HEADTEACHERS' ROLE IN PERFORMANCE APPRAISAL ON TEACHERS' PERFORMANCE IN GANZE SUB-COUNTY

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DECLARATION

This thesis is my original work and has not been presented to any other university or examinable body.

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DEDICATION

I affectionately dedicate this paper to my parents, my wife, my son and daughter for their support. I kindly pray to God to reward them.

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ABSTRACT

Ganze Sub-County KCPE performance has been generally low, with more than 50% of the candidates recording less than 250 marks from 2012 to 2019 KCPE results. The pupils performances are a reflection of the teacher's performance and specifically how performance appraisal strategies of the teachers are handled by the school management, TSC and the Ministry of Education. It was in the backdrop of the above statement that influenced the researcher sought to establish head teachers' role on performance appraisal on teachers' performance in Ganze Sub-County. The study was based on the following objectives: To determine the role of head teachers' in motivation and reward on teachers' performance in Ganze Sub-County, to examine the role of head teachers' in professional development on teachers' performance in Ganze Sub-County, to establish the role of head teachers' in goal setting practices on teachers' performance in Ganze Sub-County and to assess the role of head teachers' role in performance feedback practices on teachers' performance in Ganze Sub-County. The study will be of great value to the ministry of education in both the county and national level and even teachers service commission. To provide the basis of the study, the researcher relied on job characteristics model. The study adopted descriptive research design with quantitative approaches, where 106 public primary schools were targeted. The study used Slovene's formulae in determining 84 respondents of the study. The study used structured questionnaires using Likert scale on all the variables. The study used SPSS version 24, where descriptive and inferential statistics was used. Out of the 84 questionnaires, distributed by the researcher, only 67 questionnaires were returned. The analysis showed that motivations and rewards and teachers' performance were positively and significantly related ($\beta=0.187$; $p=0.030$). Further the analysis showed that there was a positive and significant between professional development and teachers' performance ($\beta=0.214$; $p=0.009$). Thirdly, on the goal setting practices and teachers' performance, the output showed ($\beta=0.206$; $p=0.004$). Finally, on the relationship between performance feedback practices and teachers' performance, it was determined as ($\beta=0.201$; $p=0.003$). The study concluded that performance appraisal practices (motivations and rewards, goal setting practices, training and development and performance feedback practices) significantly contributes to the teachers' performance in public primary schools Ganze Sub-County. The study recommended that head teachers should therefore be encouraged to reinforce the use of innovative ways of teaching by teachers in education. This can be done by the school management organizing for seminars for teachers to enlighten them on the advantages of adopting innovative ways and creativity in teaching, supporting activities that are geared towards innovation enhancement. The educators should participate in the development of goals to form a transparent and impartial approach to appraisal to allow them understand their grounds of evaluation.

TABLE OF CONTENTS

LISTS OF TABLES

LIST OF FIGURES

ABBREVIATIONS/ACCRONYMS

BARs: Behavioral Anchored Ratings

KCPE: Kenya Certificate of Primary Education

MBO: Management by Objective

OECD: Organization for Economic Cooperation and Development

PC: Performance Contracting

TALIS: Teaching and Learning International Survey

TSC: Teachers Service Commission

TPAD: Teacher Performance Appraisal and Development

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The performance of teachers encompasses their effectiveness on the basis of the outcome of the pupils, the attended lessons, their skills of communication, the covered syllabus, knowledge of their profession, ability to make decisions, management of lessons and interpersonal ability (Teaches Service Commission [TSC], 2008). Jonyo and Owuor (2017) asserts that ineffective systems of evaluation and supervision within public education systems have resulted in the dissatisfaction of teachers, apart from low pupil numbers and their literacy and the lack of curriculum comprehension among teachers. While, Didinya, et al. (2018), opined that teachers' performance appraisal plays a critical role in educational standards.

Appraisal of performance is the procedure of assessing work behaviors by measuring and comparing formerly developed standards, documenting the outcome and ensuring the information reaches the staff. It is a process that is undertaken between an employee and the manager (Mcnamara, 2014). Appraising of performance is a procedural and unbiased manner of measuring the relative value or capability of a staff in undertaking their job. This is highlighted on two facets: objectively and systematically. The manner in which the performance is evaluated is basically systematic. The manner in which the entire performance is evaluated is reliant on the systematic nature of the appraisal process. Making use of the same appraisal technique to different people varies. Appraisal has objectivity when it is trying to minimize prejudice and biases from people (Armstrong, 2013).

The basis of appraising performance according to Bruns (2015) is for performance judgement, to associate a person's performance to the goals of an organization, to

promote the enhance competence and development of juniors, to vitalize the motivation of juniors, to increase dissemination of information among juniors and superiors, to be considered as a ground for judgement regarding their remuneration and promotion and to be the basis for integrating and controlling the organization. The administration of performance appraisal should however be fair. The performance appraisal procedure can be a pragmatic technique for motivating staff and developing them when their employees consider their performance appraisal as fair and accurate (Messer & White, 2016).

The practice of appraisal mostly encompasses official review and response periods and may encompass processes for developing objectives of work, undertaking self-appraisal and developing results of appraisal on their own which can have a predominant impact of the reaction of staff concerning their organization, seniors and work. The procedure for appraisal can get to be a source of exasperation and utmost discontentment when staff consider the system of appraisal as immaterial, political and prejudice (Skarlicki & Folger, 2016).

There are two categories of methods applied in conducting teachers' appraisals which include traditional and modern techniques. Traditional techniques considered ranking methods, critical incident, and narrative essays among others. Modern methods include management by objective (MBO), 360 Degree, behavioral anchored ratings (BARs), and 720 degrees among others (Ashima & Sundar, 2013).

Ashima and Sundar (2013) contend that most of the traditional techniques are, today, no longer in use. They instead advocate use of modern methods in appraisals. Management by objective is a modern method and comprises 3 building blocks namely: objective formulation, execution process and performance feedback. The method evaluates an employee's achievement of specific set objectives. The other modern

method used is behavioral anchored rating which is a process through which the supervisor rates an employee based on his or her behavior on a numerical scale (Wu, 2015).

360 Degree performance appraisal is another modern tool that allows an employer to know employees performance on the task assigned. It provides information about the employee's performance as obtained from different sources of people who work closely with the evaluated employee (Espinilla et al., 2013). Ashima and Sundar (2013) contend that the most popular method used by many organizations in India is the 360 Degree. It relies on getting information about an employee's performance from different sources such as the employees' superiors, colleagues, subordinates and sometimes customers. Despite its usefulness, various weaknesses have been pointed out that limit the performance of the 360 - degree performance appraisals. They include the fact that the final outcome are difficult to explicate in the right manner due to quantitative evaluations do not often constitute qualitative data in a correct way (Espinilla, et al. 2013).

An important role is played by teachers in attaining quality education within a state. The job performance of teachers touches on their ability to accomplish certain activities within a given timeframe in the school to attain outlined goals. Those activities include management of classes, developing exams, punctual and regular appearance for classes and in school and prompt coverage of the syllabus (Obidale, 2016).

The responsibility of the head teacher is to impact the educators in to performing their duties by implementing various strategies. Such include assessing the records of the teachers, pupils work; offer materials for instructions, right motivation and enough stimulation for the staff and pupils to enhance teacher's job performance and pupil achievement (Jafari et al., 2016). Bakhda (2014) indicates that, a head teacher discretely

makes use of a small team to explore emerging notions and approaches and then utilizes a large team in decision making. The INSET program is then used by the head teacher to address the development needs of staff after being analyzed.

Appraising of teachers performance is more and more being perceived as an important procedure by schools in elevating teacher competency hence high education standards (Stiggins & Bridgeford, 2015). The system of appraising performance can have notable influence on the teacher's behavior and attitude hence influencing the teacher's performance and the pupil's outcomes of learning. Nevertheless, as pointed out by Danielson and McGreal (2015), the process of appraising teachers is challenging and has been condemned as unproductive in elevating the teacher's quality of instruction. The challenges related to appraisal of teachers include the strain between summative motive of appraisal and its formative motive, the absence of concurrence on suitable appraisal methodology, the apprehension in relation to reliability and validity of evaluation tactics and the pessimistic view of teachers regarding the system of appraisal (Peterson, 2015).

In the United States of America (U.S.A) supervision of instructions and the management of the school is the responsibility of the head teacher and is done through frequent class observations and visits (Archibong, 2016). Observation of classroom time is perceived as a technique of communication in which head teachers share different matters influencing learning and teaching particularly in the class. Supervision of teachers is also seen as a form of appraisal where the teachers review the outlined matters.

Finland is a practical example of a system where previously school and teacher supervision and inspection was eradicated in the 90's though not succeeded by another external system that was similar. As a result, currently the evaluation of teachers is

being undertaken together with other policies in each and every school. The existing teacher evaluation system in Finland is characterized by a high degree of confidence bestowed on academic institutions and competencies/professionalism of teachers as a foundation of enhancing teaching standards (Isore, 2017).

Botswana developed a Government policy in 1988 on the implementation of teacher job evaluation. It focused on the need to expose the educators to certain ways of constant evaluation to establish their qualification for an increase in remuneration and promotion throughout the performance levels. This association between pay and appraisal was strongly rejected by unions and organizations of teachers hence resulting in industrial strike (Habangaan, 2016).

In 1992, due to the excise of evaluating jobs and its resulting challenges, an emerging tool named teacher performance appraisal was introduced. The tool focused on exhibiting a passive, acceptable and thorough structure, which would provide an opportunity for teachers to enhance their professionalism (Motswakae, 2014).

In France, the system for evaluating teachers that is in place was mostly depicted as not being so fair, not being quite efficient and resulting in unease and most times being a challenge for both the evaluator and the teacher, due to its focus on procedures that are administrative instead of being a complete scheme with a purpose that can be improved clearly (Pochard, 2013). Educators in secondary schools are assessed by a team comprising of a school principal and an inspector. Although, the planned frequent assessment usually doesn't happen as expected. First, how frequent the assessment is undertaken is not indicated in law, and is inconsistently established by the available inspectors. This results in some concern in relation to how the system is judged as fair because educators covered by the same rules get their feedback at staggering periods. Also, concerning how effective the duration takes between two assessments which for

secondary schools takes six to seven years which is a very lengthy period. As a consequence, frustration and unease is reported by the inspectors as being related to the process of evaluation, basically because they believe they influence in a small way the practices of teachers and therefore are incapable of developing the skills and competencies in enhancing teaching (Pochard, 2013).

A Study by Sharma et al. (2014) regarding the manner in which the supervision of instructors is conducted within three countries in Asia: Thailand, Malaysia and India, established that there was a cold war between supervisors and teachers because the supervisors were being used to exert power and control. Supervision is being perceived by a number of teachers as being meaningless process whose value is little and being done just as a matter of requirement.

According to Teaching and Learning International Survey (TALIS, 2016) in Turkey, Slovenia, the Slovak Republic, Poland, Mexico, Malta, Malaysia, Lithuania, Korea, Italy, Hungary, Bulgaria, Brazil and Australia, not less than half of the educators work in academic institutions where it was reported by the principals that at a bare minimum the school was evaluated annually (by either the school itself or external evaluator) (Organization for Economic Cooperation and Development [OECD], (2016). Slightly above 75% of educators in Slovak Republic, Malaysia and Lithuania worked in academic institutions where it was reported by principals that evaluation was either more frequently conducted or conducted yearly [OECD], (2016).

In 2003, the government of Kenya initiated the management of performance as part of its program of reforming the public sector. It made certain that every public servant besides teachers were included in the program for managing performance. The Teachers Service Commission (TSC) in 2016 introduced contracts based on performance for institutional heads (PC) and development and appraisal of performance

(TPAD) for all teachers. The TPAD and PC are the tools for managing performance meant to increase the teaching standards and eventually enhance learning in schools (Muli, 2016).

According to Muli (2016) the rehabilitations are intentioned to develop a performance focused culture and install accountability within public schools. Systems of appraising performance and contracting based on performance, according to the 2015/2016 annual report produced by TSC, form part of the whole reform of the public sector focused on enhancing effectiveness and efficiency that results in the achievement of the objectives of the organization. They develop a comprehension in the manner in which performance can be improved in regards to items to be actioned and the manner in which achievement can be weighed. The management of teacher performance is contained in the TSC Act Section 11(f). It calls for the commission to track the behavior of teachers and their performance within the service of teaching and in relation to the 2015 teacher regulation code 52. The TSC Act stipulates that an open system of appraisal shall be developed by the commission for the educators to empower their supervision and for their continual performance tracking in implementing the curriculum. Further, the 2015/2016 report from TSC introduced and institutionalized contracting based on performance and a system for development and appraisal of performance for all teachers to increase the implementation effectiveness of the curriculum in enhancing outcomes of learning (TSC, 2016).

According to the 2014/2015 report authored by the TSC, TEPIK benefitted from a grant running from 2013 to 2015 which was secured by the commission. The Teachers Service Commission was to jointly execute this project with the British Council. The teacher's regulation code was therefore revised through the facilitation of this project leading to the publication of the code of conduct and ethics. Using the grant, teachers

were also sensitized on various aspects of the code which was furnished to all public schools in the entire nation.

Gichuhi (2013) stipulates that appraisal of performance for staff is essential in schools within Kenya because training and education has been prioritized within the nation's developmental plans so as to create awareness among the citizens and to make them ready to take up key positions in the high and middle level within both the public and private sectors. This nevertheless can be achieved by effectively appraising performance which makes sure that the performance of teachers is effective as related to the set targets. Gichuhi (2013) further states that, most of the education institutions in Kenya do not have a program for appraising performance of staff that is effective and where on exists, it doesn't offer teachers sufficient motivation, hence the outcome is below par performance in the teaching profession.

The Kenya Basic Education act places a statutory duty on the school board of management to ensure that appropriate education is provided to all school pupils. Additionally, the school boards play an oversight role over finance   management in accordance with the government statutes. Other school board duties   include: maintenance   of school physical properties, promote peace, inclusion, integration of all learners, creation of school culture counseling and learners discipline (Kihara, 2006). Kihara (2006) asserts that worldwide school boards of management are responsible for: establishing policies that are consistent with organizations' mission statements and adopting values, vision and a clear statement of the school mission. Other responsibilities include: periodically and developing reviewing strategic goals in relation to schools' mission and vision, monitoring and supporting school heads, nurturing and evaluating the performance of school heads, school non-teaching and teaching staff. It is also the duty and responsibility of the board of management to use

rewards and incentives for any outstanding performance. All this ought to be done in accordance and compliancy with the Kenyan laws and regulations. The Education Act No.114 of 2013 lists functions of school Board of Management. These functions include to promote best interests of the institution, ensure the development of the institution, ensure safe and healthy school environment, recruit, employ, and remunerate non-teaching and teaching staff. The schools boards also submit reports to the County Education Board as this is a requirement by the Ministry of Education Science and Technology.

In the country, poor primary schools' infrastructure has been an issue for the very long time. This poor infrastructure has created a barrier to school planning and has affected the quality of education in primary schools (Kerubo, 2013). Basic standards of inspection and health have not been met by majority of public primary schools in the country, because they are poorly maintained, coordinated and planned (Siringi, 2009). Effective material resources and planning of physical facilities is required for the implementation of broad-based curriculum in order to facilitate specialized programmes (Sarker et al., 2020). Supervision, coordination and organization are required in planning the availability of effective learning and teaching and use of space (Ngithi, 2013).

Malau (2015) conducted a study in Kilifi on the Kenyan Coast and determined that officers concern with quality assurance barely turnout in schools, therefore are oblivious of the happenings at the institutions including challenges faced by teachers in implementing the curricula. Non-devoted teachers end up practicing absenteeism. It was established that a number of academic institutions lacked proper head teacher administration because a number of them were took up teaching duties. This resulted

in insufficient time remaining for checking up on the how lessons were being conducted to standard eight pupils, their progress, lesson notes, classroom planning and schemes.

1.1.1 Ganze Sub-County

Ganze Sub-County is one of the six sub-counties in the vast Kilifi County and it has a total of 106 public primary schools distributed in various locations of the county. In the Sub-County there are many signs of lack of motivation to teachers. These included sign of stress, absence from work, alcoholism and truancy (District Education Officer [DEO], 2012). There have also been a few suicide cases of primary school teachers in the district (DEO, 2012). In the year 2012, 54 teachers were transferred to other schools within the sub-county. The main reasons for the transfers were absenteeism, negligence of duty, alcohol abuse, insubordination, incitement among others (DEO, 2012). All these are signs of lack of motivation. Studies on motivation have not been exhaustively done.

Report from the education office in the sub-County of Ganze reports a fluctuation of performance in KCPE. The Director of Education from Ganze also supports this reporting. In the past half a century, the mean score performance of public primary schools in the Sub-County of Ganze has been as follows: 216, 259, 225, 263 and 253 in the year 2013, 2014, 2015, 2016 and 2017 respectively (SCDE, 2018). The need for this study has therefore been necessitated by the fluctuation in results in KCSE within Ganze Sub County.

1.2 Statement of the Problem

Globally, teachers' performance appraisals usual norm in the country's public education system: ninety-eight percent of public schools indicated that having been officially assessed not less than once within the academic institution where they currently work (National Center for Education Statistics [NCES], 2017). But, NCES

(2017), further reports that about four percent of the educators had indicated that whatever they had scored was considered in assessing their performance while nineteen percent indicated that the evaluation considered their portfolio. Majority (90%) of performance appraisal were conducted by head teachers.

Ganze Sub-County KCPE performance has been generally low, with more than 50% of the candidates recording less than 250 marks from 2012 to 2019 KCPE results. Ganze Sub-County is therefore representative enough of many other similar Sub-Counties in Kenya which continuously have posted low results. The pupils performances are a reflection of the teacher's performance and specifically how performance appraisal strategies of the teachers are handled by the school management, TSC and the Ministry of Education. The study acknowledged that the real situation on the ground is that teachers are not engaged in professional development, lack of motivation and rewards, goal settings practices and performance feedback assessment. From the ideal and the real situation, the study seeks to probe the role of headteachers' on performance appraisal on teacher's performance in Ganze Sub-County.

Despite these problems, few studies have been directed on the topic especially at a primary school level in the Country. Alubbe (2015), studied the elements impacting the execution of the system of appraising the performance of teachers within public academic institutions in Westlands Constituency in Nairobi. Aloo et al. (2017), examined the effects of the appraisal policy concerning performance of teachers in relation to curriculum execution within public O level institutions within Kenya. While Mwai and Muchanje (2018), studied the adherence to appraisal of performance within public basic education institutions within the sub-county of Gilgil. Further closely related to this study, Mwai (2018), studied the How appraisal of performance is influencing the motivation of teachers within public education institutions within the

County of Nakuru. Based on these reviewed studies it was determined that a conceptual, methodological and contextual research gaps exists which this study intends to bridge. adewale

1.3 The Purpose of the Study

The main purpose of the study was to determine head teachers role in performance appraisal on teachers' performance in Ganze Sub-County.

1.4 Specific Objectives

Specifically, the study sought to:

i. To determine the role of head teachers' in motivation and reward on teachers' performance in Ganze Sub-County.

ii. To examine the role of head teachers' in professional development on teachers' performance in Ganze Sub-County.

iii. To establish the role of head teachers' in goal setting practices on teachers' performance in Ganze Sub-County.

iv. To assess the role of head teachers' role in performance feedback practices on teachers' performance in Ganze Sub-County.

1.5 Research Questions

The research questions were to:

i. What is the role of head teachers' in motivation and reward on teachers' performance in Ganze Sub-County?

ii. What is the role of head teachers' in professional development on teachers' performance in Ganze Sub-County?

iii. What is the role of head teachers' in goal setting practices on teachers' performance in Ganze Sub-County?

iv.   What is the role of head teachers' role in performance feedback practices on teachers' performance in Ganze Sub-County?

1.6 Significance of the Study

The study will seek to analyze teachers' responses on appraisals as tools of improving learning in Kenya. It is assumed that the information gathered will be useful to the TSC in pointing out whether the ongoing appraisal is effective or not. This will in turn help TSC Understanding the rationale for or against teachers' assessment is a step in the right direction since TSC may consider their concerns and inputs in the redesign of the ongoing appraisal in realizing an effective appraisal system in the near future.

Outcome of this probe will be insightful to the Education Ministry due to its capability of offering information on matters associated to the role of headteachers on teacher performance appraisal and development tool. Such pertinent insights would be very essential to the inspectorate as it will enable the inspectorate to arrive at insightful choices on the best avenues of implementing its basic role of appraising teachers in a more affable way to be able to increase the academic performance of students. This probe will greatly assist researchers in undertaking upcoming and future studies in related field. This information will therefore be utilized in developing empirical reviews.

1.7 Limitation of the Study

Just like any other this study encountered a lot of challenges such as logistical cost incurred by the researcher, this was overcame by preparing time plan during proposal stage, the researcher also encountered the geographical challenges on the locations of study respondents when distributing the research questionnaires this was also overcame by the time planning and arrangements when to collect the questionnaires was made between the researcher and the respondents. Further some of the respondents were

reluctant to give information concerning the study. However, confidentiality of their responses was assured. Cases of uncooperative respondents were noted and this affected high attainment of the rate of response. This resulted in acquisition of insufficient data which may not depict the actual elements of the problem of research. The researcher therefore engaged the participants in a short interview prior to providing them with the questionnaires as a tactic of increasing cooperation.

1.8 Scope of the Study

The study sought to determine the role of teacher motivation, teachers' professional development, inspecting teachers' records and inspecting teachers' service delivery on teachers' performance in Ganze sub-county. The study was confined to public primary schools within Ganze Sub-County. The respondents were head teachers in public primary schools in Ganze Sub County.

1.9 Assumptions of the Study

i. Appraisal of performance is undertaken within all public primary schools in Kenya as spelt out by the TSC.

ii. The information given by the respondents is correct.

1.10 Operational Definition of Terms

Goal Setting: procedure for pinpointing objectives to be attained by the school.

Headteachers' Role: these are the responsibilities of the senior most leader of the primary school.

Motivation and Reward: are the internal and external incentives that influence aspiration and energy in teachers for continuous fascination and dedication to their

job, responsibility or area of expertise or to make strides in achieving a target.

Performance Appraisal: is a systematic evaluation of school employee performance that can be used to understand their personal abilities for further growth and development.

Performance Feedback Practices: feedback or communication provided by teachers in relation to their supervisors regarding performance of their job.

Teachers' Performance: These are matrices such as management of classes, personal skills, making decisions, coverage of syllabus, communication abilities, attendance of lessons and outcome relating to performance of students for evaluating teachers' performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focused on the theoretical review, empirical review as per the study objectives, research gaps will also be identified based on the reviewed studies and finally conceptual framework interlinking the study variables.

2.1 Theoretical Review

A theoretical framework is described as a guide for the entire probe which permeates and strengthens a notion in research. It exhibits the approach taken up by the researcher in fully outlining the study problem (Grant, 2014); (Kihara, 2016). It is likened by Mehta (2013) to a structure and house foundation. Majumdar (2015) opines that it offers a reference structure for a researcher to model an argument for their probe and an observational foundation for generalizing. It is therefore a framework of the whole process of research. It is normally utilized in researches that are focused on actual theories. This study will rely on job characteristics model to provide the basis of the study.

2.1.1 Job Characteristics Theory

This hypothesis was developed by Blanchard and Johnson (2005). The theory assumes that response is among the five qualities of a job that can enhance the motivation of a staff resulting in enhanced performance. It is contended by Blanchard and Johnson (2015) that swift response in the form of goals lasting a minute, being recognized for a minute and contributions highly being redirected for a minute to contribute to the achievement of the organization by allowing staff to procure preferable information concerning their better performance, areas of betterment, and sentiments of the

supervisor in regards to this; staff develop better feeling about themselves and in this regard produce improved outcome.

Through the connection of the three concepts together, researchers suppose that fast response is certainly going to make strong the inspiration of staff as it is expected that several workers will be happy in their jobs, be proud while working and plan to advance themselves (McGregory, 1960). The researchers believe that an increase in the motivation of employees is equated to the how best they perform. In attaining improved performance, the employee feels contented with their job responsibilities and is certainly planning on retaining themselves with that organization.

It was established by Blanchard and Johnson (2015) that provision of feedback to an individual privately is certainly being viewed by the organization as both genuine and reasonable. The staff hence will comprehend the feeling and certainly develop trust within the relationship between the supervisors and the employees. If the relationship between worker and supervisor is built on trust, workers certainly will feel safe and put in more effort to attain the goals they established together.

Robert and Glick (2011), criticized the theory on the ground that it failed to distinguish between the ways in which the job incumbent about the characteristics and the objective characteristics of the job. However, Jenkins, Glick and Gupta (2013) and Woods and Yetton (2018), contradicts the above idea by insinuating that perception of task characteristics were just perception and not factual attributes of tasks that did not hold for long, actuality and perceptions often seem to coincide.

In relation to this study, the application of the model of job characteristics in the context of appraisal of performance to reveal new views of enhancing teacher' performance. It can also provide steps in view of the aspects of design work such as appraisal and outline the manner in which internal motivation can be used to produce more suitable

appraisal of their teachers. Finally, this model can provide the basis of the adoption of a system of appraising performance which can be utilized to enhance acceptance of teacher ratings and in providing several sources for responses in relation to performance of teachers.

2.1.2 Goal Setting Theory

In 1968, Locke Edwin produced this theory for purposes of expounding on the behavior of humans in certain situations of their work. Expressed in this theory is the setting of goals which is normally associated with fulfillment of work. It notes that workers will find acceptable, challenging and specific goals as well as ones with suitable feedback to be quick in resulting in high performance levels (Locke & Latham, 2006) Locke and Latham, 1979). This can be associated with the participation of workers in developing appraisal of performance because it includes goals that have been developed to be attained by workers when the time of their appraisal ends. The gap in performance is also identified and employees are assisted to enhance the areas of need.

In regards to this theory, better and new approaches are discovered by employees using these goals in order to effective work. It is in agreement that goals are certainly going to be rated highly when people are not forced to take up these goals but rather left open. The theory therefore postulates that there will be an increase in performance when employees participate in developing these goals and when they are specific. Accomplishment chances are therefore enhanced when five rules are followed in setting them up (Locke & Latham, 2006). These are: complexity of task, feedback, commitment, challenge and clarity. As ascertained by Newstrom (2011), individuals are motivated when they set their goals even as they are aware that they may fall short of achieving their performance either in the future or currently. Tension is thus created and this is diminished by employees by attaining these goals. The drive of the

employees is thus increased providing their work with competency in their responsibilities and increases their self-esteem which further revitalizes their need to improve themselves. The theory is essential in empowering this probe because it supports the utilization of appraisal of performance as a means of raising the teacher's performance. The identified goals are offered to teachers concerning what they needed to undertake and amount of effort needed. It is therefore the most suitable theory for this research because it points out at how to productively prepare and implement appraisal of performance which leads to enhanced teacher's performance.

2.1.3 Expectancy Theory

In 1964, this theory was developed by Vroom who famously referred to it as expectancy valence theory. The idea behind its development was that the expectations of an individual in their performance has an impact on their behavior and how they are rewarded. Motivation is contended to be realized through the outcome of the expected performance and the affiliated degree of reward to the results of an individual. The evaluation of behavior of the organization according to Vroom is essential. He argues that an individual's motivation depends on their expectations in regards to the certainty that performance is a product of effort or presumed to be associated with reward and performance and a value which is presumed to be associated with reward.

The theory is anchored on three broad concepts. First, valence concept, which states that low employee turnover, improved rewards and innovations can strengthen employees' performance. Second concept is expectancy, which implied that customer satisfaction which increases employees productivity and job satisfaction will improve employees motivation and in the long run better employees performance. The last concept is instrumentality, which asserts that employee is being rewarded for being productive and innovative and job satisfaction and employee performance depends on

better turnover. In summary employees motivation is a function of valence, expectancy and instrumentality (Lunenburg, 2011).

According to Vroom (1964), when an individual admits as true a particular value of a goal then they will be able to attain it by putting in actions; their accomplishment will be their motivation. It is an attest by Vroom that the inspiration of an in individual is focused towards anything because a person putting a certain incentive in the form of a goal and the probability of attaining the goal. Further, the theory motivates managers to comprehend the association between pay, performance and motivation. The inspiration according to Vroom depends upon the presumption that performance will be delivered through effort. This theory is essential in building this study because it explicate elements of appraisal of performance including associating performance to motivational reward.

In conjunction, to this study, the theory interlinks teachers' goals on their performance, if the teachers' goals are aligned to the education facility, their retention rate will be high. Therefore, it is important for the education facility to understand teachers 'goals and match them with the organizational goals. In addition, teachers need to acknowledge what they can accomplish and they need to understand what is required of them and achieve their targets. This theory mainly advances teachers' compensation practice of human resource.

2.1.4 Job Characteristic Model

Feedback is provided in this model as being among the five qualities of a job which may elevate the motivation of employees resulting in better performance. In the view of Blanchard and Johnson (2015), prompt feedback is provided by taking a minute to develop goals, recognize and re-direct great participations in the organizations accomplishments. This can be done by enabling employees to have sufficient

information on how to perform well, manner of improvement, and their supervisor's sentiments on it; workers are better contented about themselves and through this they produce results that are better. By associating the three notions, researchers feel that prompt response is certainly leading to strong inspirations of the employee by expecting that several individual are contented, exhibiting pride in their work and in seeking advance (McGregor, 1960).

The researchers believe that an increase in the motivation of employees is equated to the how best they perform. In attaining improved performance, the employee feels contented with their job responsibilities and is certainly planning on retaining themselves with that organization.

It was established by Blanchard and Johnson (2015) that provision of feedback to an individual privately is certainly being viewed by the organization as both genuine and reasonable. The staff hence will comprehend the feeling and certainly develop trust within the relationship between the supervisors and the employees. If the relationship between worker and supervisor is built on trust, workers certainly will feel safe and put in more effort to attain the goals they established together. The study is critically informed by this study as it strengthens the utilization of appraisal of performance as an approach for which teachers can develop better comprehension of the manner in which they perform and areas to improve.

2.2.5 Human Capital Theory

This theory was first formulated by Schultz (1961) and later expounded by Becker (1964). The theory opines that productive capital of the organization can be generated through skill and knowledge of the worker. The theory further adds that the current organizational environment can be determined by the human capital. The cadre of employees with idiosyncratic skill is usually determined by the organizational ability

of attracting and retaining human capital. This is the main reason why organisations have moved from notion of human resources to human capital. This theory views employees of the organization as a means of ensuring survival in the current competitive environment and as an asset adding value to the organization but not as an expense to the organizational income statement (Rigby et al., 2016).

This theory has been criticized on the ground of being too simplistic through emphasis on training yet training alone cannot improve employees productivity and it must be complemented with other human resource practices (Lawson, 2012). Despite the above criticism of this theory, it can be interlinked to the current study, in that if nurses receive training, they will be more inclined to remain in the health facility. Since training makes nurses to be motivated when undertaking their assigned tasks. On the part of the health facility retaining nurses for along time equips them with skills which assist the organization in all fronts which will be beneficial to the health institution.

This theory reinforces the current study as it can be linked to the teachers' performance in the education facility. Teachers are inclined to stay in the educational facility since if their skills are improved and they receive training and development. Teachers' training as a human resource practice ensures that they are motivated and they undertake their assigned their duties. Teachers' abilities, skills and knowledge create value to the health facility, this imply that the institution must have the means maintaining, developing, attracting and returning the teachers.

2.2 Empirical Review

This section reviews literature from prior scholars regarding head-teachers role on the execution of appraisal of performance on teachers and development tool on teachers' performance in Ganze sub-county. Specifically, this section reviews the effect of

teacher motivation and reward, teachers' professional development, goal setting practices and performance feedback practices.

2.2.1 Motivation and Reward and Teachers' Performance

Motivation and reward are the internal and external incentives that influence need and vibrancy in teachers to continue being dedicated and interested in working, in the subject or in their role or in developing interest in achieving their goal (Nyakundi, 2015). A study by Nyakundi (2015) revealed that rewards and recognition keep teachers committed to their jobs. This concurred with an earlier study in Vihiga secondary schools by Musungu et al. (2016) which observed that 100% of head teachers better performing educational institutions utilized rewards to influence their teachers. This meant that reward played a significant role in motivational strategy to improve and maintain academic performance of in Vihiga District. The rewards included giving teachers lunch and tea during breaks, monetary reward for better grades and taken them to trips.

Dessler (2019) states that employees compensation can either be in form of direct money payment (bonus, commission, wage incentives and salaries) and indirect payment (unquantifiable nonfinancial reward, entrainment on company cost and allowances like insurance). Khan (2014) adds that proper compensation will make employees to subconsciously belong to the organization, since it motivates them to stay in the organization. While Nawab and Bhatti (2011) adds that employees' contributes to work satisfaction and in the long run contributes to employees' commitment to the organization.

Currently it is certain that individuals are being motivated in a number of ways which are essential in the performance of an organization. An individual will execute and envisage the tactics of a firm. Rewarding has been regarded as being among the major

organizations policies which can enhance staff performance and enhance the organizations output (Ajila, 2004), yet various systems and individuals a number of times strongly decide the competency of the organization. Competencies are needed if a strategy is to be implemented. The competencies here are basically an individual's investment in terms of experience, skills and knowledge. When employees are cared for within an organization they are able to properly utilize their talents. Their full potential can be reached when they are imparted with knowledge and they are motivated by others (Lawler, 2003). Employees are provided with all the tools they need to motivate, and be retain and attracted by the employer. Practices of reward were provided by professionals within the organizations in the years that have past. The norm was basically focused on arrangements that considered the popularity of the employee within the organization. Their salary structure was very much inflexible and controlled. During the 80's and also 70's, it was observed that rewards and benefits were tactically crafted to provide them with a structure for prompt change of surrounding. During the 90's, the idea of total reward was introduced as an emerging technique of cognition, to influence, attract and maintain workers; organizations endeavor to ponder about distribution of rewards and benefits together with considerable and unstable strategies (Bagraim, 2007).

To motivate their workers to register better job performance, reward is being utilized as a powerful tool. In the event managers are not cognizant of reward and lack inspirational abilities towards their workers to perform, customers end up being upset, while when reward is provided by managers, customers end up being exceedingly served (Ibbotson, 2007). In comparing processes of managing reward and corporate strategy, the system of reward is always perceived as a group of association. The main goal of managing reward is to craft psychological association and to craft a productive

association at work. Sarvadi (2005) therefore proposes a system of strategic reward where whatever is offered to employees is balanced. In the view of the researcher, reward has at least four areas: compensation, benefit, recognition and appreciation. It is essential to influence the workers. A reward system must be well defined within the organization to enable workers comprehend the association linking reward and performance (Robert, 2005). The morale of workers is also driven by extrinsic rewards and the manner in which the rewards are distributed has always been a dark cloud for large organizations, specifically in relation to evaluation of performance considering the current era of globalization (Chang & Hahn, 2006).

The degree in which a worker is basically grown, responsible, influence and recognized is different. According to Frey (1997), people's needs can be the focus of the nonfinancial rewards. The rewards and appreciation are as a product of the commitment of the employees. The influence for achievement can be enhanced by an organization through the process related to a scheme of pay that is competent, management of performance, designing of a job and skills. Andrew (2004) therefore opines that recognition is the greatest way to motivate staff. The workers who accomplish their activities or provide better performance, are not only focused on achieving them but also being appreciated on their achievement.

Responsibility is therefore the third nonfinancial form of reward. Through the allocation of more responsibilities at work, staff are able to be better motivated. When every individual within the organization is awarded a better remuneration and reward such as rewards that are nonfinancial and financial in nature, the organization reward system therefore becomes better. Extrinsic rewards are such rewards that include ones received by employees within their organization after performing well or after a certain activity has been accomplished. They encompass bonuses, raise in salary, promotions

and gifts. The motivation of employees is greatly affected by pay as an element (Khan et al., 2010).

Training and development can be defined as the educational activities or initiatives in an organization which are aimed at improving skills and knowledge of nurses while providing instruction and information on how to undertake specific job duties (Jehanzeb & Bashir, 2013). A mixture of goal setting, career development and knowledge constitute a perfect employee training and development programme in an organization. Training and development encompasses implementation of informal and formal approaches to transfer knowledge so that teachers' can get the required skills to deliver (Kum et al., 2014).

Lachance (2015) has pointed out that employees who are bonded by the reward system in the organization basically have something to do with how a staffer is treated instead of a certain scheme of pay. Her suggestion is that in as much as individuals are driven by pay as they come to work, there are many reasons that can make them stay at home. Other conditions of rewarding employees have to be managed and acknowledged by managers together with the entire strategic tactic of reward.

According to a study by Kageha (2014) most head teachers motivate their colleagues through allocation of free meals including morning tea, tea- break, lunch and supper by bringing both teachers and parents in a partnership association. This is outlined to have provided teachers an opportunity to take up more lessons and provide personal attention to pupils when they are motivated. It is critical to note that, whereas most institutions focus more on aspects of remunerations for workers, any disregard on providing meals to workers may reverse the gains of remunerations.

Adit and Qasim (2020) conducted a case study of Jalalabad-based private universities of Afghanistan, where employees retention was examined in relation to job satisfaction

and compensation packages. The study adopted descriptive survey where structured questionnaires with closed ended which were analyzed using SPSS version 20. The study concluded that financial rewards such as annual increment, gratuity and pensions significantly affects employees motivation. The study recommended that the above institutions should revise salary scales for both academic and non-academic staffs as this will contribute to quality academic performance of the institutions.

Ocham (2017) conducted survey outlining that considerable participation of teachers in the making of decisions in schools as improving their commitment and motivation thus enhancing the performance of the school. The argument was that, head teachers being managers needed to work to sustain the surrounding that supports the efforts of teachers in the class and reducing external elements that can interfere with the process of learning.

A study by Okumbe (2016) indicates that comfortable furniture and television set as part of teachers' rewards may boost the morale of teachers to perform the job. The school management can motivate teachers by giving a letter of appreciation for a job well done, organizing for the end of the year party, give trophies for the teacher of the year during prize giving days as well as allowing social welfare which cater for the members of staff.

The compensation of pupils and members of staff determines their level of motivation. Better paid members of staff are certain to be greatly inspired as compared to those with a bad remuneration (Mbiti, 2014). Additionally, he pointed that head teachers needed to acknowledge that their biggest role among many others included overseeing the tracking of resources for utilization in the school and to inspire their colleagues to ensure an enthusiastic mood in the school together with excellence in performance of work. To achieve overall efficiency and school objectives, schools need to be

motivated. Motivation enables teachers to put in more effort in their tasks and hence result in better performance in academics and efficiency within the school.

A study by Adagal (2014), notes that rewards should be varied to satisfy both the immediate needs and long impression of the workers. Rewards are powerful sources of motivation of most people, irrespective of age or social status. Some of the rewards given in school to promote commitment of workers are utensils, lamps, television sets, furniture, certificates, blankets and trophies. Whatever reinforcement (extrinsic) teachers are given should enhance teachers' job commitment.

A study by Mbiti (2014) states that it is inhuman to have an administration in place that cannot provide an employee with a period of sympathy or commendation from their superiors. In order to be motivated to perform such duties, schools should provide meals to teachers, for this will ensure they stay in schools to have long contact hours with learners for maximum academic gains.

Ojaka.et al. (2014), studied factors affecting retention and motivation of primary health care workers in three disparate regions in Kenya. The study adopted a cross-sectional research design and cluster sampling technique where 404 health care workers were interviewed from 59 health facilities. Where it was revealed that manageable workload, supervisor support, job security and adequate training were identified as some of the satisfied factors. The study further revealed that working environment was better in private institutions, compared to public ones. The study recommended that strategies for career growth, competitive compensation packages and appropriate retention schemes should be implemented at the county and national level.

2.2.2 Professional Development and Teachers' Performance

Head teachers have been found by Nzambi (2015) to have the ability to influence the professional development of teachers through supervision and by use of fellow teachers

in providing practical instructions to them. Additional approaches encompass enabling and motivating teachers to undergo private training, utilization of external means including courses in college, attending workshops at the level of the district and through consultation. Sergiovanni and Starrat (2015) study outlined supervision through instructions as a means by which teachers can develop their abilities in enabling the academic performance of students. The head teachers have an important role of developing a strengthened team of leaders who are teachers. A head teacher who pushes for the development of teachers cultivates leadership capacity by promoting teachers to be leaders.

HRM practices plays an important on the organisational strategic process, hence they should be considered as an important player of company's profitability. To support organisational effectiveness, retention of employees, motivation, development and attraction of employees is vital through HRM system (Delery & Doty, 2016). The effectiveness of HRM practices in the organisation can be determined through voluntary turnover and it is usually considered as an indicator of work life (Khatri.,et al 2015). Initially, HRM practices has been considered as to only involved in the employees recruitment, however it has evolved to being sharing ideas, strategic partner and resources with accounting, marketing and finance departments (White et al., 2013)

Employment relationships and employees' experiences are usually shaped by the HRM policies and practices shaped by the organization; hence it generally plays an important role on the success of the organization (Sambasivan, 2017). To achieve organizational goals, highest level of employees' well-being must be maintained through HRM programs and practices. To leverage employees' commitment and gain full potential, managerial control such as HRM practices are necessary gain organizational competitive advantage (Bratton & Gold, 2019). Lee and Lee (2017), states that HRM

practices helps in the improvement of organizational performance in form of organization's flexibility, product quality and employees' productivity.

HRM practices plays a critical role in the matching of employment requirement and the general organizational strategy, since it creates an environment in which an organization can benefit from its employees (Hendry, 2012). Employees commitment to an organization is determined by less of training and career development and more of remuneration, recognition and organizational fit (Chew & Chan, 2018). In relation to employees' retention and turnover, studies by Iveta (2014); Abu and Zhang (2016) have indicated that HRM practices such as employment security, employment involvement, internal communication, performance management, compensation and reward, training and development, job definition, employee participation, recruitment and selection and job design affects employees' turnover.

Professional knowledge which includes individual lesson observation, preparing plans for lessons and work schemes, aids for teaching and lesson notes and syllabus, teachers organize individual learning programs for learners with special needs, teachers assess pupils on content mastery covered as part of the policy of the school on testing, records maintenance on works undertaken and records on the progress of learners which enhance teachers' job performance (Osendo, 2019). These study findings are in relation with Ngari (2015) who pointed out that profession knowledge has a strong relationship to worker's performance

A study by Blasé and Blasé (2014) offered a number of approaches that principles utilized in further professional advancement that enhances teacher's utilization of informative behavior of reflection including: stressing on probing on cooperation among educators, creating mentorship associations and implementing concepts of adult education on the development of staff. A study by Kwakman (2013) indicated that

catching up is the main responsibility of a professional, since the basis for professional knowledge is to depend on the reception of new information because it improves continuously. The core focus of catching up with the new developments and insights impacts the professional field including the emerging approaches of pedagogy, manuals and methods for teaching and new subject aspects. The effectiveness of workshops as a form of organized training relies on the planning of the principal and the involvement of participants through adequate provision of information concerning its purpose and what to bring along with them. The main advantage of participating in a workshop is the swapping of knowledge amongst those participating. It needs encouragement as a way of enhancing the teacher's professional growth, competencies and skills.

Head teachers were found by Nzambi (2015) in a study to promote their professional development through utilization of colleagues or supervision to train them on practices of instructions. Alternative tactics encompassed agree to and inspiring teachers to pursue private education, through external means including consultants, workshops and courses in colleges.

A study by Kalule and Bochamma (2013) noted that to enhance the achievement of students, teachers needed to enhance their own practices on instructions. Because they were professionals who constantly participated in a dynamic decision making environment within their profession, teachers have to undergo activities of professional growth in their entire career to continuously grow their expertise.

Chartered Institute of Personnel and Development (2017) distinguishes training from development, where they stated that training involves activities or processes whereby abilities, skills and aptitudes is imparted to the employees to enable them perform their specific jobs. While development include getting knowledge, skills and other behaviours in order to undertake a certain activity or project. Development constitutes

activities such as experiences, formal educational commitment and coaching, Armstrong (2013) states that training and development is very beneficial to the organization since it allows the organization to adapt to changes in the environment such as customers' tastes and preferences. On the part of the employees; it improves productivity, reducing waste and operations, improves their efficiency and boosts their morale and in the long run it reduces employees' turnover.

Bibi.et al (2018) studied the moderating role of work environment on the impact of supervisors support and training and development on employees retentions among academic institutes in Pakistan. The study targeted 250 employees from various public universities in the country and the collected data was analysed using PLS path modeling. The study revealed that supervisors' support and training and development had a significant on employees retentions and work environment moderated the relationship. The study had an implication on the human resource managers on how they can make decisions on how to retain competent staffs and how the resources can be allocated for training and development.

Closer home, Damei (2020) studied the relationship between employee's retention in Somalia and job training. The study targeted 150 employees from lower-level management from 3 selected telecommunication firms, where non-probability sampling and structured questionnaires was used. The study concluded that there was a significant positive relationship between employee retention and job training (mentoring, coaching, job rotation and job instructions). The study recommended that training needs assessment should be done in order to identify the knowledge gap which exist in the company and more training programmes should be implemented in order to enhance employee retention.

Komba and Nkumbi (2016) oversaw a probe in Tanzania on professional development of teachers, considering their practices and perceptions. The study's aim was to evaluate teachers' views and practices as they develop professionally by considering inspectors of schools, officers of education at the districts, coordinators of education at the wards, teachers of primary schools, head teachers and committee members from six education institutions within the district. Majority of the participants viewed professional development of teachers as essential because it enhanced the professionalism of the teacher, technical skills and academic ability. Nevertheless, majority of the participants believed there was insufficient motivation and support from head teachers.

Simatwa (2017) undertook a survey to understand how teachers who were beginning needed induction within public primary education institution within Kenya. The study's aim was to probe beginning teacher's needs of induction in public primary education institutions within the district of North and East Bungoma. The outcome of the probe indicates that beginner teachers needed inductions within these areas: rapidly adapting to emerging work surrounding, management of classes; operationalization of management of time and working in teams. It was established that a need exists to regularly induct teachers by way of seminars and increase consultancy and allocation of mentors through experienced teachers to beginner educators.

A study by Olembo et al. (2015) indicated that the principals of schools have an essential responsibility of planning seminars and workshops for teachers on methods of teaching, student evaluation and setting tests. Teachers are equipped through these activities as they are imparted with suitable knowledge and skills in their subject specifications. Principals of schools need to plan activities that supervise teachers hence transforming into a foundation of evaluating and monitoring the actual performance of teachers. Kerei (2017) undertook a survey on the elements influencing development of

staff within public secondary education institutions in the district of Central Kajiado. The outcome was that basically teachers were in agreement that programs for developing staff in the district were minimal. Some of the elements which challenged the development of staff within the district of central Kajiado were: lack of will in attending training programs, insufficient finances, an administration that was not supportive, poor urban center connectivity and dilapidated infrastructure.

2.2.3 Goal Setting Practices and Teachers' Performance

Goal setting practices are the procedures of pinpointing targets that the school needed to attain (Maysee, 2016). Goals are described by Maysee (2016) as the result of a directed effort. It is the result of an existing plan and vision that an individual seeks to attain, followed by a plan to succeed. Setting of goals happens in different life areas such as engagement in military and in schools. Individuals and organizations are provided with goals as a way to follow and assist themselves to transform what they are planning into reality. According to the probe an entity or organization that is successful need to have well defined and clear targets that are crafted to inspire people to be at their best individually or as a group. It is also noted that targets assist an individual to attain success and inspire those in charge of coming up with them. The main requirement for attaining goals is through dedication. Individuals are enabled by goals to endeavor to and accomplish what they need to attain in life.

The association between goals and mission is essential because it's a force of inspiration emanating from personification of broader values for those whose goals are responsible for attaining what they are committed to (Barth, 2010). In the absence of this dedication, goals will not entice the notice and effort needed to attain them. Likewise, the mission of a firm, whether it is better put across, will not be effective if it does not end up being operational through suitable plans of action and goals (Fullan, 2012). In the context of

the organization, identified by several demands such as resources and time, goals signal with an aim and which actions are more essential compared to others. They offer an essential tool for cooperation at work between members of an organization and making choices concerning apportioning of resources that are scarce (Goldring & Pasternak, 2014).

It is clarified by Schunk (2009) that while a better academic attainment and the motivation of students is influenced by setting of goals, merely outlining a goal doesn't out rightly benefit learners. Never the less, if correctly executed, setting of goals has the ability to productively influence students. Several survey have shown that setting of goals influence performance and increases achievement (Schunk, 2003; Moriarity et al., 2011; Griffee & Templi, 2017; Edwins, 2015; Boekaerts, 2012). In specific, survey have shown that goals that have been suitably set, together with certain and timely responses, can result in elevated performance, self-regulation and efficacy. Notwithstanding, the much evidence supporting the setting of goals, eighty five percent of workers replied to the negative when queried (Bishop, 2013).

A survey was carried by Njeru (2015) on the role of appraisal of performance on the performance of work. The survey showed that effective performance of an employee needs to be timely, realistic, achievable, measureable and specific. Additionally, the survey notes that they needed to outline basic indicators of performance for that job. Setting of goals is perceived as essential for organizations which want to increase the certainty of groups and individuals behaving in a manner that results in attaining the objectives of the organization. The survey noted that goals provide a particular course and a point of aim. Additionally, they sum distinct qualities of weighing performance which are comprehended by those taking part. It is noted by the Government of Kenya

(GoK) (2009) that every occupation even those with repetitive or dull results should be measured.

A survey was conducted by Sahai and Srivastava (2012) to establish the role of setting goals and assessment of performance as a technique for managing talent. The result of the survey were that the process of setting goals develops a more influential and objective approach for describing suppositions and assessing performance. The survey concluded that setting of goals provides a certain and measureable objective hence providing vividness to employees on what is expected of them.

A survey was conducted by Choon and Cheng on the impact of setting goals on the effectiveness of staff to increase the effectiveness of the organization within Singapore. The discovery made by the survey was that setting of goals positively impacted the performance of employees and resulted in increased effectiveness of the organization. Additionally, the survey showed that a goal is a basic notion that includes various ideas such as objectives and intentions, reason, deadline, undertaking, aim and is believed to control the activities. The survey noted that organizations often search for techniques for attaining these goals. Revealed by the survey was that setting of goals is perceived as a technique for assisting all staff to come together in one effort to enhance performance.

A survey was conducted by Khan (2014) on the influence of setting of goals on the performance of teachers; it noted that setting of goals enhances teacher's performance; the discovery was that setting of goals enhances the effectiveness and efficacy of teachers. Additionally, the survey noted that setting of goals has productively influenced the performance of work. Ultimately, the survey outlined that the goal is important to enhance the teacher's performance of work because in the absence of a goal, employee are unable to achieve full potential. The theory of goal setting notes that

there is an assortment of targets such as defined and challenging goals that produce bigger performances instead of less challenging attainable goals, vague goals or no goals entirely (Locke & Latham, 1990).

Setting of goals as noted by Heather (2017) is a basically encouraged norm within an organizational setup and intensely respected area in literature in the work surrounding. Nevertheless, its ability is muted in educational advances related to pedagogy. The survey indicated that the continuing probe undertaken on O level institutions indicated that training provides inspiration to provide careful reflection on the goals of teachers. The study's outcome shows that the goals of teachers can influence their growth professionally and effectiveness in providing instructions. The survey concluded that the absence of commitment to an individual's goals leads to no considerable progress. A study was undertaken by Dobson (2016) on the essence and norm of setting goals in the appraisal of teachers. The argument advanced by the study was that in order for goals to be attained belief has to exist that goals are essential and that they hold the capacity to attain them. It is argued by the survey that for every educator to attain their goal they must believe in the importance of those goals and their ability to attain them. It was revealed by Ingram et al. (2016) that training on setting of goals is a strategy of enhancing academic engagement. Even though educators believe they are ready to set goals. The survey concluded that the setting of goals is effective in enhancing the performance of teachers which in turn enhances the academic performance of students.

2.2.4 Performance Feedback Practices and Teachers' Performance

Performance feedback practices relates to feedback or reports provided to teachers by the supervisors concerning the performance of their job (Odhiambo, 2015). It is stated by Prue and Fairbank (1981) that feedback on performance is information offered in relation to previous performance. Alternative descriptions encompass information on

prior conduct which assist the receiver to enhance or revamp present performance Palmer et al. (2015) and response is information provided to a receiver past their conduct (Mayer et al., 2013). Feedback has turned out to be common word within the organization, and the procedure of utilizing feedback either is increasing officially or unofficially. Officially in regards to the feedback being provided in systems that are sided by technology i.e. integrated personnel systems; and unofficially in regards to team leaders offering feedback to the team on a weekly basis. The utilization of weekly and at the end of schedule responses has lately increased sales within the hospitality sector. According to Halford (2011) individuals who are provided with feedback tend to make use of it about thirty percent of the time.

Odhiambo (2015) conducted a survey on the impact of managing performance practices on productivity of employees. He concentrated his study within Schindler limited and established that effective response is vital for a firm to reach its target. Additionally, feedback enables the workers to be aware of what exactly they expect. Discovered by the survey also is that feedback on effective performance within supervisors and employees is an approach of effectively supporting organizational efficiency. The survey concluded that feedback that is satisfactory builds accountability about supervisors and employees by taking interest in coming up with goals, skills that have been recognized, discussing about professional growth and motivation of staff.

A survey was carried out by Kuymaz (2011) concerning feedback on performance on an individual focused reflections and their effects in relation to motivation. The revealed outcome showed that feedback on performance increases the workers behavior effectiveness which results in motivation of the job. Feedback on performance was demonstrated by the survey to influence motivation by minimizing ambiguity of performance, increasing a relationship between subordinate and superior, enabling less

demand to attain goals, strengthening personal growth and adapting to change. The conclusion of the study was that feedback on performance is a vital information source which strengthens improvement on behavior and technical level within the organization. This information can assist the worker to identify their shortcoming and strengths.

Feedback according to Marthuoret (2011) make people aware within the organization in regards to the attainment of either the targets or goals of the organization or their own. The discovery of the survey was that in as much as the response is comprehensively utilized to increase performance, the response results mostly vary in terms of quantities. For instance, the outcome of the response can be different to the mechanism of feedback used i.e. feedback either written or verbal. Irrespective of if the response is in text or verbal. The other aspects are the benefit of feedback such as irrespective of if feedback is separately provided or within a group. The final level is partially associated with feedback i.e. when the feedback is provided and how long the feedback lasts; the duration it takes to provide or receive the feedback.

Expressed by Njeru (2013) is that feedback is described as information provided concerning the behavior of work and their outcome. Additionally, individuals within an organization having their work behavior controlled through behavior that is coordinated by means of providing essential information for correction. The lack of being able to provide feedback may injure the psychological agreement among the employer and the employee, additionally, to slow correction activities in instances where performance is inefficient. Feedback on appraisal of performance had a progressive aim of offering opportunities of change by providing appraisal of feedback and development and training which happens to be an activity of managing performance focused by ongoing organizational improvement norms. Feedback is being utilized to foster improvement

in present performance. However, conveyance of feedback need to be conducted in a suitable way if it is utilized to encourage and inspire suitable conduct. To be able to provide interview for appraisal with greater effectiveness, superiors are advised to provide continuing feedback on performance to employees and sustain extensive records of performing work in their selected activities.

Systems of appraisal according to Mutua (2009) utilized by the commission for teachers are wholly confidential and educators have no chances of knowing the content of the evaluation report. A survey by Onyaro (2016) dwelt on the elements impacting the attitude of teachers in relation to performance. The revelation of the study were that the head teachers aren't provided timely feedback after a friendly communication making teachers acquire a negative perception in regards to appraisal of performance. The recommendation of the survey were that feedback should be provided immediately after teachers are appraised to deter delays.

According to Kamuri (2012), appraisal of performance need to be performed in instances where the educators and workers coordinate to make decisions for evaluating every objective. During the entire period of appraisal every person must be effectively incorporated and educated throughout the process. Affirmed by Wango (2010) is that appraisal of performance feedback need be clear in clarifying performance of employees.

2.3 Research Gap

The evaluated literature clearly exhibited that appraisal of performance may be effective if well initiated resulting in teacher performance. Its application can also be ineffective if not properly done within the system of education resulting in demotivation of teachers. In order for the sector of education in Kenya to gain from appraisal of performance in regards to balancing the management of teacher performance and make

it effectively work, then the gaps in how it affects performance of teachers should be handled accordingly, so that the education standards may be increased and supported by all stakeholders in the sector of education.

On the basis of the outcome derived from the evaluation, there are numerous surveys undertaken in relation to impact of appraisal of performance on performance of employees. Numerous surveys conducted based on influence of appraisal of performance on employee's productivity, satisfaction of the job, perception, motivation within the private and public sector. Earlier surveys have disregarded the influence of appraisal of performance on reward, setting of goals, and feedback. This survey hence seeks to expound on this gap of knowledge by establishing the role of head teachers' on performance appraisal on teachers' performance in Ganze Sub-County.

2.4 Conceptual Framework

This is an incisive illustration of the occurrence under probe along with a visual or graphical representation of the key variables (dependent and independent). It specifically specifies what it means they one utilizes a certain term to describe a variable. It nevertheless states the working description of a variable and makes it a basic description on the drift of theoretical framework utilized by the survey (Mugenda & Mugenda, 2016). In this study, the independent variables will be: Teacher motivation and reward, teacher' professional development, goal setting practices and performance feedback practices. Dependent variable will be teacher performance appraisal and development tool.

Figure 2.1

Conceptual Framework

Independent Variables   **Dependent Variable**

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┌─────────────────────────────┐
│   Motivation and Reward      │
│   • Recognition              │
│   • Teachers Involvement     │
│   • Pay Rise                 │
└─────────────────────────────┘

┌─────────────────────────────┐
│  Professional Development    │
│   • Training Programs        │
│   • Induction Seminars       │          ┌──────────────────────────────┐
│   • Private Studies          │          │   Teachers' Performance      │
└─────────────────────────────┘          │   • School Mean Results      │
                                          │   • Transition Rate to       │
┌─────────────────────────────┐          │     Secondary                │
│   Goal Setting Practices     │          │   • Co-curricular            │
│   • Goal Attainment          │          │     Performance              │
│   • Short Term Goals         │          └──────────────────────────────┘
│   • Numbers of Goals         │
└─────────────────────────────┘

┌─────────────────────────────┐
│ Performance Feedback Practices│
│   • Feedback Frequency       │
│   • Time Taken               │
│   • Feedback Type            │
└─────────────────────────────┘
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2.5 Summary of Literature

From the reviewed literature, it is clear that there have been a significant number of studies related with the influence of head teachers' role on the teachers performance. It was also revealed that that various headteachers roles (motivation and reward, professional development, goal setting practices and performance feedback practices) determines teachers' performance. To interlink provide the basis of study findings, the researcher relied on the following theories: job characteristic theory, goal setting theory, expectancy theory and human capital theory. This chapter specifically covered

theoretical framework which provided the basis of study, conceptual framework which

linked the independent and dependent variables, empirical review on similar study on

the concept of headteachers' role and teachers' perfomance and finally the research gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The researcher offered the methodology at this section which included design of the research, population targeted, size of sample, procedure of sampling, data collecting approach, instrument used in acquiring data, instrument reliability and validity, techniques used in analyzing data and the considered study ethics.

3.1 Research Design

The term research design is denoted as path which is designed and undertaken and the process and approaches utilized to either examine a hypothesis of research or provide research answers (Ngau, 2014). The survey utilized a descriptive approach involving mixed model approaches. The descriptive design was the most appropriate since it described head teachers' role on the performance appraisal in relation to teachers' performance in public primary schools in Ganze, acquiring data that can be quantified (Kothari, 2013). The acquired data was from the participants targeted in order to establish the present status in relation to headteachers' role on performance appraisal in relation to teachers' performance. The researcher sought to obtain information that described the phenomena (head teachers' role on the performance appraisal in relation to teachers' performance) that existed during the survey period and the suppositions were arrived at to explicate the status of the association linking the variables. This approach was also suitable because it enabled the use of quantitative tactics.

The success of descriptive design has been experienced by various researchers for survey on performance appraisal such as (Alubbe, 2015; Mwai & Muchanje, 2018, Mwai, 2018; Kareithi, 2018; Thuba, 2018). Descriptive studies were specifically beneficial in comprehending the elements of firms that practice specific common norms

and they were undertaken so as to discover and enable the description of elements associated with predictors of interest in a certain occasion (Sekaran & Bougie, 2013).

3.2 Target Population

Kombo and Tromp (2015) expounded population as an entire group of persons or characteristics that share at least something similar. The targeted participants was 106 head teachers in all 106 public primary schools in Ganze Sub-County as indicated in appendix V. Head teachers were targeted because they were the key people in the academic institutions in relation to policy and had certain impact on performance appraisal strategies of the school.

3.3 Sample Size and Sampling Procedure

A sample as defined by Mugenda and Mugenda (2013) is a substantial portion of participants settled on for scrutiny and evaluation. This proportion was settled of carefully in order to represent the entire population. For research that is correlational in nature, Gay (1992) recommends a minimum of thirty cases, while for those that are descriptive in nature, a proportion of 10% is adequate. The sample size was derived using Slovene's Formula. The formula is used when the total population under study is $< 10,000$.

$$n = \frac{N}{(1 + Ne^2)}$$

Where

e= Error tolerance level,

N = total population

 n = number of samples

$$n = \frac{106}{(1 + 106 * 0.05^2)}$$

=84 Head teachers

This study adopted probability sampling technique due to the participants and the known geography of the public primary schools. Especially, simple random technique was settled on in deciding on the names of public primary schools in which data was collected. The sample of 84 head teachers from 84 public primary schools were decided on based on Yamen's formula as indicated above.

3.4 Research Instruments

Instruments are important tools in studies as they assist in acquiring relevant information (Wilkinson & Birmingham, 2013). A questionnaire was crafted to acquire data on the different predictors under scrutiny. A questionnaire is a tool used in studies to acquire data from a bid portion of participants. Its main objective is to capture the objectives of interest into precise questions and offer participants an opportunity to provide answers for the research questions. The questionnaire was contained in closed-ended questions because they focused on providing specific information which reduced biasness of information and assisted in analyzing data.

3.5 Reliability of Instruments

Reliability is described as being similar to replicability, consistency and replicability over a duration and within a category of respondents (Ary et al., 2013). Reliability is about being precise and compatible. A study is deemed to be reliable when similar results are found when subjected on the same category of respondents within the same context at different periods (Ebrahim, 2003). The study therefore becomes replicable. To test reliability, test re-test reliability approach was adopted to approximate the level at which the outcome could be acquired when repeated using similar concepts. Eight participants were provided with the questionnaire for piloting (10% * 84) who were randomly selected among public primary education institutions within Malindi Sub-county. The pre-test was done through utilizing cronbach's alpha method. This method

is defined by Zinbarg (2005) as a means of establishing reliability by coefficient approximating data through generalization. A value of 0.6 or higher means an internal consistency that is higher therefore making it possible to generalize participants opinions.

3.6 Validity of Instruments

Validity of the instruments included the face and the content validity. Validity is explained by Orodho (2016) as the level by which objects or items in a test sample represent the content to be measured by the designated test. According to Nachmias and Nachmias (2015), it is highly suggested that piloting of their questionnaires and other instruments be carried out before using them for data collection. It is, therefore, necessary to locate a sample of subjects with characteristics similar to those in the study. Experts were consulted for further validation, in addition to ensuring that the items were comprehensive enough for the respondents. The researcher ensured that all the elements were extracted from the research objectives.

3.7 Data Collection Procedures

Prior to embarking on field work, the researcher requested for an introduction letter from Kenya Methodist University. The letter's main purpose was to facilitate being granted a permit to conduct research by National Commission for Science, Technology and Innovations (NACOSTI). After this, the researcher visited the schools concerned, prior to the day of administering data collection instruments, in order to familiarize herself with the school administration, as well as, guidance and counselling heads. Further, the researcher verbally explained the core objective of the study and created a chance to establish rapport with the school administration. This made the targeted individuals relaxed and free during the questionnaire filling. During this visit, the

researcher also made appointments as to when the administration of the instruments could be conducted.

3.8 Data Analysis and Presentation

Kothari (2015) describes an analysis of data as a technique of minimizing and managing data to create an outcome that needs the researcher's interpretation. This procedure includes coding to facilitate use, coding for tabulation and tabulation for understanding (Kumar, 2000). Once the questionnaires are received from the respondents, coding took place in relation to each predictor of this survey to make sure precise analysis and they were then be edited consistency and completeness. The data was evaluated through a statistical software SPSS v21.0 which were given simplified reliable and elaborate information. The collected data was analyzed using both inferential and descriptive statistics, where descriptive statistics were included: frequencies, mean, standard deviation and percentages, while inferential statistics were included: Coefficient of Determination, Pearson Correlation, ANOVA and Regression Coefficients. After the data is analyzed, outcome, determination and suggestions produced on the basis of the outcome. The following regression model was used:

$Y = \beta 0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \alpha$

Where

$\beta 0$ = Constant Term

$\beta_1, \beta_2, \beta_3, \beta_4$ = Regression Coefficient of the Independent Variable

Y= Teachers' Performance

X_1= Motivation and Reward

X_2= Professional Development

X_3= Goal Setting Practices

X_4 = Performance Feedback Practices

α = error term

3.8.1 Assumptions of Regression

Normality test was carried because the researcher will adopt most of the parametric test such as correlation coefficient, ANOVA and regression analysis, which are majorly based on the assumption that the data are normally distributed (Ghasemi & Zahedisl, 2012). This study adopted Shapiro-Wilk test owing to its higher power, since it can accommodate large sample of even more than 2000, compared with Kolmogorov-Smirnov test as recommended by (Ghasemi & Zahedisl, 2012).

According to William et al*., (2013) multicollinearity problem in regression analysis is suspected when the predictor variables are perfectly (r=1) or highly correlated (r > 0.9). Belsley et al., (2010) adds that the multicollinearity problem contributes to inflation of confidence intervals and standard errors leading to unstable estimates of the coefficients of individual explanatory variable. In this study this assumption will be tested by tolerance values and variance inflation factor (VIF). Field (2009) argues that VIF of above 10, shows the existence of the multicollinearity problem. Mernard (2015) adds that tolerance values of less than 0.2 also indicates the existence of the problem. Hence this study adopted Field (2009) and Mernard (2015) assertions as the threshold for determining the presence of multicollinearity problem.

Linearity implied that the mean values of the dependent variable (teachers' performance) for each increment of the independent variables (motivation and reward, professional development, goal setting practices and performance feedback practices) lie in a straight line. Pearson correlation analysis can be used to test the linearity assumption. According to William et al., (2013) and Fidell (2016) predictor variables should not be perfectly (r=1) or highly correlated (r > 0.9).

49

To test if residuals in the multiple linear regressions are independent, Durbin-Watson Test was carried out. Durbin-Watson values ranges between 1 to 4. Durbin-Watson statistic rule of thumb states that residuals are not correlated if they are approximately 2, the original paper states that variance ranges of less than 1 and greater than 3 is a cause of concern. Hair et al., (2016) recommends variance ranges between 1.5 to 2.5, hence this study recommended a decision rule of between 1.5 to 2.5.

Homoscedacity simply means the data have the same scatter, it is based on the assumption of equal assumption, which assumes that the data must have same variance. This is the opposite of heteroscedascity. There are various tests of homoscedacity as a regression assumption but the main ones are Bartlett Test and Levene Tests.

3.9 Ethical Considerations

In research, exercising ethics is essential for purposes of sustaining dignity of humans (Fouka & Mantzorou, 2014). The appropriateness and acceptability of behavior is worth considering since this may affect broader social norms of behavior. The researcher applied ethical consideration in this survey through guaranteeing confidentiality of information and of respondents, treating respondents with due regard and nobility and maintaining high standards and procedure throughout the process. The body charged with authorizing research in Kenya NACOSTI was requested and provided for suitable permission. Permission was also acquired from relevant education offices in the County of Kilifi and sub County of Ganze. Ethics in research is about the accord that a researcher enters with those who engage with in the study. The respondent's accord was sought at the beginning of the study for them to take part as well as agreeing to the use of the acquired data, its evaluation and eventual reporting and dissemination. The confidentiality and privacy of the participants was considered in high regard and at no point where they required to provide their names or any form of information that

uniquely identifies them within the questionnaire. Data analysis was not conducted on

an individual participant but collectively as a pool or responses.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter describes the main results obtained by analyzing the structured distributed questionnaire. Subsequently, the research results are presented in tabular form using a variety of descriptive (mean, standard deviation and frequency) and inferential statistics (Pearson's correlation analysis, ANOVA, coefficient of determination and regression analysis) that sets out the key characteristics of the data and test the study 's hypotheses. Specifically, the chapter highlighted the following; response rate, validity of the study, reliability of the study, data analysis on the general information, data analysis of the study variables (motivation and rewards, teachers' professional development, goal setting practices, performance feedback practices and teachers' performance).

4.2 Response Rate

The researcher distributed 84 questionnaires to the various head teachers from various public primary schools, but only 67 questionnaires were completely filled and returned to the researcher. This represents a response rate of 79.8% which the researcher relied on for data analysis and findings for the study. According to Zikmund, et al . (2012), a response rate of more than 70% is adequate for the study, hence a response rate of 77% was found adequate for this research. Based on the previous studies related on the topic Wangui (2018) determined a response rate of 92% while Ouda and Didinya (2018), determined a response rate of 39%

Table 4. 1:

Response Rate

Response	Frequency	Percentage%
Returned Questionnaires	67	79.8
Unreturned Questionnaires	14	21.2
Total	**100**	**100**

4.2 Validity and Reliability of the Research Instruments

4.2.1 Validity of the Study

Factor analysis was carried out in order to test the key drivers of teachers' performance. KMO and Barttlets test was carried out to test the construct validity of each independent variable. According Heir et al. (2010), KMO values ranges from 0 to 1 and the general rule of thumb is that a value more than 0.5 is acceptable for the study. While the Bartlett's test of Sphericity is used to test the significance of the data for Factor Analysis to be recommended suitable, the p-value in the Bartlett's Test of Sphericity must be less than 0.05 which the limit level of significance.

Table 4. 2

KMO and Bartlett Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.795
	Approx. Chi-Square	343.812
Bartlett's Test of Sphericity	Df	190
	Sig.	.000

Table 4.2 showed KMO measure of sampling adequacy with a value of test statistic as 0.795, which was above a threshold of 0.5, hence a slight acceptability of the of factor analysis. Bartlett's test of spherecity indicated (X^2 = [df=190] 343.812; p= 0.000),

which implied that there is a significant relationship between the study variables since p-value < 0.05, this showed that the elements of head teachers' role on performance appraisal could explain teachers' performance in public primary schools in Ganze Sub-County.

4.3.2 Reliability of the Study

Internal consistency was carried using Cronbach Alpha to test the reliability of the study. Sekaran and Bougie (2010) postulated that Cronbach's alpha values ranges between 0 and 1 with higher alpha coefficient values of more than 0.7 being more reliable and less than 0.7 being unreliable. In this research internal consistency was carried out on all the variables study. Where standardized Cronbach's alpha of 0.836 was determined which was more than 0.7 hence the research instrument was reliable.

Table 4. 3:

Reliability of the Study

Variable	Cronbach's Alpha if item Deleted
Motivation and Rewards	0.794
Teachers' Professional Development	0.744
Goal Setting Practices	0.745
Performance Feedback Practices	0.832
Teachers' Performance	0.784
Valid N=67	
Standardized Cronbach's Alpha	**0.836**

4.3 General Information

In this section the study sought to establish the following concerning the head teachers' from various public primary schools: age brackets, gender, marital status and duration of service as the head teacher of the schools.

4.3.1 Gender of the Respondents

Firstly, on the general information, the respondents were asked to indicate their respective genders and the findings were depicted on table 4.4.

Table 4. 4:

Gender of the Respondents

Gender of the Respondents	Frequency	Valid Percent
Male	41	61.2
Female	26	38.8
Total	**67**	**100.0**

The analysis showed that 61.2% (41) of the respondents were male compared with 38.8% (26) of the respondents who were female. This implied that majority of head teachers' in Ganze Sub-County are males. This also indicated that TSC adheres to the one-third gender rule as recommended in the Kenyan Constitution of 2010.

4.3.2 Age Bracket of the Respondents

Secondly, the respondents were asked to indicate the age bracket in which they belong and the findings were depicted on table 4.5.

Table 4. 5:

Age Bracket of the Respondents

Age Bracket	Frequency	Valid Percent
18 to 25 Years	2	3.0
26 to 35 Years	31	46.3
36 to 45 Years	23	34.3
Above 45 Years	11	16.4
Total	**67**	**100.0**

The SPSS output showed that 46.3% (31) of the respondents were aged between 26 to 35 years, while 34.3% (23) were aged between 36 to 45 years, followed by 16.4% (11) of the respondents who were aged above 45 years and finally, 3% (2) were aged below. This suggested majority of head teachers in Ganze Sub-County aged below 35 years.

4.3.3 Duration of Work

Finally, the respondents were asked to indicate the number of years they had worked as head teacher of the public primary school.

Table 4. 6:

Duration of Work

Duration	Frequency	Valid Percent
Less than 1 year	5	7.5
1 to 5 years	16	23.9
6 to 10 years	29	43.3
11 years and above	17	25.3
Total	**67**	**100.0**

Table 4.6, showed that 43.3% (29) of the respondents had worked for between 6 to 10 years, while 25.3% (17) of the respondents had worked as head teachers for 11 years and above, followed by 23.9% (16) of the respondents had worked as head teacher for

between 1 to 5 years and finally 7.5% (5) of the respondents had worked as head teachers for less than 1 year. This showed that majority of the respondents of the study had enough experience on performance appraisal practices and teachers performance.

4.4 Descriptive Statistics on the Study Variables

In this section, the researcher sought to determine the mean and standard deviation on the various statements on each study variable. The following scale was used: Strongly Agree=5, Agree =4, Uncertain=3, Disagree=2 and Strongly Disagree=1.

4.4.1 Motivation and Reward

The first objective of the study was to establish the effect of head teachers' role on motivation and reward on teachers' performance. Hence the respondents were asked to indicate the extent in which they agree with the various statements on motivation and reward.

Table 4. 7:

Motivation and Reward

Opinion Statements	SD		D		N		A		SA			
	F	P%	F	P%	F	P%	F	P%	F	P%	M	STD
Head teacher rewards the best improved teacher at the end of every term hence improving teachers performance	0	0.0%	3	4.5%	15	22.4%	36	53.7%	13	19.4%	3.520	1.344
Rewards and recognition keep teachers committed to their jobs	1	1.5%	1	1.5%	5	7.5%	35	52.2%	25	37.3%	3.403	1.435
Teachers engagement in making decisions within the school enhances commitment and motivation of teachers resulting in performance in school	1	1.5%	1	1.5%	8	11.9%	33	49.3%	23	34.3%	3.325	1.362

The schools provide meals to teachers to ensure they stay in schools to have long contact hours with learners for maximum academic gains	1	1.5%	5	7.5%	11	16.4%	32	47.8%	18	26.9%	3.325	1.446
Teacher's rewards are varied to satisfy both the immediate needs and long impression of the workers.	2	3.0%	9	13.4%	20	29.9%	19	28.4%	17	25.4%	2.844	1.442
Motivation enables the educators to work harder in their job and leads to better Academic Performance	12	17.9%	16	23.9%	23	34.3%	9	13.4%	7	10.4%	3.569	1.312
Overall Mean											**3.331**	**1.407**

The analysis showed that the respondents agreed that motivation enables the educators to work harder in their job and leads to better Academic Performance with (M=3.569; SD=1.312) and they also agreed that head teacher rewards the best improved teacher at the end of every term hence improving teachers performance with (M=3.520; SD=1.344). The respondents further agreed that rewards and recognition keep teachers committed to their jobs with (M=3.403; SD=1.435) and engagement in making decisions within the school enhances commitment and motivation of teachers resulting in performance in school (M=3.325; SD=1.362). The respondents further agreed that the schools provide meals to teachers to ensure they stay in schools to have long contact hours with learners for maximum academic gains with (M=3.325; SD=1.446). Finally the respondents were undecided that teacher's rewards are varied to satisfy both the immediate needs and long impression of the workers with (M=2.844; SD=1.442). The overall mean of 3.331 and standard deviation of 1.407, exhibited that most of the participants were in agreement that head teachers role on the reward and motivation affects teachers' performance and there was a strong variation from the mean since standard deviation was >1.

4.4.2 Teachers' Professional Development

The second objective of the study was to establish the effect of head teachers' role on professional development on teachers' performance. Hence, the participants were queried to note the degree in which they were in agreement with the following statements.

Table 4. 8:

Teachers' Professional Development

Opinion Statements	SD		D		N		A		SA		M	STD
	F	P%	F	P%	F	P%	F	P%	F	P%		
Teachers' attend training programs willingly	0	0.0%	2	3.0%	6	9.0%	34	50.7%	25	37.3%	3.273	1.603
Head teacher encourages teachers to undertake private studies, using external sources such as college courses	0	0.0%	1	1.5%	13	19.4%	36	53.7%	17	25.4%	3.723	1.263
Teacher professional development improves professionally, academically and technically	1	1.5%	2	3.0%	11	16.4%	27	40.3%	26	38.8%	3.644	1.486
Head teacher organizes regular seminar for inductions and increased consultation and allocation of teachers who are experienced to mentor teachers who are beginning.	1	1.5%	8	11.9%	28	41.8%	17	25.4%	13	19.4%	3.558	1.391
Head teacher organizes workshop as a way of enhancing educators competencies, skills and increasing their growth professionally.	1	1.5%	1	1.5%	17	25.4%	24	35.8%	24	35.8%	3.481	1.464
There are inadequate resources to organize teachers' training	2	3.0%	3	4.5%	16	23.9%	28	41.8%	18	26.9%	3.526	1.325
Overall Mean											**3.534**	**1.212**

Table 4.8 showed that the participants are in agreement that head teacher encourages educators to undergo private development, through utilization of external means including courses in college with (M=3.723; SD=1.263) and they agreed that teacher professional development improves professionally, academically and technically with (M=3.644; SD=1.486). The respondents also agreed that head teacher organizes regular

seminar for inductions and increased consultation and allocation of teachers who are experienced to mentor teachers who are beginning with (M=3.558; SD=1.391) and they also agreed that there are inadequate resources to organize teachers' training with (M=3.526; SD=1.325). They also agreed that head teacher organizes workshop as a way of enhancing educators competencies, skills and increasing their growth professionally with (M=3.481; SD=1.464) and they finally agreed that teachers' attend training programs willingly with (M=3.273; SD=1.603). On the overall mean of 3.534 and standard deviation of 1.212, implied that majority of the respondents agreed that the head teachers' role teachers' professional development affects teachers' performance and there was a high variation from the mean since standard deviation was greater than 1.

4.4.3 Goal Setting Practices

The third survey objective was to establish the effect of head teachers' role on the goal setting practices on the teachers' performance, hence the participants were questioned on the degree at which they are in agreement with various statements on goal setting practices.

Table 4. 9

Goal Setting Practices

Opinion Statements	SD		D		N		A		SA		M	STD
	F	P%	F	P%	F	P%	F	P%	F	P%		
Head teacher sets goals at the beginning of every appraisal period for the teachers	3	4.5%	2	3.0%	7	10.4%	37	55.2%	18	26.9%	3.675	1.251
Goals set by the head teacher are aimed at improving teaching methodologies	1	1.5%	8	11.9%	9	13.4%	34	50.7%	15	22.4%	3.831	1.361
Setting goals by the head teacher gives teachers sense of direction	3	4.5%	2	3.0%	12	17.9%	32	47.8%	18	26.9%	3.766	1.170
Head teacher regularly discusses teachers' goals with them	1	1.5%	1	1.5%	6	9.0%	28	41.8%	31	46.3%	4.000	1.338
Setting of goals enable teacher clarity on what to expect and what is expected from them	1	1.5%	4	6.0%	14	20.9%	33	49.3%	15	22.4%	4.143	1.048
Head teacher usually rewards teachers who attain their goals	1	1.5%	2	3.0%	5	7.5%	27	40.3%	32	47.8%	3.981	1.021
Overall Mean											**3.899**	**1.198**

The output showed that the respondents strongly agreed that setting of goals enable teacher clarity on what to expect and what is expected from them (M=4.143; SD=1.048) and they strongly agreed that head teacher regularly discusses teachers' goals with them with (M=4.000; SD=1.338). The respondents agreed that head teacher usually rewards teachers who attain their goals with (M=3.981; SD=1.021) and they further agreed goals set by the head teacher are aimed at improving teaching methodologies with (M=3.831; SD=1.361). They also agreed that setting goals by the head teacher gives teachers sense of direction with (M=3.766; SD=1.170) and they finally agreed that head teacher sets targets initially at the period of appraisal for the teachers with (M=3.675; SD=1.251). The overall mean of 3.899 and standard deviation of 1.198, implied that majority of the respondents agreed that head teachers' role on

goal setting practices affects teachers' performance and there was a strong variation from the mean since standard deviation was greater than 1.

4.4.4 Performance Feedback Practices

The final survey objective was to determine the effects head teachers' performance feedback practices on the teachers' performance. Hence, the respondents were asked to indicate the extent in which they agree with the various statements on performance feedback practices.

Table 4. 10:

Performance Feedback Practices

	SD		D		N		A		SA			
	F	P%	F	P%	F	P%	F	P%	F	P%	M	STD
Educators receive sufficient feedback on their achievement on the basis of their performance appraisal form from the head teacher	2	3.0%	2	3.0%	6	9.0%	26	38.8%	31	46.3%	4.351	1.109
Head teacher always give out performance feedback on time	0	0.0%	3	4.5%	13	19.4%	35	52.2%	16	23.9%	3.844	1.204
Head teacher communicates with teachers frequently on their work performance	0	0.0%	1	1.5%	13	19.4%	33	49.3%	20	29.9%	3.805	1.283
Teachers receive both verbal and written feedback from their head teacher	2	3.0%	9	13.4%	14	20.9%	23	34.3%	19	28.4%	4.104	1.257
The feedback given by the head teacher to the teachers actually agrees with what they had achieved	1	1.5%	2	3.0%	14	20.9%	28	41.8%	22	32.8%	3.753	1.388
Teachers highly appreciates feedbacks from the head teacher	3	4.5%	8	11.9%	12	17.9%	28	41.8%	16	23.9%	3.681	1.254
Overall Mean											**3.923**	**1.249**

The analysis showed that the respondents strongly agreed that teachers get adequate feedback on their performance based on performance appraisal form from the head

teacher with (M=4.351; SD=1.109) and they strongly agreed that teachers receive both verbal and written feedback from their head teacher with (M=4.104; SD=1.257). The respondents also agreed that head teacher always give out performance feedback on time with (M=3.844; SD= 1.204) and they agreed that head teacher communicates with teachers frequently on their work performance with (M=3.805; SD=1.283). The respondents agreed that the feedback given by the head teacher to the teachers actually agrees with what they had achieved with (M=3.753; SD=1.388) and they finally agreed that teachers highly appreciates feedbacks from the head teacher with (M=3.681; SD=1.254). On the overall mean of 3.923 and standard deviation of 1.249, which implied that majority of the respondents agreed that head teacher's role on performance feedback practices affects teachers performance.

4.4.5 Teachers' Performance

On the dependent variable, the respondents were also asked to indicate the extent in which they agree with the various statements on teachers' performance.

Table 4. 11:

Teachers Performance

Opinion Statements	SD		D		N		A		SA		M	STD
	F	P%	F	P%	F	P%	F	P%	F	P%		
School mean grade is always above the average (above 250 marks)	9	13.4%	17	25.4%	22	32.8%	17	25.4%	2	3.0%	4.221	1.210
KCPE results at the school is on upward trend	8	11.9%	13	19.4%	16	23.9%	20	29.9%	10	14.9%	3.909	1.330
More than 50% of student in the school attains grades of joining secondary	2	3.0%	4	6.0%	24	35.8%	21	31.3%	16	23.9%	4.000	1.308
The school has received many awards in co-curricular activities	1	1.5%	8	11.9%	16	23.9%	22	32.8%	20	29.9%	4.013	1.208
The school ranks among top twenty schools in the sub county in KCPE	4	6.0%	11	16.4%	10	14.9%	24	35.8%	18	26.9%	3.581	1.401
Best candidate in KCPE attains super quality results of 350 marks and above over the years	1	1.5%	3	4.5%	17	25.4%	27	40.3%	19	28.4%	4.065	1.213
Overall Mean											**3.965**	**1.278**

Table 4.11, showed that the respondents strongly agreed that school mean grade was always above the average (above 250 marks) with (M=4.221; SD=1.210) and they strongly agreed that best candidate in KCPE attains super quality results of 350 marks and above over the years with (M=4.065; SD=1.213). They also strongly agreed that the school has received many awards in co-curricular activities with (M=4.013; SD=1.208) and they strongly agreed that more than 50% of student in the school attains grades of joining secondary with (M=4.000; SD=1.308). They further agreed that KCPE results at the school was on upward trend with (M=3.909; SD=1.330) and they agreed that the school ranks among top twenty schools in the sub county in KCPE (M=3.581; SD=1.401). The overall mean of 3.965 and standard deviation of 1.213, implied that majority of the respondents agreed that the role head teachers' on

performance appraisal affects teachers performance and there was a strong variation from the mean since standard deviation was greater than 1.

4.5 Test for Regression Assumptions

Before conducting multiple linear regression, the following regression assumptions such as normality, multi-collinearity, linearity, serial autocorrelation and homoscedascity were tested. Hair, et al. (2010), states that for the results to be actually representative of the sample, regression assumptions must be met. Hence the above key assumptions were tested as indicated by (Ghozali, 2015) & (Hair, et al., 2010).

4.5.1 Normality Test

Normality test was carried because the researcher will adopt most of the parametric test such as correlation coefficient, ANOVA and regression analysis, which are majorly based on the assumption that the data are normally distributed (Ghasemi & Zahedisl, 2012). This study adopted Shapiro-Wilk test owing to its higher power, since it can accommodate large sample of even more than 2000, compared with Kolmogorov-Smirnov test . (Ghasemi & Zahedisl 2012).

Table 4. 12:

Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation and Reward	.104	67	.000	.976	67	.000
Professional Development	.107	67	.000	.978	67	.000
Goal Setting Practices	.106	67	.000	.976	67	.000
Performance Feedback Practices	.117	67	.000	.973	67	.000
Teachers' Performance	.113	67	.000	.975	67	.000

a. Lilliefors Significance Correction

From table 4.11, showed that that all the p-values (0.000) are less than 0.05 based on the Shapiro-Wilk tests are normally distributed for all the variables in the study. In addition, Kolmogorov-Smirnov test, indicated that all the variables are normally distributed, since all the variables had a p-value of less than 0.05.

4.5.2 Multi-Collinearity Test

According to William et al. (2013) multicollinearity problem in regression analysis is suspected when the predictor variables are perfectly (r=1) or highly correlated (r > 0.9). Belsley et al. (2010) adds that the multicollinearity problem contributes to inflation of confidence intervals and standard errors leading to unstable estimates of the coefficients of individual explanatory variable. In this study this assumption will be tested by tolerance values and variance inflation factor (VIF). Field (2009) argues that VIF of above 10, shows the existence of the multicollinearity problem. Mernard (2015) adds that tolerance values of less than 0.2 also indicates the existence of the problem. Hence this study adopted Field (2009) and Mernard (2015) assertions as the threshold for determining the presence of multicollinearity problem.

Table 4. 13:

Multi-Collinearity Test

Predictor Variables	Collinearity Statistics	
	Tolerance	VIF
1 Motivation and Reward	.745	1.341
Professional Development	.772	1.295

		.771	1.297
Goal Setting Practices		.771	1.297
Performance Feedback Practices		.756	1.347

a. Dependent Variable: Teachers' Performance

Table 4.12 indicated that all the predictor variables (motivation and reward, professional development, goal setting practices and performance feedback practices) had tolerance values of above 0.2 and variance inflation factors of less than 10, thus according to Field (2009) and Mernard (2015) there was no multicollinearity problem and regression analysis could be carried out.

4.5.3 Linearity Test

Linearity implied that the mean values of the dependent variable (teachers' performance) for each increment of the independent variables (motivation and reward, professional development, goal setting practices and performance feedback practices)) lie in a straight line. Pearson correlation analysis can be used to test the linearity assumption. According to William et al. (2013) and Fidell (2016) predictor variables should not be perfectly ($r=1$) or highly correlated ($r > 0.9$). Table 4.14 indicated that linearity assumption of regression was meant, since all the R-values were less than 0.9 indicating that there was no presence of multi-collinearity problem and linearity assumption was meant, this implied that students' academic performance, changed by constant amount every time predictor variables (motivation and reward, professional development, goal setting practices and performance feedback practices) will increase by one unit when other factors when other factors which are not incorporated in this study are held constant.

4.5.4 Serial Autocorrelation

To test if residuals in the multiple linear regressions are independent, Durbin-Watson Test was carried out. Durbin-Watson values ranges between 1 to 4. Durbin-Watson statistic rule of thumb states that residuals are not correlated if they are approximately 2, the original paper states that variance ranges of less than 1 and greater than 3 is a cause of concern. Hair et al. (2016) recommends variance ranges between 1.5 to 2.5, hence this study recommended a decision rule of between 1.5 to 2.5. Table 4.15 indicated Durbin-Watson value of 1.511, which was between 1.5 to 2.5.

4.5.5 Homoscedascity Test

It simply means the data have the same scatter, it is based on the assumption of equal assumption, which assumes that the data must have same variance. This is the opposite of heteroscedascity. There are various tests of homoscedacity as a regression assumption but the main ones are Bartlett Test and Levene Tests. In this study Levene test was used since Bartlett Test was used to test validity of the research instruments and it is sensitive to departures from heteroscedascity and normality. The insignificance (p>0.05) of the Levene statistics was examined. Based on Table 4.16, it was determined that all the independent variables had a p-value of greater than 0.05, which implied that there was equality (homogeneity) of variance.

Table 4. 14:

Levene Test (Test of Homogeneity of Variances)

Independent Variables	Levene Statistic	df1	df2	Sig.
Motivation and Reward	1.112	13	337	.348

Professional Development	1.443	13	337	.138
Goal Setting Practices	2.271	13	337	.107
Performance Feedback Practices	1.532	13	337	.293

4.6 Pearson Correlation between Independent and Dependent Variables

Pearson correlation analysis was carried out to test the theoretical proposition regarding relationships between independent and dependent among the variables. This was also carried out to establish if there existed a linear relationship between independent and dependent variable. The values are interpreted between 0 (no relationship) and 1 (perfect relationship). Also, the relationship is considered weak when $r = \pm0.1$ to ±0.29, while the relationship is considered medium when $r = \pm0.30$ to ±0.49, and when r is ±0.50 and above, the relationship can be considered strong.

Table 4. 15:

Pearson Correlation

		Y	X₁	X₂	X₃	X₄
Teachers' Performance (Y)	Pearson Correlation	1				
	Sig (2-tailed)					
Teachers' Reward and Motivation (X₁)	Pearson Correlation	.306*	1			
	Sig (2-tailed)	.027				
Teachers' Professional Development (X₂)	Pearson Correlation	.269**	.027	1		
	Sig (2-tailed)	.006	.020			
Goal Setting Practices (X₃)	Pearson Correlation	.405**	.167*	.166	1	
	Sig (2-tailed)	.002	.004	.244		
Performance Feedback Practices (X₄)	Pearson Correlation	.315*	.030**	.093*	.223**	1
	Sig (2-tailed)	.023	.006	.514	.112	

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

On the relationship between teachers' reward and motivation and teachers performance, the analysis showed (r=0.306; p=0.027), the analysis showed there existed a medium positive relationship between independent variable and dependent variable and the relationship was statistically significant since p-value < 0.05. This cognates with the

findings of Kasangi and Nasongo (2016), who established that reward played a significant role in motivational strategy to improve and maintain academic performance of in Vihiga District. On the relationship between teachers' performance and teachers' professional development, it was determined that (r=0.027; p=0.020), which implied there existed a very weak relationship between the two variables and the relationship was statistically significant since the p-value < 0.05, this corroborates the findings of Olembo et al.(2015), who established that, the school principal has a vital role to plan for seminars and workshops on teaching methods. Further, on the relationship between goal setting practices and teachers' performance, the analysis showed (r=0.167; p=0.004), which meant there existed a weak relationship between the two variables and the relationship was statistically significant since p-value < 0.05. This corroborates the findings of Sahai and Srivastava (2012) who established that goal setting process creates a more attractive and objective strategy for defining expectations and performance assessment. Finally, on the relationship between teachers' performance and performance feedback practices, it was determined (r=0.030; p=0.006), which implied that there existed a very weak relationship between the two variables but the relationship was statistically insignificant since p-value > 0.001. These findings contradicts the findings of Kaymaz (2011), who concluded that performance feedback is an essential source of information which supports the technical and behavior improvement of all levels in organization.

4.7 Regression Analysis

Multiple linear regression analysis was applied to establish a causal relationship between independent (motivation and reward, professional development, goal setting practices and performance feedback practices) and dependent (teachers' performance) variables (Hair et al., 2010).

4.7.1 Coefficient of Determination

To determine the percentage of teachers' performance which can be explained using the independent variables and the fitness of equation in chapter three, R^2 was determined.

Table 4. 16:

Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.613[a]	.377	.337	.4054	1.705

a. Predictors: (Constant), Motivation and Reward, Professional Development, Goal Setting Practices, Performance Feedback Practices

The analysis indicated there a strong positive relationship between performance appraisal practices and teachers performance since (r=0.613) The analysis further showed an adjusted r^2 of 0.337, which implied that head teachers' role on the performance appraisal practices (motivation and reward, professional development, goal setting practices and performance feedback practices) can explain only 33.7% of teachers' performance in Ganze Sub-County and therefore equation in chapter three was fit in explaining teachers' performance

4.7.2 Analysis of Variance

To determine the significance of performance appraisal practices in determining teachers' performance and significance of equation in chapter three, the study used ANOVA analysis

Table 4. 17:

Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.775	4	1.592	12.504	.001[b]
	Residual	7.894	62	.1273		
	Total	12.669	66			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Motivation and Reward, Professional Development, Goal Setting Practices, Performance Feedback Practices

The ANOVA model showed ($F_{(4,62)}$= 12.504; p=0.001), the analysis indicated that the model was statistically significant since p-value<0.05 and hence equation in chapter three was significant. Hence performance appraisal practices incorporated in this study significantly determines teachers' performance.

4.7.3 Regression Coefficient

A regression coefficient was carried out in order to explain the nature and relationship between each independent variables and dependent variable.

Table 4. 18:

Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.681	.513		1.329	.190
Motivation and Reward	.187	.084	.260	2.235	.030
1 Professional Development	.214	.080	.316	2.703	.009
Goal Setting Practices	.206	.069	.366	3.021	.004
Performance Feedback Practices	.201	.059	.365	3.109	.003

a. Dependent Variable: Teachers' Performance;

Based on the regression coefficient table, the specific regression equation in chapter three becomes:

$Y = 0.681 + 0.187X_1 + 0.214X_2 + 0.206X_3 + 0.201X_4$

Where

Y= Teachers' Performance

X_1= Motivation and Reward

X_2= Professional Development

X_3= Goal Setting Practices

X_4 = Performance Feedback Practices

Table 4.17 showed that motivations and rewards and teachers' performance were positively and significantly related ($\beta=0.187$; $p=0.030$), which means that a unit

increase in motivations and rewards will lead in 18.7% improvement in teachers performance. These findings corroborates that of Okumbe (2016), who established that teachers' rewards may boost the morale of teachers to perform the job. Further the analysis showed that there was a positive and significant between professional development and teachers' performance (β=0.214; p=0.009), which means that a unit increase in professional development will lead to significant 21.2% improvement in teachers performance. This findings can be supported by Adeolu (2015), who established that teachers' workshops is a way of enhancing teachers competencies, skills and growth professionally. Thirdly, on the goal setting practices and teachers' performance, the output showed (β=0.206; p=0.004), which means that a unit increase in goal setting practices will lead to a significant 20.4% improvement in teachers performance. Njeru (2015), supports this finding by opining that setting of goals is perceived as essential for the organization working on increasing the possibility that groups and people will conduct themselves in a manner that results in attainment of the organizations objectives. Finally, on the relationship between performance feedback practices and teachers' performance, it was determined as (β=0.201; p=0.003), this implied that a unit increase in performance feedback practices will lead to 20.1% increase in teachers performance in public primary schools in Ganze. Odhiambo (2015), supports this by establishing that effective performance feedback amongst workers and supervisor is the way to effective strengthening the efficiency of the organization.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents summary of findings as per the study objectives, conclusions and recommendations (recommendations of the study and recommendation of further studies). The study sought to establish the role of head teachers' role on the performance appraisal practices on performance of public primary schools in Ganze Sub-County.

5.1 Summary of Findings

5.1.1 Motivation and Rewards on the Teachers' Performance

Based on the regression and correlation analysis, it was determined that motivation and rewards significantly and they are positively related. The study analysis also showed that an increase in motivation and rewards would lead to improved teachers performance. The study also established that head teacher rewards the best improved teacher at the end of every term hence improving teacher's performance and rewards and recognition keep teachers committed to their jobs. The study also found out that the engagement of teachers in the making of decisions enhances their commitment and motivation thus enhancing performance of schools and the schools provide meals to teachers to ensure they stay in schools to have long contact hours with learners for maximum academic gains. The study found out that teacher's rewards are varied to satisfy both the immediate needs and long impression of the workers and motivation enables the teachers to work harder hence resulting in improved academic achievement.

5.1.2 Professional Development on Teachers' Performance

Correlation and regression analysis showed that professional and teacher's performance in public primary schools in Ganze Sub-County were positively and significantly related. They also showed that a unit increase in professional development would lead

to a significant improvement on teachers' performance. The study also showed that teachers' attend training programs willingly and headteachers encourages them to undertake private studies, using external sources such as college courses. The study further showed that teacher professional development improves professionally, academically and technically and head teacher organizes induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers. It was also established that head teacher organizes workshop as a means of improving teachers' skills, competencies and enhancing their professional growth and there were inadequate resources to organize teachers' training.

5.1.3 Goal Setting Practices on Teachers' Performance

On the third objective, the study found out that there was a positive and significant relationship between goal setting practices and teachers' performance. It was also determined that goal setting practices contributes to the teachers' performance in public primary schools in Ganze Sub-County. The study further found out that head teacher sets goals at the beginning of every appraisal period for the teachers and goals set by the head teacher were aimed at improving teaching methodologies. The study also determined that setting goals by the head teacher gives teachers sense of direction and head teacher regularly discusses teachers' goals with them. The study also showed that goal setting provides clarity to the teachers on what is expected of them and head teacher usually rewards teachers who attain their goals.

5.1.4 Performance Feedback Practices on Teachers' Performance

On the final objective, the analysis showed that performance feedback practices significantly and positively relates to teachers' performance. The regression analysis showed that performance feedback practices improvement would lead to a significant improvement teachers' performance in Ganze Sub-County. The study found out that

teachers get adequate feedback on their performance based on performance appraisal form from the head teacher and head teacher always give out performance feedback on time. The study also found out that head teacher communicates with teachers frequently on their work and teachers receive both verbal and written feedback from their head teacher. The study also established that the feedback given by the head teacher to the teachers actually agrees with what they had achieved and teachers highly appreciates feedbacks from the head teacher.

5.2 Conclusions

Based on the analysis and study findings it can be concluded that performance appraisal practices (motivations and rewards, goal setting practices, training and development and performance feedback practices) significantly contributes to the teachers' performance in public primary schools Ganze Sub-County. The study also concludes that an improvement of each performance appraisal would lead to teachers' performance in Ganze Sub-County, but professional development would be the main contributor as compared with other performance appraisal practices. The study also concludes that performance appraisal practices incorporated in this study partially explains teachers' performance in the county, hence there is need to consider other factors. The study further concludes that majority of primary school in the sub-county had a mean grade of above the average (above 250 marks) and KCPE results at the school was on upward trend. The study also concluded that more than 50% of student in the school attains grades of joining secondary and the schools has received many awards in co-curricular activities. The study finally concluded that the school ranks among top twenty schools in the sub county in KCPE and best candidate in KCPE attains super quality results of 350 marks and above over the years.

5.3 Recommendations

5.3.1 Recommendations of the Study

Provided that the norm of reward system is productively associated with performance of teachers, the survey suggests that educators association should continue providing rewards to educators to increase performance. The system of reward should be different to influence teachers in becoming creative in achieving their set targets. Performance should be pegged on promotion by the TSC. This meant that reward played a significant role in motivational strategy to improve and maintain academic performance of in Vihiga District. The rewards included giving teachers lunch and tea during breaks, monetary reward for better grades and taken them to trips. A reward system must be well defined within the organization to enable workers comprehend the association linking reward and performance. The morale of workers is also driven by extrinsic rewards and the manner in which the rewards are distributed has always been a dark cloud for large organizations, specifically in relation to evaluation of performance considering the current era of globalization. The rewards and appreciation are as a product of the commitment of the employees. The influence for achievement can be enhanced by an organization through the process related to a scheme of pay that is competent, management of performance, designing of a job and skills.

The survey additionally suggests that educators should be availed with study leaves or design other appropriate times that can allow a reasonable number of them enhancing their professional knowledge and application. Appropriate ways of funding should be made available by the TSC to teachers in order to enhance their professional knowledge and application. The head teachers should therefore be encouraged to reinforce the use of innovative ways of teaching by teachers in education. This can be done by the management of the school for seminars for teachers to enlighten them on the advantages

of adopting innovative ways and creativity in teaching, supporting activities that are geared towards innovation enhancement. Additional approaches encompass enabling and motivating teachers to undergo private training, utilization of external means including courses in college, attending workshops at the level of the district and through consultation. The core focus of catching up with the new developments and insights impacts the professional field including the emerging approaches of pedagogy, manuals and methods for teaching and new subject aspects. The effectiveness of workshops as a form of organized training relies on the planning of the principal and the involvement of participants through adequate provision of information concerning its purpose and what to bring along with them. The main advantage of participating in a workshop is the swapping of knowledge amongst those participating. It needs encouragement as a way of enhancing the teacher's professional growth, competencies and skills. According to the probe an entity or organization that is successful need to have well defined and clear targets that are crafted to inspire people to be at their best individually or as a group. It is also noted that targets assist an individual to attain success and inspire those in charge of coming up with them. The main requirement for attaining goals is through dedication. Individuals are enabled by goals to endeavor to and accomplish what they need to attain in life. Additionally, the survey notes that they needed to outline basic indicators of performance for that job. Setting of goals is perceived as essential for organizations which want to increase the certainty of groups and individuals behaving in a manner that results in attaining the objectives of the organization. The survey noted that goals provide a particular course and a point of aim. Additionally, they sum distinct qualities of weighing performance which are comprehended by those taking part. It is noted by the Government of Kenya. The survey indicated that the continuing probe undertaken on O level institutions indicated that

training provides inspiration to provide careful reflection on the goals of teachers. The study's outcome shows that the goals of teachers can influence their growth professionally and effectiveness in providing instructions. The survey concluded that the absence of commitment to an individual's goals leads to no considerable progress. Provided that the practice of setting of goals is productively associated with performance of teachers, the suggestions of this survey are that TSC need to increase practices of goal setting and relate goal achievement to rewards to carry on enhancing teacher's performance in primary public schools. The participation of teachers in goal setting needs to be objective and transparent in the process of appraisal to make them aware of the basis of their evaluation.

Because the practice of providing feedback on performance positively influence performance of educators, the suggestion of the survey is that superiors need to offer timely and continuous feedback to teachers. The superiors need to make sure that the feedback on performance is error free depending on individual; bias stereotyping which positively influences performance of teachers. Feedback that is effective need to show the actual contribution of particular performance of teachers. Feedback on appraisal of performance had a progressive aim of offering opportunities of change by providing appraisal of feedback and development and training which happens to be an activity of managing performance focused by ongoing organizational improvement norms. Feedback is being utilized to foster improvement in present performance. However, conveyance of feedback need to be conducted in a suitable way if it is utilized to encourage and inspire suitable conduct. To be able to provide interview for appraisal with greater effectiveness, superiors are advised to provide continuing feedback on performance to employees and sustain extensive records of performing work in their selected activities. The revelation of the study was that the head teachers aren't

provided timely feedback after a friendly communication making teachers acquire a negative perception in regards to appraisal of performance. The recommendation of the survey were that feedback should be provided immediately after teachers are appraised to deter delays.

5.3.2 Recommendations of Further Studies

Considering that the survey considered the role of head teachers in the system of appraising performance in relation to teacher's performance in public primary school in sun county of Ganze. The recommended of the study are that similar survey be undertaken in more sub counties within this nation to allow for purposes of differentiation and to tolerate findings to be generalized in relation to influence of systems of appraisal of performance on the performance of public primary school educators within Kenya's sub counties.

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APPENDIX I: LETTER OF INTRODUCTION

> KeMU Mombasa campus
> P.O Box 89983-80100
> Mombasa.

Dear Respondent,

REF: <u>PERMISSION TO COLLECT DATA FROM YOUR INSTITUTION.</u>

I am a Masters student at KeMU Mombasa campus. The assistance of your organization is requested in a Study entitled head-teachers role on implementation of teacher performance appraisal and development tool on teachers' performance in Ganze sub-county.

Please take a few minutes to complete this questionnaire. Your specific answers will be completely anonymous, but your views, in combination with those of others, are extremely important. The information generated using this questionnaire will be treated confidentially and will not be in any way used against the respondent. The information obtained will be used purely for the intended academic purposes.

Yours sincerely,

NZARO CHAI ANTHONY

EDU-3-7142-2/2016

APPENDIX II: RESEARCH QUESTIONNAIRE

1. Please indicate your gender

    a) Male   [   ]

    b) Female   [   ]

2. Please indicate your age

    a) 18-25   [   ]

    b) 26-35   [   ]

    c) 36-45   [   ]

    d) 46 and above   [   ]

3. For how long have you been a head-teacher?

    a) Less than a year   [   ]

    b) 1-5 years   [   ]

    c) 6-10 years   [   ]

    d) 11 years and above [   ]

PART B: Motivation and Reward

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

5=Strongly Agree, 4= Agree, 3= Moderate, 2=disagree, 1=Strongly Disagree

Teacher Motivation and Reward	1	2	3	4	5
Head teacher rewards the best improved teacher at the end of every term hence improving teachers performance					
Rewards and recognition keep teachers committed to their jobs					
involvement of teachers in school decision making improve teacher motivation and commitment hence improves school performance					
The schools provide meals to teachers to ensure they stay in schools to have long contact hours with learners for maximum academic gains					
Teacher's rewards are varied to satisfy both the immediate needs and long impression of the workers.					
Motivation makes the teachers put utmost effort in their work and leads to better Academic Performance					

PART C: Teachers' Professional Development

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

5=Strongly Agree, 4= Agree, 3= Moderate, 2=disagree, 1=Strongly Disagree

Teachers' Professional Development	1	2	3	4	5
Teachers' attend training programmes willingly					
Headteacher encourages teachers to undertake private studies, using external sources such as college courses.					
Teacher professional development improves professionally, academically and technically.					
Headteacher organizes induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers.					
Headteacher organises workshop as a means of improving teachers' skills, competencies and enhancing their professional growth					
There are inadequate resources to organize teachers' training					

Part D: Goal Setting Practices

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

5=Strongly Agree, 4= Agree, 3= Moderate, 2=disagree, 1=Strongly Disagree

Goal Setting Practices	1	2	3	4	5
Headteacher sets goals at the beginning of every appraisal period for the teachers					
Goals set by the headteacher are aimed at improving teaching methodologies					
Setting goals by the headteacher gives teachers sense of direction					
Headteacher regularly discusses teachers' goals with them					
Goal setting provides clarity to the teachers on what is expected of them					
Headteacher usually rewards teachers who attain their goals					

PART E: Performance Feedback Practices

Please tick the numerical value corresponding to your personal opinion for each
statement. Use the scale provided to guide you. Please tick (√) appropriately.

5=Strongly Agree, 4= Agree, 3= Moderate, 2=disagree, 1=Strongly Disagree

Performance Feedback Practices	1	2	3	4	5
Teachers get adequate feedback on their performance based on performance appraisal form from the headteacher					
Headteacher always give out performance feedback on time					
Headteacher communicates with teachers frequently on their work					
Teachers receive both verbal and written feedback from their					
The feedback given by the headteacher to the teachers actually agrees with what they had achieved					
Teachers highly appreciates feedbacks from the headteacher					

Teachers Performance

Please tick the numerical value corresponding to your personal opinion for each
statement. Use the scale provided to guide you. Please tick (√) appropriately.

5=Strongly Agree, 4= Agree, 3= Moderate, 2=disagree, 1=Strongly Disagree

Teachers' Performance	1	2	3	4	5
School mean grade is always above the average (above 250 marks)					
KCPE results at the school is on upward trend					
More than 50% of student in the school attains grades of joining secondary					
The school has received many awards in cocurricular activities					
The school ranks among top twenty schools in the sub county in KCPE					
Best candidate in KCPE attains super quality results of 350 marks and above over the years					

APPENDIX III: LIST OF PUBLIC PRIMARY SCHOOLS IN GANZE SUB-COUNTY

S/No	Primary School
1.	Bahero
2.	Baraka
3.	Bodois
4.	Dungicha
5.	Ganze
6.	Kagombani
7.	Katofeni
8.	Kimbule
9.	Kirimani
10.	Malomani
11.	Maojo
12.	Mariani
13.	Masemo
14.	Mgamboni
15.	Midodoni
16.	Migodomani
17.	Muhoni
18.	Mulungu Wa Mawe
19.	Mwaeba
20.	Mwenge
21.	Petanguo
22.	Tsangaweni
23.	Vilwakwe
24.	Vitsapuni
25.	Bamba
26.	Bandari
27.	Bengoni
28.	Bungale

29.	Chapungu
30.	Dodosa
31.	Fudumulo
32.	Goshi
33.	Jeshi
34.	Jila
35.	Jira
36.	Kabelengani
37.	Kalongoni
38.	Karimani
39.	Katendewa
40.	Kavunzoni
41.	Keresa
42.	Kidemu
43.	Lwandani
44.	Mabathani
45.	Madzeni
46.	Maryango
47.	Midoina
48.	Migujini
49.	Mikamini
50.	Mirihini
51.	Mitsemirini
52.	Mnago Wa Dola
53.	Mnagoni
54.	Mtsara Wa Tsatsu
55.	Muungano
56.	Muyuni
57.	Mwakwala
58.	Mweza Moyo
59.	Ndigiria

60.	Nzovuni
61.	Paziani
62.	Rima Ra Pera
63.	Shaka
64.	Zia Ra Wimbi
65.	Bale
66.	Bogamachuko
67.	Danicha
68.	Dida
69.	Dulukiza
70.	Dzikunze
71.	Forodhoyo
72.	Gabina
73.	Kachororoni
74.	Kadzandani
75.	Kafitsoni
76.	Kafuloni
77.	Kahingoni
78.	Kang'amboni
79.	Kikwanguloni
80.	Kwadadu
81.	Mabirikani
82.	Madamani
83.	Makonjemare
84.	Mangudho
85.	Mbwana
86.	Mihuhuni
87.	Milore
88.	Misufini
89.	Mitsedzini
90.	Mpirani

91.	Mrima Wa Ndege
92.	Mugumoni
93.	Muryachakwe
94.	Mwahera
95.	Mwangea
96.	Mwarandinda
97.	Ndugumnani
98.	Nyari
99.	Ranch
100.	Rare
101.	Silala
102.	Sokoke
103.	Sosodemu
104.	Tandia
105.	Vitengeni
106.	Ziwani

REPUBLIC OF KENYA

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98

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