



EFFECTS OF PERFORMANCE APPRAISAL ON TEACHERS' PERFORMANCE IN SELECTED PUBLIC PRIMARY SCHOOLS IN LIMURU SUB-COUNTY, KIAMBU COUNTY

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ABSTRACT

The purpose of this study was to investigate the effects of performance appraisal on teachers' performance in selected Public primary schools in Limuru Sub-county, Kiambu County. This work was anchored on the problematic area of difficulties in implementation caused by the teacher's lack of sensitization hence negative attitude to the appraisal process, subsequently affecting desired outcome. The study employed descriptive survey research design. The target population for the study was 541 respondents. The data for this study was collected using semi-structured questionnaires. Data analysis for quantitative data was done through Statistical package for social sciences (SPSS). Multiple regression was used to measure the relationship between the independent and dependent variables. The researcher conducted a pilot test to subject the questionnaires to test and ensure their validity with a few questionnaires handed to Sub-county Teachers Service Commission officials to ensure reliability. The information collected was tabulated and analyzed using statistical package for social sciences (SPSS) with descriptive analysis used in analyzing the data to deduce the answers to specific closed questions. A population of 541 that included TSC secretariat officers, head teachers, deputy head teachers and teachers was targeted where the study adopted a sample size of 72. All the 72 respondents were reached and they filled the questionnaires. Reliability of the questionnaire was determined using Cronbach alpha co-efficient. The data was analyzed by use of quantitative and qualitative techniques, interpreted in form of tables and charts for easy understanding of the results. The results found out that the teacher's appraisal processes are key in determining the performance of the teacher. The appraiser and appraisee need to be in sync in order to ensure the process is accurately undertaken. Communication is very important on how the teacher's appraisal is conducted and perceived. Training has the highest influence on the appraisal of the teachers which also affects greatly the performance of the teachers.

Keywords: Teachers Appraisal, Communication, Training

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INTRODUCTION

Formal Performance Appraisal systems were established by mid 1950s and Personality Based Systems were in use back in the World War 1 in the United Kingdom. There were issues regarding the use of Personality based ratings so there were suggestions on the use of performance-based approach (Bouskila-Yam & Kluger, 2011). The main aim of the performance appraisal process was to look at what an individual can achieve in future (Noe, Hollenbeck, Gerhart, & Wright, 2017). This process was more interested on the future (forward) rather than the history (backward) in other words the personality of employees. By 1960s performance appraisal had developed into goal setting in assessing of performance abilities due to the influence of the movement of managing by objectives.

Globally in 1970s the appraisal process was now open to scrutiny and legal cases started appearing, also the use of psychometrics in the appraisal process started. From 1980 to 1990 the concept of performance management became fashionable as it provided a larger approach that encouraged motivation, performance improvement and human resource management (Noe et al., 2017). For example, the schools in United Kingdom use performance appraisal to improve on the standards of teaching both locally and nationally (Javidmehr & Ebrahimpour, 2015). Appraisal therefore deals with accurate measurement, factors influencing quality performance appraisal data, perception of employees on appraisal process and how to use the appraisal process to motivate plus develop your staff. Employee development is supported by qualities such as; self-awareness, seeking for feedback and being open to a range of ideas and concepts (Fugate & Kinicki, 2008). Most recent developments such as hierarchical leadership have led to multi-rater feedback methods also known as 360-degree feedback. Most research on performance appraisal are UK and US based. The

culture of each country influences how appraisals are conducted an example is that in the western cultures the appraisal focuses on individualism while in Asian cultures appraisal focuses on hierarchy and authority. Therefore one cannot assume that one performance appraisal research from a certain culture will represent all the cultures in the world (Bailey & Fletcher, 2008).

In Kenya, Performance appraisal in this context is a process where a teacher's work is reviewed. During this process all the teachers and the senior teacher are appraised by the deputy head teacher, while the deputy head teacher is appraised by the head teacher. The head teacher being the school manager is also appraised by the CSO who is a TSC secretariat officer. The appraising process entails on all the teaching aspects, classroom organization, managements of classroom activities, management of time and resources such as; Professional knowledge and Application, Time Management, Innovation and creativity in teaching, Learner protection, safety, discipline and teacher conduct, Promotion of Co-curricular activities, Professional Development, Collaboration with parents/guardians and stakeholders, maintenance of learners Progress Records, Lesson Attendance and Teacher Performance Appraisal and Development Tool (TSC/QAS/TPAD-T/01/REV.2). Performance appraisal is conducted in order to obtain information that would help the administration and the employer in making the decisions such as need of training, salary increments, motivation, counselling, promotion and transfer of teachers (Dimond *et al.*, 2014).

Performance appraisal system was introduced in Kenya in 1990 though it was not implemented until 2013 when the Kenya government did so, (Stephen, 2014). All Kenyan public sectors have embraced performance Appraisal including all the ministries, State corporations, local authorities including the TSC being a commission on its own which budgeted

for its implementation during 2005/2006 financial year. But the teachers through their KNUT secretary have continually rejected Performance Appraisal to an extent that the secretary general asked the TSC to withdraw it during KNUT's annual delegates' conference. KNUT and KUPPET are resisting the implementation of the appraisals in schools for they view it as a tool that could be used to victimize teachers, while the Public Service has implemented it and performance has greatly improved. The TSC designed performance appraisal forms to be filled during the appraisal process, which include; the class observation, lesson attendance, TPAD and the TSC checklist. The class observation is used by the appraiser while in class observing a lesson being taught by the appraisee to fill the marks scored. The lesson attendance is filled by a learner while in class, it indicates all the lessons taught in a week, the name of the teacher who taught each lesson, the subject taught, the time the teacher entered into the classroom and the time the teacher left the classroom. It is used as a measurement of time management and it also helps in making sure every teacher attended his/her lessons and was punctual in attendance. The Tpad covers the seven areas a teacher is supposed to cover and improve on, this entails; Professional knowledge and Application, Time Management, Innovation and creativity in teaching, Learner protection, safety, discipline and teacher conduct, Promotion of Co-curricular activities, Professional Development, Collaboration with parents/guardians and stakeholders, maintenance of learners Progress Records, Lesson Attendance. The TSC checklist guides the appraiser in awarding of marks, ensuring that all areas are covered and all documents are availed (Ngeno, Bett, & Cheruiyot, 2013).

Statement of the Problem

The TSC teachers' appraisal forms are hurriedly filled due to the heavy workload teachers have, some columns are left out, some teachers do not fill them

themselves they pay people to fill for them, then the soft copies are sent to the headquarters where nothing is done regarding the results of the outcome until the following year where the process is then done again. Teachers do not get feedback in regard to the performance appraisals from the employer hence the main aim of implementation of the performance appraisals is not met. This creates a Lacuna between the desired outcome and the real practice as echoed by (Chepkwony & Oloko, 2014). Despite the fact the performance appraisal system has been in existence for several years now issues like biasness with the appraiser, lack of trust in the appraisal process, lack of resources, low motivation of the Appraisee, lack of clarity in the criteria and lack of frequent trainings were all identified. It is still a major challenge to overcome the issues of training, attitudes, leadership and communication which affect the appraisal process being taken negatively (L.A. Midimo 2017). Teachers have raised concerns about the appraisals thus posing a challenge on their implementation.

The teachers view the system as way of victimizing them based on their relationship with the appraiser and the fact that the findings are not used in key decision making like promotions to administration posts, promotion to the next job groups, motivation, and salary increments (Wanzare, 2012). The main aim why the TSC introduced the Performance appraisal was to provide clear feedback on the teachers' performance, thereby acting as a good guidance on making decisions on promotions, transfers and training; unfortunately this has not been the case (Gichuki, 2015). Promotions have been open to manipulation where by undeserving teachers are favored and teachers with higher academic certificates are not considered for promotions to higher job groups, yet appraisal should determine Appraisee's promotion to administration posts, salary increments and continuity of employment with TSC. The teachers

feel the TSC is unfavorable in terms of career progression and in introduction of the policies already in place, since the TSC uses career Progression Guidelines (CPG) by SRC instead of Performance Appraisal Reports (J. Kagema, 2018). It is against this background that this study seeks to investigate and fill the gap of the effects of performance appraisal on teachers' performance in public schools in Limuru sub-county, Kiambu County. This study sought to understand of how the appraisal operates, challenges affecting the desired goals and to seek solutions from selected stakeholders like teachers, deputy head teachers, head teachers and TSC Secretariat officials.

Objectives of the Study

- To evaluate how training on performance appraisal on teachers' performance is done in selected public primary schools in Limuru Sub-county, Kiambu County
- To determine ways of improving communication in performance appraisal on teachers' performance in selected public primary schools in Limuru Sub-county, Kiambu County

LITERATURE REVIEW

Agency Theory

The theory of agency which was proposed by Stephen Ross and Barry Mitnick is about the relationship between agents or principals and the control of delegation (Mitnick, 2013). This theory is based on two sides: one is about the principal (employer) determining on the work to be done, while the other one is on the juniors (employee) who performs the duties. Agency theory explores on how organization can align the interests between the employer and the employees. (O'Connell & Yusuf, 2018) says that it is assumed that workers are motivated by self-interest. The manager and the employee appraisal process is the widely used mechanism in performance management in most organizations (Renwick, Redman, & Maguire, 2013).

Researchers have identified many problems associated with performance appraisal implementation. The research done shows that the appraisers are biased in the way they see others, they don't appreciate their juniors neither do they motivate them, they lack feedback skills, they have poor listening skills, they are glued to the appraisal forms, they rarely offer feedback to the higher authorities neither to the employees and they are not fully trained on the appraisal process neither do they understand the appraisal systems (Orodho, Waweru, Ndichu & Nthinguri; 2013).

The agency theory has been used by economists to bring out the understanding of the relationship between performance measurement systems and provision of incentives. This theory also explores on the interests of stakeholders in an organization (Phillips, Berman, Elms, & Johnson-Cramer, 2010). The function of management systems in performance appraisal is viewed as a way of aligning all employees' activities with the needs of the owners but not aligning the owner's behavior with the need of other stakeholders. This means that all activities being done in an organization should be to achieve the set goals or objectives in line with the set vision and missions (Phillips et al., 2010). The Agency theory brings out the relationship between the employer and the employee, the greatest challenge in this is harmonizing and balancing the interests of both since some tend to be egocentric. The employer's main agenda is to maximize performance and production but unfortunately he ends up minimizing motivation for his employees thereby reducing performance and production. The Agency theory was advanced by Mitnick as he continued with his research. The concept of Agency Theory is to attempt to resolve disputes over priorities between the Principals (employer) and the Agents (employee), (Mitnick, 2013).

Empirical Literature Review

Training is the link between what employees know and what they should know in any process. In employee appraisal the appraisee needs guidance on preparation and how to conduct self in the entire process, sometimes this is needed in forms like a manual (Goltz, Hietapelto, Reinsch, & Tyrell, 2008 and Njoroge, Muathe and Bula, 2015). A lot of training is focused on upgrading and improving technical skills for employees due to emergence of new technology and new structural designs (Adie et al., 2008). Performance Evaluation (PE) is a systematic way of examining how well an employee is performing in his duties (Burrus, 2006). Systematic means that the system should be a planned system that allows feedback to be given in a formal way. PE System should be implemented in order to encourage a positive performance and behavior, to satisfy employees' curiosity for them to know how they are performing their duties, as a tool to develop employee's career and to provide a basis for salary increment, promotions or legal disciplinary actions. A PE System is one of the most important parts of an organization (Odhiambo, 2005).

Every organization should determine how often they should give the performance appraisals either once, twice or thrice a year and being a continuous process. According to (Javidmehr & Ebrahimpour, 2015) PE is a tool for evaluation of training programs of the organizations, which are used to help managers to identify the most effective programs in performance appraisal. PE stands for Merit rating, Appraisal, Evaluation, Performance report, Performance appraisal, Personal evaluation, Audit and Survey. A leader is in a position to decide on the employees' promotion, transfer, progress and appointment. He can also identify skill deficiency of his juniors, their strength and weaknesses through PE and then plan for training programs. In some cases, the superiors might be biased in regard

to promotions, appointments and rewarding (Adie et al., 2008). This may lead to problems in making decisions and rewarding of incentives in future. Therefore, passing across the message of this process and documenting the whole process is very important for future feedback.

Communication (Organizational communication) is a process of creating and exchanging messages from one person to another. The process includes several key elements such as network, interdependence, relationship, environment, uncertainty and messages. Communication is closely connected to organizational structure and culture, every organization has its own developed mode of communication (Castells, 2013). Communication can be used to analyze and reflect as well as affect what is happening in the organization. Communication is here seen as a pervasive role rather than an individual skill (Köhler et al., 2010).

In almost all school activities, communication plays an important role. "How and what we talk about both construct and form our reality. This implies that communication can be both a way to analyze and understand processes in schools and a process to influence others' actions and understanding. An ordinary working day for head teachers and teachers contains many meetings, interactions and conversations (Schultz & Wehmeier, 2010). According to (Johansson, D. Miller, & Hamrin, 2014), a communicative leadership is very important in organizations values that are non-negotiable".

Even if the principal takes part in different processes and therefore is affected by them, there are organizational expectations on how the leader shall contribute to these processes. What principals and teachers talk about and how they communicate both reflect and construct what is considered important in different processes and activities. Communication therefore reveals what is in focus in the organization's everyday work. How the principal

listens, transmits information, makes decisions and leads dialogues will affect the school leadership, communication processes and ultimately the school outcomes. The different techniques and how individual skills are used in conversations can reveal the communicator's pre-understanding, values, knowledge and preparations. Communication becomes a way to understand and conduct leadership and actions within the organization. A communicative leader uses language and communication to motivate different actions (Castells, 2013). Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks (Shafiwu & Salakpi, 2013).

METHODOLOGY

This research adopted both qualitative and quantitative approach which was appropriate for developing a comprehensive understanding of an issue (Babbie, 2007; Creswell, 2007). A descriptive research design was used to investigate effects of performance appraisal on teachers' performance in primary schools in Limuru Sub-county. The target population for the study was four hundred and fifty six (456) teachers of all the public primary schools in Limuru Sub –county, Kiambu County. A sample size of 10% was applied for teachers since their population is high, 30% for head teachers, 30% for deputy head teachers and 30% for TSC secretariat officials. One head teacher and their deputies will be selected per school from the four selected public primary schools in every Zone totaling to 24 respondents (12 head teachers and 12 deputy head teachers). Forty six (46) teachers will be selected from the twelve selected public primary schools and two (2) CSOs will also be selected, bringing the total number of respondents to seventy two (72). Structured questionnaires were used so as to gather substantial information. A semi-structured questionnaire was used to guide the interview. The

questionnaire consisted of closed and open-ended questions.

FINDINGS

This study sought to assess the effects of performance appraisal on teachers' performance in selected public primary schools in Limuru sub-county, Kiambu County. Below were the findings of the analysis based on training and communication effects on teachers' performance.

The appraisee was aware of the meeting in good time was also agreed by a majority of the respondents as indicated by a mean of 3.07 and a standard deviation of 1.260. The majority of the respondents agreed that the appraiser was in control of the appraisal process as indicated by a mean of 3.37 and a standard deviation of 1.227. Majority of the respondents agreed to it that the appraiser keeps recording the Appraisee's performance over time as indicated by a mean of 3.71 and a standard deviation of 1.261. Majority of the respondents also agreed that the appraiser helps the appraisee to improve his performance with a mean of 3.31 and a standard deviation of 1.327. A majority of the respondents agreed that the appraiser appreciates his duty to conduct the appraisal process with a mean of 3.29 and a standard deviation of 1.326, while the statement that the appraiser finds it his duty to compile the Tpad calendar of activities is agreed upon by a majority of the respondents with a mean of 3.49 and a standard deviation of 1.321.

This agreed with (Gupta et al., 2017) who stated that managers hold an institution together and the success or failure of an institution lies with the management. Planning is the process of formulating of courses of action to be taken now and in the future in light of achieving purpose and direction to an organization. In this case the appraiser needs to plan for the appraisal process and confer the message to the Appraisee in ample time. This is

important in order to allow both parties to prepare for the appraisal process.

The documents involved are in the appraisal process are the staff performance appraisal forms, the staff self-appraisal forms and annual goal forms. The staff appraisal forms are used by the appraiser to appraise the Appraisee. The staff self-appraisal form is designed to reflect the employees' performance and it is used by the appraisee himself to appraise himself before the actual appraisal process takes place. The annual goal form is used from the

beginning of the year up to end of the year in order to make sure the set goals are achieved and measured by the end of the year using several control points.

Training

This was the first objective which determined the effects of communication on teacher's performance in selected public Primary schools in Limuru Sub County, Kiambu County. The findings were presented in the table 1 below;

Table 1: Training and Teachers Performance

Training	Mean	Std. Deviation
The time performance appraisal takes place is well planned	2.65	1.189
The appraiser and appraisee understand the appraisal process	2.85	1.218
The appraiser and appraisee are adequately trained on appraisals	2.24	1.144
The appraiser and appraisee have adequate support	2.64	1.271
The appraisal system is easy to use and understood by all staff	2.04	1.027
The school regularly prepares staff for performance appraisal	2.82	1.214
The appraiser and appraisee have enough skills in appraisal process	2.33	1.187
The appraiser and appraisee are comfortable with appraisal system	1.85	1.002
The appraiser documents performance before the appraisal period	3.14	1.259
The appraisee always appraises himself before appraisal process	3.24	1.316
Aggregate	2.87	1.314

Source: Researchers Data, 2020

From the findings above a majority of the respondents agreed that training influences teacher's performance as indicated by the aggregate mean of 2.87. Majority of the respondents agree that the appraisee always appraised himself before the appraisal process based on the indicated mean of 3.24 and a standard deviation of 1.316. Also majority of the respondents agreed that the appraiser documents performance before the appraisal period as indicated by a mean of 3.14 and a standard deviation of 1.259. A majority of the respondents agree that both the appraiser and appraisee understand the appraisal process and its aim as indicated by a mean of 2.85 and a standard deviation of 1.218. Majority of the respondents agree that the school regularly prepares the staff for the

performance appraisal as shown by a mean of 2.82 and a standard deviation of 1.214. A majority of respondents agreed that the time the performance appraisal takes place is efficient and well planned for as indicated by a mean of 2.65 and a standard deviation of 1.189. It was also noted that a good number of respondents also agreed that the appraiser and appraisee have adequate support during the appraisal process as indicated by a mean of 2.64 and a standard deviation of 1.271.

It is keen to note that the appraiser and appraisee are comfortable with the appraisal system had the lowest mean signifying the low rate of confidence attributed to the appraisal process with a mean of 1.85 and a standard deviation of 1.002. A minority of the respondents agreed that the appraisal system is easy

to use and it is understood by all staff as indicated by a mean of 2.04 and a standard deviation of 1.027. It was also noted that minority of the respondents agreed that the appraiser and appraisee have adequate training on the appraisals as per the 2.24 mean and 1.144 standard deviation. The appraiser and appraisee have enough skills in the appraisal process was agreed by a minority respondents as indicated by the mean of 2.33 and a standard deviation of 1.187.

The findings above signified critical aspects in the training of the respondents as far as the matter of appraisal is concerned. The need for more trainings was evident with a majority of the respondents highlighting that they were not comfortable with the appraisal process and they lack adequate skills for the appraisal process. A lot of training was focused

on upgrading and improving technical skills for employees due to emergence of new technology and new structural designs (Adie et al., 2008). PE System should be implemented in order to encourage a positive performance and behavior, to satisfy employees' curiosity for them to know how they are performing their duties, as a tool to develop employees and to provide a basis for salary increment, promotions or legal disciplinary actions. A PE System is one of the most important parts of an organization (Odhiambo, 2005).

Communication

This was the second objective which was to determine the effect of communication on teacher's performance in Primary schools in Limuru Sub County, Kiambu County in Kenya. The findings were presented in table 2 below;

Table 2: Communication and Teachers Performance

Communication	Mean	Std. Deviation
The appraiser communicates time of appraisal a month before	2.68	1.111
The appraisal process takes place as per the T-pad schedule	3.03	1.222
The appraiser and appraisee prepares a month before appraisal	2.51	1.075
The appraiser always provides feedback to the appraisee	2.88	1.383
The appraisee always makes a follow up after getting feedback	2.69	1.218
The appraiser ensures the appraisee meets the appraisal targets	2.79	1.244
The appraisal system is interactive with appraiser and appraisee	3.03	1.434
The required period for employee evaluation is appropriate	2.46	1.288
Aggregate	2.76	1.25

Source: Researchers Data, 2020

From the findings above a majority of the respondents agreed that communication influences teacher's performance as indicated by the aggregate mean of 2.76. From the findings above majority of the respondents agreed that the appraisal process takes place as per the Tpad schedule as indicated by a mean of 3.03 and a standard deviation of 1.222, also the appraisal system is interactive with the appraiser and appraisee was agreed with a mean of 3.03 and a standard deviation of 1.434. Majority of the respondents also agree that the appraiser always gives feedback to the appraisee as shown by a mean

of 2.88 and a standard deviation of 1.383. Most of the respondents agreed that the appraiser ensures that the appraisee meets the appraisal targets which was indicated by a mean of 2.79 and a standard deviation of 1.244. Majority of the respondents agreed that the appraisee always makes a follow up after getting the feedback as shown by a mean of 2.69 and a standard deviation of 1.218. Majority of the respondents also agreed that the appraiser communicates the time of appraisal a month before as indicated by a mean of 2.68 and a standard deviation of 1.111. The findings indicate that there is no enough preparation between

the appraiser and appraisee by the indication of a mean of 2.51 and a standard deviation of 1.075. The required time period for employee evaluation is not appropriate according to below half the respondents which is shown by a mean of 2.46 and a standard deviation of 1.288 which is the lowest, this indicated that the required period for employee evaluation is inadequate so time factor should be considered as the performance appraisals are being planned. It's good to note that appraisal is a continuous process a continuous process over a period of time of six months to one year (Elliott, 2015). In this regard teachers' appraisal should be made continually over

the term but not at the end of each term or year as it is currently done.

These findings agree with Castels (2013) who argues that communication becomes a way to understand and conduct leadership and actions within the organization. A communicative leadership uses language and communication to motivate different actions. Much of the evidence for the effects of motivation focuses on teacher efficacy their self-perceived capabilities to affect outcomes. There is considerable agreement that teachers' efficacy and skepticism is associated with enthusiasm, job commitment, and instructional behavior.

Table 3: Teacher's Performance

	Mean	Std. Deviation
Feedback in performance appraisal is used in decision making	1.96	1.093
The appraisals necessitate increase in professional knowledge	2.71	1.261
Appraisals help employees to identify weaknesses and strengths	3.03	1.353
Performance appraisal process has made all employees innovative	2.65	1.247
The appraisal exercise keeps track of employee performance	3.15	1.241
Recording appraisee performance before appraisal helps appraiser	3.13	1.299

From the findings majority of the respondents agree that the feedback in the performance had not been adequately used in decision making for promotions, salary increment, confirmation, termination and re-training as indicated by a mean of 1.96 and a standard deviation of 1.093. Majority of the respondents also agreed that the performance appraisal process necessitated employees to increase on professional knowledge as indicated by a mean of 2.71 and a standard deviation of 1.261. Also the majority of the respondents agreed that performance appraisal helps employees to identify their strength and weaknesses as represented by a mean of 3.03 and a standard deviation of 1.353 while the statement that performance appraisal process has made all employees to be innovative and creative is highly agreed by a majority of the respondents as indicated by a mean of 2.65 and a standard deviation of 1.247. Performance appraisal exercise continuously keeps track of employee performance record over

time is agreed by majority of the respondents as indicated by a mean of 3.15 and a standard deviation of 1.241. Finally, majority of the respondents agree that recording of the Appraisee's performance before appraisal process helps the Appraiser during the appraisal process as indicated by a mean of 3.13 and a standard deviation of 1.299.

INFERENCE ANALYSIS

The study used a regression model that explain the relationship of the independent variables and dependent variables.

Regression Model;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Where;

Y = Teachers' Performance

β_0 - Constant

X_1 - Communication

X_2 - Training

ϵ - Error term

Training

The first objective on the training influence on teacher's performance the ANOVA and regression

coefficients were subjected to tests to explain the relationship between training and teachers' performance in Limuru Sub County.

$$Y = \beta_0 + \beta_2 X_2 + \epsilon$$

Table 4: Summary Model for Training

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665 ^a	.442	.434	.72467

The above table 4 results indicated that training explains 44.2% of teacher's performance in Limuru Sub County in Kiambu County as represented by the R

squared value 0.442 while other variables not included in this study explained the balance of 55.8%.

Table 5: ANOVA Results on Training

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.153	1	29.153	55.513	.000 ^b
	Residual	36.760	70	.525		
	Total	65.913	71			

a. Dependent Variable: Teachers Performance

b. Predictors: (Constant), Training

The table above had details of the analysis of variance which indicated that the significance value was 0.000 thus less than $p = 0.05$ thus this model was statistically

significant in forecasting how the training influences teachers' performance of primary teachers in Limuru sub- county, Kiambu County in Kenya.

Table 6: Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.747	.285		2.624	.011
	Training	.773	.104	.665	7.451	.000

As per the regression results above, when the training is held constant at zero would be 0.747 and a unit increase in training would lead to a 0.773 increase in teachers' performance in Limuru Sub county, Kiambu County in Kenya.

Communication

On the second objective on the communication influence on teacher's performance the ANOVA and regression coefficients were subjected to tests to explain the relationship between communication and teacher's performance in Limuru Sub County.

When measured at 5% level of significance the training had a $p = 0.000$ which is less than the P value standard value of 0.05.

Table 7: Summary Model for Communication

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 ^a	.649	.644	.57507

Following the results in table 7 above the R-Square value was 0.649 which translated to 64.9% change in management process affects the teachers'

performance with the balance of 35.1% explained by other factors.

Table 8: Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.764	1	42.764	129.311	.000 ^b
	Residual	23.149	70	.331		
	Total	65.913	71			

a. Dependent Variable: Teachers Performance

b. Predictors: (Constant), Communication

The table 8 above had details of the analysis of variance which indicated that the significance value was 0.000 thus less than $p = 0.05$ thus this model is statistically significant in forecasting how the

communication influences teacher's performance of primary teachers in limuru sub- county, Kiambu County in Kenya.

Table 9: Regression Analysis

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	.499	.211		2.367	.021
	Communication	.823	.072	.805	11.372	.000

As per the regression results above, when communication is held constant at zero would be 0.499 and a unit increase in training would lead to a 0.823 increase in teachers' performance in Limuru Sub county, Kiambu County in Kenya. When measured at 5% level of significance communication had a $p=0.000$ which is less than the P value standard value of 0.05.

SUMMARY

The first objective was about how training on teacher's appraisal affects performance of a teacher and it is highly noted that the appraiser always appraises him/herself before the appraisal process and that the appraiser always documents performance before the appraisal period. It was also noted that the appraiser and appraisee felt they understand the appraisal process and that both the appraiser and appraisee had adequate support as they carry forth with the performance appraisal of

the teacher. The performance appraisal was well planned in advance and the school regularly prepares its staff for the performance appraisal exercise. The majority of the respondents agreed that the appraiser and the appraisee had a good understanding of the appraisal process and its aim.

It was however noted that more needed to be done to ensure the appraisal system is easy to use and be understood by all staff members, also the appraisal system should be adjusted to make the appraiser and appraisee comfortable with it during the appraisal period in order to remove tension during the appraisal period. The appraiser and the appraisee should be adequately trained and more skills impacted in them on how to use the appraisal system and any changes done on the Tpad should be communicated well and in advance. The performance appraisal has many challenges as a majority of the

respondents indicated that they are not comfortable in the appraisal process.

The second objective was on how communication on teachers' appraisal influences teachers' performance. The majority of the respondents agreed that communication was done in good time as per Tpad appraisal schedule, which was done by the appraiser communicating the dates the appraisal was to take place a month before. Majority of the respondents agreed that the appraisee and the appraiser prepared for the appraisal process a month before performance appraisal exercise was conducted. Most of the respondents agreed that the appraisal system was open and interactive with both the appraiser and the appraisee. It was also noted that the appraiser always ensured that the appraisee met the appraisal targets by highlighting the gaps to the appraisee. Also the appraiser always provided regular feedback to the appraisee after carrying out the appraisal, thereby enabling the appraisee to always make a follow up after getting the appraisal feedback by working on the weak areas. The majority of the respondent's agreed that the appraiser always provides feedback to the appraisee which should be used in ensuring promotions are done accurately as per merit and performance of the teachers.

A concern was raised on the period for employee evaluation which was inappropriate, teachers said that the appraisals are done by the end of the term when they are busy marking end of term exams and compiling results which gives them unnecessary pressure.

CONCLUSION AND RECOMMENDATIONS

The study concluded that the teacher's appraisal processes were key in determining the performance of the teacher. The appraiser and appraisee need to be in sync in order to ensure the process is accurately undertaken and to enable better performance of teachers. The study also concluded that communication was very important on how the

teacher's appraisal is conducted and perceived. From the study communication has had the highest influence on the appraisal of the teachers which also affects the performance of the teacher. Without communication the appraisal process could not be a success.

The study also concluded that the teacher's appraisal had a great influence towards how teachers perform thus it is important that the process is simplified to ensure better understanding. The appraisal system should be made easier and friendly for use by all teachers, both the appraiser and the appraisee.

This study recommended that the feedback from the teachers' appraisal be used to promote teachers as per their ranking on the appraisals since the main aim of the feedback got from appraisals was to be used for decision making such as; promotion of performing teachers to administrators, salary increment cum promotion from one job group to another, confirmation of permanent employment, termination of employment and retraining of teachers in their weak areas for better performance. Performance appraisal process should be used in a way that it will necessitate and encourage teachers to increase on their professional knowledge. It should be able to bring out the gaps that hinder teachers' performance and encourage the teachers in finding solutions to the problems encountered thereby improving their performance. The performance appraisals should be used in a way that will encourage the teachers to be more innovative and creative while teaching rather than discouraging them in their performance. Performance appraisals should be made simpler and easier to use for both the appraiser and the appraisee, paperwork should also be reduced to avoid wastage of time thereby improving on the teachers' performance. Performance appraisals should also be made friendlier to both the appraiser and the appraisee so that they become comfortable in using them, this will enable both the appraiser and the appraisee to fill performance appraisals as a duty

but not for formality hence becoming positive towards the appraisal process. Performance appraisals should be made a continuous process where the employees record their achievements over a period of time. This will enable the employer to get the right feedback from the employees and also enable the period of employee evaluation to be appropriate. The employer, the administrators and the parents should also come up with ways of motivating teachers in order to increase their performance. It's the duty of every employer to motivate his employees in order to maximize on their performance.

An improvement in communication should be done to ensure that the process helps the teachers perform better. Both means of communication and communication skills should be improved on. Means of communication should be made efficient since we are now in the digital era. In order to avoid the last minute rush to beat deadlines and to avoid wastage of time, since time management is a key concern in performance appraisals. Administrators should be taken for short courses on management and leadership in order to better their leadership skills and their communication skills to minimize collisions at the places of work thus foster unity thereby improving on the teachers' performance.

Great emphasis should be laid in training the teachers on the use of the appraisal systems and on how to go

about the appraisal process. More emphasis should be laid on the reasons and aims of performance appraisals in order to deal with the teachers' negative attitude on appraisals, this will make them understand the role of performance appraisals hence they will embrace the T pads and they will change their negative attitude towards the appraisals. Both the appraiser and the appraisee should be trained thoroughly on how to handle the appraisal process, how to fill the manual appraisal copies and on how to transfer the information online. The appraisal system should be made open to both the appraiser and the appraisee and be simplified. The appraisal system should also be reviewed by increasing the database to ensure that all teachers can access the system at the same time without any crisis from network challenges since termly remarks are filled by the end of the term within a stipulated deadline. This will see to it that the employees will be able to fill the appraisals online and get the feedback soonest possible hence promote the teachers esteem thereby increasing the teachers performance.

This study was carried out within the Limuru sub county and other researchers could carry out a similar study in other areas. The study population was based on the area of study hence limited. The study could be undertaken in a regional area to get core information on how teachers' appraisal influences teacher's performance.

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