

Teacher Training: A Critical Factor in the Implementation of Teacher Performance Appraisal in Public Secondary Schools in Nzau Sub County in Makueni County, Kenya

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Abstract:- Teacher performance appraisal is a key element in management process in institutions of learning. The implementations of performance appraisal amongst teachers largely depend on their level of training which forms the focus of this study. This study discusses teacher training as a critical factor in the implementation of teacher performance appraisal. The study had three specific objectives namely; assessing the status of teacher training on performance appraisal, establishing the type of training attended by teachers on performance appraisal and determining the influence teacher training on the implementation of performance appraisal in public secondary schools in Nzau Sub County, Makueni County, Kenya. The study employed descriptive survey research design. The target population was all principals and teachers in public secondary schools in Nzau Sub County, Makueni County. The study employed stratified sampling technique and random sampling for teachers and census sampling for principals to select 140 teachers and 50 principals. Data was collected using questionnaires. Validity of the research instruments was ascertained by piloting of the test items while reliability of the questionnaires was ascertained by a test-re-test technique. Data was analyzed using SPSS software and presented in frequency distribution tables and percentages. The study established that teacher training on performance appraisal influenced the implementation of their performance appraisal in public secondary schools in Nzau Sub County, Makueni County. The study recommends that teachers should be adequately trained on performance appraisal practices.

Key Words: - Teacher Training, Implementation, Teacher performance Appraisal

I. INTRODUCTION

1.1 Background to the Study

Performance appraisal has been lauded as an important tool which has the potential for improving performance of employees in organizations. Performance appraisal is the process through which performance qualifications of employees are evaluated against the requirements of the employee's job. According to Noe and Wright (2006) performance appraisal is the process through which an organization gets information on how well employees are

doing their jobs. In learning Institutions teacher performance appraisal is a method of monitoring and evaluating teacher's performance at the school level. It involves setting performance targets, periodic assessment, feedback evaluation, gathering information to demonstrate performance, rating of the performance, identification of performance gaps and planning teacher development and support measures (TSC 2017) . According to King'oo, Kasivu and Mwanza (2019), Performance appraisal is a system that specifies the intentions, obligations and responsibilities of the two parties through mutual agreements based on results and negotiated targets. Performance appraisal for teachers is expected to provide a fair, objective and consistent teacher evaluation for making crucial management decisions such as assignment of teachers, deployment and promotion. Performance appraisal for teachers provides an effective and consistent teacher evaluation criterion aimed at identifying teachers' performance gaps (RoK, 2016).

According to Smith (2002), performance appraisal demonstrates commitment to develop teachers effectively to ensure their job satisfaction and development of in career progression. In many African countries like South Africa, Ghana and Nigeria teacher appraisal has been integrated in school management which ensures that teachers' productivity is achieved through Performance appraisal (Molefhi,2015). In Kenya, the government introduced performance appraisal in 2016 through Teachers Service Commission (TSC) as a way of ensuring effective service delivery in the teaching service. Performance appraisal for teachers is provided for in Teachers code of regulations (2015) which mandates the commission to monitor the conduct and performance of teachers in the teaching service.

For teachers to perform their duties for which they are appraised, they should be inducted and trained to undertake performance appraisal and meet the performance appraisal criteria set by the employer. After recruitment and job placement teachers find that there is exists a knowledge gap between their professional training and their practice hence

the need for training on specific skills. Training is a process through which individuals acquire knowledge, skills and attitudes needed to perform their jobs in order to achieve the goals of their organizations (Mathias and Jackson, 2008). Similar views are expressed by Armstrong (2006) who posits that training is the planned and systematic modification of behavior through learning which enable individuals to achieve knowledge, skills and competencies needed to carry out their work effectively. Technical training for teachers on the appraisal skills has become increasingly important in order to improve teacher's ability to perform their duties effectively. Training on performance appraisal for teachers is therefore a critical factor in its implementation.

1.2 Statement of the Problem

For a long period of time, teachers in Kenya have used the conventional method of filling returns to their employer which are not pegged on any set criteria and targets. In the recent past the teacher's employer, Teachers Service Commission (TSC) introduced the Teacher Performance Appraisal and Development (TPAD) tool for teachers in January 2016 to assess and recommend teachers to be promoted, demoted, disciplined and appointed to the next grade. This was intended to make teachers become result oriented and improve service delivery to the learners and other stakeholders. Teachers assessment survey done by Nzai TSC sub county office revealed that since the initiation of this appraisal, teachers have been reluctant towards the implementation of performance appraisal (TSCSCD Nzai, 2018). While performance appraisal is gradually being applied to teachers, there is concern that the appraising system is treated as an administrative exercise and as such teachers lack commitment to the appraisal requirements. Many teachers see the appraisal process as routine work and consider the implementation of performance appraisal as punitive and degrading. The teachers have since its inception lamented that they have been converted into clerks and clerical officers dealing with documents instead of teaching. The teachers argue that they spend a lot of time putting their papers in order at the expense of preparing lessons and teaching. Performance Appraisal in Kenyan public secondary schools has been prone to challenges especially where the teachers have not undergone training on its implementation. The motivation to implement the performance appraisal among teachers in Nzai Subcounty is thus low. Although the reasons for the poor implementation are not well specified, teacher training may have been a critical factor in the implementation of the performance appraisal. Following these challenges the researcher aimed at investigating whether teacher training could be an influencing factor in the implementation of performance appraisal in Public Secondary Schools in Nzai Sub County, Makueni County, Kenya.

1.3 General object of the Study

The general objective of the study was to investigate the influence of teacher training on the implementation of

teachers' performance appraisal in Public Secondary Schools in Nzai Sub County, Makueni County, Kenya.

1.3.1 Specific Objectives of the Study

The specific objectives of the study were to;

- i) Assess the status of teacher training in performance appraisal in Public Secondary Schools in Nzai Sub County, Makueni County, Kenya.
- ii) Establish the type of training on performance appraisal attended by teachers in public secondary schools in Nzai Sub county, Makueni County, Kenya.
- iii) Determine the influence of teacher training on the implementation of performance appraisal in public secondary schools of Nzai Sub County, Makueni County, Kenya.

II. REVIEW OF RELATED LITERATURE

Dessler (2008) defines performance appraisal as the process through which employees' performance is assessed by setting work standards, assessing the employee relative to those standards, monitoring the performance and providing feedback to the employee with the aim of eliminating performance deficiencies. Ijewereme (2013) looks at performance appraisal as a tool used by organizations to identify the strengths and shortfalls of the employees with the aim of reinforcing the strengths and improving on the shortfalls for the benefit of both the employee and the organization. The overall aim of performance appraisal is to empower, motivate and reward employees to encourage high performance. Prasad (2006) posit that employee training imparts and develops the required skills for a specific purpose. DeCenzo & Robbins (2003) see training as the acquisition of skills and attitudes that result in improving performance at workplace. Training increases employee competences that enable them to act effectively in their jobs.

Training teachers on Performance appraisal changes their attitude and increases their productivity. It Increases capacity for adaptation of skills for job requirement and improve teacher performance and effectiveness in the schools. Teacher Training on performance appraisal is important as it seeks to fill the knowledge gap that exists between what they already know and what they should know before the appraisal is done (Kreitner, 2005). Teachers being appraised need guidance on how to prepare for and conduct performance appraisal (Mainiero & Tromley, 2003). Kreitner (2005) identifies several training modes for training teachers on performance appraisal which include seminars, short courses and workshops. Kreitner(2005) further argue that these courses aim is to ensure that there is ongoing teacher training on performance appraisal and that the access to these training is guaranteed.

Bulawa (2011) posit that performance appraisal training for teachers is a new concept and that most teachers especially in developing countries have not yet been trained. Bulawa

(2011) further notes that lack of training by teachers has been a serious obstacle in the implementation of performance appraisal in developing countries. Similarly, Ngeno (2006) notes that Most teachers lack the required skills to implement performance appraisal and suggests the need to train the teachers to improve their performance. Sherman (2004) avers that teacher training on performance appraisal is the best tool that can influence implementation of performance appraisal.

III. RESEARCH METHODOLOGY

The study employed stratified sampling technique and random sampling for teachers and census sampling for principals to select 140 teachers and 50 principals. Data was collected using questionnaires. Validity of the research instruments was ascertained by piloting of the test items while reliability of the questionnaires was ascertained by a test-re-test technique. Data was analyzed using SPSS software and presented in frequency distribution tables and percentages.

IV. RESEARCH FINDINGS AND DISCUSSIONS

4.1 Status of Teacher training on Performance Appraisal

The study sought to establish whether teachers had undergone training in performance appraisal in the sampled schools. The principals were asked to indicate whether teachers in their schools had undergone performance appraisal training. The teachers were also requested to indicate whether they had been trained on performance appraisal. The study aimed to establish if the respondents had prior training of performance appraisal that could enable them in implementation the performance appraisal. The results were presented in Table 1.1

Table 1.1. Status of teachers training on performance appraisal

Responses	Teachers		Principals	
	Frequency (F)	Percentage %	Frequency (F)	Percentage %
Yes	84	60	30	60
No	56	40	20	40
Total	140	100	50	100

The data analyzed in Table 1.1 showed that majority of the principals said their teachers had undergone teacher performance training as attested by 30 (60%) of the principals who said their teachers had been trained as opposed to 20 (40%) of the principals who said that their teachers had not been trained. Similarly, 84 (60%) of the teachers confirmed that they were trained in performance appraisal while 56 (40%) said that they had not undergone performance appraisal training. This implied that training of teachers on performance appraisal had taken off though not fully embraced in public secondary schools in Nzau Sub County. The study established that principals and teachers had knowledge of performance appraisal that enabled them in implementation of the performance appraisal. The exposure to training concurs with a suggestion posted by Kreitner (2005) who posits that training about performance appraisal is important as it seeks to fill the knowledge gap that exists between what employees know and what they should know before appraisal is done.

4.2 Types of performance appraisal trainings attended by teachers

The study further sought to establish if the teachers had attended training and the types of training the teachers had attended. Teachers were requested to indicate if the types of training they had attended. The principals were also requested to indicate the types of training their teachers had attended. Their responses were summarized in Table 1.2

1.2 Table showing trainings attended by teachers

Type of training	Teachers						Principals					
	Yes		No		Total		Yes		No		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Short courses	105	75	35	25	140	100	35	70	15	30	50	100
Resource person visit to schools	23	45	77	55	140	100	22	44	28	56	50	100
Open forums at school	70	50	70	50	140	100	40	80	10	20	50	100
Workshops	105	75	35	25	140	100	36	72	14	28	50	100
Seminars	105	75	35	25	140	100	37	74	13	26	50	100

The information shown in Table 1.2 indicate that all the teachers in Nzau SubCounty had at least attended some training on teacher appraisal. The results indicated poor attendance of the teachers to training done by resource person visiting the schools with 23 (45%) of teachers having attended while 77 teachers representing 55% had not attended. Similarly, 22 (44%) of the principals affirmed that their

teachers had attended exposure to training by resource person visiting the schools while 28 (56%) contradicted the assertion. Short courses training, workshops and seminars were attended by 105 (75%) of the teachers while 35 (25%) of the teachers said that they did not attend each of the three outlined types of training. On the same trainings, 35 (70%), 36 (72%) and 37 (74%) of the principals affirmed that their teachers had

attended while 15 (30%), 14 (28%) and 13 (26%) of the principals said that their teachers had not attended those trainings. Open forums at school were attended by 70 (50%) of the teachers while the other half did not attend. Likewise, majority of the principals representing 40(80%) said that their teachers had attended open forums at school as part of training while only 10 (20%) said that their teachers did not attend open forums at school as part of training of teachers on performance appraisal implementation. The information reveals that teachers had been trained on implementation of performance appraisal through various methods though with varying attendance numbers. The trainings attended by teachers are important for they inform the teachers being appraised on how to prepare for and conduct a performance appraisal. These findings concur with ideas of Kreitner (2005) who identifies several training modes for training teachers on performance appraisal which include seminars, short courses and workshops and posits that these courses aim at ensuring that there is ongoing teacher training on performance appraisal and that access to training as an integral part of school life for teachers is guaranteed.

4.3 Influence of teacher training on implementation of teacher performance appraisal

The teachers and the principals were requested to indicate how influential they felt teacher training influenced the implementation of performance appraisal in public secondary schools in Nzau Sub County. The findings were as contained in Table 1.3

Table 1.3 Influence of teacher training on implementation of teacher appraisal

Responses	Principals		Teachers	
	Frequency	%	Frequency	%
Very influential	30	60	112	80
Influential	20	40	28	20
Less influential	0	0	0	0
Not influential	0	0	0	0
Total	50	100	140	100

The analysis presented in Table 1.3 reveal that majority 30 (60%) of school principals and majority 112 (80%) of the teachers affirmed that teacher training was very influential in implementation of teacher appraisal. While 20 (40%) of the principals and 28 (20%) of the teachers said teacher training was influential in the implementation of performance appraisal. None of the respondents felt that teacher's training was less influential or not influential at all in determining the implementation of performance appraisal. The output analyzed confirms that teacher training influences implementation of teacher performance appraisal. The findings of this study concurs with the assertion by Sherman (2004) who agrees that teacher training on performance appraisal is the best tool that can influence implementation of performance appraisal.

V. CONCLUSIONS AND RECOMMENDATIONS

The study found out that the Status of teacher training on performance appraisal in schools was optimum and that the principals and teachers had knowledge of performance appraisal that aided in implementation of the performance appraisal. The study also concluded that all the teachers in Nzau Sub County had at least attended some training on teacher appraisal. The study further concludes that teacher training had significant impact on implementation of teacher performance appraisal. Finally, the study concludes that teacher training influences the implementation of performance appraisal in schools. The study recommends that teachers should be adequately trained on performance appraisal practices. This can be done through capacity building programs such as clinics and seminars and workshops with a structured curriculum.

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