

INFLUENCE OF TEACHER PERFORMANCE APPRAISAL ON JOB PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MUMIAS EAST SUB-COUNTY, KENYA

BY

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ABSTRACT

The aim of the research discussed in this paper was to determine the influence of teacher performance appraisals on teachers' job performance in public primary schools in Mumias East Sub County, Kenya.. The research had two objectives and two research questions Using descriptive survey research design the target population consisted of 53 primary schools with 53 Head teachers, 53 Deputy Head teachers and 512 teachers, all employed by the Teachers' Service Commission. Stratified sampling was used to select 30% of schools that participated in the study yielding a total sample size of 17 deputy head-teachers and 154 teachers as actual respondents. Data were collected using questionnaires and observation. The findings concur with the notion that performance appraisal plays an integral part in institutional performance management systems ensuring that responsibilities, duties and outcome are in relation with set objectives. The research confirms that performance outcome in schools where head teachers use the appraisal tool to closely monitor the professional development of teachers demonstrate a competitive advantage over other schools where head teachers ignore the performance appraisal of their teachers.

Keywords: Public Primary Schools, Performance Management System, Knowledge and Teacher Professional Development

1.1 INTRODUCTION

According to Craig, Beatty and Baird (1986) and more recent authors in human resource management,, the concept of appraising performance has become a worldwide tool of human resource management, though done differently in different organizations in the various nations. Drucker (1984) suggests that organizations; both private and public use performance appraisal upon knowledge that the level of productivity of a worker or lack of it can determine the success and or failure of the organization. He further argues that performance appraisal is managing by objectives. The objectives have to be set and the feedback on the results provided. There are many other writers on human resource management who hold the view that appraisal is an important part of organizational performance management system through which management ensures that duties, responsibilities and output are in line with the organizational objectives. If well managed, the results of performance appraisal may give an institution a competitive advantage over others.

1.1.1 The Concept of Teacher Performance Appraisal

The governments of the world have put performance appraisal in teaching as a tool to determine the educational outcomes of the various education systems. A study by Tilahum & Shanbel (2014) in Ethiopia explains that a system of teacher performance appraisal properly designed and implemented, gives favorable consequences in the professional development of teachers, job satisfaction and ultimately the academic development of the learner. If done haphazardly then it becomes an arena of battle between the appraiser and the appraisee.

A study by Muhia (2010) in Kenya, performance concluded that appraisal has no benefit. He found out that teacher lacked requisite skills to conduct the appraisal process. Furthermore, the study established that there was a communication problem in giving feedback among the appraisers and appraises as well as their employer. Muli (2011) on the other hand, explains that performance appraisal has been found to have the capacity to directly influence the attitude and behavior of teachers if properly conducted. Teachers' performance appraisal is important to provide a framework to which teachers can be evaluated in their service delivery as well as identifying the gaps that hinder them from achieving their goals. In her

Report at the Kenya Primary School Heads Association (KEPSHA) delegates' conference in Mombasa, in the year 2017, the chief executive officer of the Teachers' Service Commission (TSC) Ms. Macharia, stated that the teacher campaign against the introduction of regular professional evaluation by their employer is not only misguided but also spurious. She explained that the Teachers' Service Commission (TSC) introduced performance appraisal hoping to get real-time feedback about activities going on in schools, teacher competencies, gaps in training and the standards of teaching and learning in individual schools.

1.1.2 Professional Knowledge on the Teachers' Job Performance

Professional knowledge according to the Teachers' Service Commission (2016) is the ability of a teacher to prepare and supervise the preparation, maintenance and use of professional documents, prepare and supervise learners' internal evaluation through development of a testing policy for the school, management of national examinations and maintenance/ tracking of learners Value Added Progress (VAP) records. According to a study by Caputo and Rastelli (2014) in Southern Italy, the

quality of school improvement planning was found to influence the effect on student achievement. Analysis of action plans showed that the schools which had produced more accurate evaluation had higher student achievement gains than those schools which had less. Davies and Rudd (2001) found that the process of internal evaluation leads to an increased use of classroom observation and involvement of parents and pupils in England. They further explain that it helps to identify professional development needs.

The directorate of education services in Uganda asserts that a teacher shall give foremost consideration to the pupil's well-being. The teacher shall direct his/her whole professional effort to assist the pupil to develop his/her whole personality including his/her ability to work. In Kenya CORT stipulates the basic principles and guidelines on teachers' performance of duty. It helps define the role and responsibilities of teachers and general specifications required for quality teaching. Teaching standards establish the basic requirements that should be met by a teacher such as professional and pedagogical skills.

A study by Aseka (2013) in Kenya recommends that the Ministry of Education ought to emphasize on frequent monitoring of professional documents by the head teachers. Schemes of work, lesson plans, lesson notes, records of work and class attendance registers should be checked regularly, conducting classroom visits, observation and checking of teachers' professional records have to be done seriously in order to improve performance.

In this study, the researcher wants to establish the extent to which professional knowledge influences on the teachers' job performance.

1.1.3 Continuous Professional Development and Teachers' Job Performance.

According to the great schools partnerships(2014), professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Tukunimulongo (2016) notes that the on the job training plays a big role in improving the worker's performance and productivity. According to this study, there is a positive significant effect of the on-the job training and the performance of the workers. Nassazi, (2013) in Malaysia, states that off the job training is more effective because workers are away from work and they entirely focus on training. Ngari (2015) agrees that the off the job has strong relationship to the worker's performance.

Ekpoh et al (2013) in Nigeria, the teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. Kobia and Mohammed (2006) noted that many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching.

A study by Amukusana (2011) in Zambia shows that teachers were not upgrading themselves and that there was greater reliance on teacher group meetings which in most cases were not effective. Based on this study, the quality of education was a compromise since the pupil performance in

Zambian schools was seen not to improve. In Kenya, a study by Mburugu (2010) reveals that most teachers are aware of the importance and need for professional development and the available programmes. Head teachers are ready to support teachers who look for the training opportunities themselves. From the findings of this study there is a need for all administrators, and especially head teachers, to provide a conducive environment that facilitates identification of training needs, participation of teachers in professional development programmes and application of the knowledge acquired.

TSC (2018) reports that teachers across the country will be required to undergo professional development training six times in their career. A policy framework indicates that those in the service would be trained after every five years. In the Teacher Performance and Appraisal tool (2016), professional development is one of the key competencies.

2.1 STATEMENT OF THE PROBLEM

The Government of Kenya is committed to implementing its educational commitments internationally, regionally and locally. Indeed several education policy documents in Kenya have provisions that emphasize the importance of providing quality education. For instance, the (TSC Act; 2012) mandates the commission to monitor the conduct and performance of teachers in the service. In compliance with the Result-Based Monitoring and Evaluation framework, the Commission was prompted to introduce Performance Appraisal System for teachers in order to strengthen supervision and monitor their performance in teaching at school level. Despite the effort by the government through the Teachers' Service Commission to ensure teachers deliver quality teaching services to the learners, some teachers seem to resist the monitoring tool provided by the Commission. They claim that this tool – otherwise known as the Teacher Performance Appraisal and Development (TPAD) tool is not used to reward them appropriately. There is even a report which claims that the TPAD programme in schools is only subjecting teachers into clerical activities more than allowing them to carry out their core duty of teaching. (KNUT; 2018). Another report on assessment in Mumias East Sub County reveals that there is inadequate curriculum supervision, ineffective teaching, wastage of time, child unfriendly schools and inadequate utilization of teaching/learning resources.(DQASO:2018) all these areas mentioned are addressed in the TPAD, yet performance is low according to DQASO report. Why is this?

This research, therefore, sought to bridge the gap in knowledge on the influence of the appraisal system on teacher's job performance in public primary schools in Mumias East Sub-county, Kenya.

3.1 RESEARCH METHODOLOGY

3.1.1 Research Design

This research study used descriptive survey research design. The focus was on gathering data from the respondents and then using it to discover facts and arrive at conclusions on the teachers' performance appraisal and job performance in Mumias East Sub County in Kakamega County, Kenya. Descriptive survey design was considered most suitable since it made it easy for the researchers to collect information about the opinion, attitude and habits of the respondents without manipulating any variables

3.1.2 Target Population

The research was conducted in public primary schools in Mumias East Sub County, Kakamega County, Kenya. The sub county has 3 administrative units; East Wanga, Lubinu-Lusheya and Malaha-Isongo-Makunga Divisions. At the time of the study the region had 53 primary schools with 53 Head-teachers, 53 Deputy Head teachers and 512 teachers, all employed by the Teachers' Service Commission. The 512 teachers included 152 from East Wanga, 173 from Lubinu-Lusheya and 187 from Malaha-Isongo-Makunga Divisions

3.1.3 Sample Size and Sampling Techniques

Mugenda and Mugenda (2003) recommend that a sample of between 10 to 30 percent is adequate enough for a study. Stratified sampling was used to select 30% of schools that participated in the study on the basis of the divisions, within Mumias East Sub County. All deputy head teachers from the sampled schools were considered. As for the teachers, simple random sampling was ideal for selecting 30% from every division. Table 1 shows a summary of sample size

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Division	No. of schools	Sampled schools	Sampled D/Head teachers	Total No. of teachers	Sampled teachers
East Wanga	16	5	5	152	46
Lubinu-Lusheya	18	6	6	173	52
Malaha-Isongo-Makunga	19	6	6	187	56
Total	53	17	17	512	154

3.1.4 Research Instruments

Questionnaires were used to obtain data from the respondents. The questionnaires were designed and issued basing on the categories of the respondents; Deputy Head teachers and teachers. The design had two sections. In section A, demographic information was captured. Section B included part 1; the teacher job performance, part 2; teacher professional knowledge, part 3; teacher professional development, part4; teacher collaboration with the parents/ guardians and part 5; the teacher creativity in teaching.

In addition observation schedule was used by the researcher to collect data on the availability and used of certain records and programmes in the sampled schools.

3.1.5 Research Objectives and Research Questions

The objectives of this research study were:

1. To determine the extent to which professional knowledge influences the teachers' job performance in public primary schools in Mumias East Sub County.
2. To establish the influence of continuous professional development on the teacher's job performance in public primary schools in Mumias East Sub County.

To achieve the said objectives, the research was guided by the following questions

1. To what extent does the teacher's professional knowledge influence his or her job performance?
2. In what ways does the continuous professional development of teachers influence the teacher's job performance

4.1 RESEARCH FINDINGS AND DISCUSSION

This research was carried out between January and June of 2019. Out of 17 questionnaires administered to the deputy head-teachers, 15 of them were completed and returned making a questionnaire return rate for the principals to be 88 percent. For the teachers 140 out of 150 questionnaires were completed and returned demonstrating a 93% response rate This return rate was considered representative enough and adequate for analyzing and reporting results.

4.1.1 Research Question 1: To what extent does the teacher's professional knowledge influence his/her job performance?

The first objective sought to establish the effect of teacher professional knowledge on their Job satisfaction. The research aimed at establishing the relationships of both deputy head teachers and teachers' appraisal on job performance. We administered questionnaires to collect opinions on the level of job performance in relation to appraisal systems in their schools within Mumias East Sub County. The scale used for coding the data was as follows; S.A -strongly agree was presented by value five (5), A- Agree coded as four (4), U- Undecided coded as three (3), D-Disagree coded as two (2) and SD- strongly Disagree coded as one (1) Finally, data was computed and presented in various forms as discussed.

4.1.1.1 Deputy Head teachers' responses on Professional Knowledge and Job Performance

The results indicated that majority of deputy head teachers agreed with appraisal tool on professional development. These includes: checking, signing professional documents and updating head teachers which was confirmed by 64.3% summed up by strongly agreed at 28.4 and agree at 35.7% respectively. On whether supervision of learners evaluation on mastering of content was in line with school testing policy their responses were at 64.3% showing they agreed with the statement. This implies that this appraisal directly or indirectly affects the teacher job performance, the learners and the school at large. Additionally, this is in line with the Teacher Service Commission (2015) that gave head teachers the mandate to supervise teachers and their deputy head teachers in order to to provide quality education in the country. Moreover, Mburugu

(2010) argues that most of teachers in Kenya are aware of the importance and need for professional development and the exchange programmes that positively enhance teacher's job performance. This study corresponds with Mburugu (2010) findings that head teachers are already in support of teachers to enroll in training opportunities to facilitate their job performance.

Further data analysis was done using inferential statistics to establish the relationship between the performance appraisal tool and teacher's job performance. To achieve this objective, we were prompted to use Chi-Square test using SPSS software The data was analyzed and presented in table 2 as indicated

Table 2: Chi-Square test on relationship between professional knowledge and deputy head teachers' performance

	Value	Df.	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.764	9	.227
Likelihood Ratio	12.530	9	.185
Linear-by-Linear Association	2.318	1	.128
No of Valid Cases	14		

Table 2 demonstrates that there was statistically significant relationship between professional knowledge and deputy head teachers job performance as illustrated by the value of $p=(p<0.05)$. These findings show that majority of deputy head teachers are professionally advanced. For instance, they are properly trained and have standard qualifications in the teaching profession and are aware of their professional requirements. Therefore, majority of deputy head teachers are in agreement with appraisal tool in relation to professional knowledge such as checking, signing and forwarding records to head teachers for approvals. It shows deputy head teachers roles in supervision of learners, evaluation on mastering of content in relation to testing policy, organizing individual learning programmes for learners with special needs, observing teachers in class and syllabus coverage as well as proper maintenance of work covered records as key variables influencing the job performance of deputy head-teachers These findings actually contradict those of Muhia (2010) who argued that performance appraisals have no use and add no value to teachers' performance.

4.1.1.2 Teachers' responses on Professional Knowledge and Job Performance

Teachers' views on professional knowledge in the questionnaire are as reported in Table 3.

Table 3 Responses on professional knowledge by teachers N=140

Professional knowledge	Teachers									
	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Individual lesson observation at least once a term is done and it improves my job performance	36	25.9	61	43.9	8	5.8	15	10.8	19	13.7
I prepare schemes of work, lesson plans, notes and teaching aids based on current curriculum and syllabi to improve my performance	48	34.3	67	47.9	4	2.9	15	10.9	6	4
I organize individualized learning programmes for learners with special needs to improve my performance	18	13.0	46	33.3	5	3.6	19	13.6	39	28.3
I evaluate learners on mastery of content covered in line with the schools testing policy, maintenance of records of words for covered and learners progress records to improve my job performance	52	37.4	63	45.3	3	2.2	12	8.6	9	6.5
I cover the syllabus within stipulated time and I maintain records of work covered to improve my job performance	34	24.5	74	53.3	3	2.2	16	11.5	11	8.6

Results in table 3 show teachers' responses on professional knowledge and majority of teachers as indicated by 50% and above agreed on the variables under study as far as professional knowledge is concerned. The statistics imply that the appraisals on professional knowledge positively or negatively influence teacher's job performance. For instance, the results indicate that 50% of the

teachers agreed that covering the syllabus within stipulated time and maintaining records of work, positively influences teachers job performance in schools in Mumias East. This implies that in schools where teachers observe this tool they fostered better KCPE performance since the year 2015. However, teachers' opinions varied on aspects of individual lesson observation at least once in a term, preparing schemes of work, lesson plans, lesson notes and teaching aids and organizing individualized learning programmes for learners with special needs. Majority of teachers confirmed and agreed with this appraisal tool on professional knowledge as illustrated by 64.3% respectively on table 3

Noel et al (1997) pointed out that support for appraisal plays an integral part of organizational performance management system whereby management ensures that responsibilities, duties and outcome are in relation with organizational objectives. Therefore, these findings concur with their argument that in schools where head teachers closely monitored the appraisal tool on professional development of teachers demonstrates that their performance outcome makes their schools to have a competitive advantage over other schools where head teachers ignore performance appraisal of their teachers.

On the other hand, teachers too agreed and others disagreed with the appraisal on teacher's job performance. For instance, 87.6% of teachers were positive that they set and work to achieve performance targets. This indicates that such statements positively influence teachers to set targets that enable them to measure their successes and failures as the appraisal tool provides the guidelines. On the contrary majority of teachers disagreed with views such as teachers are rewarded for achieving their performance targets as marked by 56.4% of the responses. This implies that teachers are negatively influenced for although they are appraised for meeting the performance targets they are never rewarded. This demotivates teachers and encourages laxity resulting in low KCPE performance in schools in Mumias East Sub County.

The data analysis was further computed to establish whether there was a statistical significant relationship between performance appraisals and the teacher performance. In this regard, a chi-square test was run, calculating the P<value of the variables under study as shown in Table 4.

Table 4 Chi-Square test on relationship between professional knowledge and teacher's performance

	Value	Df.	Asymp.Sig. (2-sided)
Pearson Chi-Square	18.919 ^a	16	.273
Likelihood Ratio	18.983	16	.270
Linear-by-Linear Association	1.651	1	.199
N of Valid Cases	137		

The findings on table 4 demonstrates that there was a statistically significant relationship between continuous professional development and teachers performance as illustrated by the value of $p = (P < 0.05)$. This implies that teachers in public primary schools in Mumias East Sub County are professionally trained and qualified. Hence, they play roles in relation to professional knowledge which includes individual lesson observation, preparing schemes of work, lesson plans, lesson

notes, and teaching aids based on current curriculum and syllabus, teachers organize individual learning programmes for learners with special needs, teachers evaluate learners on mastery of content covered in line with the schools testing policy, maintenance of records of works for covered and learners progress records which enhance teachers' job performance. These study findings are in relation with Ngari (2015) who pointed out that profession knowledge has a strong relationship to worker's performance

4.1.2 Research Question 2: In what ways do the continuous professional developments of teachers influence the teacher's job performance

The second research objective tried to establish the relationship between continuous professional development and the teachers' job performance. To achieve the said objective a questionnaire was administered to both the deputy head-teachers and the teachers.

4.1.2.1 Deputy Head teachers' responses on Continuous Professional Development

The data collected were analysed The scale used for coding the data was as follows; S.A - strongly agree was presented by value five (5), A- Agree coded as four (4), U- Undecided coded as three (3), D-Disagree coded as two (2) and SD- strongly Disagree coded as one (1)Table 5 presents the findings.

Tables 5 Responses on continuous professional development

Continuous professional development	SA	%	A	%	UN	%	D	%	SD	%
Enrolling to teacher professional development courses improves teachers performance	2	50	4	28.6	2	14.3	1	7.1		
Teachers participation in training and marking exams at different levels improves teachers jobs performance	3	21.4	8	51.1	2	14.3	1	7.1		
Peer learning activities in school improves teachers job performance	1	7.1	7	50	4	28.6	2	14.3		
Subject panel meeting improves teachers job performance	4	28.6	8	57.1	-	-	2	14.3		

N=15

From Table 5, it is clear that a majority of deputy head-teachers confirmed and agreed as indicated by 50% and above on all the statements on continuous professional development. They include enrolling to teacher professional courses where 78.6% of them agreed with the statement. Seventy-three point five percent of the deputy head- teachers agreed that participating in training as well as engaging in marking of examinations at different levels influences their job performance. Regarding peer learning activities and subject panel meetings in school deputy head teachers confirmed and agreed by 57.5% and 85.1% respectively that it improves their job performance.

The findings also show that 42.9% of deputy head teachers disagreed with the statement on peer learning activities having a negative influence on teachers' job performance. This aspect plays a vital role in the performance of an educational institution. Hence, there is a need to encourage more peer training activities for schools in Mumias East. To conclude on these findings it is true to state that continuous professional development has a direct or indirect influence on teacher's performance. According to Tukunimulongo (2016) job training strategies are important in improving worker's performance and productivity. Therefore, this study demonstrates that continuous professional development has a positive significant influence on the deputy head teachers' job performance in public primary schools in Mumias East Sub County.

4.1.2.2 Teachers' responses on Continuous Professional Development

Teachers were also required to provide their views on the effect of continuous professional development on their job performance. To ensure this objective was obtained, the instructional tool was administered to teachers to find out where continuous professional development had positive or negative influence on teachers job performance. The collected data was computed and recorded using the same coding system as reported in Table 6.

Table 6 Responses on teachers on continuous professional development N=140

Continuous Professional Development	SA	%	A	%	UN	%	D	%	SD	%
I engage in termly appraisal process to improves my job performance	36	25.9	61	43.9	8	5.8	15	10.8	19	13.7
I do continuous evaluation on my work to improves my job performance	48	34.3	67	47.9	4	2.9	15	10.8	6	4.3
I involves myself in teacher professional development activities at school level to improves my job performance	18	13.0	46	33.3	15	10.9	39	28.3	20	14.3
I have enrolled in recognized/relevant professional courses to improve my job performance	52	37.4	63	46.3	3	2.2	12	8.6	9	6.5
I engage in peer learning programmes to improves on my job performance	34	24.5	74	53.2	3	2.2	16	11.5	12	8.6
I interact with educational specialists to improves my job performance	26	15.2	74	53.6	8	5.8	18	13	17	12.3
I do networking with educational bodies such as KNEC KICD and MOEST to improve job's performance.	31	21.1	56	40	14	10	21	15	18	12.9

The results demonstrate that a majority of the teachers agreed that these appraisal tool has a positive or negative influences on teacher's job performance. For instance, statements on whether a teacher engages in termly appraisal process was indicated by 66.4% summed up by strongly agree at 27.1% and 39.3% respectively. Teachers opinions on networking with educational bodies such as the Kenya National Examinations Council (KNEC) the Kenya Institute of Curriculum

Development (KICD) and the Ministry of Education, Science and Technology (MoEST) illustrate that 21.1% of teachers strongly agree and 40% of teachers agreed totaling to 61.1%.

Ten percent of the teachers were undecided while 28% of teachers disagreed with this statement. It is important therefore, for teachers to be involved in these educational bodies' activities in order for them to upgrade their skills to more recent ways of imparting content and knowledge to learners in a more effective and efficient manner. It also enhances teacher performance for primary schools in Mumias East Sub County.

These findings are in line with those of Muli (2011) who argued that performance appraisals have the guidelines that directly affect the behavior and attitudes of teachers. Furthermore, teachers who engage in trainings are also couched on how to address the challenges facing the education sector. As such the study concludes that schools with teachers who properly embrace networking with educational bodies have been posting good KCPE performance since the year 2015.

5.1 CONCLUSIONS AND RECOMMENDATIONS

5.1.1 Conclusion

In conclusion, the findings show that majority of deputy head teachers are professionally advanced; for instance, they are properly trained and are aware of their professional requirements. Thus, they are in agreement with appraisal tool in relation to professional knowledge such as checking, signing and forwarding records to head teachers for approvals. It shows deputy head teachers roles in supervision of learners evaluation on mastering of content in relation to testing policy, organizing individual learning programmes for learners with special needs, observing teachers in class as well as syllabus coverage and proper maintenance of work covered records as key influences on teacher performance.

The findings also demonstrate that teachers in public schools in Mumias East Sub County are professionally trained and qualified. They play their roles in relation to professional knowledge which has a strong relationship to their work performance. This includes; individual lesson observation, preparing schemes of work, lesson plans, lesson notes, and teaching aids based on current curriculum and syllabus, teachers organize individual learning programmes for learners with special needs, teachers evaluate learners on mastery of content covered in line with the schools testing policy, maintenance of records of work covered and learners progress records. The research confirms that performance outcome in schools where head teachers use the appraisal tool to closely monitor the professional development of teachers demonstrate a competitive advantage over other schools where head teachers ignore the performance appraisal of their teachers.

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