



Effect of Teachers' Attitude on Performance Appraisal Feedback on their Motivation in Public Secondary Schools in Bahati Sub- County, Nakuru County, Kenya

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Cite as: Muendo, J. M., Nzivu, E. N., & Wambiya, P. (2024). *Effect of Teachers' Attitude on Performance Appraisal Feedback on their Motivation in Public Secondary Schools in Bahati Sub- County, Nakuru County, Kenya*. *International Journal of Social and Development Concerns*, 22(4), 50–63. <https://doi.org/10.5281/zenodo.13910920>

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Editing Oversight
Imperials Consultants International Limited

Abstract: This study investigated on the effect the attitude the teachers have on the Performance Appraisal Feedback on their Motivation in Public Secondary School in Bahati Sub County, Nakuru County, Kenya. The study was anchored on the Hertzberg Two Factor theory (1959) on motivation and job satisfaction. The study adopted Convergent parallel method research design whereby quantitative descriptive cross-sectional survey design and qualitative phenomenological design were used. It involved a sample of 115 teachers, 13 principals, 13 deputy principals and the one Teacher Service Commissioner Sub County Director. In order to collect data, questionnaires and interview guide were used as the data collection instruments. In determining the reliability of the questionnaire Cronbach's alpha of 0.824 was used. The obtained quantitative data was analyzed through the use of SPSS version 25. Descriptive statistics were then presented using frequencies, percentages as well as bar graphs. Qualitative data were presented through direct quotes. The research findings revealed that teachers did not clearly understand the structure and design of the Performance Appraisal feedback process even though they were actively involved in the appraisal and evaluation processes in their schools. The teachers had developed a negative attitude on the performance appraisal process which in return negatively affected their motivation. The study thus recommended for the evaluation of the PA system to allow the involvement of key stakeholders and the provision of relevant continuous training for both principals and teachers so that the teachers would have a positive attitude towards the appraisal process.

Key Words: Performance Appraisal, Feedback, Teacher, Principal, Motivation

1.1 Background of the study

Rapid changes have been experienced in the education sector as a result of globalization and digitalization in response to the current knowledge-based economy (Nikolić, Perić & Bovan, 2020). There is a paradigm shift from the old ways of doing things to a new way of thinking, as schools try to cope with the rapidly changing environment that demands the building of stronger and better institutions

of learning. This has brought along performance appraisal (PA) which involves appreciating the abilities of teachers by developing their competencies and personal growth (Kihama & Wainaina, 2019; Nikolić et al., 2020).

The process of PA feedback covers a number of activities including examining employee's performances, helping them improve their abilities, maintaining performance as well as allocating rewards which by so doing motivate the employees and drives them into achieving the strategic goals of the organization. PA feedback allows for the evaluation of the employees while giving them valuable responses and creating a positive impact on their future performance (Wanjala & Osendo, 2019). Motivation enhances teachers' enthusiasm and helps them maintain their professionalism. Motivated teachers are very committed and have the desire to be the best and to offer quality services. The appraisal system should thus highlight the expected feedback from the appraisal process so as to keep the appraisee motivated. Motivation helps the employees to modify their behavior so that they can achieve more (Raghunathan & Sastry, 2018).

Onyango (2020) points out that in USA, those in the education sector managed to come up with PA systems that were aimed at appraising education personnel with an aim of giving feedback that reinforces the output of their work. These appraisals however much they faced challenges have yielded many fruits and more especially have contributed to the advancement in the educational institutions. In India there is fairness in the appraisal feedback that has led to a high work performance among the teachers. When this fairness lacks, it impacts negatively on the work output and brings about low performance. This also enables these teachers to teach with enthusiasm since they have prepared for the teaching. When this fairness lacks, it impacts negatively on the work output and brings about low performance (Raghunathan and Subbu (2018).

In Kenya, PA is carried out through Teacher Performance Appraisal Development (TPAD). TPAD was established as a tool for undertaking PA and checking the conduct of the teachers in their career. This appraisal tool was made to be an open PA system for teachers with an aim of strengthening supervision and improving performance. It was made to keep a check on the behavior of the teachers and enhance their faithfulness in achieving the goals of the institution. It ensures that efficiency and quality in teaching are achieved by the teachers. The PA is also meant to change the attitude of teachers and their behavior through feedback and work towards motivating them to improve their performance (Mwangi & Njuguna, 2019). Despite the fact that the TPAD ought to motivate the teachers, this has not always been the case linking it with the attitudes some of the teachers have on the PA. This is the concern this study is addressing.

1.2 Statement of the Problem

To increase efficiency, the Teacher Service Commission introduced the Teacher Performance Appraisal and development (TPAD) system in 2014 as a mechanism for appraising teachers both in public primary and secondary schools. This was in line with the government policy in identifying and targeting the priority areas in the public sector where the teachers their appraisers reach a consensus on how to teach effectively. However, as much of this is being implemented, minimal attention has been put on the attitude the teachers have on PA feedback in regard to their motivation. Mwangi and Njuguna (2019) raise a concern regarding the opposition of the teachers' appraisal system in Kenya by the teachers' unions namely the Kenya National Union of Teachers and Kenya Union of Post Primary Education

Teachers. These unions have viewed the Teacher Performance Appraisal Development as an exclusive tool that focuses on process, it is lengthy thus being tiresome to the teachers and that which does not lead teachers in developing in their professionalism in as far as increase of their salaries or even leading to their promotion in their work. They consider the strategies used as being subjective on performance as well as lacking proper guidelines on the preparation for the teaching and lacking in provision of reliable feedback. On the other hand, teachers may not be against the Teacher Performance Appraisal Development tool based on the fact that it is a necessity but may be fearing issues such as victimization from the TSC, favoritism from their administrators, biases and lack of failure to guide on what ought to be done better. Several studies have been conducted on PA and TPAD (Mito et al, 2020; Wanjala & Osendo, 2019; Chirchir & Letangule, 2021; Badubi, 2017). Many of these studies have examined its effectiveness in the performance of the teachers and the students. However, minimal studies have been conducted to determine the effect that the attitude of the teachers on performance appraisal feedback have on their motivation in public secondary schools in Bahati Sub County which is the concern of this study.

1.3 Research Questions

What effect does teachers' attitude towards PA feedback have on their motivation in Bahati Sub County, Nakuru County, Kenya?

1.4 Theoretical Framework

This study was anchored on Herzberg's Two-Factor Theory which is also known as the Motivator-hygiene theory (Badubi, 2017). This theory was developed by Fredrick Herzberg in 1959 and it identified certain factors that cause satisfaction and dissatisfaction in their workplace. Herzberg (1987) recognized that the factors that brought in good feelings were those associated with the job itself and they include staff achievement, responsibility, recognition, promotion and growth. These are the factors that Herzberg identified as job satisfiers because they fulfill an individual's need for psychological growth. These are the same factors that the teacher PA in Kenya is aimed at instilling in individual teachers as motivators in their profession. He further noted that the opposite was also true. The factors associated with bad feelings were associated with the working surrounding which he regarded as physiological factors. They include policies of the institution, styles of leadership, supervision, how they related with each other, the pay they received from the work they did as well as conditions surrounding the work itself. These he regarded as dissatisfiers or hygiene factors. The feedback given is important for it boosts the morale and satisfaction when the staff is performing well (Okumbe, 2013). Imaobong (2019) considers PA feedback as a strategy that enhances employees' motivation, satisfaction and retention. It also allows the teacher to improve on how they conduct the teaching and encourage an all-rounded classroom. When the feedback is given immediately, it able to reinforce the activities of education and respond to the demands of both the teachers and the learners as well.

1.5 Review of Related Studies

Several empirical research studies were conducted by different researchers globally, regionally and locally on the effect of the attitude of teachers on the performance appraisal on motivation. A study on the impact of the PA process on job satisfaction on the academic staff in Higher Educational Institutions was carried out in the United Kingdom by Dasanayaka, Abeykoom, Ranaweera and Koswatte (2021). These researchers identified that all the academic staff were aware of the PA program and most of them had a negative view of it. This was a weakness that came in as a result of the appraisal having become

more of paperwork than the teaching performance, paying more attention to quantity than quality. They also point out that the negative attitude came in because, in many instances, the appraiser and the appraisee had differences in academic specialization and also because sometimes the feedback given is biased. The respondents of this study were sampled from five academic schools using random sampling. This study was important in informing the current researcher on some attitudes the employees including teachers have on the PAs. The study employed the use of qualitative and quantitative methodology through questionnaires and interviews like in the current study however the sample size was too small to generalize. The current researcher carried out the research in public secondary schools and not in the university as in the case of the previous study.

Adetunji, Abari and Mohammed (2020) conducted a study in Nigeria to examine the relationship between the reward system, teachers' attitude to work and their productivity. They adopted a descriptive survey research design comprising a sample of 1500 respondents taken from 30 schools. The questionnaire was used as an instrument to collect data. The study reported that when teachers are rewarded in their work environment, it positively influences their attitude toward work. This in return enables them to be able to work with more dedication and thus increase their productivity. These rewards may be implicit when in a monetary form such as pay or explicit which means non-monetary rewards such as promotion in work among others. The study proposed that the administrators be trained on the essence of the reward systems. The management needs to pay the teachers well so as to motivate them and so eventually modify their attitude towards the work and in extension the PAs. The gap identified in this study is that it only employed a quantitative research approach while the current researcher used the mixed methods approach.

A study by Owuonda, Odera and Odhiambo (2020) investigated the teachers' attitude toward teacher PA policy to public secondary schools' academic achievement in Homabay County, Kenya using a descriptive survey design. A sample of 729 respondents was selected. It employed the use of purposive sampling to select principals whereas simple random sampling was used to select the HODS and the teachers. Saturated sampling was used to select 8 Sub-County Quality Assurance and Standards Officers. The researchers of this stress that teachers' attitude towards the PA determines its success and has effects on performance. The research showed that some teachers develop a negative attitude as they consider the appraisal system as time-consuming. The appraisal process requires teachers to update their professional documents and lesson notes in addition to documentation of guidance and counseling as well as participation in the co curricula activities. The process makes the appraisal to be considered by teachers a mechanical exercise and a waste of time. This led to poor performance in several schools in the county. The current study researched the motivation of the teachers than academic achievement which was the intent of the previous study. Moreover, the studies were conducted in different localities though in the same country. As well the previous study adopted Mc Gregor Theory X and Y and goal setting theory whereas the current study adopted Herzberg's theory of motivation and was supported by goal setting theory and expectancy theory.

On the other hand, Wanjala and Osendo (2019) carried out a study to determine the perception that the teachers in the public primary schools in Mumias Sub-County had about the TPAD as a tool of appraisal. Their study was a descriptive survey design targeting 53 schools where they sampled 17 deputy head teachers and 512 teachers. They sampled the 17 deputy head teachers and 154 teachers using the stratified sampling method. The data was collected using questionnaires and observation. The study found that the

teachers are not against the TPAD as an appraisal tool in Kenyan schools. In fact, the study showed that the tool motivates teachers to give out their best performance by putting them on their toes to set achievable targets and make them abide by the school policies and laws. However, the teachers in this study voiced out that their main concern was about the appraisal bureaucracy that affected the free flow of information that the teachers needed. They desired a situation where the tool would allow free interaction between the supervisors and the teachers. This would help in achieving free interactions between the teachers and their appraisers. The Difference between the current study and that conducted by Wanjala and Osendo (2019) is that they used a quantitative approach and conducted the research in primary schools among teachers and deputy head teachers, while this current study used a mixed method approach and was conducted in secondary schools. The two studies are conducted in two different sub-counties.

1.6 Research Methodology

This research adopted the convergent design which is also known as concurrent triangulation. The study employed a cross-sectional design to obtain the quantitative data and phenomenology for qualitative data. The study targeted all these 36 schools in Bahati Sub County, all the 563 teachers, all the 36 principals and their deputies as well as the TSC Sub County Director. Thirteen schools were sampled out of which 115 teachers, 13 principals and their deputies and the TSC Sub County Director were sampled. Open and closed-ended questionnaires to collect the teachers' quantitative and qualitative data as well as interview guide to collect information from the principals, their deputies and the TSC Sub County Director. The study tested reliability and validity of research instrument to determine the quality of the information obtained. The researcher tested the face validity, construct validity and criterion validity of the research instruments. For internal consistency to be tested, Cronbach's alpha was used for the questionnaire of 48 items that had a Cronbach's alpha coefficient of 0.815. Method and source triangulation was used so as to avoid biasness. Leading questions were avoided during the interview. The respondents were also given enough time to respond to the questions that were asked. Pilot study was carried in two schools that were not sampled for the study. As part of data collection procedure, the researcher obtained the relevant permission to carry out the study including an introduction from the department of Post Graduate studies in CUEA, NACOSTI permit, permit from the County Education office as well as the Sub County office. The researcher did self-administration of the questionnaires of the teachers and carried out face to face interview with the principals, deputies and the TSC Sub County Director. After the data was collected, it was cleaned, checked and sorted. Quantitative data was edited, coded and entered in SPSS version 25, analyzed and presented using statistical analysis such as frequency tables, bar graphs, and pie charts among others. The qualitative data obtained from the open-ended questions and the interview guide was presented by use of narratives and direct quotes.

1.7 Findings and Discussions

Quantitative data was analyzed using statistical techniques with the help of SPSS version 25 was used to evaluate the quantitative data from the teachers from the field and used tables and figures to illustrate the research findings. This information was collated with the qualitative data from the teachers, principals and their deputies and the TSC Sub County Director and reported in direct quotes. All gave their view point on the PA feedback on feedback.

Table 1: Teachers’ Attitude towards the Appraisal Feedback

Attitudes towards Appraisal Feedback Process	Percentage	Highly negative	Negative	Neither positive nor negative	Positive	Highly positive
Promoting continuity	Percentage	7.1%	62.8%	19.5%	8.8%	1.8%
	Frequency	8	71	22	10	2
Positive thinking	Percentage	6.2%	61.1%	22.1%	9.7%	0.9%
	Frequency	7	69	25	11	1
Eradicating bias	Percentage	1.8%	8.0%	28.3%	54.0%	8.0%
	Frequency	2	9	32	61	9
Promoting discipline	Percentage	12.4%	52.2%	20.4%	13.3%	1.8%
	Frequency	14	59	23	15	2
Promoting professional competence	Percentage	14.2%	63.7%	13.3%	7.1%	1.8%
	Frequency	16	72	15	8	2
Promoting teamwork	Percentage	12.4%	58.4%	16.8%	10.6%	1.8%
	Frequency	14	66	19	12	2
Promoting accountability	Percentage	12.4%	64.6%	15.0%	5.3%	2.7%
	Frequency	14	73	17	6	3

Source: Field data, 2024

As regards to promoting continuity as shown in Table 1, majority of the respondents (69.8 %) said they had negative attitude with (10.6%) who indicated having positive attitude. This insinuates that the teachers did not consider the ability of PA feedback process in promoting continuity in a positive regard. Their situation might have been caused by the teachers’ negative experiences when dealing with tasks that needed continuity and which could not be achieved using the PA feedback process. Since teaching and learning is a continuous process, a tool that promotes that continuity would be more relevant to them. Moreover, much workload would also have hindered proper preparation for continuity of various tasks, a situation that was likely to affect their motivation on their performance. This is in line with what Ghosh and Deb, (2017) suggests that for the PA feedback process to be perceived as being able to promote continuity, it needs to be considered as fair, flexible, efficient and able to generate positive thoughts.

Regarding whether the teachers had positive thinking towards the appraisal feedback process, 67.3 % gave a negative respond with only 10.6% agreeing. On the same issue, P7 commented that “*I sometimes pity the teaching professionals. Many teachers consider TPAD as a bother to what they do. However, they have no choice but to comply or loss their job*” (Interview, 13th October 2023). Another one suggested that “*this process gives no room for negotiations. Teachers prepare and submit their targets while under duress. Some guidelines make the process even more cumbersome*” (Interview, P2 4th October 2023). Another principal (P9) observed that “*the work has been made more difficult since TPAD was introduced, forcing teachers to look for survival tactics*” (Interview, 18th October 2023).

It is apparent from the finding that most teachers did have a negative attitude toward the appraisal feedback process, a setting that was likely to affect the effectiveness of the PA feedback process. This situation could be attributed to the limited ability of PA feedback process to provide positive experiences to teachers when performing their teaching and learning activities. If well implemented, TPAD has the capacity for raising achievement and improving teachers' attitude towards achieving their targets. In this regard, Mwangi and Njuguna (2019) proposed that the PA should be made more attractive by modifying teachers' behaviors and attitude through positive feedback with a view of motivating them to improve their performance.

On their attitude as to whether the appraisal feedback process is capable of eradicating biases, 62.0% of respondents affirmed on it while 9.8% were negative. However, 28.3% took neutral position. The findings show that most teachers felt that the PA feedback process was capable of eradicating the existing biases being experienced in the PA process. The situation might have been caused by the fact that the PA process is able to capture the aspirations of teachers on various experiences. If well implemented, this would help eliminate possible bias based on their performance and can also act as motivation in the workplace. When this is done it can support the caution of Dandalt and Brutus (2020) against the abuse of PA system to offer unfair promotion, reward friends, for offering preferential treatment to certain staff or discipline subordinates with dissenting opinions.

On the question of whether PA feedback process promotes discipline 64.6% had a negative attitude with 15.1% indicating positive. Moreover, the principals give similar opinion on the issue. One of them (P1) strongly mentioned that *“teaching is like the military with a clear line of command. We only need to use it well to get the best results I thus advocate for respect between the teachers and their appraisers in the appraisal process for this works well to foster discipline and in return help to achieve the desired results”* (Interview, 29th September 2023). Another principal gave his view that Discipline is a must in school for all parties. I don't think the appraisal process has anything new to add on this” (P9, Interview, 18th October 2023).

The TSC Sub County Director also felt that PA feedback process plays a very vital part in shaping the discipline of teachers and students alike and commented that *“the implementation of TPAD was expected to have improved discipline among the whole school community but I am not sure whether this is the case.”* The findings infer that most teachers did not consider PA feedback process as being capable of promoting discipline. The same feeling emerged from both the principals and the TSC sub county Director. This may be caused by the fact that feedback from the PA process is seldom used for disciplinary purposes. Hence, the PA feedback need to inform the principals in decision making in regard to the disciplinary of teachers thus demystify the functions of the PA system. This will be necessity in nurturing the disciplinary climate in schools, which can be regarded as essential in promoting positive influence on PA feedback process. Lack of discipline in school affects how teachers react to feedback. This is in concurrence with Maya and Kacar (2020) who insist that performance evaluation should be taken with seriousness as a tool for promoting discipline, where the rewards and punishment are clearly spelled out and which allows for corrections.

On the issue of whether PA feedback process promotes professional competence, most of the respondents 77.9% had negative response with 8.9% giving positive response. During the interviews some principal reported as follows. One principal reported that *“teachers are not well trained to handle*

the appraisal system for their professional capacity” (P4, Interview, 9th October 2023). Another principal (P9) said that *“provision of the appraisal resources are mostly geared towards the set targets thus overlooking other aspects which are also important”* (Interview, 18th October 2023). Moreover, P7 said that *“most teachers’ professional related issues are self-driven because their involvement in the design and implementation of appraisal tools is very minimal”* (Interview, 13th October 2023). On the other hand, the TSC Sub County had this to comment on this by saying that *“professional advancement is a complex issue that is hard to achieve due to financial implication while considering the current economic situation. TPAD as it is today has some shortcomings that need to be addressed.”* The responses from the teachers, principals and the TSC Sub County Director revealed that the appraisal system feedback process did not effectively support the teachers’ professional growth. The findings denote that PA feedback process was not effective in promoting teachers’ professional competence in the schools. This might have been due to how the PA system was structured to mainly focus on teaching and learning issues, thus neglecting the teachers’ professional development. This situation is likely to interfere with their motivations on the use of PA feedback to enhance their professional competence. The findings disagree with Maya and Kacar (2020) who indicated that performance should be able to effectively address the teachers’ professional competence to allow for personal and professional development.

As to whether PA feedback process promotes teamwork, majority of teachers sampled (70.8%) indicated to having a positive attitude while 12.4 % had negative attitude towards the issue. Some of the principals interviewed supported the finding and stated as follows. P11 was of the opinion that *“Though not a current practice in most schools today, am sure it can change how the teacher performs if team work is promoted”* (Interview, 23rd October 2023). Another one said that *“teamwork adds value in any organization and I am sure it can also work well in our case”* (P4, Interview, 9th October 2023). While the other said that *“I consider such teamwork as a crucial aspect for achieving targets. Teachers can work better in teams”* (P1, Interview, 29th September 2023). P7 further indicated that *“the promotion of teamwork is health for responding to issues arising from PA feedback”* (Interview, 13th October 2023). The findings imply that most teachers appreciate the ability of PA feedback process in promoting teamwork. It seems that the teachers might have been consulting and collaborating with each other while undertaking various tasks. Therefore, PA feedback process can be used to promote teamwork as a motivation factor in all aspects of teaching and learning and beyond. In addition, the joint effort between teachers and their supervision and among teachers would help tackle some of the issues that would otherwise be a challenge to an individual teacher. The finding concurs with Nadeem, Arif and Naeem (2020) that if well conducted PA feedback process can be a suitable tool for promoting teamwork. Otieno et al., (2021) further agrees that teamwork that ought to act as a motivation factor for the teachers to work together.

On whether PA feedback process promotes accountability, 70.0% said they had a negative attitude with 8.0% being positive. Some of the principals in the interview strongly disagreed with the above findings where P8 responded that *“I like the TPAD feedback because they make teachers to be accountable”*. Another said that *“one is expected to justify his/her own target and teachers have no much issues with this”* (P2, Interview, 4th October 2023). Another said that *“once the targets are set, there is no fear that the teachers may default since they know that they have to achieve or get sanctioned. The TPAD helps to account what they have done”* (Interview, P6 12th October 2023).

This is an indication that most teachers had no trust on the ability of the PA feedback process to promote accountability despite the fact that several principals had a contrary opinion. The researcher had a point of view that the compulsory use of TPAD had affected teachers’ trust level on the system in promoting accountability because they may be considering it as a retributive tool and thus not a suitable strategy in the teaching and learning. However, the opinion of the principals in support of TPAD for promoting accountability might have caused by their position as supervisors. To them, TPAD had the ability to put the teachers in check as regard timely reporting of performance on the systems. The researcher was in support of what the principals had in that PA promotes accountability of the teacher. This is so in that they prepare to teach because at the end they have to give reasons when for example the targets they had set are not achieved. As they teach also, they must have the required documents such as schemes of work and lesson plans among others without which they have to give reasons for not preparing them. These necessitates the teachers to be professionals in their teaching and to the idea of the researcher this is very key in being accountable in everything they carry out in teaching and learning. Hence, positive attitude towards the PA feedback is necessary to promote accountability as to avoid cooking of results. On the other hand, negative attitude may contribute to the teachers’ apathy on PA feedback process. Osati (2018) identifies PA feedback as being able to increase the accountability and productivity of the teachers when the PA is well conducted.

Table 2: Level of satisfaction of the Teachers with Performance Appraisal Feedback

Level of Satisfaction with Performance Appraisal Feedback	Percentage	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
Understanding my need	Percentage	12.4%	51.3%	17.7%	15.0%	3.5%
	Frequency	14	58	20	17	4
Responsiveness	Percentage	21.2%	46.0%	19.5%	12.4%	0.9%
	Frequency	24	52	22	14	1
Professionalism	Percentage	30.1%	41.6%	22.1%	5.3%	0.9%
	Frequency	34	47	25	6	1
Fairness	Percentage	15.6%	50.4%	23.0%	8.8%	1.8%
	Frequency	18	57	26	10	2
Efficiency	Percentage	16.8%	46.9%	17.7%	13.3%	5.3%
	Frequency	19	53	20	15	6

Source: Field data, 2024

This part assessed the teachers’ level of satisfaction with PA feedback process as shown in Table 2. Regarding understanding their needs, 63.7% said that they were dissatisfied while 18.5% said they were satisfied. Only 17.7% said they were neutral. During the interviews the principals had different opinions on the same. P5 reported that “*teachers have a lot of needs that are not addressed by the appraisal feedback in schools. The system is so structured that it does not allow for meaningful engagement*” (Interview, 11th October 2023). Another principal (P11) held that “*if asked for their opinion, teachers can reveal that they are not comfortable with the appraisal as it does not identify the problems they are*

facing” (Interview, P11 23rd October 2023). Furthermore, P2 opined that “most decisions on the TPAD are made by the TSC officials and principals where most sensitive information is kept from their teachers and terming it as confidential and therefore teachers cannot express their needs for fear of reprisal” (Interview, 4th October 2023). This implies that PA feedback process did not effectively address the teachers’ needs, a situation that is likely to affect their level of motivation to work better. The researcher believes that the TPAD was probably not designed to address the various teachers’ needs in mind and that might have been the reason why it was considered unfavorable by some teachers in regard to this aspect. Balancing diverse needs for both the teachers and principals through PA feedback is an important aspect that can be used to enhance the performance in schools. However, lack of time and inadequate teaching resource can hinder this effort. Kokutana (2014) argues that school management ought to understand and satisfy the varied human needs in order to motivate teachers to perform better.

On the PA feedback process responsiveness to their working needs, majority (61.2%) of the respondents said they were dissatisfied, 13.3% said they were satisfied while 19.5% said they were neutral. The findings imply that the PA feedback was not responsive to the teachers’ working needs. This situation may have been caused by the teachers’ poor attitude toward the PA system due to immense pressure to perform. Teachers expect their needs to be addresses in PA feedback process so that they can be motivated to perform better in their endeavors. However, this is not always the case in most schools and which is likely to lower their motivation in the performance. In responding to this, Sesay et al., (2017) recommends for a PA that is responsive to the needs of the teachers so as to enhance motivation on their job.

On PA feedback process in promoting professionalism, most teachers (71.7%) said they were dissatisfied and 6.2% said they were satisfied. Another 22.1 % said they were neutral. This infers that PA feedback process is not considered as being able to promote professionalism among teachers. From the researcher point of view, the teachers’ dissatisfaction with PA feedback process in promoting professionalism might be due to the way the system is structured to achieve the set targets. Consequently, the teachers might be forced at times to forge their achievement to meet their targets thus compromising their teaching professionalism. This disrupts their professionalism given the fact that professionalism is key to their performance as it determines how they undertake their tasks and carryout themselves in the workplace and beyond. Lack of professionalism among teachers is a recipe for disaster and can bring chaos in school. PA feedback process need to provide the necessary impetus for enhancing order and performance among teachers. This is in agreement with the TSC/TPAD/01 document (2016) and Maya and Kacar (2020), who purport that one of the aims of the appraisal system is to promote professional development and enhance learning outcomes that is able to promote professionalism as to enhance teachers’ motivation to work better.

On the ability of PA feedback process in advancing fairness, 66.3 % said they were dissatisfied while 10.6% indicated their satisfaction. However, 23.0% said they were neutral. Some of the principals interviewed commented as follows on the same issue: P9 said that “I don’t think the process is considered fair. Rewarding of job performance is not based on TPAD” (Interview, 18th October 2023). Another pointed that “there is need to appreciate the top performing teachers in our schools but the parameter in the TPAD cannot foot the bill (P3, Interview, 6th October 2023). These finding revealed that the PA feedback process was inadequate in promoting fairness. The reason for this may be attributed to failure of the TSC or the principals to use PA feedback in rewarding the teachers on merit. From these

research findings, the researcher thought that PA feedback was just used as a formality where other parameter other than PA feedback were used in rewarding job performance. Any process that is considered unfair may lead to resentment and if not addressed, this situation is likely to lower the teacher motivation in their performance. Okoth and Oluoch (2019), indicate that teachers can be motivated when they realize that the PA feedback are accurate and without biases.

The question of whether PA feedback process supports efficiency, majority (63.7%) were for the opinion that they were dissatisfied, 18.6 % said satisfied and 17.7% indicated to be neutral. The finding contradicts the views of some of the principals who considered PA feedback process as being able to support efficiency in the teachers’ performance. One of the principals commented that “TPAD ensure that the agreed targets are met at the expected time, every teacher is expected to file their appraisals on time with very little follow-up” (P11, Interview, 23rd October 2023). Another principal (P4) observed that “TPAD has kept teachers on toes. Even with the high workload there is no excuse for not filling TPAD” (Interview, 9th October 2023). This infers that PA feedback process is inefficient in addressing teachers’ issues due to pressure it piles on teachers to conform. This situation was likely to lower their motivation towards their performance. However, the principals’ views might have been based on TPAD ability to reduce their roles as supervisors. If the appraisal was manually done, some teachers would have to be pushed to comply. As indicated by Kagema and Irungu, (2018), efficiency is a key component of the PA system that motivates teachers and help them to perform better. This can be achieved through two-way communication between the appraiser and the appraisee and adequate feedback. In summary, it seemed that the PA feedback process was not able to promote the teaching profession, advance fairness, offer flexibly in achieving their targets and support efficiency.

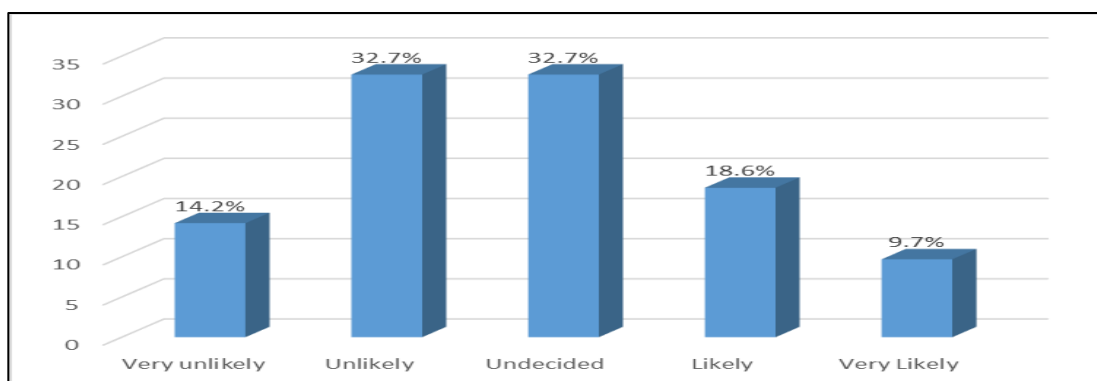


Figure 1: Willingness to Take Part in the Performance Appraisal Feedback Process
 Source: Field Data

Figure 1 indicates teachers’ perception on their willingness to take part in the PA feedback process. Of those sampled, 46.9% said they were unlikely to take part while 14.2% said they likely and the other 32.7% were undecided. This means that a large number of teachers had negative perceptions with the PA feedback process and this might be due negative experiences and thus might have be the reason that made them indicate that they would be unwilling to take part if given a chance. Moreover, a sizable number of teachers who were undecided on the issue implied that most teachers might have not been very competent and well guided in the use of PA feedback to enhance their performance. Such a situation would make PA feedback process unpopular thus hindering the teachers to voluntarily participate in it.

Some of the factors cited by teachers as contributing to willingness or unwillingness to take part in the PA feedback process were influenced by their perceptions on various ideas such as biasness, workload, motivation, ease of use among others. This finding concurs with Ghosh and Deb (2017) who indicated that teachers must be well trained and properly guided in the use of PA process on how best to accomplish their tasks. Moreover, Kagema and Irungu (2018) posited that the appraisal policies and practices exhibit various weaknesses that need to be addressed for them to have the full support of teachers.

1.8 Conclusion

Based on the findings, the study concludes that the teachers' use of the PA feedback was depicted by their perceptions on the process. It was evident that PA system was to a great extent being used by both the teachers and principals. However, many of them had developed a negative attitude to it along the way and this interfered with their motivation. PA feedback process had some implementation and structural issues that were affecting the teachers' perceptions on overall PA system.

1.9 Recommendations

The study recommended that the ministry of Education and TSC should involve other stake holders especially the teachers so as to develop a process that is more inclusive, interactive and easy to use to promote ownership and acceptability by the teachers and principals. The TSC should employ more qualified teachers and re-evaluate the responsibilities and workload of teachers and principals to avail them with adequate time and resources to address PA feedback. The principals and the deputy principals should establish clear expectations and guidelines on PA system and ensure that issues raised in PA feedback process are addressed to enhance teachers' motivation to perform better. The teachers should change the attitude they have on the PA feedback process and carry it out with openness and learn from the feedback they are given in the appraisals.

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