

Teachers Attitude towards Teacher Performance Appraisal policy to Public Secondary School s' Academic Achievement in Homa Bay County, Kenya

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Abstract

This study examined the attitude of teachers towards implementation of Teacher performance appraisal in public secondary schools in Homabay county, Kenya. Teacher performance appraisal was introduced in Kenyan public schools in January 2016 by the Teachers Service Commission, and all teachers were expected to comply and send ratings online to the TSC; however, this was opposed by teachers' unions, making the implementation to be suspended temporarily until May 2016. The specific objective of this study was to determine teachers' attitude towards teacher performance appraisal in Homa Bay County. This study employed descriptive survey design. The study adopted McGregor Theory X and Y developed by Douglas McGregor in 1960 and also Goal-Setting Theory postulated by Latham and Lock in 1970. This study targeted 235 principals, 940 HoDs, 676 teachers and 8 Sub County Quality Assurance and Standards Officers. The sample ratio of 30% was used to select principals to be included in the study; while, Yamane Taro (1967) formula of sample determination was used to select 399 HoDs and 245, and all the 8 SCQASOs were included in the study. Therefore, a total of 729 respondents took part in the study. Stratified sampling was used to ensure adequate representation of the 4 categories of respondents: principals, HoDs, teachers and SCQASOs. Purposive sampling was used to select principals and simple random sampling was employed to select HoDs and teachers for the study. Saturated sampling was also used to select all the 8 SCQASOs in the study. Questionnaires, interview guides and document analysis guides were used to collect data. The collected data were analyzed using quantitative and qualitative methods. Quantitative data were analyzed using descriptive statistics such as frequency counts, means, and percentages and presented in tables. Inferential statistics was also used to draw inferences and make conclusions. Qualitative data were analyzed qualitatively by tape recording and note-taking then grouped according to emerging themes and reported verbatim. The findings of this study revealed that teachers in public secondary schools in Homa Bay County had negative attitude towards teacher performance appraisal. Based on the findings of the study, the study recommends that teachers should be trained in order that they may understand teacher performance appraisal, besides they should be involved in the design of the teacher performance appraisal tool to make them have positive attitude towards teacher performance appraisal.

Key words: Attitude, implementation, teacher, performance appraisal, public secondary schools

Introduction and Literature Review

Teachers' Attitude towards Performance Appraisal

An attitude is an internal state of a person that is focused on objects, events; people that can exist in people's psychological world (Akampurira, 2010). Malhotra (2005) asserts that an attitude is a summary of an assessment of an object or thought, and it is either an effect for or against a psychological object. Furthermore, Newstrom (2010: 203) states that:

Attitudes are the feelings and beliefs that largely determine how employees will perceive their environment, commit themselves to intended actions, and ultimately behave. Attitudes form a mental set that affects how we view something, else as a window provides a framework for our view into or out of a building.

Attitude is also a mental and neural set of readiness, organized thought through experience exerting a dynamic influence upon individual's response to objects and situations by which it is related.

KEMI (2016) reports that there are two views of attitude: dispositional view which implies that attitude is steady dispositions toward an object. Putting this in mind, attitude have three fundamental components; influence (affecting sense toward the object), cognition (the opinion of the information about the object) along with the purpose a planned behavior toward the object. Newstrom (2010) reports that employees have different personal disposition; some are upbeat, cheerful, courteous and optimistic. Such employees are said to have positive attitude, while others are downbeat, irritable, abrasive and pessimistic. Such employees are said to have negative attitude. Owiyo (2013) carried out a survey of performance appraisal practices in public secondary schools in Ugunja Sub-County, Kenya and reported that, understanding employee's attitude towards performance appraisal system is of great significance because it can influence its effectiveness.

Employee's attitude affects their job satisfaction, job involvement, organizational commitment and work moods (Newstrom, 2010). Behrooz and Keyvan (2016) conducted a study on the impact of teachers' attitude towards performance evaluations on job satisfaction and organizational commitment in Iran, and the finding of their study revealed that teachers' attitude towards performance appraisal had a significant effect on organizational commitment. In addition, their study revealed that improved level of teachers' commitment to their job resulted in improved teacher performance. OECD (2013b) reports that organizational commitment is the attachment to an organization which, therefore, results in organizational loyalty.

Perception to greater extent influences the way people relate with their colleagues as well as the manner in which they react to situations in their environment (Michener, DeLamater & Myers, 2004; Goodwin, 2010). According to Leon and Yining (2003), perception is the process of interpretation of information about someone or something. Furthermore, Duatepe and Oyleme (2004) surmise that performance of teachers' is influenced by their attitude towards their profession.

There is a high level of employees' dissatisfaction with the existing performance appraisal systems (Mirzabeygi, Salemi, Sanjari, Shiraz, Heydari, & Maleki, 2009). Several studies reveal that employee attitude has great effect on the evaluation system that emanate from both individual and organizational levels. A study by Clutterbuck (2007) reported that the employees' way of perception of the performance appraisal system determines level of satisfaction or dissatisfaction. Behrooz and Keyvan (2016) carried out a study on the focus related to the present study in Iran. The study examined developing a teacher evaluation model and impact of teachers' attitude toward the

performance evaluation system on job satisfaction and organizational commitment with the mediating role of teachers' sense of efficacy. The finding of their study revealed that teachers' attitude toward the system of appraisal can make the appraisal system appear efficient yet undesirable. The present study differs from the study by Behrooz and Keyvan (2016) in terms of the design and sample size and also the area of study in order to fill the existing gap in literature by establishing teachers' attitude towards teacher performance appraisal in public secondary schools in Homa Bay County.

It is vital to note that many employees in an organization have different perceptions on performance appraisals. Others have a positive attitude towards performance appraisal if it is well conducted and followed (Daniel & Bill, 2006). Akampurira (2010) emphasizes that, in an organization, employees have different attitude towards job security or uncertainty, prestige of the product and so forth which affects all the performance evaluation actions, because they are not certain of consequences. In that connection, the managers need to know and understand employees' attitude toward their actions for effective management and administration. It is believed that teacher performance appraisal provides data which can be used for teachers' professional development and also, it is a stimulant for instructional improvement. Critics of teacher performance appraisal, however, view it as a mechanical and a perfunctory exercise that has no meaningful contribution in the educational life (Darling-Hammond et al., 2013).

Job satisfaction is influenced by the level of perceived fairness in the organizational system of employee performance appraisal system, and the ability of the employees' performance appraisal to be used in giving feedback about the employee's level of performance, besides its usage in the determination of promotions. The level of employees' commitment is also boosted by involving the employees in the formulation and designing of the performance appraisal tools (Agyare, et al., 2016). How teachers perceive teacher performance appraisal can affect the results of the teacher appraisal process. More so, the level of employees' organizational commitment can depict their attitude towards the evaluation system (Behrooz & Keyvan, 2016). DiPaola and Hoy (2008) carried out a study on principals improving instruction, supervision, evaluation, and professional development in Boston and concluded that teachers' attitude towards performance evaluation has a significant effect on organizational commitment. "Organizational commitment is a mental state or attitude that represents desire, need or obligation to continue working in an organization" (Behrooz & Keyvan, 2016, p.202).

Zaki (2009), however, states that teacher commitment refers to teachers' dedication in the activities that include in school such as, professional knowledge base and the teaching profession, school organization, students, career continuance. Organizational commitment is the desire, means and personal willingness or tendency to continue with one's service in an organization (Behrooz and Keyvan, 2016). Organizational commitment also refers to employee's sense of belonging and attachment to their organization, thereby, making them to be more loyal to the organization (Behrooz & Keyvan, 2016).

Behrooz and Keyvan (2016) maintain that the level of employees' organizational commitment can depict their attitude towards the evaluation system organizational commitment is the great desire, means and personal willingness or tendency to continue with one's service in an organization. Dipaola and Hoy (2008), therefore, hold that teachers' attitude toward performance appraisal plays an important role in organizational commitment, since it results in increased level of organizational commitment among employees which in the long run leads to improved employees' performance. According to Ochiewo (2016), teachers need to maintain their level of work commitment for them

to sustain their energy and enthusiasm. Newstrom (2010) reports that committed employees have good attendance records, and are willing to adhere to company policies. Zaki (2009), therefore, identifies the following as signs of commitment in schools; timely and appropriate resources for teaching and learning process. Furthermore, Zaki (2009) advocates that for a school to be successful, the level of teacher commitment and engagement in educational activities must be high. Trust is a psychological state with both effective and motivational components. The management should instill trust among the employees; because this is the only way they can prove to the employees that they are trustworthy. The employees become more committed to the organizational objectives only if they trust the management (Abu-Doleh & Weir, 2002). Therefore, teachers' attitude towards the way their performance is being appraised greatly influences the way they will benefit from the appraisal process. For this reason, when employees tend to be obtaining appraisal results consistently, they will end up being happy, as a result, they will carry on to do well, but if they keep on getting same poor or negative results, they will become frustrated and would feel the appraisal system is corrupt (Behrooz & Keyvan, 2016; Zaki, 2009; Zhang, 2015).

On the contrary, Bailey (2000) argues that since employees are qualified people who are willing to execute their duties for which they were recruited in the organization and, therefore, are not coerced through over supervision and appraisals, part of their motivation is to give the freedom and liberty to execute their tasks.

Positive Attitude

An attitude can only be positive only if teachers understand why it is necessary to carry out appraisal and also when they are allowed to participate in the designing and implementation of performance appraisal system. Better results are only achievable when teachers have positive attitude and perception towards the appraisal system, since they will have willingness to accept constructive criticisms that will enable them to have improved service delivery and incentives appear to give teachers a reason to develop a positive attitude towards evaluations (Kimball & Milanowski, 2009).

If teacher performance appraisal is carried out effectively, it will directly influence teachers' attitude and also their performance and in the long run, leads to improved learning outcomes amongst students (Muli, 2010). Employees should know that performance will be appraised, in a fair and equitable manner; their performance also needs to be recognized through proper rewards which include salary increase, promotion, all the above will make them have a positive attitude towards the appraisal programme and comply with appraisal requirements (Decenzo & Robbins, 2003). Kamwine (2004) believes that teachers appreciate performance appraisal system since it enables them to reflect on their professional role on one-to-one basis with appraiser. DeCzenzo and Robbins (2002) note that setting goals can be source of motivation to employees. Goals when set, can inspire employees' effort and center of attention, boost their determination, and encourage them to have positive attitude. DiPaola and Hoy (2008) opine that when teachers are allowed to collaborate with principals and agree about evaluation processes and procedures, they may have positive attitude towards teacher performance appraisal.

Teachers normally develop positive attitude towards performance appraisal that is focused on professional development needs instead of it being used for evaluation and this may make the teachers to improve on their work since they will have opportunity to reflect on their practice (Flores, 2010). Some principals are convinced that teacher performance appraisal programs are vital

in ensuring consistent accountability for every programme that happens in school, and that this enabled them to implement goal-oriented learning-teaching processes in the school (Cosner, 2012).

Negative Attitude

Negative attitude towards teacher performance appraisal is caused by perceived demerits or negative effects that may accrue from it. Some researchers have done studies and have come with information on the demerits of teacher performance appraisal, for instance, Danielson and McGreal (2000) maintain that teacher performance appraisal can be a useful tool for dismissing incompetent teachers. Mondy and Noe (2008) opine that performance appraisal is often perceived as a negative, frustrating activity since the appraisal data can be used as a basis for lay off or demotion this according to them, make the appraisee to have negative attitude towards it. Poor attitude and perceptions are likely to bring about feelings of displeasure, fear, and a sense of unfair practices. When an employee feels that their job is insecure, they tend to develop negative attitude and perception towards the individuals implementing appraisal (Tornero & Taut, 2010).

Daniel and Bill (2006) conducted a study on the leaders' role in pay systems and organizational performance and reported that majority of employees had a poor attitude towards performance appraisal, as they claim that performance appraisals are just a waste of time, puts them on tension, and finally, a waste of the organizational resources for nothing, simply because the data is manipulated based on biased note, and it is only vital for management and those who want promotions. According to McGregor's (1960) theory X, the average person naturally dislikes work and would avoid it if they can. Therefore, most people must be forced to work with threat of punishment to work towards organizational objectives. The average person prefers to be directed; to avoid responsibility; is relatively unambitious, and wants security above all (Daniel & Bill, 2006; Marquis, 2005).

Teachers have a perception that teacher performance appraisal is an unfair practice because in most cases, it is conducted it is subjectively; this consequently, lowers the satisfaction level of teachers (Whiting & Kline, 2007). Consequently, teachers with extremely poor attitude are ready to lose their teaching position instead of undergoing the perceived hectic teacher appraisal process Teacher performance appraisal makes teachers feel that their job is not secure. When a new or enhanced appraisal system is introduced in an organization, teachers often feel that there is reduced appreciation for their work (Saunders, 2000). Negative attitude among employees leads to low organizational commitment which is characterized by low productivity, absenteeism, theft, turnover, tardiness and violence (Newstrom, 2010).

An emphasis on accountability can be misconstrued in some instances of teacher performance appraisal to imply strict and potentially punitive measures if targets are not met which by extension, have a negative effect upon teachers instead of appreciating the teachers' job (O'Day 2002, cited in OECD, 2009). In this connection, a negative attitude brought about by the extra work, feelings of someone "looking over your shoulder", and having one's values and beliefs questioned may make one to have a negative attitude towards the appraisal system (Tornero & Taut, 2010). Teacher performance appraisal normally generate suspicion if not bringing about outright conflict, therefore, mutual trust should exist between the appraiser and the appraisee in order for the performance appraisal system to be effective (Stronge, 2006).

The study conducted in Botswana by Kamper et al. (2006) on teacher perceptions of effectiveness of teacher appraisal in Botswana confirmed that teacher performance appraisal done by the school administrators is perceived by teachers as being oppressive, punitive, thereby, causing considerable negative feelings among the teachers. Furthermore, the study conducted by Kamper et al. (2006) reveal that majority of teachers was being used to serve Senior Management Team's interests of controlling and also to retrench teachers who underperformed.

Akampurira (2010) conducted a study on effectiveness of teachers' performance appraisals in Uganda and established that managers of organizations normally resist conducting performance appraisal, because of fear of employees' reactions towards performance appraisal and also as a result of fear of not being able to defend the rating. They usually feel that, the use appraisal schemes tend to interfere with the work of coaching. Katono (2011) and Shaun (2006) argue that most employees have a wrong perception towards performance appraisal as a prediction tool used by management to the determination of the performance level output of a given employee whether excellent, acceptable, fair, poor unbearable or unacceptable performance.

Negative feedback can make an employee's motivational level to stand at zero; as a result, an employee may perform worse (Academic Knowledge, 2015). Teacher performance appraisal has received a bad rap of fear and trepidation for instance, if a poor performer is criticized, they will become bitter; thereby, being in conflict within the organization and will eventually consider the appraisal system not worthwhile, while, at the same time views the appraiser untrustworthy (DeCzenzo & Robbins, 2002).

A study conducted by Nyatera (2011) in Kenya on head teachers' and teachers' perceptions regarding staff performance appraisal revealed that the head teachers were not trained to conduct performance appraisal, this, therefore, resulted in the principals making many procedural mistakes in the appraisal, and these procedural mistakes made teachers to have negative perceptions about teacher performance appraisal. In another recent study conducted in Kenya by Kagema and Irungu (2018) that sought to establish whether teacher appraisals are indicators of teacher motivation and subsequently teacher performance, it was reported that 63.6 percent of the teachers who participated in the study felt that teacher appraisals are unfavorable to teachers and the teachers cited lack of streamlining of policies on teacher appraisal policy on promotions and transfers. The gap in literature is that the above study by Kagema and Irungu (2018) were conducted in Nyeri County, Kenya, but not in Homa Bay County and the current study endeavored to establish similar practices among secondary school teachers.

Mirzabeygi et al. (2009) report a high level of teacher dissatisfaction with the teacher performance appraisal. Several studies reveal that employee attitude has great effect on the evaluation system that emanate from both individual and organizational levels. A study by Clutterbuck (2007) reveals that the employees' way of perception of the performance appraisal system determines level of satisfaction or dissatisfaction. Behrooz and Keyvan (2016) conducted a study in Iran on the performance appraisal system and concluded that teachers' attitude must be considered when evaluating teachers' performance. Behrooz and Keyvan (2016) believe that teachers' attitude toward the system of appraisal can make the appraisal system appear efficient yet undesirable.

In a recent study conducted in Kenya on influence on teacher performance in secondary schools in by Kagema and Irungu (2018), it is reported that 63.6 percent of the teachers who participated in the study revealed that teacher appraisals are unfavorable to due to lack of streamlining of policies on

teacher appraisal, policy on promotion, transfers and also mechanisms recognition of teachers. A study conducted by Ochiewo (2016) on teacher performance in Rachuonyo South Sub-County also revealed that teachers have negative attitude towards teacher performance appraisal because, it has no link with the annual salary increment; this negative attitude was reported by 66 percent of teachers who participated in the study.

A study carried out in Kenya by Kagema and Irungu (2018) also reveals at the levels of teacher motivation in developing countries are generally low, consequently motivation among formal public-school teachers, although, the situation varies from one country to another. The recently introduced teacher performance appraisal in Kenya has attracted a lot of opposition from its critics, who view as well as terming it skewed and bias, while, teachers, on the other hand, teachers feel that the newly introduced teacher performance appraisal system lacks objectivity, and therefore, it is not able to yield the envisaged learning outcomes among the learners (Kagema & Irungu, 2018).

It is the teachers' attitude that determines success in the implementation of teacher performance appraisal in bid to improve school academic achievement; however, not much attention has been put to ascertain what teachers perceive of teacher performance appraisal. Majority of the studies on teachers' attitude towards teacher performance appraisal in the literature review, were done in developed countries with different methods of performance appraisal. Different countries also have different cultures, educational policies, and teacher motivational levels, therefore, the attitude of teachers towards teacher performance appraisal in developed countries may not be the same to the ones in developing countries, specifically to the Kenyan situation.

It is, therefore, upon background that the current study sought to determine teachers' attitude towards teacher performance appraisal with an aim of filling the existing knowledge gap, as this study obtained data that may be used to bridge the gap that exists in literature on teachers' attitude on teacher performance appraisal that has somehow become ignored in previous studies.

Statement of the Problem

Before the year 2016, principals in Kenyan public secondary used to send confidential reports about teachers' performance, however, teachers were constantly being accused of growing absenteeism, lack of professionalism, laxity and worse of all, poor mastery of content, all which were attributed to poor academic achievement in public schools (Kamuri, 2016 January 26). Consequently, the Teachers Service Commission introduced open teacher performance appraisal system to all public educational institutions under its mandate in January 2016 in pursuant to sections 11 (c) and (f) of the TSC Act (2012) which mandates the commission to monitor the conduct and performance of teachers in the teaching service (TSC, 2016), but this move was strongly thwarted by the teachers' unions the KUPPET and the KNUT during the first term of the year, and was finally implemented at the beginning of second term, May 2016. In the corporate world and other public sectors, the concept of Performance Appraisal (PA) has become a trend, and it is becoming so difficult to imagine educational life without use of performance indicators in the 21st century in the management of teachers (Ozga, 2003). Aduda (2000, March 18) on the other hand, argues that it is an unjustified privilege to insulate the public sector from performance appraisal. According to the TSC (2016, 2017), the introduction of Teacher Performance Appraisal was envisaged to help the employer (TSC) to assign, train, promote and deploy teachers to various administrative positions. Teachers Service Commission (2016) however posits that teacher performance appraisal and development (TPAD) is hoped to promote teachers' productivity, accountability and efficiency at work, thus improving the performance of the students and the school in general.

However, since the introduction of the new teacher performance appraisal (TPAD) in 2016, there has been a downward trend of performance in Kenya Certificate of Secondary Education (KCSE) in Homa Bay County as illustrated by Homa Bay County Education Office (2018), and in the country at large. As if this is not enough, there has been a continual outcry by the KNUT officials about the Teachers Service Commission's imposing the new appraisal on teachers, and they have on many occasions threatened the TSC of calling teachers' strike for the TPAD tools to be withdrawn (Kigio, 2018 August 13). Therefore, there was a need to investigate the attitude of teachers' towards the implementation of teacher performance appraisal in public secondary schools in Homabay county.

Objective of the Study

The objective of this study was to establish teachers' attitude towards the implementation of teacher performance appraisal policy in Homa Bay County.

Research Methodology

Research Design

The study adopted descriptive survey design since the study sought to collect peoples' attitude and opinions on teacher performance appraisal (Kombo & Tromp, 2006). Kothari and Garg (2014) assert that descriptive research studies are those studies that are concerned with description of characteristics of a particular individual or group of individuals. The benefit associated with descriptive survey design is that the variables can be easily associated, compared and also many questionnaires can be administered to research participants.

Descriptive survey design enables the researcher to integrate both qualitative and quantitative data collection, and also it enables the researcher to collect data from one point to another, summarize, and present data for clarification without manipulation (Healey, 2012). The use of descriptive survey design to carry out the study, therefore, allowed for easy and rapid data collection with a high rate of response (Frankel & Wallen, 2009). Descriptive survey design was also deemed suitable for this study since the study was aimed at assessing the relationship between teacher performance appraisal as independent variable and public secondary schools' academic achievement as dependent variable.

Area of the Study

The study was conducted in Homa Bay County which is one of the counties that were formed within the Kenyan new constitution promulgated in the year 2010. The county lies between latitude 0015⁰ south and between longitudes 34⁰ east. It covers an area of 4, 267.1 km² inclusive of the water surface which on its own covers an area of 1,227 km². The county comprises 8 sub-counties, namely; Suba, Mbita, Dhiwa, Homa Bay, Rangwe, Rachuonyo North, Rachuonyo South and Rachuonyo East sub-counties. (The map of Homa Bay County is attached as appendix I). At present, the county has 235 public secondary schools, which includes boys' and girls' boarding and mixed and also mixed boarding day secondary schools with 2096 teaching fraternity employed by the Teachers Service Commission (Homa Bay County Education Office, 2017).

Population of the Study

Population of the study comprised 235 principals, 940 Heads of Departments (HoDs), 676 teachers and 8 Sub-County Quality Assurance and Standards Officers (SQASOs) in Homa Bay County. From

this population, sample size of the respondents who participated in the study was obtained. Population of the study is displayed in Table 1.

Table 1: Sample Frame

| Category of Respondent | Total Population (N) |
|------------------------|----------------------|
| SCQUASO | 8 |
| Principals | 235 |
| HoDs | 940 |
| Teachers | 676 |
| Total | 1,859 |

Source (Homa Bay County Director of Education Office, 2016)

Sample and Sampling Techniques

Out of 235 public secondary schools in the county, 71 schools were sampled this number is supported by Mugenda and Mugenda (2009) who justify the use of 30% of the target population since it is a good representation of the total population. This means, 9 schools per sub-county were chosen for study. In determining sample size of the participants, all the 8 (100%) of Sub-County Quality Assurance and Standards Officers (SCQASOs) were sampled. The Sub-County Quality Assurance and Standards Officers were included in the study, since they are charged with a responsibility of ensuring that there are high standards of education in their various sub-counties.

All the 71 principals in the 71 schools under the study, a figure representing 30% of the total number of principals in the county, were included in the study. The principals are the curriculum leaders in schools, in addition to that, they are also charged with a responsibility of ensuring that the directives and policies from the MOEST as well as from the TSC are implemented in schools. The principals are the managers in the Kenyan secondary schools.

Every secondary school in Homa Bay County has four HoDs; HoD-sciences and HoD-Mathematics, HoD-humanities, HoD-technical & applied subjects and HoD- languages. The total number of HoDs was estimated to be 940. Yamane Taro's (1967) formula was used to determine the sample size of HoDs. Yamane Taro's (1967) formula, $n = \frac{N}{1+N(e)^2}$ was adopted to determine the sample size of HoDs which was 399. Where: N = Population; n = sample size; e = level of precision [confidence level, which is at 0.05] (Yamane, 1967, cited in Andale, 2012). The sample size of 251 out of a total of 676 teachers was determined by using Yamane Taro (1967) formula which is $n = \frac{N}{1+N(e)^2}$; where: N = Population sample; n = sample size; e = level of precision [confidence level which is at 0.05] (Yamane, 1967, cited in Andale, 2012). The total sample size of teachers in the county (251) divided by 8 Sub Counties gave 31 teachers per Sub County. By extension, 3 teachers in each of the selected schools were included in the study. Justification for teachers' inclusion in the study is premised on the fact that teachers are part of teacher performance appraisal implementation team, since they are the ones being appraised by the HoDs. The sample size of the research participants are summarized in Table 2.

Table 2: Sample Frame

| Category of Respondent | Total Population (N) | Sample Size (n) |
|------------------------|----------------------|-----------------|
| SCQUASO | 8 | 8(100%) |
| Principals | 235 | 71(30.0%) |
| HoDs | 940 | 399(42.5%) |
| Teachers | 676 | 251(37.1%) |
| Total | 1,859 | 729 |

Source (Homa Bay County Director of Education Office, 2016)

The researcher, therefore, used the following sampling methods: stratified sampling, purposive sampling, simple random sampling and saturated sampling methods. The researcher began by using cluster sampling in which case cluster samples were selected by geographical location of respondents as justified by Oso and Onen (2011). The clusters in this case were the 8 sub counties of Homa Bay County: Mbita, Suba, Dhiwa, Homa Bay, Rangwe, Rachuonyo North, Rachuonyo South and Rachuonyo East Sub Counties. Simple Random sampling was also used to select 9 schools in each of the 8 sub-counties for the study.

Stratified sampling method enabled the researcher to have adequate representation of category of schools. The researcher also used stratified sampling method to include different categories of research participants in the study. These different participants were; teachers, HoDs, principals and Sub-County Quality Assurance and Standards Officers (SCQASOs). As supported by Kothari (2004), stratified sampling method enabled the researcher to have adequate representations of different categories of research participants.

At the same time, the researcher used saturated sampling to include all the 8 SCQASOs in the study, since; it is they who have an important role on behalf of the Ministry of Education in monitoring curriculum implementation in schools. Latham (2013) and Mason (2010) support the use of saturated sampling by suggesting that it is applied when there is a small number of respondents whose role is important.

Purposive sampling method was employed to sample principals for the study. The use of purposive sampling technique to select 71 principals is supported by Musaku and Sing (2014) who contend that the technique is used to select sampling units according to purpose and specific purpose, besides; it was also used to select respondents who were likely to give key information.

Simple random sampling was employed in the study to select teachers to be involved in the study in all the sampled schools, since it would enable generalization of the larger population with a statistically determinable margin of error as supported by Mugenda and Mugenda (2009). Simple random sampling method was also used to include HoDs in the study. The method was used because it would ensure that each member of the target population has equal and independent chance of being included in the study (Ahunja, 2014; Best & Khan, 2002; Masuku & Sing, 2014). The method is also justified by Orodho (2009) who asserted that this method could be used at any time when there is advance knowledge of population size and sample size. Therefore, sampling of teachers and HoDs was done randomly by selecting teachers and HoDs to be included in the study from teachers' list that would act as a sampling frame.

Data Collection Instruments

Data collection instruments which were used to collect both quantitative and qualitative data included questionnaire, interview guide and document analysis guide. Cohen and Manion (2001) state that the use of more than one data collection instrument strengthens the validity of data evaluation as well as the findings, since the data obtained corroborate the findings.

The researcher developed questionnaire to facilitate the collection of necessary information. The questionnaires were both closed-ended and open-ended. The closed-ended questionnaires were both Likert scale and dichotomous types. The questionnaires were self-developed so that they could enable the researcher collect data in all the areas the researcher had intended. The questionnaires were used to collect large amount of data within the shortest time possible. The use of questionnaires also allows researchers to collect large amounts of data relatively cheaply (Kombo & Tromp, 2006; Mills, 2003; Robinson & Lai, 2006).

The use of questionnaires was also employed, since, the questionnaires would enable the researcher to code the data easily for subsequent analysis; thereby, reducing the error gap (Sekaran, 2003). Cohen, Marion and Morrison (2011) as well as Frankel and Wallen (2009) report that questionnaires are easy to be administered at low costs to a large number of respondents and also, they can be analyzed more scientifically and objectively than other methods of data collection. Closed-ended questionnaires can easily be analyzed in a straight forward way as well as they are co-efficient (Brown, 2001; Gillham, 2000). The unstructured questionnaires, on the other hand, according to Amin (2004), would enable the researcher to collect in-depth information and would also enable participants to respond freely. Open-ended items were preferred since close-ended questions limit the respondent to a set of answers, while open-ended questions allow them to express opinions without being influenced by the researcher (Ballou, 2011).

Principal's Questionnaire

The principal's questionnaire was used to collect data on teachers' attitude towards teacher performance appraisal

Head of Department's Questionnaire

Questionnaires were used to gather data from HoDs on teachers' attitude towards teacher performance appraisal.

Teacher's Questionnaire

The study employed the use of questionnaire to collect data from teachers' attitude towards teacher performance appraisal.

Interview Guide

As supported by Oso and Onen (2011), interview enabled the researcher to have face to face contact the respondents (SCQASOs), thus enabling clarification of questions wherever there is lack of clarity. Flick (2006) adds that the use of interview guide helps to reveal already existing knowledge in a manner which is likely to be expressed in the form of answers which are interpreted. The interview guide enabled the researcher to obtain first-hand information directly from SCQASOs who were knowledgeable. Interview guide was also used to validate information provided by the questionnaires. The interview guide was used to seek views from the SCQASOs on teachers'

attitude towards teacher performance appraisal. The interview guides were self-developed to allow flexibility between the researcher and the research participants.

During the interview, the SCQASOs responses were recorded using the I.C sound recorder and the information given by them was transcribed verbatim, and in some cases, key points given by them were selected during transcription. Each of the six Sub-County Sub County Quality Assurance and Standards Officers (SCQASOs) was interviewed for 20 minutes.

Data Analysis

Data analysis entails separation of data into constituent parts, or an examination of data to distinguish its constituent parts or elements (Onen & Oso, 2005). Data analysis is a method that is used to summarize any form of content through counting different aspects of the content (Neundorf, 2009). The collected data were examined for completeness, comprehensibility, consistency and reliability before data analysis was done this is supported by Ahunja (2014). The collected data from the field on demographic characteristics of the respondents, and findings on every objective was first organized, edited, coded, classified and tabulated and analyzed for its accuracy and completeness. After which, data obtained from interview and open-ended questionnaires was analyzed qualitatively, while data obtained from closed-ended questionnaires was analyzed quantitatively by using descriptive statistics and also inferential statistics. The findings were then presented in the forms of tables and bar graphs.

Qualitative Data Analysis

Qualitative data are data that is gathered through open-ended questionnaires and interview (Orodho, 2009). Qualitative data involves transcripts of discussion through taking notes or recordings which are then made into content analysis (Bryman, 2013). The qualitative data collected from interview with SCQASOs through tape-recording and note taking was analyzed qualitatively according to emerging themes and reported verbatim in accordance with the objectives of the study. The researcher then listened to the recorded responses of the interviews on smart phone, wrote them down verbatim, sorted and grouped them into themes and finally analyzed qualitatively and then presented in forms of frequency distribution tables and percentages for easy interpretation (Orodho, 2009). The analyzed qualitative data corroborated the quantitative data.

Quantitative Data Analysis

The researcher cleaned, organized, and tabulated data in coded forms based on the objectives of the study for easy analysis. The researcher then keyed in the coded quantitative data into Statistical Package for Social Sciences (SPSS) computer program, version 22 for analysis. Cohen and Manion (2011) maintain that cleaning data is the process of identifying and removing unreliable data. As supported by Bryman (2013), three procedures of statistical analysis were used to enable easy understanding, and these involve: data tabulation, data description, and finally, data disintegration. Furthermore, it is observed by Martin and Acuna (2002) that SPSS can handle large amount of data due to its wide spectrum of statistical procedures that are purposefully designed for social sciences to which this study belongs.

The researcher edited responses to eliminate errors that were made during data collection and the collected quantitative data were tabulated in form of percentages and frequency counts using descriptive statistics to enable the researcher find out whether all the questionnaires had been analyzed.

Results and Discussion

In order to respond to the objective of the study, teachers, HoDs and principals were asked to indicate whether teacher involvement in the implementation of teacher performance appraisal was necessary or not. Their responses on necessity of teacher involvement were, therefore, presented in Table 3.

Teachers' Attitude towards Teacher Performance Appraisal

In order to establish the teachers' attitude towards performance appraisal, the teachers were asked in the questionnaire to indicate the extent to which they agree or disagree with the item statements in the 5-point Likert Scale. The data collected was descriptively organized and results are presented in the Table 3.

Table 3: Teachers' Attitude towards Performance Appraisal (Teachers, n=245)

| Statement | SD | D | U | A | SA | MR | SD |
|--|------------|-----------|------------|------------|------------|-------------|--------------|
| Teachers fear that if they underperform, they may be dismissed | 4(1.6%) | 10(4.1%) | 46(18.8%) | 112(45.7%) | 73(29.8%) | 3.98 | .971 |
| Teacher performance appraisal is time-consuming | 23(9.4%) | 13(5.3%) | 34(13.9%) | 47(19.2%) | 128(52.2%) | 4.00 | .814 |
| Teachers with outstanding performance like being appraised | 20(8.2%) | 37(15.1%) | 103(42.0%) | 58(23.7%) | 27(11.0%) | 3.14 | 1.067 |
| Teacher performance appraisal is used for pay increase for teachers who are highly rated | 190(77.6%) | 19(7.8%) | 22(9.0%) | 9(3.7%) | 5(2.0%) | 1.45 | .947 |
| Overall Teachers' Attitude towards Teacher Performance Appraisal Mean Rating | | | | | | 3.17 | 1.224 |

Mean Rating Interpretation Key:

1.00 – 1.44 = Strongly Disagree 1.45 – 2.44 = Disagree 2.45 – 3.44 = Undecided

3.45 – 4.44 = Agree 4.45 - 5.00 = Strongly Agree

Table 3 shows that the items' mean ratings of teachers on teachers' attitude towards teacher performance appraisal ranged from 1.45 to 4.00 on a scale of 1 to 5. Furthermore, Table 3 shows that the teachers fear dismissal on ground of underperformance (M=3.98, SD=.971) and disagreed with the statement that high teacher performance appraisal rating is used for pay increase (M=1.45, SD=0.947). On the other hand, Table 3 reveals that the teachers agreed that teacher performance appraisal is time consuming (M=4.00, SD=.814), and were undecided on whether teachers with outstanding performance liked being praised (M=3.14, SD=1.067).

Table 3 also shows that 4(1.6%) of the teachers strongly disagreed that teachers fear that if they underperform, they may be dismissed. Moreover, Table 3 shows that 10(4.1%) of the teachers disagreed that teachers fear that if they underperform, they may be dismissed. Table 3 also reveals that 46(18.8%) of the teachers were undecided that teachers fear that if they underperform, they may be dismissed. In the same vein, Table 3 further indicates that 112(45.7%) of the teachers agreed that teachers fear that if they underperform, they may be dismissed. Finally, Table 3 shows

that 73(29.8%) of the teachers strongly agreed that teachers fear that if they underperform, they may be dismissed.

From the foregoing, a mean rating of 3.98 indicates that teachers agreed with the statement that ‘teachers fear that if they underperform, they may be dismissed,’ therefore, this implies that teachers had negative attitude towards teacher performance appraisal. This suggests that there is a lot of fear among teachers with regard to teacher performance appraisal. This finding, therefore, is in line with the finding of the study conducted by Danielson and McGreal (2000) which reported that teacher performance appraisal can be a useful tool for dismissing incompetent teachers.

Moreover, Table 3 indicates that 23(9.4%) of the teachers strongly disagreed that teacher performance appraisal was time consuming. Table 3 also reveals that 13(5.3%) of the teachers disagreed that teacher performance appraisal is time consuming. Again, Table 3 shows that 34(13.9%) of the teachers were undecided on whether teacher performance appraisal was time consuming. Furthermore, Table 3 reveals that 47(19.2%) of the teachers agreed that teacher performance appraisal was time consuming. Finally, Table 3 indicates that 128(52.2%) of the teachers strongly agreed that teacher performance appraisal was time consuming.

From the foregoing, a mean rating of 4.00 on the statement that teacher performance appraisal is time consuming implies that teachers agreed with the statement that teacher performance appraisal is time-consuming. Probably, teachers in public secondary public secondary schools in Homa Bay County felt that teacher performance appraisal was time consuming just because it demands teachers to have updated professional documents, up-to-date lesson notes and documentation of guidance and counseling activities among others; it also requires teachers to participate in co-curricular activities. This finding is, therefore, consistent the report made by Stronge and Turcker (2003) that when school principals and other appraisers conduct teacher performance appraisal as a mechanical exercise, teachers will just view it as an event that must be endured; therefore, teacher performance appraisal becomes little more than a time-consuming charade. In the same vein, the above finding of the present study also agrees with the finding of the study conducted in USA by Darling-Hammond et al., (2013) which reported that critics of teacher performance appraisal however view it as a mechanical and a perfunctory exercise that has no meaning in the educational life, despite its important contribution in instructional improvement and teachers’ professional development.

Table 3 shows that 20(8.2%) of the teachers strongly disagreed with the statement that teachers with outstanding performance like being appraised. Table 3 also reveals that 37(15.1%) of the teachers disagreed that that teachers with outstanding performance like being appraised. Moreover, Table 3 indicates that 103(42.0%) of the teachers were undecided on whether that teachers with outstanding performance like being appraised. Furthermore, Table 3 shows that 58(23.7%) of the teachers agreed that that teachers with outstanding performance like being appraised. Eventually, Table 3 reveals that 27(11.0%) of the teachers strongly agreed that that teachers with outstanding performance like being appraised.

From the foregoing, a mean rating of 3.14 on the statement ‘teachers with outstanding performance like being appraised’ clearly indicates that teachers were undecided on the statement that “teachers with outstanding performance like being appraised.” This research finding, therefore, neither supports nor contradicts the report by Academic Knowledge (2015) that if an employee tends to be obtaining good appraisal results, the employees tend to be happy and carry on to do well.

Finally, Table 3 reveals that 190(77.6%) of the teachers strongly disagreed with the statement that teacher performance appraisal is used for pay increase for teachers who are highly rated. Besides, Table 3 shows that 19(7.8%) of the teachers disagreed with the statement that teacher performance

appraisal is used for pay increase for teachers who are highly rated. Moreover, Table 3 indicates that 22(9.0%) of the teachers were undecided on whether teacher performance appraisal is used for pay increase for teachers who are highly rated. Furthermore, Table 3 shows that 9(3.7%) of the teachers agreed with the statement that teacher performance appraisal is used for pay increase for teachers who are highly rated. Eventually, Table 3 reveals that 5(2.0%) of the teachers strongly agreed with the statement that teacher performance appraisal is used for pay increase for teachers who are highly rated.

From the foregoing, a mean rating of 1.45, therefore, means that teachers in Homa Bay County disagreed with the statement that 'teacher performance appraisal is used for pay increase for teachers who are highly rated.' The reason for their disagreement may be attributed to the fact that teachers in Homa Bay County had not been promoted to the next job group or given pay increase on the basis good teacher performance appraisal results. This finding, therefore, contradicts the finding of the study conducted in France by OECD (2009) that reported that teacher performance appraisal consists of career advancement, and salary increase.

Similarly, through open ended questionnaire, the HoDs were asked to describe how teachers felt during teacher performance appraisal. In response, 267(71.8%) of the HoDs reported negative feeling among teachers, while 96(25.8%) of HoDs reported positive feeling among the appraised teachers. This, therefore, reveals that in general, teachers had negative attitude towards teacher performance appraisal.

On the question whether HoDs conduct lesson observation or not; 312(85%) of HoDs confirmed having conducted lesson observation while 55(15%) reported that they did not conduct lesson observation. Almost all the appraisers who conducted lesson observation reported that appraisees felt that the observation had been helpful in developing their classroom practice with exemption of five who reported that teachers felt lesson observation was not helpful in developing the thinking of teachers.

Furthermore, the open-ended questionnaire that was designed to investigate the principals' attitude towards teacher performance appraisal had the following findings: 62(88.73%) of the principals revealed that they did not feel comfortable when their performance is being appraised by the Sub-County Director of Education (SCDE), while only 9(11.27%) of the principals reported that they liked being appraised. This shows that the principals generally had a negative attitude towards the appraisal process. However, 40(64.51%) of the principals who reported that they did not feel comfortable when being appraised mentioned that during the appraisal process, their weaknesses may be exposed to the SCDE. The remaining 22(35.49%) of the principals who revealed that they did not feel comfortable when being appraised by the SCDE explained that they did not feel comfortable when being appraised, since the appraisal process was time-consuming.

On the feelings of deputy principals when being appraised by the principals, 58(81.69%) of the principals reported that their deputies did not like being appraised, while the remaining 13(18.31%) of the principals maintained that their deputies like being appraised. On how teachers feel about process of appraisal, 65(91.55%) of the principals mentioned that the teachers felt that teacher performance appraisal was unnecessary because it was wasteful of their time, since no reward attached thereto. On the other hand, 6(8.45%) of the principals revealed that their teachers felt that teacher performance appraisal was the surest way of monitoring curriculum implementation. This generally indicates that, teachers, HoDs, deputy principals (though they were not included in the study but they conduct performance appraisal) and principals have a negative attitude towards teacher performance appraisal.

The above finding from the principals is in line with the observation made by Isoré (2009) from France that teachers become less inclined or hesitant to reveal their performance gaps or weaknesses when they think of the dire consequences that are associated with the performance appraisal such as dismissal, salary reduction and even demotion, and this leaves the improvement or professional development as a purpose of performance appraisal in jeopardy. The above finding is also in tandem with the findings of the study in Mexico by Santiago and Benavides (2009) which reported that negative attitude towards teacher performance appraisal is caused by lack of link between teacher performance appraisal results with teacher development.

In general, the six interviewed SCQASOs observed that Kenyan teachers, HoDs and principals have negative attitude about the current teacher performance appraisal.

SCQASO 1 reiterated that:

Most teachers do not like teacher performance appraisal; they feel it is a mere time-wasting process whose results have not been used for teachers' welfare.

The above interview response from SCQASO 1 is similar to the report that was made by Bartlett (2000) from Britain that, in most cases, teacher performance appraisal data is used to make teachers become accountable for their performance while ignoring the other function which is teacher growth and development. The above interview excerpt also confirms the finding in the study conducted on the relationship between teachers' attitude towards performance appraisal and their commitment to service in Rachuonyo South Sub-County in Homa Bay County, Kenya by Ochiewo (2016) which revealed that the current open teacher performance appraisal does not have a link with salary increase.

SCQASO 2 reiterated that:

Teachers have negative feelings towards TPAD as they feel TPAD is just a punitive and oppressive measure that is put in place by the Teachers Service Commission.

SCQASO 3 commented that:

Teachers hate being appraised; they feel that the teacher performance mechanism is aimed at having teachers punished by the Teachers Service Commission as it is used as a fault-finding mechanism for teachers' inefficiencies and underperformances.

The above interview excerpts from SCQASO 2 and SCQASO 3 confirm the report from the study conducted in Botswana by Kamper et al. (2006), which revealed that teacher performance appraisal done by the school administrators is perceived by teachers as being oppressive, punitive, thereby, causing considerable negative feelings among the teachers. This finding of the study is also in support of the finding of the study conducted by Katono (2011) on teacher performance appraisal in Uganda and also the argument by Shaun (2006) from United States of that most employees have a wrong perception towards performance appraisal as a prediction tool used by management to the determination of the performance level output of a given employee whether excellent, acceptable, fair, poor unbearable or acceptable performance.

The finding above further concurs with the statement made by Isoré (2009) from France that teachers become less inclined or hesitant to reveal their performance gaps or weaknesses when they think of the dire consequences that are associated with the performance appraisal such as dismissal, salary reduction and even demotion, and this leaves the improvement or professional development as a purpose of performance appraisal in jeopardy.

Responses from other SCQASOs 4, 5 and 6 were similar the researcher, therefore, summarized them as follows:

In general teachers dislike being appraised; they feel teacher performance appraisal is just a way of obtaining data that can be used to punish teachers.

The above finding from SCQASOs 4, 5 and 6, therefore, agree with the warning by O'Day (2002) that the emphasis on accountability can be misconstrued in some instances of teacher performance appraisal to imply strict and potentially punitive measures if targets are not met which by extension, have a negative effect upon teachers instead of appreciating the teachers' job. The above finding is also consistent with the opinion of Stronge and Tucker (2003:6) which stated that:

Unfortunately, teacher evaluation too frequently has been viewed not as a vehicle for growth and improvement, but rather as a formality, a superficial function that has lost its meaning. When school principals and other evaluators view the method evaluation as a mechanical exercise and teachers view it as an event that must be endured, evaluation becomes little more than a time-consuming charade.

In general, the findings on teachers' attitude about the teacher performance appraisal indicate that teachers have a negative attitude towards the appraisal System. The finding of the study, therefore, is in agreement with the resent studies conducted in Kenya by Kagema (2018), Midimo (2017) and Ochiewo (2016) that reported negative attitude among teachers towards the recently introduced teacher performance appraisal and development (TPAD). This finding is in harmony with the view held by Darling-Hammond et al., (2013) that critics of teacher performance appraisal however view it as a mechanical and a perfunctory exercise that has no meaning in the educational life, despite its important contribution in instructional improvement and teachers' professional development.

The finding of this study has a bearing on Nelson and Campbell (2008) from New York, USA who noted that negative attitude many a time occurs among human beings when they feel that their personal freedom is being threated; it may be due to fear of the unknown, fear of loss of job, or as a result of fear of failure as well as due to fear of disruption of interpersonal relationship, politics and cultural assumptions personal conflict, and values. The above except also confirms what was reported by Tornero and Taut (2010) that poor attitude and perceptions are likely to bring about feelings of displeasure, fear, and a sense of unfair practices.

The results of analysis established that teachers in public secondary schools in Homa Bay County had ambivalent attitude about performance appraisal ($M=3.17$, $SD=1.224$). Probably, teachers have negative attitude towards the currently implemented teacher performance appraisal because they had neither been promoted to the next job groups nor gained salary increase based on their high appraisal. In order to determine the statistically significant difference, an independent t-test was conducted, and the result obtained was presented in Table 4.

Table 4: Independent t-test Analysis on Teachers' Attitude towards Implementation of Teacher Performance Appraisal (Teachers, n=245)

| | Gender | N | Mean | SD | Independent t-test Result |
|--|--------|-----|------|-------|---------------------------|
| Teachers fear that if they underperform, they may be dismissed | Male | 116 | 4.03 | .869 | t(243)=-.768, p=.443 |
| | Female | 129 | 3.94 | .916 | |
| Teacher performance appraisal is time consuming | Male | 116 | 3.96 | 1.308 | t(243)=-.440, p=.660 |
| | Female | 129 | 4.03 | 1.323 | |
| Teachers with outstanding performance like being appraised | Male | 116 | 3.36 | .973 | t(243)=3.102, p=.002 |
| | Female | 129 | 2.95 | 1.113 | |
| Teacher performance appraisal is used for pay increase for teachers who are highly rated | Male | 116 | 1.50 | 1.009 | t(243)=.799, p=.425 |
| | Female | 129 | 1.40 | .888 | |

Interpretation of Mean Scores**1.00-1.44 = Strongly Disagree****1.45-2.44 = Disagree****2.45-3.44 = Undecided****3.45-4.44 = Agree****4.44-5.00 = Strongly Agree**

Table 4 shows that there was no statistically significant difference between the rating of male (n=116, M=4.03, SD=.869) and female (n=129, M=3.94, SD=.916) teachers on fear that if they underperform, they may be dismissed, $t(243) = , p=.768, p=.443$, since the p-value was greater than the chosen significance level ($\alpha=.05$). This means that, the ratings of male teachers and female teachers the statement that “teachers fear that if they underperform, they might be dismissed” was not statistically significance different.

Furthermore, the mean ratings of male and female teachers of 4.03 and 3.94 respectively as shown in Table 4 show that both male and female teachers agreed with the construct that teachers fear that if they underperform, they may be dismissed. This shows, therefore, reveals that teachers had a negative attitude towards the appraisal system; thereby, making them have feelings that teacher performance appraisal was punitive. The finding is, however, in harmony with what Danielson and McGreal (2000) reported that, teacher performance appraisal can be a useful tool for dismissing incompetent teachers.

Similarly, there was no statistically significant difference between the rating of male teachers (n=116, M=3.96, SD= 1.308) and female teachers (n=129, M= 4.03, SD= 1.323), $t(243) = .440, p=.660$, on the construct that, “teacher performance appraisal is time consuming.”, since the p-value was greater than the set significance level of .05. Hence, it can be concluded that teachers regardless of gender agreed that teacher performance appraisal was time-consuming. It can, therefore, be presumed that teachers felt that teacher performance appraisal was time-consuming, because it demands teachers to have up-to-date lesson notes and professional documents among other requirements. This finding, therefore, supports the opinions of Stronge and Turcker (2003) that when school principals and other appraisers view teacher performance appraisal as a mechanical and a perfunctory exercise that has no meaning in educational life, while teachers also view it as an event that must be endured, therefore, it becomes little more than a time-consuming charade.

However, on the statement that, “teachers with outstanding performance like being appraised”, there was a statistically significant difference between the rating of male teachers (n=116, M=3.36, SD=

.973) and female teachers ($n=129$, $M= .2.95$, $SD= 1.113$), $t(243) = 3.102$, $p=.002$, since the p-value was smaller than the set statistical significance level of .05. It can, therefore, be concluded that both male and female teachers were undecided as to whether teachers with outstanding performance like (enjoy) being appraised. Finally, on teacher performance appraisal being used for pay increase for teachers who are rated highly, there was no statistically significant difference between the rating of male teachers ($n=116$, $M=1.50$, $SD= 1.009$) and female teachers ($n=129$, $M= 1.40$, $SD= .888$), $t(243) = .799$, $p=.425$, since the p-value was greater than the set statistical significance level of .05. Therefore, it can be concluded that both male and female teachers disagreed with the construct that teacher performance appraisal is used for pay increase for teachers who are highly rated, with the male teachers rating higher than female teachers.

Conclusion

The study examined the attitude of teacher performance appraisal in public secondary schools in Homa Bay County. The findings of the study from teachers revealed that teachers in Homa Bay County had ambivalent attitude about performance appraisal ($M=3.17$, $SD=1.224$). The findings from other participants of the study indicated that teachers had negative attitude towards teacher performance appraisal. This study is of great significance since it is hoped that it may add stock of knowledge to the existing one in the field of teaching which is hoped to benefit educational researchers who intend to carry out further research on teacher performance appraisal. Furthermore, the findings of the study are envisaged to help provide the TSC with relevant information that would improve the management of teacher performance appraisal, because it is teachers who directly influence provision of quality education, which is a key target of Kenya's vision 2030. The study recommends that teachers should be trained in order that they may understand teacher performance appraisal, besides they should be involved in the design of the teacher performance appraisal tool.

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