables	Statistical Procedures & Tests
1. There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and accountability in public secondary schools in Njoro Sub County	Performance Appraisal Policy	Transparency	Frequencies, percentages mean scores, Pearson's Correlation Coefficient, thematic content analysis and constant comparison.
2. There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and transparency in public secondary schools in Njoro Sub County.	Performance Appraisal Policy	Effectiveness	Frequencies, percentages mean scores, Pearson's Correlation Coefficient, thematic content analysis and constant comparison.
3. There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and effectiveness in public secondary schools in Njoro Sub County	Performance Appraisal Policy	Efficiency	Frequencies, percentages mean scores, Pearson's Correlation Coefficient, thematic content analysis and constant comparison.
4. There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and efficiency in public secondary schools in Njoro Sub County	Performance Appraisal Policy	Accountability	Frequencies, percentages mean scores, Pearson's Correlation Coefficient, thematic content analysis and constant comparison.

3.9 Ethical Considerations

The participants were fully informed about the research procedure and their consent obtained before participating in the research. The participant's opinions were respected and treated with utmost confidentiality during the entire research process. The respondents were assured that the information collected would be used for academic purposes only. The participants were assured that they could feel free to withdraw from participation in the study without fear of being penalized (Sommer, 2007).

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This study examined teachers' perceptions of relationship between Performance Appraisal policy and good governance in public secondary schools in Njoro Sub County. This chapter presents the results of the data collected through the administered questionnaires, and interviews and further discusses the findings. The study was guided by the following hypothesis:

- H₀1 There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and accountability in public secondary schools in Njoro Sub County.
- H₀2 There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and transparency in public secondary schools in Njoro Sub County.
- H₀3 There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and effectiveness in public secondary schools in Njoro Sub County.
- H₀4 There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and efficiency in public secondary schools in Njoro Sub County.

The first step involved quantitative analysis. Three key indicators were used to measure Performance Appraisal Policy (PAP). These include; institutionalization (PAPINS), team building (PAPTb) and collaboration (PAPCOLLA). Four key indicators were also used to measure Good Governance (GG). These include; accountability (GACC), transparency (GTRANS), effectiveness (GEFFECT) and efficiency (GEFFIC). The relationship between Performance Appraisal Policy (PAP) and Good Governance (GG) was tested using Pearson's Correlation Coefficient (r). Hypotheses were tested at $\alpha = 0.05$ level of significance.

First, to understand how each performance appraisal policy indicator had relationships with good governance, each performance appraisal indicator was correlated with each good governance indicator. Secondly, the average mean for all the performance appraisal indicators was calculated and named (PAP), this was then correlated with each of the selected good governance indicators and the results discussed. Thirdly, the average mean of the good governance indicators was calculated and named (GG). Performance Appraisal

Policy (PAP) was then correlated with Good Governance (GG) and the results discussed i.e. a general analysis.

The second phase of the research involved qualitative data analysis. This involved interviewing three principals in each of the five wards. The data gathered through interviews was analysed through thematic content analysis using NVivo Software.

4.2 Respondents Response Rate

The study had a sample size of 109 respondents. The researcher however, managed to issue 99 questionnaires to the respondents that were there at the time of the research. This was 91% turn out of the respondents hence excellent. Lack of reply to the questionnaires by potential respondents in a sample or population is referred to as non-response bias. Non-response bias is a setback to both the reliability and validity of study findings. According to Brick and Kalton (1996) if a survey achieves only a 30% response rate, the study suffers from a non-response bias of 70%. If the response rate to a survey is 20%, the non-response bias is 80%. In this study the rate of non-response was 9% hence a good representation. The data is as shown in the Table 3;

Table 3

Respondents Response Rate

Response Rate	Frequency	Percentage
Response	99	91
Non – response	10	9
Total	109	100

4.2.1 Demographic Characteristics of the Respondents

This section presents the demographic characteristics of the respondents in terms of their gender, years of service and age.

4.2.2 Distribution of the Respondents by Gender

The analysis of gender distribution of the respondents shows that the number of male respondents was 52 which forms 52.5% of the total number of respondents whilst that of

female respondents was 47 which forms 47.5% of the total number of respondents. This means that there was high male response rate in the study compared to their female counterparts. This may imply that most male teachers are interested in management issues unlike their female counterparts.

This distribution is shown in the Table 4 and Figure 3;

Table 4

Distribution of the Respondents by Gender

	Frequency	Percent
male	52	52.5
female	47	47.5
Total	99	100.0

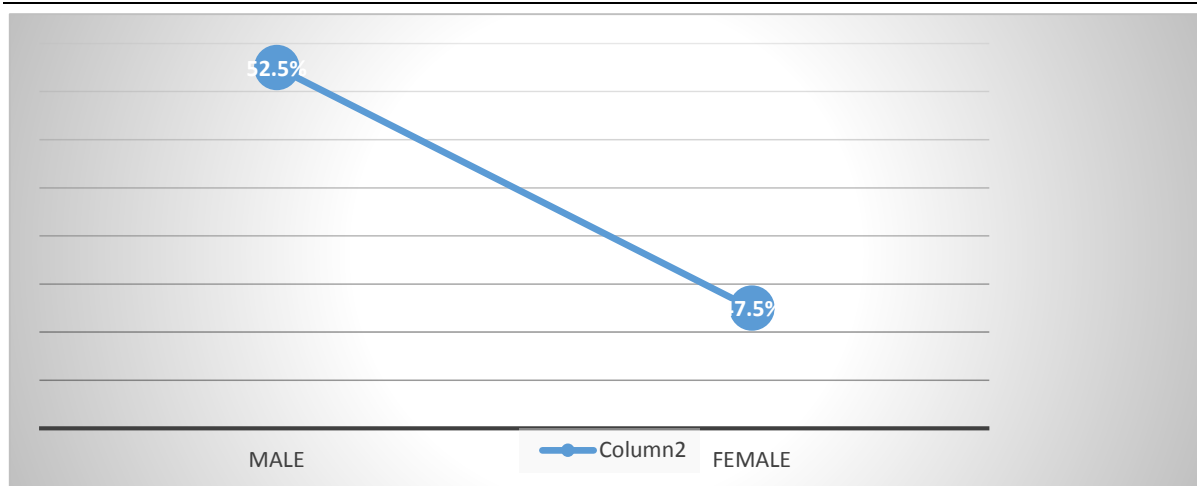


Figure 3: Distribution of the Respondents by Gender

4.2.3 Distribution of the Respondents by Year of Service

According to Table 5 and Figure 4 below, 35.4% of the respondents had worked between 2-4 years, 38.4% had worked between 5-7 years, while 26.3% had worked for 8 years and above. From the study it can be inferred that majority of the respondents had worked between 5-7 years therefore well experienced in matters of performance appraisal. This makes the study to have more accurate responses.

Table 5

Showing Distribution of Respondents by Year of Service

Years of Service	Frequency	Percent
2 - 4 years	35	35.4
5 - 7 years	38	38.4
8 years and above	26	26.2
Total	99	100.0

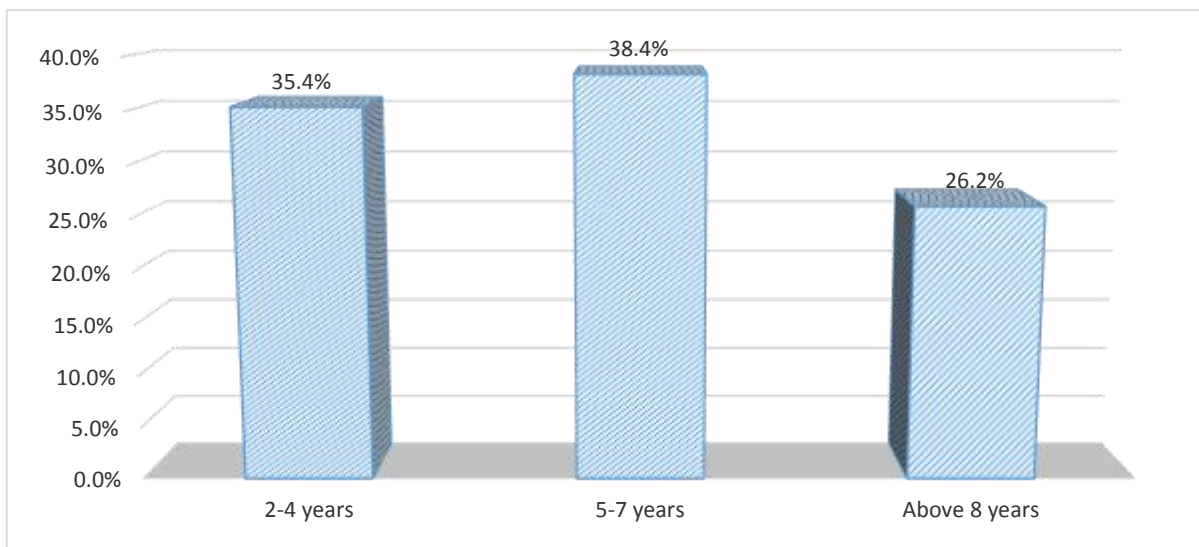


Figure 4: Distribution of Respondents by Year of Service

4.2.4 Distribution of the Respondents by Age

According to Table 6 and Figure 5 below, 18.2% of the respondents were between below 26 years, 38.4% were between 26-35 years, 29.3% were between 36-45 years while 14.1% were 46 years and above. From the study, it can be inferred that majority of the respondents were between 26-35 years.

Table 6

Distribution of the Respondents by Age

Age	Frequency	Percent
Below 26 years	18	18.2
26-35 years	38	38.4
36-45 years	29	29.3
46 years and above	14	14.1
Total	99	100.0

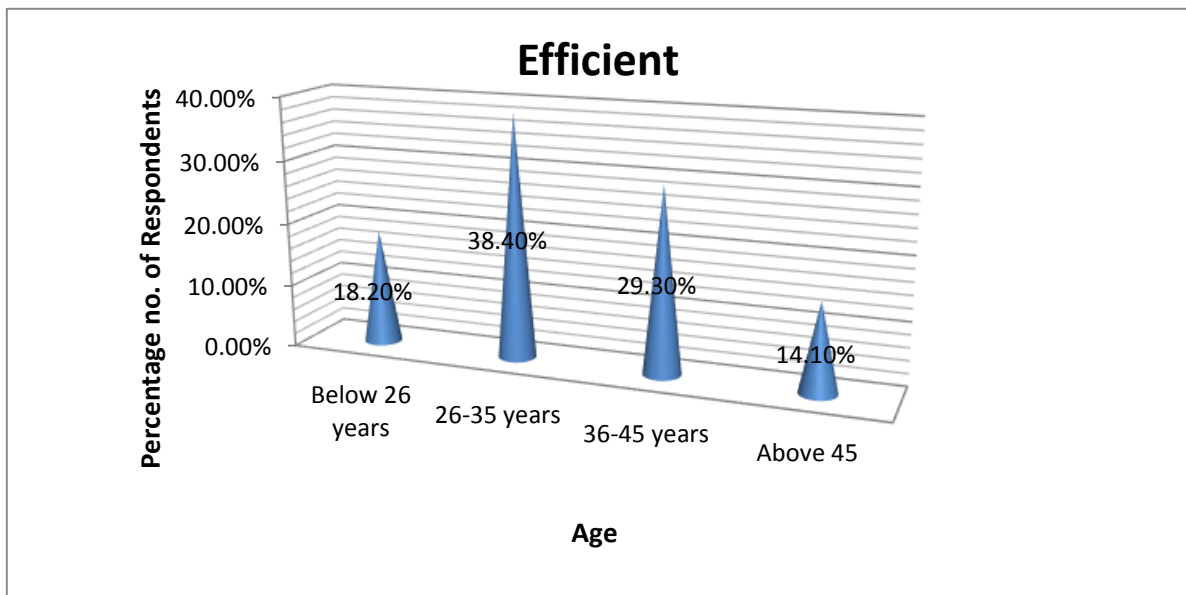


Figure 5: Distribution of the Respondents by Age

4.3 Correlation of Performance Appraisal Policy Indicators with Good Governance Indicators in Public Secondary Schools

Table 7

Correlation of Performance Appraisal Policy Indicators with different Good Governance Indicators in Public Secondary Schools of Njoro Sub County

Area of Study	Indicators of Performance Appraisal Policy	Accountability	Pearson Correlation Coefficient Values	Sig. (2-tailed)
Njoro Sub County	PAPINS		.693*	.000
	PAPTB		.355*	.000
	PAPCOLLA		.046	.653
	Indicators of Performance Appraisal Policy	Transparency	Pearson Correlation Coefficient Values	Sig. (2-tailed)
	PAPINS		.428*	.000
	PAPTB		.583*	.000
	PAPCOLLA		.147	.147
	Indicators of Performance Appraisal Policy	Effectiveness	Pearson Correlation Coefficient Values	Sig. (2-tailed)
	PAPINS		.642*	.000
	PAPTB		.324*	.001
	PAPCOLLA		.066	.515
	Indicators of Performance Appraisal Policy	Efficiency	Pearson Correlation Coefficient Values	Sig. (2-tailed)
	PAPINS		.746*	.000
	PAPTB		.381*	.000
	PAPCOLLA		.077	.452

* - Means significant at 5% level

Table 7 gives the analysis of the relationship of each performance appraisal policy indicator on each of the four good governance indicators i.e. accountability, transparency, effectiveness and efficiency in public secondary schools of Njoro Sub-County and the results discussed below.

There was a statistically significant relationship of institutionalization (PAPINS) and accountability, transparency, effectiveness and efficiency in public secondary schools of Njoro Sub-County, where the Pearson correlation coefficients were .693, .428, .642 and .746

respectively, with the P-values less than .05. All the coefficients (r) were either medium or strong positive correlations, which mean that an increase in PAPINS in public secondary schools leads to significant increase in accountability, transparency, effectiveness and efficiency.

There was a statistically significant relationship between team building (PAPTb) and accountability, transparency, effectiveness and efficiency in public secondary schools of Njoro Sub-County, where the Pearson correlation coefficients were .355, .583, .324 and .381 respectively, with the P-values less than .05. All the coefficients (r) were medium positive correlations, which mean that an increase in PAPTb in public secondary schools leads to significant increase in accountability, transparency, effectiveness and efficiency.

There was however no statistically significant relationship between collaboration (PAPCOLLA) and accountability, transparency, effectiveness and efficiency in public secondary schools of Njoro Sub-County, where the Pearson correlation coefficients were .046, .147, .066 and .077 respectively, with the P-values of .653, .147, .515, .452 respectively, all of them being greater than .05 hence no significant relationship at 5% level.

In summary, all the indicators of performance appraisal policy i.e. institutionalization and team building had statistically significant relationship with all the good governance indicators i.e. accountability, transparency, effectiveness and efficiency except collaboration that had no significant relationship with all the good governance indicators in public secondary schools of Njoro Sub-County.

4.4 Analysis of the Hypotheses

To achieve the objectives of this study, the following null hypotheses were tested and the results of the analysis presented and interpreted in the in the table below;

4.4.1 H₀₁ There is no statistically significant relationship between PAP and Accountability in Public Secondary Schools of Njoro Sub-County.

In this section, the respondents were asked to indicate whether or not Performance Appraisal Policy (PAP) had relationship with Accountability. Results are given in Table 8.

Table 8

The test of hypothesis one (H₀₁)

Area of residence	Performance Appraisal Policy (PAP)	Accountability	Pearson Correlation Coefficient Values	Sig. (2-tailed)
Njoro Sub-County			.451*	.000

* - Means significant at 5% level

Table 8 above shows the results of the analysis of the first hypothesis after it was tested: H₀₁ There is no statistically significant relationship between PAP and Accountability in Public Secondary Schools of Njoro Sub-County. The results are as follows;

There was a statistically significant relationship between PAP and Accountability in Public Secondary Schools of Njoro Sub-County where the Pearson correlation coefficient was .451 (medium positive correlation) with a P-value less than .05. The coefficient (r) was a medium correlation, which means that an increase in PAP practice in public secondary schools leads to significant increase in accountability. Therefore, the null hypothesis (H₀), ‘There is no statistically significant relationship between PAP and Accountability in Public Secondary Schools of Njoro Sub-County’ was therefore rejected and alternative hypothesis (H_a) accepted.

4.4.2. H₀₂ There is no statistically significant relationship between PAP and Transparency in Public Secondary Schools of Njoro Sub-County.

In this section, the respondents were asked to indicate whether or not Performance Appraisal Policy (PAP) had relationship with Transparency. Results are given in Table 9.

Table 9

The test of hypothesis one (H₀₂)

Area of residence	Performance Appraisal Policy (PAP)	Transparency	Pearson Correlation Coefficient Values	Sig. (2- tailed)
Njoro Sub- County			.477*	.000

*** - Means significant at 5% level**

Table 9 above shows the results of the analysis of the second hypothesis after it was tested: H₀₂ There is no statistically significant relationship between PAP and Transparency in Public Secondary Schools of Njoro Sub-County. The results are as follows;

There was a statistically significant relationship between PAP and Transparency in Public Secondary Schools of Njoro Sub-County where the Pearson correlation coefficient was .477 (medium positive correlation) with a P-value less than .05. The coefficient (r) was a medium correlation, which means that an increase in PAP practice in public secondary schools leads to significant increase in transparency. Therefore, the null hypothesis (H₀), ‘There is no statistically significant relationship between PAP and transparency in Public Secondary Schools of Njoro Sub-County’ was therefore rejected and alternative hypothesis (H_a) accepted.

4.4.3 H₀₃ There is no statistically significant relationship between PAP and Effectiveness in Public Secondary Schools of Njoro Sub-County.

In this section, the respondents were asked to indicate whether or not Performance Appraisal Policy (PAP) had relationship with Effectiveness. Results are given in Table 10.

Table 10*The test of hypothesis one (H_{o3})*

Area of residence	Performance Appraisal Policy (PAP)	Effectiveness	Pearson Correlation Coefficient Values	Sig. (2- tailed)
Njoro Sub- County			.431*	.000

* - Means significant at 5% level

Table 10 above shows the results of the analysis of the third hypothesis after it was tested: H_{o3} There is no statistically significant relationship between PAP and Effectiveness in Public Secondary Schools of Njoro Sub-County. The results are as follows;

There was a statistically significant relationship between PAP and Effectiveness in Public Secondary Schools of Njoro Sub-County where the Pearson correlation coefficient was .431 (medium positive correlation) with a P-value less than .05. The coefficient (r) was a medium correlation, which means that an increase in PAP practice in public secondary schools leads to significant increase in effectiveness. Therefore, the null hypothesis (H_o), ‘There is no statistically significant relationship between PAP and effectiveness in Public Secondary Schools of Njoro Sub-County’ was therefore rejected and alternative hypothesis (H_a) accepted.

4.4.4 H_{o4} There is no statistically significant relationship between PAP and Efficiency in Public Secondary Schools of Njoro Sub-County.

In this section, the respondents were asked to indicate whether or not Performance Appraisal Policy (PAP) had relationship with Efficiency. Results are given in Table 11.

Table 11*The test of hypothesis one (H_{o4})*

Area of residence	Performance Appraisal Policy (PAP)	Efficiency	Pearson Correlation Coefficient Values	Sig. (2- tailed)
Njoro Sub- County			.501*	.000

* - Means significant at 5% level

Table 11 above shows the results of the analysis of the fourth hypothesis after it was tested: H₀₄ There is no statistically significant relationship between PAP and Efficiency in Public Secondary Schools of Njoro Sub-County. The results are as follows;

There was a statistically significant relationship between PAP and Efficiency in Public Secondary Schools of Njoro Sub-County where the Pearson correlation coefficient was .501 (strong positive correlation) with a P-value less than .05. The coefficient (r) was a strong correlation, which means that an increase in PAP practice in public secondary schools leads to significant increase in efficiency. Therefore, the null hypothesis (H₀), ‘There is no statistically significant relationship between PAP and efficiency in Public Secondary Schools of Njoro Sub-County’ was therefore rejected and alternative hypothesis (H_a) accepted.

4.5 Average Correlation of Performance Appraisal Policy (PAP) with Good Governance (GG) in Public Secondary Schools of Njoro-Sub-County (A General Analysis)

In this section, the respondents were asked to indicate whether or not Performance Appraisal Policy (PAP) had relationship with Good Governance (GG). Results are given in Table 12.

Table 12

The Average Correlation of PAP with GG in Public Secondary Schools of Njoro-Sub-County (A General Analysis)

Area of residence	PAP	GG	Pearson Correlation Coefficient Value	Sig. (2-tailed)
Njoro Sub-County			.543*	.000

*** - Means significant at 5% level**

In the general analysis, Pearson’s Correlation Coefficient (r) of the two variables i.e. Performance Appraisal Policy (PAP) and Good Governance (GG) was .543 and a significant level of .000 which was less than .05. This means that there was a statistically significant relationship between Performance Appraisal Policy and Good Governance in Public Secondary Schools of Njoro-Sub-County. The coefficient (r) is a strong positive correlation which means that as PAP is being implemented; good governance also increases significantly. Therefore, we reject the main null hypothesis H₀ (There is no statistically significant relationship between Performance Appraisal Policy (PAP) and Good Governance (GG) in Public Secondary Schools of Njoro-Sub-County) and accepted alternative hypothesis (H_a).

4.6 To investigate the challenges facing the PAP in enhancing good governance

The respondents were asked to give their perceptions on the challenges hindering PAP in enhancing good governance. It was found that, 7% (7 respondents) of the respondents gave the challenge as being lack of objectivity by the principals, 11% (11 respondents) were for lack of training, 17% (17 respondents) were for the performance appraisal being an ambush, 5% (5 respondents) were for non-flexibility of the policy, 26% (26 respondents and where the majority falls) were for lack of proper communication, 13% (13 respondents) were for lack of pre-appraisal meetings while 21% (21 respondents) were for poor attitude and lack of trust. The information is as shown in Table 13.

Table 13: Challenges facing performance appraisal policy in enhancing good governance

Challenges	Frequency	Percentage
Lack of objectivity by principals	7	7
Lack of training	11	11
It's an evaluation by ambush	17	17
Non-Flexible	5	5
Lack of proper communication	26	26
Lack of pre-appraisal meetings	13	13
Poor attitude and lack of trust	21	21
Total	99	100

Lack of objectivity by principals

In illustrating lack of objectivity by principles as a challenge.

Respondent 24 stated, *“They (principals) know that low marks are demoralising, so they avoid giving them and hence a paper trail of the poor performers suggests they are performing well.”* **Respondent 19 said,** *“Most of these principals don’t give correct feedback, even if it was me, I wouldn’t say my school is not performing. I would say we are trying our very best because I am the leadership even if I know that the teachers are lazing around. All these interfere with the tenets of good governance i.e. transparency and accountability”* **Respondent 18 said,** *“If you say your teachers are not performing well as a principal, you may even end up losing your job or be transferred so they avoid giving correct feedback.”*

An evaluation by ambush

Some respondents mentioned an evaluation by ambush as a challenge. The following statements can illustrate this.

Respondent 49 **poised**, *“the policy is evaluation by ambush because employees are encouraged to meet a standard they had not seen, understood or thought relevant to their job.”* **Respondent 97** **outlined**, *“People complain about being under-consulted by MOEST and principles over the contents of the appraisal form with which they are not too familiar.”*

For some respondents, one of the main challenge was **lack of policy flexibility**. Some respondents who stated as follows can confirm this:

Respondent 4 **stated that**, *“these appraisals is inflexible to force real differentiation between individuals on trivial criteria or else so specific that no useful comparative data is generated.”* **Respondents 53** **said**, *“Certainly the size and complexity of different schools can make comparisons difficult.”*

Lack of training

Some respondents identified lack of training as another challenge. The following statements support this.

Respondent 62 **stated**, *“Training is very important as it enables both parties to be confident during the exercise; it facilitates clarity of the system and having good knowledge of the appraisal system. We are not trained before it is conducted. This is appalling.”* **Respondent 71** **highlighted**, *“It is either the policy of the implementers who are not taking care of training which ought to be there. They should know that lack of staff training in the appraisal system leads to confusion, loss of trust and poor management of the staff performance appraisals.”*

Lack of proper communication

Some respondents identified lack of proper communication as another challenge. The following statements support this.

Respondent 39 **said**, *“We lack proper communication between appraisers and appraises which is instrumental in effective management of the teacher’s*

performance appraisals.” Respondent 99 outlined, “Communication enables both the appraisers and appraisees to prepare for the appraisals, reduces confusion and enables provision of feedback for constructive improvement. I do not know why there are always no communication so that we prepare in advance. It is always impromptu. We need to change as Africans”

Lack of pre-appraisal meetings

Some respondents identified lack of pre-appraisal meetings as a challenge. The following statements support this.

Respondent 30 *poised that, “The government through MOEST has failed to conduct pre-appraisal meetings which the policy outlines is supposed to take place before the actual performance appraisal.” Respondent 91 highlighted, “We meetings before performance appraisals take place otherwise, the basic tenets of good governance will not suffice.”*

Other respondents gave the other challenges as being **lack of good attitude and lack of trust**: the following statements can illustrate this:

Respondents 85 *outlined, “The level of trust and attitude normally affects the implementation of the teachers’ performance appraisals greatly because not all teachers trust the appraisal system and their appraisers.” Respondents 16* *poised, “Some of the teachers just lack trust towards the appraisers.” Respondent 65* **outlined that, “Most teachers do not trust the appraisers hence need to be educated so as to change their attitude.” Respondent 2** *highlighted, “These teachers do not trust the appraisers.”*

In conclusion, the respondents identified several challenges, which varied in significance. Lack of proper communication was listed as the most significant; followed by poor attitude and lack of trust; it is an evaluation by ambush; lack of pre-appraisal meetings; lack of training; lack of objectivity by principals and finally the policy being non-flexible as the least significant.

4.7 To find out ways to mitigate challenges facing PAP in enhancing good governance

The respondents were asked to give their perceptions on the possible ways to mitigate the challenges facing the policy in order to enhance good governance. It was found that, 6% (6 respondents) of the respondents gave the major possible solution as being reward for honest feedback, 18% (18 respondents) were for training of stakeholders, 11% (11 respondents) were for pre-appraisal meetings, 23% (23 respondents) were for creation of policy awareness, 34% (34 respondents and where the majority falls) were for proper communication while 8% (8 respondents) were for good attitude and high level of trust. The information is as shown in Table 14.

Table 14: Possible solutions of mitigating the challenges that the policy faces.

Solutions to Challenges	Frequency	Percentage
Reward for honest feedback	6	6
Training of stakeholders	18	18
Pre-appraisal meetings	11	11
Creation of policy awareness	23	23
Proper communication	34	34
Good attitude and high level of trust	8	8
Total	99	100

Some of the respondents advocated for **reward for honest feedback** on the need to eradicate non-honesty. The following statement illustrate this.

Respondents 21 stated, *“This can be cured by a mixture of appraiser training and rewards for managers who give honest feedback. Manager pusillanimous is a human failing not exclusively an appraisal issue.”* **Respondents 79 highlighted that,** *“the teachers including principals are the ones should be rewarded after being found to have done their work in the required manner. We have seen cases where more than 12 performance appraisals have been conducted but with no reward even to a single teacher.”* while **Respondent 71 stated,** *“Reward for work well done matters a lot in terms of motivation to teachers. This has not been the case. The government through the TSC should be able to emulate this.”*

Training of stakeholders

Training of the stakeholders was identified as a key factor in helping to mitigate the challenges. The following statements can illustrate this:

Respondent 44 stated, *“Training of people involved in appraisal makes the exercise very clear to all, appraisers and appraisees provide adequate support required in the exercise.”* **Respondent 81 eluded,** *“The government should be able to conduct training to us teachers to avoid last minute confusions that we always witness when we get the news of the performance appraisal almost being conducted.”* **Respondent 64 stated,** *“Performance appraisals training should be conducted because it necessitates the creation of a good relationship between both parties, participants feel comfortable and both parties get to know their duties and obligations in the exercise hence effective staff performance appraisals.”*

Conducting of pre appraisal meetings

Some of the respondents advocated for pre-appraisal meetings. The following statements can illustrate this:

Respondent 29 stated, *“There is need to conduct more pre-appraisal meeting so as to avoid last minute rush that brings confusion.”* **Respondent 76 poised,** *“We need more pre-appraisal meetings if confusion and lack of planning is to be ameliorated. The government should do something about it.”*

Create awareness of performance appraisal policy

Some of the respondents advocated creation of awareness of PAP. The following statements can illustrate this.

Respondent 18 stated, *“The government needs to create awareness about the policy...these teachers should be well conversant with the policy to avoid blame games.”* **Respondent 73 outlined,** *“The government should awareness of PAP on a yearly basis either through the MOEST or TSC as most of the new recruits do not know what it entails or what it is all about.”*

Some of the respondents advocated for **proper communication**. The following statements can illustrate this:

Respondent 56 outlined, *“Proper communication should involve monthly notifications to staff about appraisals, regular preparations, feedback and interactions between appraisers and appraisees. This in turn help in to conducting effective and successful staff performance appraisals.”* **Respondent 66 poised,** *“Communication in general enables both the appraisers and appraisers to prepare for the appraisals, as well as to reduce confusion and enables provision of feel back for constructive improvement.”* **Respondent 5 highlighted,** *“It is important that both the MOEST and the school leadership be able to inform their teachers in advance for effective and efficient planning in order to make the work easier as well as aid in avoiding confusion.”*

Good attitude and high level of trust

Some of the members as illustrated by the following statements advocated for more good attitude and high level of trust:

Respondent 85 outlined, *“A high level of trust in the performance appraisal normally always enables the appraisers to carry out their duty successfully. We need to educate all the teachers to have good attitude towards this course.”*

Respondent 3 highlighted, *“Most teachers lack trust and good attitude because they feel that the appraisers are after them. There is need to educate them so as to help them change their attitude and gain trust in the system.”*

In conclusion, therefore, the respondents identified several possible ways to mitigate the challenges, which varied in significance. Proper communication was listed as the most significant; followed by more creation of policy awareness; training of stakeholders; conducting pre-appraisal meetings; good attitude and high level of trust and finally reward for honest feedback as the least significant.

4.8 Qualitative Data Analysis of the Interviews Conducted with principals using Nvivo Software

Fifteen in-depth individual interviews were conducted in Njoro Sub-County. The fifteen in-depth individual interviews were conducted with fifteen principals. The qualitative data obtained from the fifteen interviews were analysed using Nvivo software. Analysis was done through code selection (the main method used for qualitative analysis) where there was placement of the highlighted/selected texts from the verbal report (raw data) into two parent node (s). These nodes include; Challenges facing PAP in enhancing good governance and ways to mitigate these challenges in order for the policy to effectively enhance good governance in public secondary schools. The child nodes were made from the parent nodes. The following child nodes were created from the first parent node named NODE 1. They include; lack of training, lack of proper communication, poor attitude and lack of trust, pre-appraisal meetings and principals are not objective. From the second parent node named NODE 2, the following child nodes were made. They include; proper communication, training of stakeholders, conducting pre-appraisal meetings, objectivity, awareness creation and good attitude and high level of trust. After the analysis, the following output was obtained:

NODE 1: Challenges facing PAP in enhancing good governance

Lack of training

[<Internals\\General Coding Njoro Central>](#) - § 2 references coded [5.81% Coverage]

Reference 1 - 4.14% Coverage

Normally the government does not offer training to all stakeholders. They normally offer training to people who conduct the appraisal but not to teachers whom the appraisal is conducted.

Reference 2 - 1.67% Coverage

The government through the MOEST has not trained our teachers on how to plan and acquaint themselves ready for the teacher performance appraisal.

[<Internals\\General Coding Mauche>](#) - § 1 reference coded [0.97% Coverage]

Reference 1 - 0.97% Coverage

Some of these teachers do not even know what is in the policy and how they are supposed to prepare themselves for this important exercise. They just need training and awareness.

Lack of proper communication

[<Internals\\General Coding Njoro Central>](#) - § 2 reference coded [2.84% Coverage]

Reference 1 - 2.84% Coverage

Most of these appraisers notify the administration a day to their coming. It becomes difficult to put documents together prior to their coming.

Reference 2 - 3.56% Coverage

There is always communication breakdown between the MOEST and at times the TSC. I have had more than two encounters where the appraisers come here without even informing us. Such is attenuating to my teachers.

Reference 3 - 1.56% Coverage

We are not informed in advance about their coming. These people are ambushing us.

Poor attitude and lack of trust

[<Internals\\General Coding Kihingo>](#) - § 1 reference coded [6.87% Coverage]

Reference 1 - 6.87% Coverage

Most teachers think the policy was brought about to punish them. What they fail to know is that the policy was brought to help ensure accountability, effectiveness, efficiency as well as transparency.

[<Internals\\General Coding Mauche>](#) - § 2 references coded [10.10% Coverage]

Reference 1 - 3.29% Coverage

Teachers generally have poor attitude towards the policy and objectives of the policy.

Reference 2 - 3.46% Coverage

Most of the teachers lack trust in those who are doing the appraisals. They also have poor attitude towards the policy. It is evident not only in my school but even in other schools. I am sure about that.

Pre-appraisal meetings

[<Internals\\General Coding Kihingo>](#) - § 2 reference coded [3.61% Coverage]

Reference 1 - 3.61% Coverage

Just as I said before, these teachers need to plan and be ready before the appraisal. They need to be trained properly for them to be ready for that exercise.

Reference 2 – 4.23% Coverage

Truth be told, even teachers are human beings, they cannot be perfect in everything. They should be taken through what is required before the appraisals begin. I mean, they cannot be right all the time Ms. Zeinab?

[<Internals\\General Coding Lare>](#) - § 1 reference coded [1.40% Coverage]

Reference 1 - 1.40% Coverage

Pre-appraisal meetings help ameliorate fears as well as confusions that normally arises when the appraisers come. It should be held before the actual appraisals take place.

Principals are not objective

[<Internals\\General Coding Mau Narok>](#) - § 2 reference coded [3.95% Coverage]

Reference 1 - 3.95% Coverage

I cannot lie to you that we the principals are objective, we are forced to cover our teachers in many occasions. They always ambush us. It is a fact.

[<Internals\\General Coding Lare>](#) - § 1 references coded [4.08% Coverage]

Reference 1 - 6.19% Coverage

Most of the time I have to lie that all teachers are doing well even if I know that is not true. For example, if a teacher is absent from school at the day of appraisal, I am forced to write that the teacher went to seek medical care. That is not true but I have to write that. I have done it many times without number.

NODE 2: Ways to mitigate these challenges in order for the policy to effectively enhance good governance

Proper communication

[<Internals\\General Coding Njoro Central>](#) - § 2 references coded [8.94% Coverage]

Reference 1 - 4.08% Coverage

There is need for the government to have proper communication with the administration before the exercise takes place.

Reference 2 - 1.50% Coverage

Appraisers should be able to communicate prior to their coming in schools.

[<Internals\\General Coding Mauche>](#) - § 1 reference coded [2.01% Coverage]

Reference 1 - 2.01% Coverage

Proper communication should be done to schools not ambushing the management with such exercise even though it is very vital.

Training of Stakeholders

[<Internals\\General Coding Njoro Central>](#) - § 2 references coded [13.07% Coverage]

Reference 1 - 4.36% Coverage

There should be serious training of the teachers on the importance of the policy in enhancing good governance.

Reference 2 - 3.41% Coverage

You will be surprised that most of these teachers do not even know what the policy is all about. They need an induction to the policy and this should be done on a yearly basis to cater for the newly employed teachers through training.

Conducting Pre-appraisal Meetings

[<Internals\\General Coding Lare>](#) - § 2 reference coded [4.91% Coverage]

Reference 1 - 4.91% Coverage

We have received a lot of concerns from teachers since the appraisal is always an ambush, they are caught unaware, not because they have not met the goals and objectives of the policy but because the documents and confusions they have makes it impossible to settle well for the exercise.

Reference 2 - 2.43% Coverage

Conducting pre appraisal meetings is key, as it will help teachers prepare psychologically and even to know what is expected of them.

Objectivity

[<Internals\\General Coding Mau Narok>](#) - § 1 reference coded [5.29% Coverage]

Reference 1 - 5.29% Coverage

The government should be able to educate the principals on the need to be able to be objective in a bid to help the education sector thrive in a required manner.

Awareness Creation

[<Internals\\General Coding Lare >](#) - § 1 reference coded [6.51% Coverage]

Reference 1 - 6.51% Coverage

Serious awareness creation should be done regularly to teachers. Teachers should be educated on the importance of the policy.

[<Internals\\General Coding Njoro Central>](#) - § 1 reference coded [1.10% Coverage]

Reference 1 - 1.10% Coverage

Teachers should be educated on the need to ensure that they maintain the integrity of education. This can only be done if proper awareness creation is done to the teachers by either the MOEST or TSC.

Good attitude and high level of trust

[<Internals\\General Coding Kihingo >](#) - § 1 reference coded [6.51% Coverage]

Reference 1 - 2.27% Coverage

Teachers should be educated to have a change of attitude concerning this basis premise policy.

[<Internals\\General Coding Mauche>](#) - § 1 reference coded [1.10% Coverage]

Reference 1 - 1.16% Coverage

Teachers should be educated on the need to ensure that they have good attitude towards the policy as well as to inculcate trust towards the entire performance appraisal system.

Table 15: Nodes, Sources and References

Parent Nodes	Child nodes	Sources	References	Created On	Create d By	Modified On	Modified By
Challenges facing PAP in enhancing good governance		9	14	22/04/2019 13:21	M.I.O	22/04/2019 13:07	M.I.O
	Lack of training	2	3	22/04/2019 10:48	M.I.O	22/04/2019 12:36	M.I.O
	Lack of proper communication	1	3	22/04/2019 10:49	M.I.O	22/04/2019 12:36	M.I.O
	Poor attitude and lack of trust	2	3	22/04/2019 10:56	M.I.O	22/04/2019 12:42	M.I.O
	Pre-appraisal meetings	2	3	22/04/2019 10:51	M.I.O	22/04/2019 12:42	M.I.O
	Principals are not objective	2	2	22/04/2019 10:51	M.I.O	22/04/2019 12:42	M.I.O
Ways to mitigate these challenges in order for the policy to effectively enhance good governance		9	12	22/04/2019 12:33	M.I.O	22/04/2019 13:06	M.I.O
	Proper communication	2	3	22/04/2019 12:32	M.I.O	22/04/2019 12:48	M.I.O
	Training of stakeholders	1	2	22/04/2019 12:34	M.I.O	22/04/2019 12:45	M.I.O
	Conducting pre-appraisal meetings	1	2	22/04/2019 12:33	M.I.O	22/04/2019 12:45	M.I.O
	Objectivity	1	1	22/04/2019 12:33	M.I.O	22/04/2019 12:49	M.I.O
	Awareness creation	2	2	22/04/2019 12:33	M.I.O	22/04/2019 12:49	M.I.O
	Good attitude and high level of trust	2	2	22/04/2019 12:33	M.I.O	22/04/2019 12:49	M.I.O

Table 15 gives a summary of the Nodes created. The interviewees majored around the two critical areas (classified as parent nodes). In the first parent node, nine sources (interviewees) gave 14 reasons (classified as references in Table 15) as being challenges facing PAP in enhancing good governance while nine sources gave 12 reasons as ways to mitigate these challenges in order for the policy to effectively enhance good governance.

4.9 Interpretation of the Nodes

NODE 1: Challenges facing PAP in enhancing good governance (Parent Node)

In Table 15 above, 9 sources gave 14 challenges facing PAP in enhancing good governance. These reasons were classified based on the content of what was said (five child nodes were created). In the first child node named *lack of training*, two sources gave three reasons which were; Normally the government does not offer training to all stakeholders. They normally offer training to people who conduct the appraisal but not to teachers whom the appraisal is conducted, the government through the MOEST has not trained our teachers on how to plan and acquaint themselves ready for the teacher performance appraisal and some of these teachers do not even know what is in the policy and how they are supposed to prepare themselves for this important exercise. They just need training and awareness. In another child node named *principals are not objectives*, two sources gave two reasons, which were; I cannot lie to you that we the principals are objective, we are forced to cover our teachers in many occasions. They always ambush us. It is a fact and most of the time I have to lie that all teachers are doing well even if I know that is not true. For example, if a teacher is absent from school at the day of appraisal, I am forced to write that the teacher went to seek medical care. That is not true but I have to write that. I have done it many times without number.

Other subsequent parent nodes and child nodes may be interpreted in a similar manner as the above NODE. After the discussions, a tree map (Graphical Representation Showing Nodes Compared by Number of Items Coded) representing the selected nodes as nested rectangular boxes was drawn (See Figure 6 on page 53).

In Figure 8, the size and color of each box represents selected information about the node. The size of each box represents how many of the selected scope items are coded by the display item. From the first node, named challenges facing PAP in enhancing good governance (Colored green), the following child nodes were created. They include lack of training; lack of proper communication; poor attitude and lack of trust; pre-appraisal meetings, principals are not objective. Other child nodes were created from the remaining parent node as seen from Figure 6.

Nodes compared by number of items coded

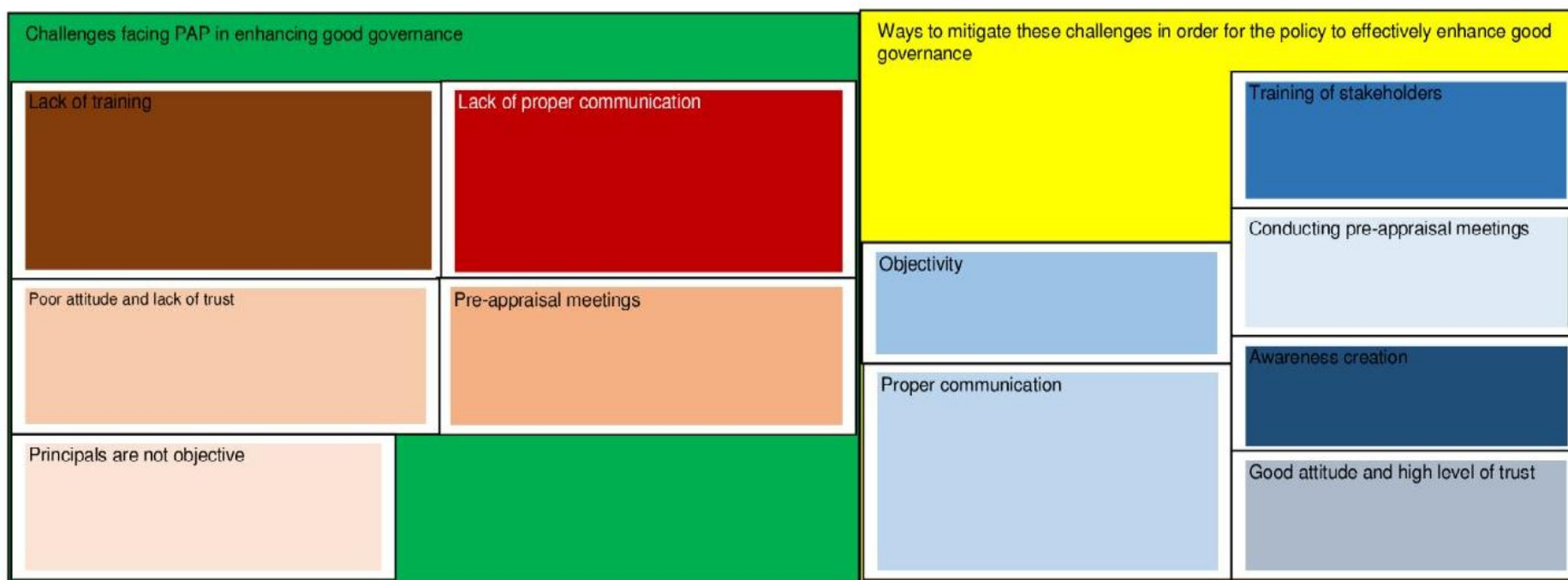


Figure 6: Nodes compared by number of items coded

4.10 Discussions in Relations with other Research Studies

This section discusses the findings above in relation to other research findings.

The major finding of this study demonstrated that all the indicators of performance appraisal policy had statistically significant relationship with all aspects of good governance except collaboration, this finding agree with (Kusek & Rist, 2004) who noted that Performance Appraisal indicators are significant if they can be linked to good governance. They further stated that no better appraisal activity can be conducted without establishing a clear connection with good governance regardless of what type of technique is reserved to be applied. However, the findings of this study differ from those of (Muhia, 2015) who reported that a good appraisal document should focus only with needs of the appraisee. In this case the research findings proved the need to mutual engagement of the appraisal parties.

Just like the study findings, level of training of both the appraiser and appraisee is pertinent in the process of conducting performance appraisals. Various scholars support training before conduction of any appraisal, Kreitner (2005) maintains that no matter how careful job applicants are screened, typically a gap remains between what employees know and what they should know. Training about performance appraisal is needed to fill this gap before appraisal is done. Similarly, the Ministry of Public Service (2007) in its guidelines to all Local Government authorities and public servants emphasizes that before employees are appraised, they should undergo departmental training so as to meet the desired performance targets and output. Employees need to learn a wider variety of tasks and need an increased knowledge of how their organizations operate (Robbins, 2013). Appraisers and are also usually having a good knowledge of the appraisal system, get adequate clarity of the system, feel comfortable and find it their obligation to get involved in appraisals because of the training they get. The findings of this study agree with the findings of the various authors that training is a matter of basic premise that should be dome to all stakeholders. The findings further, outlines that the training should be continuous to cater for the newly recruited teachers, findings that the above authors never captured (Robbins, 2013).

Murphy & Cleveland (2003) and Dessler (2003) found that supervisors and supervisees must be familiar with the appraisal system to enable them have comfort during its implementation. This

are in line with the findings of this study which reveal that the teachers would normally feel comfortable with the appraisal system if the pre-appraisal meeting were done before the exercise.

The findings of this study agree with the findings of Decenzo (2009), who noted that communication is very important in building organizational culture. This shows that communication affects the effectiveness of staff appraisals. In the same view, Ministry of Public Service (2007) emphasizes communication as an important tool in staff appraisals, it gives a reference of different documents that must be used in the performance appraisal process as a means of communication to both appraisers, and appraisees, these include; policy statement, strategic plan, performance plan for the Ministry, Department of Local Government, performance appraisal forms, result oriented management (ROM) handbook and others.

Level of trust and good attitude was also found to be very important in ensuring effectivity of the policy. according to the results of this study. It was established that failure of all the teachers to be able to have trust in their appraisers as this affects the appraisal process negatively. This is true and agrees with the ministry of Public Service (2007) which maintains that accountability, transparency, effectiveness and efficiency are the core and basic principles of good governance to any staff performance appraisal in the public service sector of which teachers belongs. In the same regard, Decenzo (2009) poises that principals must portray the ability and integrity, communication and work conditions play a major role in building trust. Also Herzberg in his motivation theory employs the aspect of attitude to determine the employees trust in the organizational leadership and policies which include staff performance appraisals. Results indicate that when the teachers have trust in the appraiser, the appraisal is done objectively. This is supported by scholars (Kreitner and Kinick (2002) and Tromley (2003) who maintain that perceptions of the appraisal system or appraiser reduce the trust of the teachers and the whole process ends up not being conducted objectively but the reverse is true. The study results are in contrary to the guidelines of staff appraisal as provided by Ministry of Public Service (2007), these guidelines stipulate that during appraisal meetings. The appraiser and appraisee shall discuss and review performance in light of outputs, indicators and targets agreed upon in the departments.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings and the conclusions. In addition, the recommendations and suggestions for further research are also given.

5.2 Summary of the Findings

The following is a summary of findings of the study that set to determine the teachers' perceptions of the relationship between performance appraisal policy and good governance in public secondary schools of Njoro Sub-County.

- i. There was a statistically significant relationship between PAP and Accountability in Public Secondary Schools of Njoro Sub-County.
- ii. There was a statistically significant relationship between PAP and Transparency in Public Secondary Schools of Njoro Sub-County.
- iii. There was a statistically significant relationship between PAP and Effectiveness in Public Secondary Schools of Njoro Sub-County.
- iv. There was a statistically significant relationship between PAP and Efficiency in Public Secondary Schools of Njoro Sub-County.
- v. All the indicators of performance appraisal policy i.e. institutionalization and team building had statistically significant relationship with all the good governance indicators i.e. accountability, transparency, effectiveness and efficiency except collaboration that had no significant relationship with all the good governance indicators in public secondary schools of Njoro Sub-County.

5.3 Conclusions of the Study

- i. Performance appraisal policy has significant relationship with good governance as the coefficient (r) is a strong positive correlation which means that as PAP is being implemented; good governance also increases significantly.

- ii. PAP indicators such as institutionalization and team building are very essential in enhancing good governance.
- iii. There are numerous challenges facing effectiveness of PAP in enhancing good governance as noted in the schools investigated.
- iv. Lack of proper communication, lack of proper attitude as well as lack of trust are some of the greatest challenges affecting the effectiveness of the policy

5.4 Policy Implication

The findings of this study have a number of policy implications namely:

- i) Performance appraisal policy that incorporates clear aspects of collaboration can increase the overall output, and it has done so in many countries all over the world. But persistent gaps in how the process is conducted, the guidelines in place and an increase in the number of teachers not filling the appraisal prevent the achievement of good governance as noted in the study.
- ii) MOEST and TSC should improve performance appraisal policy by involving the teachers themselves in crafting the changes.
- iii) The government should seek public – private partnership in order to achieve inclusive ways in implementing educational policies.
- iv) The teachers’ opinions gathered by this study provide insights into what teachers know about, and how they perceive, performance appraisal. These can help policymakers and researchers consider improved ways in conducting holistic evaluation, such as improving how it is structured, and meeting the needs of appraisee in the future.

5.5 Policy Recommendations

This section presents the study’s policy recommendations to stakeholders in education in Kenya, such as the government of Kenya, MOEST, County Education administrators, school administrators, teachers, guardians of the learners as well as tTSC. Based on the results, the recommendations are that;

- i. The MOEST and TSC should train the teachers on the need to uphold the integrity of education through respecting and adhering to PAP as required by the government.

- ii. The MOEST and the TSC should establish proper communication channels where the administration of various schools is notified in advance for easier preparation of the exercise.
- iii. The government should put in place a structure which ensures that the teachers are taken through what is required through pre-appraisal meetings to help avoid last minute rush that normally brings confusion.
- iv. Teachers should be encouraged and educated on the need to have high level of trust and good attitude as well as to see the exercise as a corrective action but not a punishing instrument.
- v. The principals should also be educated on the need to be honest and objective when submitting reports about his or her teachers.
- vi. The parents and guardians should be encouraged to collaborate with teachers to achieve holistic learning.

5.6 Suggestions for Further Research

Based on the findings of this study, the researcher recommends that the research studies be done on the following areas to further understand the relationship between PAP and Good Governance.

- i. There is need for further research countrywide on the relationship between PAP and good governance in other public secondary schools of Kenya because this study only limited itself to studying public secondary schools in Njoro Sub-County.
- ii. There is need for a broad-based research on effects of not conducting performance appraisal regularly in other public secondary schools, which was not considered in this study.
- iii. There is need for further research on establishing the importance of the relationship between performance appraisal policy and good governance in schools.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

My name is Zeinab Kadziru Musungu, a student at Egerton University perusing a Master of Research and Public Policy. I am undertaking a research on “Teachers’ Perceptions of the Relationship between Performance Appraisal Policy and Good Governance in Public Secondary Schools of Njoro Sub-County.” I would kindly request that you fill in this questionnaire to the best of your knowledge. The information you provide will be treated with utmost confidentiality and will be used purely for academic purposes only. Thank you.

Code Number

County Ward

Instructions

Please:

- i) Put a tick where appropriate
- ii) Provide brief responses

Section A: respondent’s background information

1. Gender: Male [] Female: []
2. Age: 20 - 30 [] 31-40 [] 41-50 [] Above 50 []
3. Marital status: Single [] Married [] Separated [] Divorced [] Widowed []

4. Educational Background

- i. College []
- ii. University []

5. Years of service

- 2-4 years []
- 5-7 years []
- 8 and above []

SECTION B: PERFORMANCE APPRAISAL POLICY

6. Using a Likert 1-5 scale, with 5 being “Strongly Agree”, 4 being ‘Agree’ 3 being ‘Not Sure’, 2 being ‘Disagree’ and 1 being “Strongly Disagree’. Please tick (☐) all as appropriate.

Institutionalization

	Score Range				
Likert Items	1	2	3	4	5
There is a clear communication strategy to inform teachers on what need to be done in schools					
Useful information is provided in terms of teachers’ strengths and weaknesses in the performance appraisal tool.					
Performance appraisal policy spells out interventions that are necessary to optimize achievement of intended outcome.					

Team Building

	Score Range				
Likert Items	1	2	3	4	5
Performance appraisal policy has facilitated teachers’ enrolment in teacher professional development courses.					
I think performance appraisal policy has enabled teachers to identify their training needs through team learning.					
I think performance appraisal policy has enabled teachers to identify their training needs through involvement in subject panels at different levels.					

Collaboration

Likert Items	Score Range				
	1	2	3	4	5
Performance appraisal policy has led to improvement in the involvement of parents.					
Performance appraisal policy has promoted involvement in exchange programmes and national initiatives such as tree planting.					
Performance appraisal policy has facilitated participation and networking with educational bodies such as KNEC, KICD and MOEST.					

SECTION C: GOOD GOVERNANCE

7. Using a Likert 1-5 scale, with 5 being “Strongly Agree”, 4 being ‘Agree’ 3 being ‘Not Sure’, 2 being ‘Disagree’ and 1 being “Strongly Disagree”. Please tick () all as appropriate.

Transparency

Likert Items	Score Range				
	1	2	3	4	5
I feel part of management as I contribute in negotiating for my targets as stated by Performance appraisal policy.					
I think the performance appraisal policy has clear procedures open to scrutiny by appraisers.					
Rating scales in the competency areas allows negotiations between me and my appraiser.					
I actively take part in the final report noted down by the school head before it is sent to the sub county education office.					

Effectiveness

	Score Range				
Likert Items	1	2	3	4	5
Existing system of appraisal has made me aware of my strengths and weaknesses as a teacher.					
Existing system of appraisal encourages teachers to critically evaluate their teaching performance.					
Performance appraisal policy caters for growth in school academic performance.					
Performance appraisal policy has made teachers produce holistic learners in schools					

Efficiency

	Score Range				
Likert Items	1	2	3	4	5
Performance appraisal policy has promoted punctuality in reporting to duty and class attendance.					
Performance appraisal policy has promoted timely syllabus coverage.					
I improvise the locally available resources for effective teaching and learning in my school as stipulated by Performance appraisal policy					
Performance appraisal policy has encouraged me to prepare my teaching materials in time.					

Accountability

Likert items	Score Range				
	1	2	3	4	5
As stipulated by the performance appraisal policy I set my own targets without hindrance from the appraiser.					
I think performance appraisal policy has made me responsible in attending to my duties.					
I feel that the feedback given to me by my appraiser focuses on suggestions for improvement in schools.					
Constant evaluation of targets by the appraiser encourages the teachers to work extra hard to meet targets.					

8. What are some of the challenges that the policy faces?

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.....

.....

9. What do you think are the possible solutions required to mitigate the challenges in order to ensure that the policy is effective?

.....

.....

.....

.....

.....

THANK YOU FOR PARTICIPATING

APPENDIX B: INTERVIEW SCHEDULE FOR PRINCIPALS

SECTION 1: Preliminary Section

1. Appreciation and Introduction:

I want to first and foremost thank you for agreeing to participate in my study. I know that your time is very valuable and so I wouldn't want to take much of it. Before beginning the interview, I want to tell you more about the purpose of my study and let you know what kind of questions I'll be asking you, and address issues of confidentiality.

2. Overview of Purpose and goals:

My hope for this research is to get to find out whether performance appraisal policy have a relationship with good governance in public secondary schools in Njoro Sub County. In the course of our conversation, I will ask you questions about your professional and personal background to help me better understand who you are. There is no right or wrong responses. Instead, I am interested in learning about your own unique opinion and viewpoint.

3. Confidentiality:

As a researcher, I will write about what you tell me. When I write about your experience, I will use a pseudonym for you. I may quote things that you say in my thesis, but I will never use your name. You do not need to answer every question. You can decide to skip a question, ask me to clarify a question, or help me develop a better question. I will also like to assure you that your responses will be purely used for academic purposes and under utmost confidentiality such that no one will be able to know that you participated in this research.

4. Recording:

In order to be able to make sure that I can give you my complete attention during the interview, I will only make occasional notes. With your permission, I will digitally record our conversation so that I can have the interview transcribed. If you want to see any part of the transcript, I can provide you with a copy.

SECTION 2: Interview Schedule Questions for Principals Only

1. How long have you served as a principal?
2. How is your staff trained with specific regards to meeting the objectives of the policy?
3. How frequent do the MOEST hold performance appraisal in your school?
4. What is your perception on whether performance appraisal is a good program for enhancing good governance?
5. How does the government provide finances to support the policy?
6. What are some of the challenges that the policy faces in an attempt to enhance good governance?
7. What do you think are the possible solutions required to mitigate the challenges in order to ensure that the policy is effective in enhancing good governance?

APPENDIX C: ABSTRACT OF THE JOURNAL ARTICLE

Abstract

This study was conceived to help determine the teachers' perceptions of relationship between performance appraisal policy and accountability in Kenyan secondary schools. The study population included teachers in public secondary schools in five wards of Njoro Sub-county. The study used multistage sampling procedure which included proportionate, purposive and simple random sampling. The first stage involved obtaining 30% of the total population in each ward, thereafter purposive sampling was carried out to select teachers who had been employed for at least 2 years and finally simple random sampling to pick 109 teachers for the questionnaires as the sample size. For the interview, 15 principals were randomly selected from the 5 Wards. Two instruments, namely, Teachers' questionnaire and Principals interview schedule were used. The instruments were pilot tested on teachers in public secondary schools in one ward of Molo Sub-County. Reliability was estimated using Cronbach's alpha coefficient. The level of significance for testing the hypothesis was .05. The relationship was obtained using correlation between Performance appraisal indicators and accountability. The results of this study indicated a statistically significant relationship between all indicators of performance appraisal policy and accountability in public secondary schools of Njoro Sub-County. It is, therefore, recommended that the government through its agent TSC to significantly improve the current performance appraisal document to reflect fully on accountant ability and good governance in general in order that learners may fully benefit from the education they receive.

Key words: - *Governance, perceptions, Accountability, Policy, Performance appraisal*


APPENDIX D: RESEARCH AUTHORIZATION DOCUMENTS

THIS IS TO CERTIFY THAT:
MISS. ZEINAB KADZIRU MZUNGU
of EGERTON UNIVERSITY, 569-80109
Mtwapa, has been permitted to conduct
research in Nakuru County

on the topic: RELATIONSHIP BETWEEN
TEACHERS PERCEPTIONS ON
PERFORMANCE APPRAISAL POLICY AND
GOOD GOVERNANCE IN PUBLIC
SECONDARY SCHOOLS IN NJORO SUB
COUNTY, KENYA

for the period ending:
12th April, 2020

Permit No : NACOSTI/P/19/40761/29242
Date Of Issue : 12th April, 2019
Fee Received :Ksh 1000



Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation


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INNOVATION ACT, 2013

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