

Management Challenges of Performance Appraisal that Hinder Service Delivery among Public Secondary School Teachers in Londiani Sub - County, Kericho County, Kenya

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Abstract: *This study sought to determine the management challenges of Performance Appraisal that hinder service delivery among public secondary school teachers in Londiani Sub County, Kericho County. Descriptive research design was adopted. The target population was 327 comprising of 285 secondary school teachers employed by the TSC, 41 Principals and the TSC Sub County director. The sample size was 113 comprising of 71 teachers, 41 principals and the TSC Sub County director. Simple random sampling was used to select the schools and the teachers while purposive sampling was used to select the principals of the sampled schools and the TSC Sub County director. Data collection was done using questionnaires and interview schedules. Validity of the instruments was determined by seeking opinion from education management experts. Reliability of the research instruments was measured using Cronbach alpha test of internal consistency with a coefficient of 0.7 and above being considered reliable. Quantitative data were coded and analysed using Statistical Package for Social Sciences (SPSS V.23.0) and presented using bar graphs and frequency tables. Qualitative data were presented as narration. The findings established that major management challenges of Performance Appraisal are: - time constraint, teachers' attitudes and the lack of correlation between performance appraisal and actual performance.*

Keywords: Management challenges, Appraisal, Performance Appraisal, Service Delivery.

1. Introduction and Background

According to Wambua (2016) Performance Appraisal (PA) is the structured and periodic process of assessing the job performance and productivity of employees based on pre-established criteria and organizational objectives. This implies that there must be performance targets that have been established and communicated to the employees and the performance period must be clear to the employees. Performance appraisal then involves the examination the achievement level of the set performance targets. Rao (2005) refers to Performance Appraisal as a method of evaluating the employees' behaviour in their work places; both quantitative and qualitative aspects of job performance are evaluated. Denkyira (2014) states that performance appraisal is the process of identifying, observing, measuring and enhancing human resource performance within an organization.

In the United Kingdom, performance appraisals are undertaken for teachers within learning institutions. The United Kingdom's department of education sets the purpose of performance appraisal as the evaluation of the teachers' performance, supporting their professional development, and detailing the applicable procedures for employees not meeting the set performance standards (Department for Education, 2017). The teachers failing to meet the set standards may be subjected to diverse measures including formal warning and dismissal though there is a structured process of appeal.

In Zimbabwe, performance management systems (PMS) were introduced for the teachers along with other civil

servants in the 1990s after the government adopted the Economic Structural Adjustment Programs (ESAP) (Dzimiri & Mkosana, 2017). Ncube (2016) indicated that the depth of information provided in performance feedback is important in enabling the employees to know their strengths and weaknesses. Eliphaz (2017) found out that teachers would work very hard if there was a chance of promotion through performance appraisal system. He concluded that the role of performance appraisal feedback is to enable the employees learn their weaknesses to enhance improvement of their performance.

Currently, performance appraisal in the Kenyan context is anchored in some key pillars of the Kenyan Constitution (2010) namely: accountability, transparency and inclusiveness. On the basis of these pillars, teachers (service providers) are supposed to be accountable to the pupils who can be regarded as the customers in a school situation. Performance Appraisal targets all the TSC teachers (Gichuki, 2015).

Quality service delivery is central to performance of secondary schools, as it serves as a contributor to the economic development. The delivery of good service is labour demanding in which teachers are the key determinants. Teachers are the human resources employed in education system to provide proper education or content to the students. Therefore, performance of the education system personnel is key to attaining quality in any education system. Service delivery generally involves the interaction between service providers and their clients. The service provider offers services for instance information or task and the clients find value or fail to find value. Teachers' service

delivery has been a concern for education authorities and governments as well as stakeholders all over the world.

1.1 Statement of the Problem

Various aspects of Performance Appraisal (PA) enhance service delivery among teachers. Teachers Service Commission - Kenya has reviewed the PA tool a number of times over the years with an aim of improving it to enhance service delivery and hence improve learner performance and other aspects of education. Despite all these efforts, it seems there are still issues since PA is not in tandem with teachers' service delivery. This is justified by cases of poor learner academic performance, reported learner indiscipline issues and school dropout cases in the country. The scenario in public secondary schools in Londiani Sub County, Kericho County is not any different despite the implementation of PA and its presumed effects on service delivery, leading to a possible disconnect between PA and service delivery. This compels the researcher to conceptualise this study to establish the management challenges of Performance Appraisal that hinder service delivery among public secondary school teachers in Londiani Sub - County, Kericho County.

1.2 Research Question

What are some of the management challenges of Performance Appraisal that hinder service delivery among public secondary school teachers in Londiani Sub - County, Kericho County?

1.3 Theoretical Review

The study was based on goal - setting theory. The theory was developed by Edwin Locke In 1960's. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance (Locke, 2004). Effective goal setting (including timelines), integrated with a method to track progress and identify obstacles, contributes to success and bottom line results. The theory further argues that goal setting is effective for any task where people have control over their performance. The theory was relevant to this study since it recognizes that there is some relationship between conscious goal setting and performance to enhance ones urge to strive to achieve set goals. Consciously goals set by teachers in liaison with their appraisers motivate them to work even harder towards achieving them thus leading to improved service delivery among them (Young, 2017). The relevance of the goal setting theory was further supported by Lathan and Locke (1979) in a study that highlights four mechanisms connecting goals to performance namely; goals direct attention to priorities of attaining the goals, goals stimulate effort in that when goals are attached to rewards they prompt employees to work better and effectively, goals challenge workers to bring in new knowledge and skills thus improving performance people exploit their full potential if goals are challenging. According to Bratton and Gold. (2007), achieving goals is a basic expectation of every human activity. Therefore, public secondary schools working with no goals lack vital direction for their effort or

destination in their educational journey. They exist functionally with no formal purpose. Thus, goals and goal - setting are therefore the essence of all public secondary schools and their service delivery programmes.

Conceptual Framework

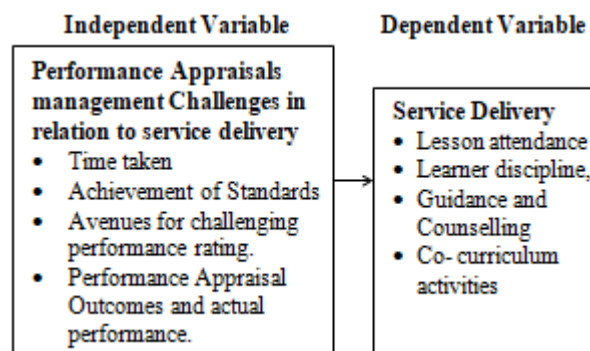


Figure 1: Conceptual Framework

2. Literature Review

2.1 Performance Appraisal management Challenges and Service Delivery

There are numerous challenges to performance appraisal process that are key to service delivery. Flaniken (2009) carried out research focusing on Performance Appraisal systems in higher education (an exploration of Christian institutions in Florida, USA). It was established that frequent performance appraisal of employees is common among the 108 Christian higher learning institutions. However, it came out that there is a significant amount of dissatisfaction in the appraisal process where those in leadership position are accused of late appraisals and lack of good leadership in the giving of appraisals. The study presents a contextual gap as it was based in Florida USA as compared to the current study that was based in public secondary schools in Kericho County, Kenya.

Maila (2006) researched on performance appraisal and service delivery in the water affairs and forestry department of in South Africa. The findings demonstrated that the presence of performance appraisal and other supporting systems does not guarantee automatic improvement in service delivery. The study was based in Zambia, but the current study was based in Kenyan public secondary schools.

Muhia (2015) focused on the perceptions of teachers on the performance appraisal system effectiveness in public secondary schools in Naivasha and Gilgil districts, Nakuru County, Kenya. It was found that communication emerged as the biggest challenge in performance feedback among the appraisers, appraisee and Teachers Service Commission. Descriptive survey design was used with a target population comprising of principals, deputy principals and teachers. The sample comprised principals, their deputies and teachers with a total of 120 participants. Further, he notes that teachers found performance appraisal to be of no benefit to them thus signifying negative perception which is a challenge to performance appraisal and service delivery.

This presents a gap that this study intends to fill by looking at the management challenges of performance appraisal that hinder service delivery among public secondary school teachers in Londiani Sub - County, Kericho County.

Oringo (2018) In his study "Challenges of Performance Appraisal implementation and their Effects on Service Delivery in Public Secondary Schools in Githunguri Sub - county of Kiambu County, Kenya" Opines that majority of the teachers felt that the use of one common appraisal document for all schools despite their caliber was unfair. Further when it was also found that majority of the appraisees gave themselves dishonest rating scores on the performance appraisal tool thus compromising the accuracy of the appraisal tool. As to whether performance appraisal created conflicts between the appraiser and appraisee, majority of the teachers felt that PA was introduced as a way of witch - hunting teachers. Another 70% (n=160) of the teachers also felt that PA processes is a waste of time. It is therefore evident from research the findings that implementation of performance appraisal in public secondary schools in Githunguri Sub - county of Kiambu County, Kenya encountered numerous challenges which ultimately affected service delivery in the schools. However, the study focused on teaching and learning as the main indicator of service delivery and more so in Githunguri Sub - County, Kiambu County. This presents a gap that this study intends to fill by looking at the the management challenges of performance appraisal that hinder service delivery among public secondary school teachers in Londiani Sub - County, Kericho County on other aspects of service delivery other than teaching and learning.

2.2 Summary

The literature reviewed indicated that there has been a number of studies carried out globally, regionally as well as within the country on performance appraisal. Also from a number of research outcomes it was clear that the main aim of performance appraisal was to improve employee performance (service delivery). From the findings of studies, majority of the respondents had not embraced PA. Flaniken (2009) observes dissatisfaction with the appraisal process by the appraisees and the time taken by the appraisers to complete the process, Muhia (2015) indicates that there is a problem with communication aspect of PA, Maila (2006) notes that PA does not guarantee automatic improvement of service delivery. Oringo (2018) found out that majority of the appraisees gave themselves dishonest rating scores on the performance appraisal tool.

3. Methodology and Approach

3.1 Research Design

The study adopted descriptive research design which according to Kothari (2004), allowed the researcher to make conclusions about the population on the basis of the sample analyzed. The design appropriate in obtaining current information that could answer the research questions. It was also appropriate for this study since the respondents were to be studied in their natural setting.

3.2 Location of the Study

The study was based in Londiani Sub - County, Kericho County, Kenya. The Sub County consists of six zones namely; Chepseon, Kapcheplanga, Kedowa, Lemotit, Londiani, and Sorget. It borders, Kipkelion and Kericho Sub - counties as well as Baringo, Nandi, Nakuru and Uasin Gishu Counties. According to Kothari (2004), the most ideal location of a study is one that is directly related to the researcher's interest. Londiani Sub - County was ideal because there had been reports poor service delivery manifested by below par academic performance, low participation in co - curricular activities, reported cases of learner indiscipline and school dropout cases among others in the Sub County as compared its neighbouring Sub - Counties of Kericho and Kipkelion within the County. The study was conducted in Londiani Sub - County, Kericho County, Kenya. Londiani Sub - continued reports of poor service delivery manifested by below par academic performance, low participation in co - curricular activities, reported cases of learner indiscipline and school dropout cases among others in this Sub County as compared its neighbouring Sub - Counties of Kericho and Kipkelion within the County.

3.3 Target Population

The target population of this study comprised of all the public secondary school teachers who are registered and employed by the TSC in Londiani Sub County and the TSC Sub County director. Londiani Sub County has 326 teachers employed by the TSC inclusive of the principals. The target population in this study therefore comprised of all the 285 TSC secondary school teachers, 41 Principals of the 41 public secondary schools in the Sub County and the TSC Sub County director giving a total of 327 respondents. The 326 teachers, principals inclusive comprised of 164 male teachers and 162 female teachers. The teachers are the ones to appraise themselves according to the Teachers' Service Commission act of (2015) thus the teachers were ideal as respondents because they are the ones expected to directly deliver the services in schools thus subjected to performance appraisal according to Teachers Service Commission policy (TSC Act No.20 of 2012). The principals were ideal because they are also teachers as well the immediate supervisors of all teachers in a school. They are also mandated to supervise the performance appraisal of the teachers in their respective schools according to the code of regulations for Teachers (2015) whereas the TSC Sub County director is the appraiser of the principals as well as the overall supervisor of the implementation of PA in the Sub County.

Table 1: Target Population

Respondents	Number
Teachers	285
Principals	41
TSC Sub County director	1
Total	327

Source: Londiani TSC Sub County director's Office (2018)

3.4 Sampling Procedure and Sample Size

A minimum of 20% of the target population is deemed adequate for academic research (Gay, 1992). The researcher obtained a list of all public secondary schools in Londiani Sub County from the TSC sub County Office. The list was used to write the names of the schools on slips of papers, which were then placed in 6 containers representing the six zones (strata) in the Sub County namely: - Chepseon, Kapcheplanga, Kedowa, Lemotit, Londiani and Sorget and then mixed thoroughly. The researcher then used simple random sampling to proportionally pick approximately 40% of schools from each zone giving 3, 2, 3, 2, 3 and 3 schools from each container/cluster representing Chepseon, Kapcheplanga, Kedowa, Londiani and Sorget zones respectively one at a time totalling to 16 schools from the 41 public secondary schools which made up 39.02% of the total number of public secondary schools.

Table 2: Sample of Schools

Zone	Schools	Sample Percentage
Chepseon	7	3 42.86
Kapcheplanga	4	2 50.00
Kedowa	8	3 37.50
Lemotit	6	2 33.30
Londiani	8	3 37.50
Sorget	8	3 37.50
Total	41	16 39.02

Source: Researcher (2018)

Mugenda & Mugenda (2003) notes that a sample size of 10 - 50% is acceptable for descriptive research. For this study the researcher chose to use 25% of the target population of 285 teachers yielding a sample of 71 teachers. The principals of the 41 sampled schools and the TSC Sub County director were selected using Purposive sampling. This yielded a total of 113 respondents. Purposive sampling technique is used when a researcher decides who to include in a sample assuming they may provide the desired information (Oso and Onen (2009). Simple random sampling was used to select individual respondents from each stratum/zone. This was done to ensure that each member of the stratum had an equal chance of being selected thus promoting fairness and ensuring there is no bias during selection (Kothari, 2004).

The sample of respondents is presented in the table 3

Table 3: Sample Size for Respondents

Respondents	Number	Sample Percentage
Teachers	285	71 25.00
Principals	41	41 100.00
TSC Sub County directors	1	1 100.00
Total	327	113 34.56

Source: Researcher (2018)

3.5 Data Collection Instruments and Procedure

The researcher collected primary data for teachers and principals using questionnaires, and interview guides. According Orodho (2003), questionnaires consist of a number of questions printed in a definite order on a form. Given the large number of teachers involved in the study, questionnaires were used since they are effective in reaching a large number of respondents within a short period of time.

Questionnaires were also used to collect data on the influence of performance appraisal on service delivery from the principals of sampled schools. An interview guide for principals was used to provide the researcher with comprehensive information on the influence of performance appraisal on service delivery. The use of interview guides was necessary because the principals are the agents of the Teachers Service Commission at school level. The use of the interview guide enabled the researcher to ask questions on areas of interest and compare the interviewee responses and then come up with summarized results. An interview guide for the TSC Sub County director was used provide the researcher with comprehensive information on the influence of performance appraisal on service delivery.

3.6 Pilot Testing

The researcher made prior arrangement with the administrations of schools selected for pilot study. Mugenda & Mugenda (2013) asserts that ten percent of the total sample with homogeneous characteristics is appropriate for pilot Study. Thus a sample of 7 teachers and 2 Principals which was at least 10% of the total sample of teachers and principals respectively was used for pilot study. The schools and teachers selected for piloting were not part of the samples used in the actual study

3.6.1 Validity of the Instrument

The instruments were therefore subjected to scrutiny by experts in education management who gave their opinions on the items they considered to measure what they were meant to. Items that were poorly scored were eliminated from the final questionnaire. The supervisors also analyzed the instruments and provided guidance and recommendations to be considered in the drafting of the final research instruments.

3.6.2 Reliability of the Instrument

Reliability of an instrument is also defined as the consistency of the instrument in producing a reliable result (Kothari, 2004). An internal consistency test was used to determine the degree to which different test items in a measure gave the same attribute (Bergh & Ketchen, 2009). In this context, internal consistency was established using Cronbach's alpha coefficient and the results were presented in the table 4.

Table 4: Reliability of the Instrument

Variable	Number of Items	Cronbach Alpha Coefficient
Performance Appraisal Feedback	4	0.713
Service Delivery	4	0.747

Source: Researcher (2020)

The Cronbach alpha coefficient for all the items was above 0.7 hence reliable. This was deemed appropriate since Mugenda (2003) asserts that Cronbach alpha coefficient of 0.7 and above is a sufficient indicator of reliability of test items.

3.7 Data Collection Procedures

An introduction letter was obtained from Kenyatta University which is a prerequisite for getting a data collection permit from the National Council for Science and Technology (Nacosti). The researcher sought clearance in advance from the principals of the sampled schools to be allowed to administer research instruments in their schools. Before conducting the study, the researcher held a briefing session for the respondents to highlight the purpose of the research and re-emphasized to the respondents the fact that the information obtained was to be used for the study only.

The researcher then issued the study questionnaires to the respondents. Drop Off - Pick up (DOPU) method was used during the questionnaire administration, thus the researcher collected the questionnaires at a later date that was agreed upon between both parties during questionnaire administration. The DOPU method was used with the aim of improving the response rate as sufficient time was given to the respondents to enable them to fill the questionnaires (Chawla & Sodhi, 2011). The researcher then stored the collected questionnaires securely awaiting data analysis. The researcher also conducted interviews with principals and the TSC sub-county director.

3.8 Data Analysis

After collecting the data, the researcher checked the questionnaires to ensure that they were correctly and fully filled. Data analysis was guided by the research objectives, research questions and the data obtained during data collection. Data analysis was both qualitative and quantitative. The raw data from the structured questionnaires was edited to remove any questionnaires that had inconsistencies or were incomplete. After the verification of the questionnaires the data were then coded and analysed

using Statistical Package for Social Sciences (SPSS Version 23.0). In order to reveal patterns and enable the researcher to make inferences, descriptive and inferential statistics were used. The descriptive statistics used included mean, standard deviation, frequencies, and percentages while correlations were used for inferential statistics.

The regression model used is shown below:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where; Y = Service Delivery

β_0 = constant

β_1, \dots, β_3 = Coefficients of estimates

X_1 = Performance appraisal Feedback

ε = estimated error of the model.

4. Results and Discussion

4.1 Response Rate

Questionnaires were distributed to the sample of 71 teachers and 41 principals among 71 questionnaires distributed to teachers, 63 questionnaires were returned making a response rate of 63 (88.7%). On the other hand, among the 41 questionnaires distributed to principals, 38 questionnaires were returned giving a response rate of 38 (92.7%). This is attributed to the reduction of the non-response error associated with high respondents not returning the questionnaires. The entire responses rate was above 80% leading to the conclusion of the adequacy of the response rate.

4.2 Demographic Information

4.2.1 Age Distribution

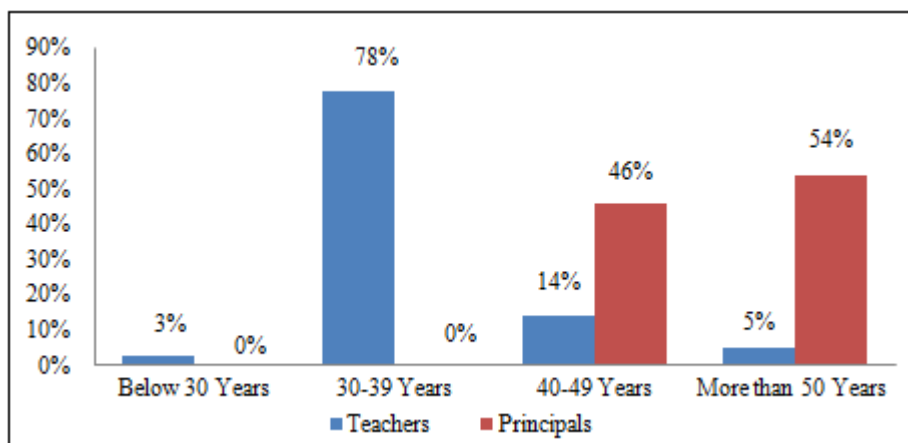


Figure 1: Age Distribution

Source: Researcher (2020)

From the findings presented in figure 4.1, 2 (3 %) of the teachers were below 30 years, 49 (78%) of teachers were in the age bracket of 30 - 39 years, 9 (14%) were in the age bracket of 40 - 39 years while 3 (5%) were above 50 years. Among the principals 17 (46%) were in the age bracket of 40 - 49 years while 21 (54%) were 50 years and over. There was no principal who was below 40 years. For the teachers, only a paltry 3 (5%) were 50 years and over. This implies

that majority of teachers were in the age bracket of 30 - 39 years. This implied that most public secondary schools have young teachers who are in their productive period. From the data, majority of principals were above 49 years. Actually, 38 (100%) of the principals were 40 years and above. They are therefore expected to be effective in the performance of their administrative and supervisory duties. It also implied

that most principals are appointed to the position after attaining adequate classroom teaching experience.

4.2.2 Teaching Experience

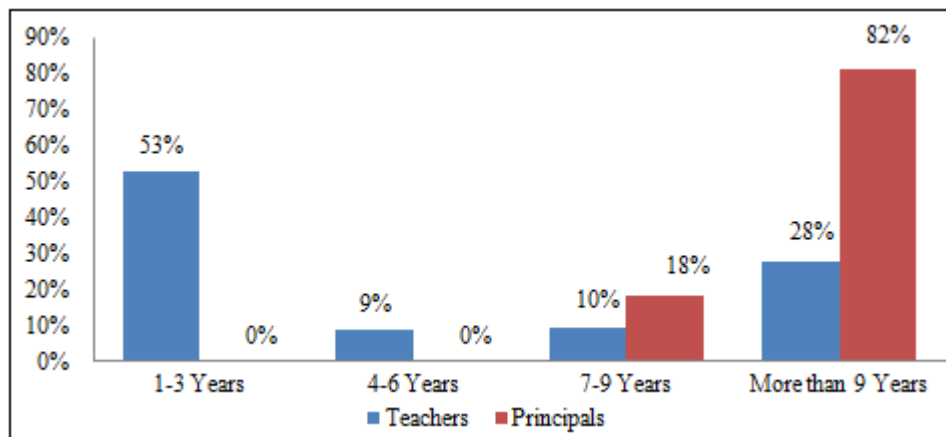


Figure 2: Teaching Experience

Source: Researcher (2020)

From the findings presented in figure 4.2, 33 (53%) of teachers had a teaching experience of 1 - 3 years, 6 (9%) had a teaching experience of 4 - 6 years, 6 (10%) had a teaching experience of 7 - 9 years while 18 (28%) had a teaching experience of more than 9 years. Among the principals 7 (18%) had a teaching experience of 7 - 9 years while 31 (82%) had a teaching experience of more than 9 years. This implies all the principals had a teaching experience of 7 years and above. It was clear that majority of teachers 33 (53%) had a teaching experience of 1 - 3 years while majority of the principals had a teaching experience of over 9 years. The high number of principals with teaching experience of more than 9 years can be attributed to the fact

that before a teacher is promoted to be a deputy principal or principal; he/she must have worked for some years. Further, the many years of experience among the principals implied that they were able to provide relevant and reliable information on the influence of performance appraisal on teacher Service delivery. Among teachers the low number of teachers 30 (47%) with an experience over 3 years can be attributed to the fact that some teachers tend to change career with time while others are promoted to be deputy principals and principals after working for some time.

4.3 Management challenges of performance appraisal and service delivery

Table 5: Management challenges of performance appraisal

Statement		SA	A	U	D	SD	Total	
		n %	n %	n %	n %	n %	Mean	
Time taken in the appraisal process	Teachers	4 6.2	42 67.2	4 6.2	7 10.9	6 9.4	3.49	1.082
	Principals	2 4.8	29 75.2	3 7.1	4 10.5	1 2.4	3.68	0.859
Attainment of set standards during planning stage	Teachers	7 10.9	46 73.4	1 1.6	6 9.4	3 4.7	3.76	0.938
	Principals	5 13.2	28 74.8	2 4.8	1 2.4	2 4.8	3.87	0.864
Avenues for challenging performance ratings if disputed	Teachers	8 12.5	47 75.0	0 0.0	3 4.7	5 7.8	3.74	0.994
	Principals	4 10.5	26 69.5	1 2.4	4 10.5	3 7.1	3.63	1.062
Performance appraisal and actual performance on ground	Teachers	4 6.2	51 81.3	2 3.1	5 7.8	1 1.6	3.78	0.775
	Principals	7 18.8	27 71.7	1 2.4	3 7.1	0 0.0	4.00	0.725
Performance appraisal process sensitivity to the contextual environment of the teacher	Teachers	11 17.2	38 60.9	3 4.7	9 14.1	2 3.1	3.78	0.984
	Principals	6 15.8	25 66.6	0 0.0	3 7.1	4 10.5	3.68	1.149

Source: Researcher (2020)

The findings in table 4.5 shows that majority 42 (67.2%) of the teachers agreed that the time taken in the appraisal process is a performance appraisal challenge that affect service delivery of the public secondary school teachers for instance teachers spend much of their time on the appraisal activities while disregarding lesson preparation, participation in co - curricular activities as well as involvement in learner guidance and counselling activities. This affects the performance management process in the public schools, including the challenges faced by organizational culture and the workers' attitude. In addition, majority 46 (73.4%) of the teachers agreed that the attainment of set standards during planning stage is a performance appraisal challenge that affects service delivery of the public secondary school

teachers with a mean of 3.76 and a standard deviation of 0.938 being achieved. The study finding is in line with (Drewitt, 2013) study which notes that teachers' performance appraisal forms the foundation for excellence by linking individual teacher objectives with the school's objectives and goals. Further, the study findings concur with, Cook, (2013) who notes that performance appraisal helps the teachers to achieve their set targets during the planning stage.

Furthermore, majority 47 (75.0%) of the teachers agreed that avenues for challenging performance ratings if disputed are performance appraisal management challenges that affect service delivery of the public secondary school teachers

while majority 26 (69.5%) of the principals agreed that avenues for challenging performance ratings if disputed are performance appraisal challenges that affects service delivery of the public secondary school teachers. According to (Bruce, 2014) teachers' performance appraisal is a way of inferring to the past performance without measuring it against clear and agreed objectives.

The findings on performance appraisal in relation to actual performance on the ground revealed that majority 51 (81.3%) of the teachers agreed that performance appraisal in relation to the actual performance on the ground is a performance appraisal management challenge having a mean of 3.78 and a standard deviation of 0.775 being achieved. This implies that performance appraisal is not in tandem with the actual performance on the ground.

On whether performance appraisal process is sensitive to the contextual environment of the teacher, majority 38 (60.9%) of the teachers agreed that it is sensitive to the contextual environment of the teacher. A mean of 3.78 and a standard deviation of 0.984 was achieved.

From the principals' perspective, majority 29 (75.2%) of principals agreed that time taken in the appraisal process is a performance appraisal challenge that affects service delivery of the public secondary school teachers with a mean of 3.68 and a standard deviation of 0.859 being achieved. Some of the aspects of service delivery affected include: - Lesson preparation by teachers, teacher involvement in learner guidance and counselling programmes as well as co-curricular activities,

On attainment of set standards during appraisal planning stage, majority 28 (74.8%) of principals agreed that attainment of set standards during planning stage are management challenges of performance appraisal that affects service delivery. A mean of 3.27 and a standard deviation of 0.864 affirmed this. The study finding is in line with (Ekaterina, 2016) who found out that effective planning and setting of standards within the schools enables principals to attain their set targets within their respective schools and the community at large.

In addition, the study revealed that majority of the principals 27 (71.7%) agreed that performance appraisal and actual performance on ground is a performance appraisal challenge that affects service delivery of the public secondary school teachers with a mean of 4.00 and a standard deviation of 0.725 being achieved. None of the principals strongly disagreed with this statement.

Lastly the study revealed that majority of the principals 25 (66.6%) agreed that performance appraisal process sensitivity to the contextual environment of the teacher is a performance appraisal challenge that hinders service delivery of the public secondary school teachers with a mean of 3.68 and a standard deviation of 1.149 being achieved. The study finding concurs with Kormla (2012) study which found that performance management is concerned with the achievement of better results through laid down procedures, input and competency. It is achieved by way of serious planning, development, measurement and constant review of

performance. It is crucial in effective working and delivery of services by teachers. The study agrees with Kamau, Bula & Oringo (2018) who found out that majority of the teachers do not engage themselves in realistic goal setting and feel that appraisal is a witch-hunt exercise. From the same study, majority of the respondents were honest that they gave themselves dishonest rating scores.

The study also sought to determine challenges principals encountered while conducting performance appraisal. From interviews, majority of principals stated that poor TSC services, lack of time and family duties pose a challenge to the implementation performance appraisal. Asked to expound on the management challenges they encountered while implementing performance appraisal one principal said that;

Teachers lacked seriousness and generally portrayed negative attitude towards performance appraisal thus leading to provision of unreliable data on the influence of performance appraisal on service delivery.

Another principal when probed said;
Many teachers complained of spending a lot of time to fill the Performance appraisal tool due to its length, the principal further said that this time would rather have been used for delivery of other core services in schools.

On further probing another principal said;
Majority of teachers are not endowed with ICT basic knowledge thus creating a challenge in the filling of the online performance appraisal tool.

Another principal observed that;
Lack of validity regarding some performance measures and a conflict of interest between government systems, has led performance appraisal to be deemed, in many cases by the teachers as a meaningless exercise. This has led to the quality of services delivered by teachers being below the expected standards.

Further the same principal said that;
Teachers feel that the appraisal process is not effective and thus they tend not to work on their weaknesses which affects their productivity and the overall service delivery"

The TSC Sub County director observed that;

The main challenge is that a large number of teachers are dishonest in their own ratings.

The Sub County director further notes that collusion between principals and teachers has negatively affected the She also concurred with the principals that a majority of the teachers are not ICT compliant thus depend on public cyber cafes to do appraisal. This compromises the privacy of their personal details.

5. Conclusion

From the findings, the study concludes that the management challenges of performance appraisal that influence service delivery are; time taken in the appraisal process - it was

found that teachers spent a lot of time which would otherwise have been spent on service delivery thus implying this influences service delivery of the public secondary school teachers, Performance appraisal helps the teachers to achieve their set targets during the planning stage. This affects the performance management process in the public schools. The study further concludes that the avenues for challenging performance rating if disputed were available. Correlation between performance appraisal and actual performance on ground was also found to be a challenge.

6. Future Scope

From the findings, the researcher recommends that Teachers Service Commission should ensure teachers understand the process of the appraisal and criteria under evaluation so that they can develop positive attitude towards it. The TSC can accomplish this by organizing performance appraisal sensitization workshops at county and sub county levels for principals and Heads of departments. The sensitized principals and HODS can then cascade the information gathered from the workshops to teachers in their schools. The Ministry of education should empower schools by providing computers and internet connectivity to schools to minimize or eliminate cases of teachers carrying out their appraisal in commercial cyber cafés so as to safeguard confidentiality of the teacher personal details and the process.

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