

Challenges of Performance Appraisal Implementation and their Effects on Service Delivery in Public Secondary Schools in Githunguri Sub-county of Kiambu County, Kenya

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Abstract

Performance contract in public service is a freely negotiated performance agreement between the Government, acting as the owner of a Government Agency, and the management of the agency. It is part of the broader public reforms aimed at improving efficiency and effectiveness in the management of public services. In so doing, the process clearly specifies the intentions, obligation and responsibilities of the two parties, that is, the employer and the employee. In Kenya, performance appraisal came into effect in the last two years despite constant resistance from teachers through their unions. The introduction of performance appraisal in the education sector followed public concerns of deteriorating standards of education. It is for this reason that the study sought to evaluate the existing challenges in the implementation of performance appraisal and their effect on service delivery in public secondary schools in Githunguri Sub-county of Kiambu County, Kenya. The specific objectives of the study were to establish; the influences of inadequate training, conflict between appraisers and appraisees and dishonesty in awarding scores, on the implementation of performance contract in public secondary schools in Githunguri Sub-county of Kiambu County, Kenya. The study adopted a survey research design. The target population for the study was 31 public secondary schools, 31 principals and 604 public secondary school teachers employed by the Teachers Service Commission.

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The study adopted stratified sampling and simple random techniques to select 20 schools to form part of the sample. Purposive sampling technique was then employed to select all the 20 principals of the sampled schools. Stratified sampling technique was also employed to divide teachers into four departments namely: mathematics and science, languages, humanities and technical. Simple random sampling was then employed to select 160 teachers to form part of the sample. Data from sampled principals was collected using an interview guide while data from sampled teachers was collected using a questionnaire. Data collected was analysed using both qualitative and quantitative techniques. Findings from the study revealed that implementation of performance appraisal in public secondary schools in Githunguri Sub-county of Kiambu County, Kenya are bedeviled by myriad of challenges which ultimately affect service delivery in the schools. The study recommended the need to educate teachers and all stakeholders on the importance of implementing the system. Care should be taken to avoid the scenario where the system is viewed as punishing teachers. The system should rather be seen to reward teachers who attain their set goals. Improvements should also be made incorporating teachers as well as all stakeholders' views to further improve the tools. All the appraisers should be adequately trained on the use of the tools to ensure that they are not used as a formality or to settle differences.

KeyWords: Evaluation; Implementation Challenges; Performance Contract.

1. Introduction

Since independence, performance of Kenyan Public Service had been deteriorating largely as a result of management systems which put emphasis on compliance with processes rather than results [7]. This coupled with the absence of clear well formulated objectives made it difficult to assess organizational and individual performance. Recognizing that, the government embarked on a series of public sector reforms aimed at improving service delivery and effective utilization of resources. The reforms were to be done in three phases namely cost containment, performance improvement and lastly consolidation and sustenance of the gains made in phase one and two.

According to the report in [5], the main thrust in the NPM reform wave is that more market orientation in the public sector will lead to greater cost-efficiency for governments, without having negative side effects on other objectives and considerations. The NPM type reforms as introduced were therefore allied to the functioning and the role of the state in the economic sphere. Consequently, a major common reform area that many developing countries have been pursuing in the implementation of reforms involves the adoption of a multiplicity of measures intended to improve service delivery.

According to the author in [2], there exist many challenges which are a hindrance to service delivery in the public sector. The problems range from shortage of workers as well as finances to offer services as well as other ethical issues such as lack of accountability and transparency. The authors in [23] affirm that the core of education is teaching and learning which can only be achieved by having effective teachers. Without capable, high quality teachers in classrooms, educational reforms cannot succeed and therefore there is need for high quality evaluation systems for teachers. However, before the inception of performance appraisal in the education sector in Kenya, The author in [4] affirms that poor service delivery in the education sector led to deteriorating

teaching standards. This resulted from the assumption that teachers were employed on permanent and pensionable basis and the possibility of losing their jobs was minimal despite poor delivery of their services and negligence of work. As a result, author in [19] claims that following reports of public outcry through the media on the declining standards of education, performance appraisals were born. He reports that many schools remained unsupervised for a long time and continued to perform poorly, marked by massive absenteeism of teachers, existence of few and overworked quality assurance officers, who are also overloaded with other administrative duties, lack of and/or poor syllabus coverage and over assessment of pupils at the expense of syllabus coverage.

1.1 Objectives of the Study

1.1.1 General Objective

The general objective of the study was to evaluate the effect of existing challenges in the implementation of performance appraisal on service delivery in public secondary schools in Githunguri Sub-county of Kiambu County, Kenya

1.1.2 Specific Objectives

- i. To evaluate the effect of inadequate training on service delivery in public secondary schools in Githunguri Sub-county of Kiambu County, Kenya
- ii. To examine the effect of conflict between appraisers and appraisees on service delivery in public secondary schools in Githunguri Sub-county of Kiambu County, Kenya
- iii. To find out the effect of dishonesty in awarding scores on service delivery in public secondary schools in Githunguri Sub-county of Kiambu County, Kenya

2. Literature Review and Theoretical Foundation

2.1 Literature Review

Since inception of performance appraisal in the public sector in Kenya, there has been constant resistance from employees. Although it seems like the system has finally been implemented in public secondary schools, the question that begs questions is what challenges continue to face the process. This section submits a discussion on scholarly work as pertains challenges facing performance appraisal and possible solutions to the challenges.

One of the major challenges faced by implementation of performance management in any organization is the perception of employees. The report in [5] asserts that whereas the general public and even some high ranking public servants may very much welcome the idea of performance contracting and measuring performance, it might not be readily accepted by everybody especially those who might feel exposed negatively in terms of poor performance by the outcomes. Apparently, some employees view the system as a way of trying to expose them and as a result they are opposed to the system hampering its implementation. Similarly, Author in [1] noted that there exist negative perceptions on performance appraisal where the teachers appraised were uncomfortable,

distressful and as a result, performance appraisal has been a potential cause of tension between head teachers and teachers. Authors in [8] observed that the U K government had carried out study on the performance appraisal systems of schools. They discovered that teacher appraisal systems declined in the 1990's because the teaching profession saw it as being time - consuming, bureaucratic, mechanistic and threatening. It is therefore necessary to train employees on the working of the system to remove doubts in their minds on the intentions of the process. The question therefore is: is training being offered before the introduction of performance appraisal?

Authors in [13] cited the other challenge facing implementation of performance appraisal as culture change. They assert that culture change among the public officers is crucial for any meaningful gains to be realized from the management system-thus they need to embrace the culture of hard work, a competitive culture, attributes such as integrity and thriftiness in the use of resources. Though, institutionalizing a performance oriented culture in the public service through the introduction of an objective performance appraisal system is one of the trademarks of a successful PA, Mbuu and Sarisar affirm that this has been a rather tall order to realize in Kenya. Without employees changing their mind-set about work, PA is likely to fail altogether. Performance appraisal according to authors in Authors in [13], citing report in [6], has also faced the challenge of lack of universal acceptability. They argue that the fact that some arms of the government, the judiciary and legislature, to be specific were slow in adopting the system, delayed the adoption in other institutions.

According to authors in [13], performance appraisal also faces the challenge of lack of proper reward system upon meeting set targets. One of the core aims of appraisal is to inform rewards and promotions which has not been the case in many organizations. Author in [24] also observed that it is true that without incentives, people start ignoring the evaluation system. However, to counter this, report in [6] put forward several proposals such as: that the Government to introduce a reward/sanctions scheme to boost the impact of performance contracting in the public service. These proposals have been informed by the fact that public officials would feel more enthusiastic participating in an exercise that promises some reward. Rewards will also ensure that employees are motivated. Whether the government made good its promise, however, remains to be investigated.

Another challenge according to author in [24] has been dealing with low-target setters. From extensive discussions with key stakeholders, it was found that since 2007 (about two years after PC came into effect), some institutions had developed methods where they deliberately set low targets for themselves were at times not in the very core areas of their business. Such institutions therefore, were able to score highly without much effort. A similar situation was found by author in [3] in the Philippines, where civil servants are perceived by the public as being incompetent and inefficient, but got very satisfactory rating when it came to performance appraisals. This has been one of the biggest challenges to the performance contracting system as currently being implemented. However, it should be noted that, when implemented properly, the PC system should in the long run be self-correcting and therefore weed out such behaviour. It would be prudent for the various institutions to be assessed on the basis of how well they are attaining their core business areas.

Another challenge according to author in [24] is the fact that the task force who do the evaluations at the beginning of the year are not the same as those who do the evaluation at the end of the year. This needs to be

corrected, as the persons who do the evaluation must fully understand the rationale for the target setting. Similarly, there is also a query regarding the conflict of interest of the members of Performance Contract Steering Committee (PCSC). Some of the members also sign PCs and, hence, can be seen to have the dual role of a judge and defendant in the same case. This needs to be rectified soon to remove any appearance of conflict of interest.

Numerous legal challenges have also been met in the path of implementing performance contracts. According to author [17], there is no clear policy framework on which to implement the performance appraisal process, lack of executive support and failure to show serious concern for performance appraisal as an integral component of staff management. Author in [24] also argues that the PC system in Kenya is operating under a Presidential Decree. Yet, authors in [9] emphasize that for the system to survive in the long run, it needs to be given a more solid legal foundation. Authors in [9] further illustrate that the understanding of the legal and regulatory framework governing the operationalization of performance contracting is crucial. In most countries, passing a special legislation to this effect does it. The authors still feel that even in cases where the contract is signed, the question of whether to terminate one's engagement still lingers. This is especially so since there is a lot of other intervening variables in the various work places.

Authors in [10] assert that performance appraisal is also faced by internal inefficiencies that plague many of the public agencies. Some of these include: the lack of adequate resources, resources not being released on time; some performance targets were highly ambitious and unplanned transfer of staff. Authors in [26] also emphasize on some of the internal challenges such as the lack of implementation teams in schools, results areas not well defined, resources not adequate as well as the poor appraisal methods are deemed to be the cause of this problem. Stability of resources enhances the motivating effect of the contract. When resources are not available or availed late, the staff involved gets frustrated. The majority of the public service officers have expressed this view.

Authors in [14] cite the other problem faced by performance appraisal as lack of training. In their study, 72.9% of respondents indicated that they had not received any pre-service or in-service training on appraisal and its importance to their careers. Their study also revealed inadequate understanding of the appraisal system and procedures. It appeared conclusively from the survey and interview findings that the effectiveness of the current appraisal practice was undermined (sometimes seriously) by lack of understanding and inappropriate preparation and training.

Lastly, author in [12] noted that the appraisal process was also faced by dishonest personal as well as appraisers' ratings. The study noted that the only time administrators had a teacher disagree with their assessment was when they were given an unsatisfactory rating, which does not appear to happen very often. The fact that unsatisfactory rating rarely existed raises doubts on whether the ratings were really honest. The study also cited the use of a common appraisal tool across different sectors of the economy as being unfair.

The arguments in this section point to a situation where the appraisal system faces numerous challenges in its implementation. This study however noted that limited research on challenges facing implementation of

performance appraisal in public secondary schools exists. None of the studies was found to have been done in Githunguri Sub-county. This study saw the gap and ventured out to establish the challenges that are facing implementation of performance appraisal in public secondary schools in Githunguri Sub-county of Kiambu County.

2.2 Conceptual Framework

In figure 2 below, it's conceptualized that the challenges in performance appraisal implementation such as; inadequate training, conflict between appraisers and appraisees and dishonesty in awarding scores, affect service delivery in public secondary schools in Githunguri Sub-county of Kiambu County, Kenya.

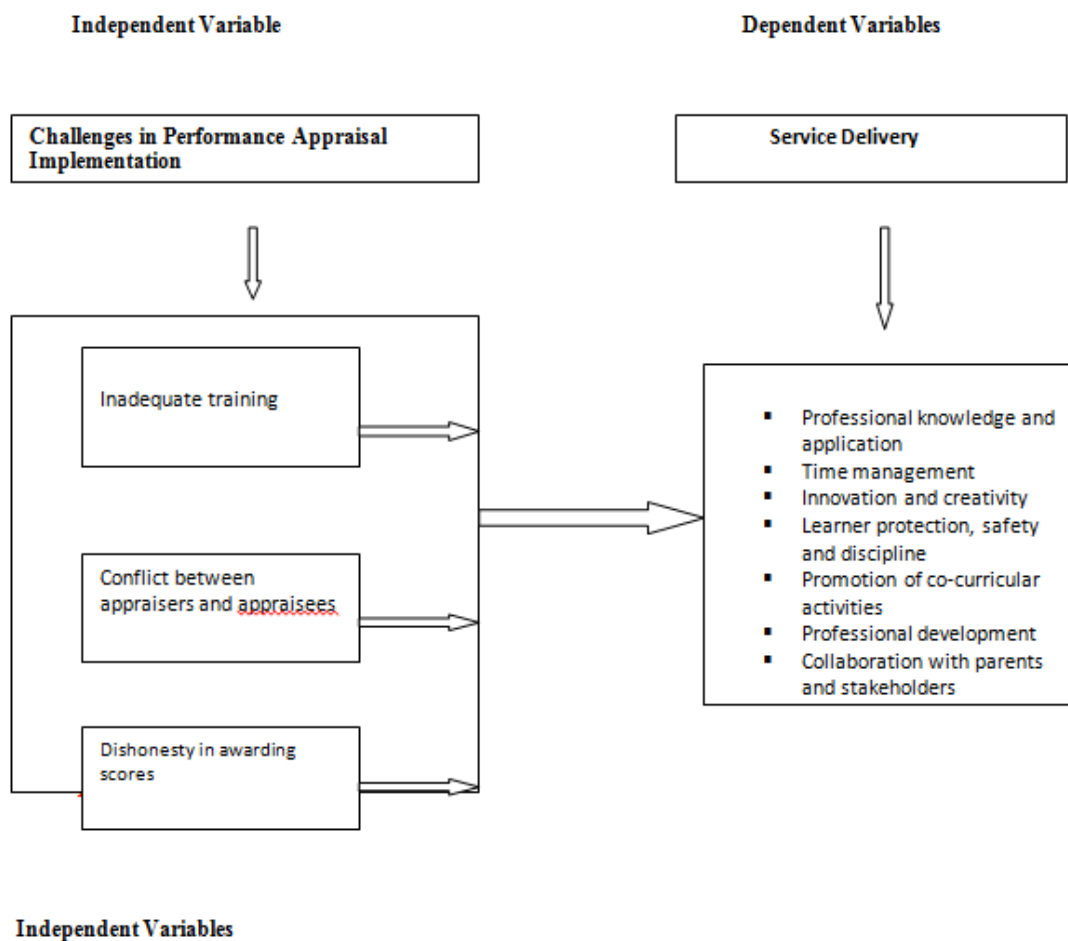


Figure 1: Conceptual Framework

Source: Researcher

3. Materials and Methods

3.1 Research Design

This study utilized descriptive survey design. According to author in [18], descriptive survey strategy is useful in gathering information by interviewing or administering questionnaires to a sample of individuals to obtain data useful in evaluating present particulars which have not controlled or manipulated the situation. The study sought to investigate the existing situation as far as teacher appraisal and service delivery are concerned in public secondary schools and therefore the research design was deemed necessary in achieving the objectives of the study.

3.2 Target Population

According to authors in [21], target population is a group of interest from which the individual participants or objects for measurements are taken. Target population is the entire group to whom the results of the study would be generalized. The target population for this study constituted of 31 public secondary schools in Githunguri Sub-county (Appendix I), 31 principals and 604 teachers employed by the TSC.

3.3 Sample Size and Sampling Techniques

Although researchers want to gather information about the characteristics of a population, they usually study a smaller group (a sample) carefully drawn from the population and then use the findings from the sample to make inferences about population [11]. The process of selecting a small group with all the characteristics of the population is called sampling [20]. Authors in [15] defined sampling as the process of selecting the subjects or cases to be included in the study as representative of the target population. The study used three sampling techniques namely; purposive sampling, stratified sampling and simple random sampling.

Using purposive sampling technique, the study selected public secondary schools since the researcher had information that filling of appraisals was compulsory in such schools. Stratified sampling technique was then utilized to divide the public secondary schools into girls only, boys only and mixed schools before selecting the sample from each of the strata. Simple random sampling technique was then utilized to select 2 girls, two boys and 16 mixed schools to form part of the sample.

From the sampled schools, purposive sampling was used to select 20 (all) principals of the sampled schools. Principals were selected purposively as the appraisers and were therefore in a position to expound on the effectiveness as well as challenges that face the appraisal process. The principals were also in a position to affirm whether there has been any influence of the implementation of performance appraisal on service delivery in schools since its inception.

Finally, stratified and simple random sampling techniques were utilized to select a sample from among the teachers in the sampled schools. Teachers were first stratified into four departments namely: mathematics and science, humanities, languages and technical. From each of the strata the study selected 2 teachers in each school and therefore each school produced 8 teachers giving a total of 160 teachers from the 20 sampled schools to form part of the sample. The sample size for teachers was arrived at using author in [16] formula:

$$n = \frac{NCv^2}{Cv^2 + (N - 1)e^2}$$

Where n= Sample size, N= Population, Cv = Coefficient of variation (take 0.67) & e = Desired level of confidence (0.05).

A summary of the sample size and sampling techniques used to arrive at the sample are summarized in table 3.1.

Table 1: Sample Size and Techniques

Sample category	Technique	N	N	Percentage
Schools	Stratified/simple random	31	20	64.5%
Teachers	Stratified/simple random	604	160	26.5%
Principals	Purposive	20	20	100%

Key: HODs- Heads of Departments, N-Population, n-Sample size

3.4 Research Instruments

Data from sampled respondents was collected using three different tools for each category. Data from sampled teachers was collected using a questionnaire while data from principals was collected using an interview guide. A description of the research instruments is done in the following sections:

3.4.1 Questionnaire for Teachers

The questionnaire for teachers was divided into four sections which sought to solicit different from the respondents. The questionnaire was mainly composed of closed-ended questions but also had some open-ended questions that were meant to get teachers’ opinions on the topic under study. Section A of the questionnaire aimed at soliciting demographic information from the teachers including age, gender, academic qualification, and teaching experience.

Section B of the questionnaire had questions that aimed at soliciting information as pertains the first objective of the study; to establish the effect of the level of implementation of performance appraisals on service delivery in public secondary schools in Githunguri Sub-County.

Section C of the questionnaire also had closed-ended questions. Questions in this section aimed at establishing teachers’ view as to whether implementation of performance appraisal has improved service delivery in public secondary schools. Data obtained from this part of the questionnaire was also useful in testing the hypothesis of the study outlined in section 1.3.4.

Lastly the questionnaire had a section D. This section was composed of both open ended and closed ended questions. Questions in this section aimed at soliciting teachers’ opinion on the challenges they face as far as

implementing performance appraisal is concerned.

The choice of a questionnaire as the appropriate tool for collecting data from teachers was inspired by the fact that the number of sampled respondents was large and the questionnaire is best placed to collect data from a large sample in a fast way. The use of questionnaires was also justified by the fact that teachers were in a position to read and write.

3.4.2 Interview Guide for Principals

Data from principals of sampled schools was collected using an interview guide. The interview guide had a set of questions aimed at soliciting information from principals as pertains the topic of study. The study mainly sought to solicit information from the principals as to how performance appraisal was being implemented in their schools and whether any changes had been noted in service delivery as well as establish their views on challenges facing the system. The choice of an interview guide was reached at since the number of respondents was small and therefore the researcher was able to conduct interviews within a short time.

3.5 Data Collection Procedures

The researcher obtained a research permit from the National Commission for Science Technology and Innovation (NACOSTI) and from the District Education Officer (DEO) to carry out the research within the Sub-county. The researcher then arranged specific days with schools' principals for purposes of data collection from them as well as teachers in their schools. During the visits the researcher issued the self-administered questionnaires to the respondents who filled them and returned them within the time of the visits. This was done to reduce the possibility of low return rates of the questionnaires. Upon completion and collection of the questionnaire, the researcher cross-checked to ensure that all questionnaires were available for analysis. The researcher also personally conducted interviews on the principals.

3.6 Validity of Research Instruments

Authors in [15] define validity as the accuracy and meaningfulness of inferences based on research results. It is the ability of instruments to measure what they intended to measure. The study adopted the content validity which is used to establish whether an instrument measures what it is intended to measure. The items of the questionnaires were reviewed by the supervisor with other experts in the department of business to determine the validity of items.

3.7 Reliability of Research Instruments

Authors in [15] defined reliability as a measure of the degree to which a research yields consistent results or data after repeated trials. The authors added that an instrument is reliable to the degree that it consistently measures the characteristics of interest over time. To ascertain the reliability of the instruments, the researcher subjected the instruments to a pilot group that did not consist of the sampled schools. Responses from the pilot study then helped identify irrelevant and ambiguous questions that were then edited or removed altogether.

3.8 Data Analysis and Presentation

Completely filled questionnaires were closely examined to ensure no errors were present. Then data was carefully extracted and then coded numerically. The responses were stored in a computer's spread sheet program. Data analysis then included both descriptive and inferential analysis. Descriptive analysis was used for categorical data which was described in terms of frequencies, means, standard deviations and percentages. Also, for this type of data, comparisons and associations were done by the use of Student t-Test and the Chi-square respectively.

3.9 Ethical Considerations

High levels of research ethics were maintained throughout the study. The researcher explained to the respondents the purpose of the study before involving them. It was made clear to the respondents that information obtained from them was only meant for the study and their identity would be treated with utmost confidentiality. A consent form was designed and presented to participants before the interviews or filling in of questionnaires participation was purely on voluntary basis. All secondary data used for this study has also been cited using the current APA format and a list of references compiled at the end of the report to avoid the possibility of plagiarism.

4. Results

4.1 Response Rate

The study targeted 160 sampled teachers and 20 principals from the 20 sampled schools within Githunguri sub-county.

Data was collected from teachers using a questionnaire while data from the principals was gathered using an interview guide. Since the researcher was personally involved in collecting the data, there was a 100% response rate from each of the sampled categories of respondents. A summary of the response rate is expressed in table 4.1.

Table 2: Respondents Response Rate

Respondents Category	Expected responses		Analysed responses	
	No.	(%)	No.	(%)
Teachers	160	100	160	100
Principals	20	100	20	100
Total	180	100	180	100

Source: Research Data (2018)

4.2 Teachers' Demographic Information

4.2.1 Teachers' Age

The study sought information from sampled teachers to establish their ages. Data collected from the sampled teachers concerning their ages is presented in figure 4.1.

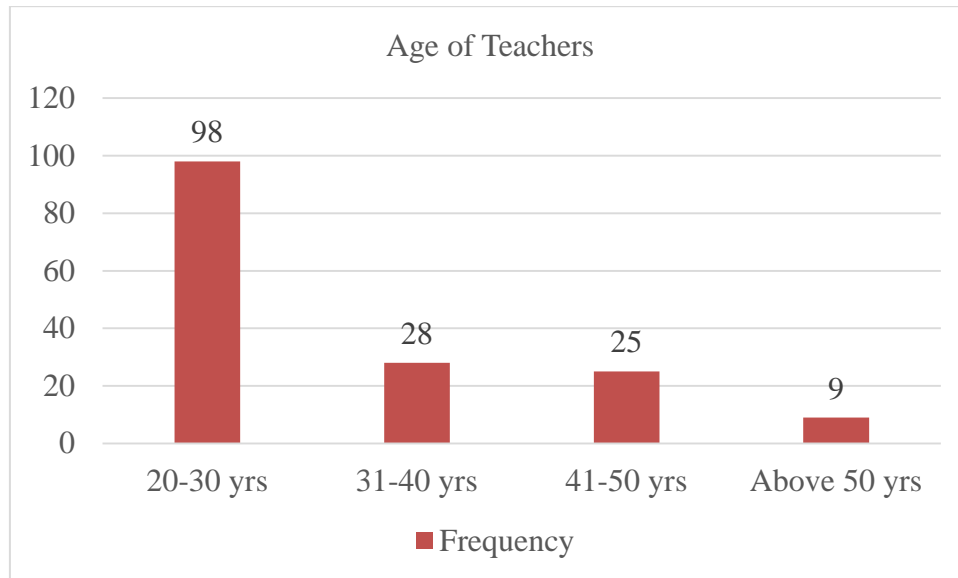


Figure 2: Age of Teachers

Based on figure 4.1, majority of the sampled teachers, 62.3% were between 20-30 years. Those between 31-40 years constituted 17.5% while teachers between 41-50 years formed 15.6% of the sampled teachers. The least number of teachers, 0.06% were above the age of 50 years.

Information on teachers' age seems skewed towards the youthful ages between 20-40 years. This is likely because the government has recently been addressing teachers' shortage by employing new teachers.

The TSC does not employ teachers above the age of 45.

Teachers are also allowed to take early retirement upon reaching the age of 50 which could also explain the low number of teachers above the age of 50 years.

The basic information concerning teachers which included their profiles was also collected. This was analysed and presented in table 4.2 below.

4.2.2 Teachers' Profile

The study also sought to establish teachers' additional information including gender, academic qualification and teaching experience. Data collected is analysed and presented in table 4.2.

Table 3: Basic Information Concerning Teachers' Profiles

Gender	Frequency	Percent
Male	74	46.3
Female	86	53.8
Total	160	100
Academic Qualification	Frequency	Percent
Diploma	10	6.3
University Degree	124	77.4
Masters	26	16.3
Total	160	100
Teaching Experience	Frequency	Percent
Less Than 5 Years	78	48.7
5-10 years	10	6.3
11-15 years	9	5.6
16-20 years	38	23.8
Above 20 years	25	15.6
Total	160	100

Source: Research Data (2018)

According to table 4.2, the female respondents were many as compared to their male counterparts. That is, 86 female teachers which represented 53.8% while the male respondents were 74 which was translated to 46.3%. The findings of this study contradict Collette (2002) who expressed that gender representation in the Kenya's civil service shows gross under-representation of women especially in top management and policy-making positions. The situation is attributed to the existence of social, cultural and structural barriers to effective female participation in the labour force. However, the trend respondents to the general trend in the number of teachers in Githunguri Sub-county where out of the 604 teachers, 328 (54.3%) are female while 276 (45.7%) are male.

From table 4.2, based on academic qualification, those who had diplomas were 10 representing 6.3% while those with university degree were 124 which was 77.4% and lastly masters' degree were 26 respondents which represented 16.3%. Hence, it was confirmed that, teachers who had diploma were the minority while those who had university degree were the majority. The trend is likely attributed to the fact that the lowest qualification for employment by the TSC is a diploma but those holding higher qualifications stand a greater chance.

Based on teaching experience, those who had less than 5 years in the teaching career were 78 (48.7%), 5-10 years were 10 representing 6.3%, 11-15 years were 9 (5.6%), between 16-20 years were 38 representing 23.8% and above 20 years' experience were 25 teachers denoted by 15.6%. A study by Harrison (2014) gave a similar trend. The study established that most teachers (39%) had worked for 6-10 years while only 9% had a working experience of over 20 years.

4.3 Challenges of Performance Appraisal Implementation

The objective of the study was to evaluate the challenges that exist in the implementation of performance appraisal in public secondary schools. The research question to which response was sought was: Which challenges exist in the implementation of performance appraisal in public secondary schools? Research instruments used to solicit responses were a questionnaire for teachers and an interview guide for principals. Responses obtained are presented in table 4.6 and a discussion of the same follows.

Table 4: Challenges in Implementation of Performance Appraisal

STATEMENT	YES		NO	
	Freq.	%	Freq.	%
Common appraisal is unfair	125	78.1	35	21.9
Teachers award dishonest scores	92	57.5	68	42.5
PA creates conflict between appraiser and appraisee	51	31.9	109	68.1
PA is a tool of witch-hunt	89	55.6	71	44.4
PA wastes teachers time	112	70.0	48	30.0
There is no adequate training on PA system	133	83.1	27	16.9
Lack of managerial support is hindering implementation	144	90.0	16	10.0

Key: PA-Performance appraisal, Freq-Frequency

Source: Research Data (2018)

From table 4.6, majority of the teachers (78.1%) felt that the use of one common appraisal document for all schools despite their calibre was unfair. Only 21.9% of the respondents felt that the appraisal of teachers using one common tool was fair.

When teachers were asked whether they gave themselves dishonest rating scores on the performance appraisal tool, 57.5% accepted having been dishonest while 42.5% said no to the same. If such a large number of teachers were being dishonest in their own rating, then tool might as well not be measuring what it is intended to measure and the use of the tool to promote teachers would then be unfair. The dishonesty is also reported by authors in [22] who affirm that the appraisal system in the public sector did not record performance of employees accurately. Similarly, author in [3] claimed that in the Philippines, that civil servants are perceived by the public as being incompetent and inefficient, but got very satisfactory rating when it came to performance appraisals.

As to whether performance appraisal created conflicts between the appraiser and appraisee, majority of the respondents 68.1% (n=160) were for the opinion that it does not. However, 31.9% (n=160) felt that it does. The performance appraisal document may have anticipated conflicting results and created a section for a mediator should such dispute arise. The lack of conflict is likely to be as a result of the fact that even the appraiser is a teacher, although at a higher rank of a HOD, and is therefore not likely to rate their colleague

poorly.

Data sought from teachers also established that majority 55.6% (n=160) 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 system and processes only serve to waste teachers time. These negative perceptions of teachers are likely as a result of inadequate training on performance appraisal before its implementation. Authors in [14], in a study of teachers' perceptions on the effectiveness of teachers' performance appraisal in Botswana established that the appraisal system was being abused. In the study, 37.2% of the respondents mentioned that it was misused by senior management teams in schools and Teaching Service Managements to intimidate junior teachers in particular. One of the respondents in the study claimed that performance appraisal was being used by schoolheads as an axe ready to chop teachers. When sampled principals in this study were asked why some of their teachers had negative perceptions about the PA system, among the reasons given were that; teachers saw it as being over-supervised, some were not ready to take it, some feared they will be sacked if they don't meet targets, and some saw it as a punishment which is meant to torture and undermine their freedom.

The study therefore sought to establish if training had been offered to teachers before inception of the PA system. 83.1% (n=160) felt that adequate training had not been given to teachers while only 16.9% (n=160) felt that training had been offered. As stated earlier, training remains a crucial step in the implementation of PA system and the lack of it is likely to be creating negative perceptions of the process among teachers and consequently impacting negatively on its implementation.

The study also sought to establish the effect on managerial support on implementation of PA. Results showed that 90% of the respondents felt that the lack of managerial support was hindering implementation. Implementation of performance appraisal requires adoption of ICT and other creative ways of teaching. However, the inception of PA system in public secondary schools did not come with any improvement in ICT in schools. Other activities that are also rated in the document include teacher involvement on co-curricular activities. If schools do don't fund such activities, implementation of the process is likely to be mere filling of appraisal documents.

When asked what were some of the challenges that performance appraisal faced, some of the challenges cited by principals included that: the system was time consuming since online uploading was taking long to open, the teachers did not correlate or accept the system fully, it does not reflect the real picture of work done, and there were many misconceptions regarding the process. To yield the intended results from the implementation of performance appraisal, it is obviously a long journey needs rethinking of the whole process. Notably, a lot of training needs to be done among the teachers and all stakeholders on the entire process if at all it is expected to work and consequently improve service delivery in the education sector.

Finally, teachers were asked to identify ways in which different institutions can improve the appraisal system including school administration, the TSC as well as individual teachers. Some of the teachers' suggestions included: that school administration should provide the necessary facilities required for implementation of performance appraisal. Teachers were also for the opinion that school administrations should make the process

friendlier to ensure that teachers do not fear the process but adopt it for their benefit and the benefit of the school.

As for the TSC, teachers felt that the appraisal system should involve teachers more so that they do not view the process as a witch-hunt. Teachers also felt that the process should reward teachers who meet targets so as to motivate them to work to meet their set objectives. Teachers also felt that the appraisal document should be improved to put into consideration the different calibres of schools.

5. Conclusion

In regard to the level of implementation of performance appraisal in public secondary schools, data collected from teachers as well as principals revealed that performance appraisal had been adopted coupled with continuing challenges. Teachers and principals affirmed that filling of the performance appraisal was mandatory and therefore all teachers had filled the document in the last two years. The question that then remained unanswered was whether the myriad of challenges encountered during the implementation affected service delivery in the public secondary schools. The study therefore sought to evaluate the effect of existing challenges in the implementation of performance appraisal on service delivery in public secondary schools in Githunguri Sub-county of Kiambu County, Kenya.

Among the issues raised by sampled respondents established that most teachers felt that such appraisals are a punishment, time wastage and that they undermine teachers' dignity. It was also established that teachers hardly set realistic goals while they also felt that the appraisals were used as a way of witch-hunt. Based on the conclusions from the findings, this study made recommendations as discussed in the ensuing section. Majority of the respondents felt that adequate training had not been given to teachers and this ultimately affected service delivery.

Majority of respondents accepted they gave themselves dishonest rating scores. If such a large number of teachers were being dishonest in their own rating, then the tool might as well not have measured what it was intended to measure and the use of the tool to promote teachers was then unfair. As to whether performance appraisal created conflicts between the appraiser and appraisee, majority of the respondents were for the opinion that it did not. It is also important to a good number of respondents felt performance appraisal created conflict between the parties. The performance appraisal document may have anticipated conflicting results and created a section for a mediator should such dispute arise. The low number of conflicts could have resulted from the fact that even the appraiser was a teacher, although at a higher rank of a Head of Department, and was therefore not likely to rate their colleague poorly.

The study therefore made recommendations towards addressing challenges affecting implementation of performance appraisal in public secondary schools. The study underpinned the need to educate teachers and all stakeholders on the importance of implementing the system. Care should be taken to avoid the scenario where the system is viewed as punishing teachers. The system should rather be seen to reward teachers who attain their set goals. Improvements should also be made incorporating teachers as well as all stakeholders' views to further

improve the tools. All the appraisers should be adequately trained on the use of the tools to ensure that they are not used as a formality or to settle differences.

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