

Effect of Capacity Building of Teachers on Implementation of Performance Appraisal in Public Secondary Schools in Mbooni East Sub-County, Kenya

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Abstract

The purpose of this study was to establish the effect of capacity building of teachers on the implementation of performance appraisal in public secondary schools in Mbooni East Sub-County, Kenya. The study was based on the Expectancy Theory of Motivation and was conducted using a descriptive survey design. The target population was 47 Principals and 416 teachers in public secondary schools in Mbooni-East Sub-County. A sample of 19 Principals and 126 teachers was selected through both stratified and simple random sampling. Quantitative data was then analyzed using descriptive statistics. Qualitative data was categorized into themes in accordance with the research objective and presented in narrative form. The findings revealed that capacity building of teachers affected the implementation of performance appraisal in public secondary schools in Mbooni East Sub-County, Kenya. This was evidenced by the existence of capacity-building seminars and workshops in the schools where various stakeholders in the education sector participated in conducting the capacity-building programs both internal and external. The Ministry of Education should organize more workshops and seminars to sensitize teachers on the importance of performance appraisal and how to use the TPAD tool. The Ministry should also engage teachers in public participation to ensure that they incorporate the required changes in the performance appraisal process to make it more productive.

Keywords: *Capacity Building, Performance Appraisal, Implementation*

1.0 Introduction

Performance appraisal is an organizational system that consists of deliberate mechanisms for grading staff accomplishments to achieve effectiveness (Roberts, 2012). In many organizations, according to Chadbourne (2015), evaluations are used to assist in identifying reward performance by determining which workers should receive the majority of merit-based rewards, including pay raises, bonuses, and promotions. For the same reason, evaluation results are used to identify underperformers who may need counseling or, in severe situations, demotions, pay cuts, or termination.

The importance of appraisal in any organization cannot be overemphasized. The literature on staff appraisal identifies three main purposes of appraisal: to serve as a basis for changing behavior to realize more effective working habits; to provide adequate feedback to each

employee on his or her performance; and to provide managers with data with which to evaluate future assignments and determine compensation (Monyatsi 2003). The sort of assessment system to be used depends on the nature of the organization, despite the fact that the aims of appraisal in many organizations share many commonalities.

Implementation of the curriculum requires the use of teaching and learning resources the absence of which effective delivery of content is adversely affected. This eventually hinders the teacher from achieving the set targets which are core to performance appraisal. According to Owoko (2010), the term resources refer not only to teaching methods and materials but also to the time available for instruction, and the knowledge and skills of teachers acquired through training and experience. TPAD provides teaching standards that require teachers to be innovative and creative in the use of teaching aids besides displaying professional knowledge and application.

Building capacities of both the appraisers and appraisees is an important component of the performance appraisal process. As TSC, (2020) notes, the process of performance appraisal requires that the appraiser and appraisee come up with competency areas under each of the set teaching standards where the teacher has professional performance gaps. This can only happen if both have a similar orientation. Performance appraisal once successfully implemented can help an organization to achieve its objectives and cannot be overemphasized. However, appealing to management as it may be, the implementation of performance appraisal has not been without challenges. This is evidenced by the number of court cases and industrial actions that have been witnessed in the teaching arena in the recent past. These cases faulted the TSC and teachers through their unions as the latter agitated for a review or abolishing of performance appraisal. The two teacher unions KNUT and KUPPET (2018) have opposed performance appraisal for teachers terming it as non-inclusive, process-oriented and not teacher-oriented, lengthy and tiring process that does not yield in terms of career progression or even job improvement.

According to Mwema and Gachunga (2016), performance appraisal strategies for teachers are subjective on performance, lacking clear work planning, setting targets that are not realistic, lack funding, and generally, there is little contribution from human resource management on recruitment, training, and career progression. This state of affairs makes one suspect that there may be factors affecting the implementation of performance appraisal. The current study therefore sought to establish the effect of capacity building of teachers on the implementation of performance appraisal in public secondary schools in Mbooni East Sub-County, Kenya.

1.1 Problem Statement

Whereas the Teachers Service Commission is upbeat about what teachers' performance appraisal sets out to achieve, teachers through their unions view performance appraisal as an impediment to their career progression. On the other hand, the TSC notes that the performance appraisal tool for teachers includes both evaluation of performance and ways of addressing performance gaps and it is expected to provide for fair, objective, and standard teacher evaluation for making important management choices such as appointment of teachers, placement and promotion (TSC, 2016). In a rejoinder to this assertion, the Kenya National Union of Teachers (KNUT) laments that the role of the teacher has been reduced to that of a clerk as they are expected to fill in so many documents and are sometimes required to travel far distances to upload the filled in TPAD documents instead of being left to focus on curriculum implementation in their respective duty stations.

This divergence in viewpoints by the main stakeholders of the initiative cast doubts on whether the performance appraisal process is being implemented as stipulated by the TSC. It is partly because of this contest of ideas that the current study was deemed necessary to establish the factors that may have a bearing on the implementation of performance appraisal in public secondary schools. For instance, in the study locale, teachers often complained of the process being lengthy and involving. They also point out that, there is a lack of adequate training on how to carry out self-appraisal, a problem that makes some teachers award themselves unrealistic marks in some teaching standards. This study sought to establish the effect of capacity building of teachers on the implementation of performance appraisal in public secondary schools in Mbooni East Sub-County, Kenya.

2.0 Literature Review

2.1 Theoretical Review

The current study was based on the Expectancy Theory of Motivation which was first mooted by Victor Vroom (1964). The theory states that an individual's predisposition to act in a certain way is influenced by how strongly they expect their actions to result in a specific outcome and how appealing those results are to them. According to the theory, an employee's motivation results from the degree to which a person desires a reward, the chance that an effort will result in the expected performance, and the conviction that the performance will result in a reward (Parijat, & Bagga, 2014). It is one of the Process Theories of motivation which is based on the relationship between expectancy, instrumentality, and valence. Expectancy according to the theory is the relationship between the efforts of employees and their performance. Instrumentality on the other hand is the relationship between performance of the employees and the rewards they get from their jobs or work outcomes while valence is the relationship between rewards or work outcomes and personal goals as set by the individual employees (Vroom, 1964). The relevance of this theory to this study is that it proposes that rewards improve employee performance. This is because they are psychological beings and need motivation to achieve organizational goals as well as personal objectives.

2.2 Empirical Review

The knowledge, expertise, and experience on how to implement a performance management system is often lacking in many institutions. Performance appraisal is one of the forms of Performance Management Systems. Bright (2011) posits that such institutions may outsource management practitioners, consultants, academics, and professional organizations to assist them on how to implement performance appraisal. As noted by Sager and Gofen (2022), confusion and ambiguity may arise between implementers and users when outside expertise is used. This sometimes complicates the implementation by creating differences in understanding and interpretation between the experts, program designers, implementers, and users. This state of affairs calls for the need to build internal capacities within appraisees and appraisers to bolster harmony in the implementation of performance appraisal.

Capacity building has to do with aspects that analyze responsibility distribution as well as training and support provided to assist in the implementation of performance appraisal and how to use results of the appraisal. Capacity building includes issues such as the choice of appraisers, coming up with skills to perform teacher appraisal, the enhancement of teachers' skills to benefit from their appraisal, and the development of central expertise in designing appraisal systems (Republic of Kenya, 2016).

The main objective of performance appraisal is to empower, motivate, and reward employees to encourage high performance. Prasad, Sulaiman, and Mittal (2015) said that employee

capacity building imparts and develops the required skills for a specific purpose. Jepketer, Kombo, and Kyalo (2015) posit that capacity building is the acquisition of skills and attitudes that aim at improving performance in the workplace. Capacity building increases employee competency which allows them to act effectively in their jobs. Capacity building of teachers on performance appraisal changes their perception and increases the ability to adapt skills for job requirements and hence improves teacher productivity in schools.

Elliott (2015) notes that capacity building of teachers on performance appraisal is very necessary as it aims to fill the knowledge gap that exists between what they already know and the requirements needed for appraisal. Teachers need guidance on how to prepare and conduct the appraisal. Elliott (2015) further posits that there are several methods of capacity building for teachers such as seminars, short courses, conferences, exhibitions, and workshops. He further argues that these courses are meant to ensure that there is continuous capacity building on performance appraisal and that access to the training is ensured.

Capacity building of teachers is important due to the necessity for teachers to perform better and hence enhance students' performance in education. Even though there are various ways of capacity building for teachers such as group-type workshops, mentorships, and full-time training in-service. Any method should ensure that the teacher remains professionally fitted for the job (Hayes, 2010). Performance appraisal and capacity building of teachers is a new concept and most teachers have not been trained especially in developing countries Bulawa (2011). He further notes that the serious obstacle to the implementation of performance appraisal in developing countries is a lack of training. This has made most of the teachers lack the required skills to implement performance appraisal effectively. The best tool that can influence the proper implementation of performance appraisal is capacity building of teachers (Bulawa, 2011).

3.0 Methodology

The study was conducted using a descriptive survey design. The target population was 47 Principals and 416 teachers in public secondary schools in Mbooni-East Sub-County. A sample of 19 Principals and 126 teachers was selected through both stratified and simple random sampling. Data was collected by use of an interview guide for principals and a questionnaire for teachers. Quantitative data was then analyzed using descriptive statistics. Quantitative data was processed through editing, coding, and entering it into a computer for analysis using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) then presented using frequency distribution tables, pie charts, and bar graphs. Qualitative data was categorized into themes in accordance with research objectives and presented in narrative form.

4.0 Results and Discussion

The study sought to establish the effect of capacity building of teachers on the implementation of performance appraisal in public secondary schools in Mbooni East Sub-County, Kenya. Quantitative and qualitative data were collected from teachers and principals. The findings are discussed in the following section.

4.1 Capacity Building Workshops and Seminars

Teachers were implored to state whether they attended capacity-building workshops and seminars on performance appraisal. Figure 1 depicts that 73.6% were in the affirmative that they attended capacity-building workshops and seminars on performance appraisal while 26.4% did not. This shows that the TSC and Ministry of Education had taken the necessary measures to ensure that teachers are well acquainted with the necessary information on

performance appraisal. These findings on the attendance of performance appraisal aligned with those of Elliott (2015) who posited that there are several methods of capacity building for teachers such as seminars, short courses, conferences, exhibitions, and workshops. He further argues that these courses are meant to ensure that there is continuous capacity building on performance appraisal and that access to the training is ensured.

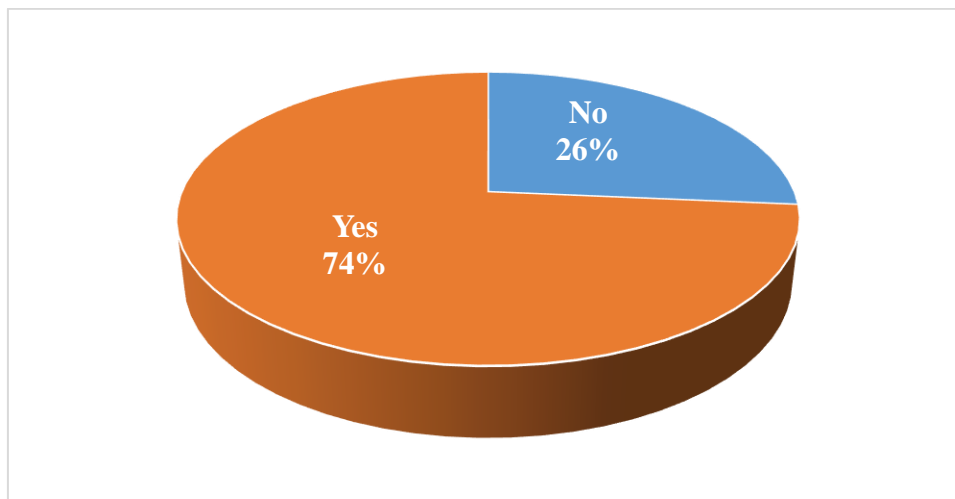


Figure 1: Attendance of Performance Appraisal Capacity Building Seminars and Workshops

Principals affirmed the assertions of the teachers that teachers attend capacity-building seminars and workshops on performance appraisal. In explaining the frequency of the workshops and seminars, 8 principals stated that they organize the workshops and seminars when the need arises, 5 principals stated that they organize the workshops and seminars termly, 2 stated yearly and one stated that they rarely organize capacity-building workshops and seminars on performance appraisal. There is a need therefore for all principals to consider adopting the habit of arranging for capacity building for teachers in regard to performance appraisal. These findings on the attendance of performance appraisal aligned with those of Elliott (2015) who posited that there are several methods of capacity building for teachers such as seminars, short courses, conferences, exhibitions, and workshops. He further argues that these courses are meant to ensure that there is continuous capacity building on performance appraisal and that access to the training is ensured.

4.2 Who conducts capacity-building workshops and seminars on performance appraisal

Teachers were also asked to state who conducts the capacity-building workshops and seminars on performance appraisal. Figure 2 shows that 51.8% stated that education officials conducted the capacity-building forums, 31.8% stated peer teachers and 2.7% stated that the principals conduct capacity-building in their schools. These findings on who conducts performance appraisal are consistent with the assertions of Gichuki (2015) who stated that in most schools, HOD, Deputy Principal, Principal, and the Sub-County Director of Education are the usual appraisers.

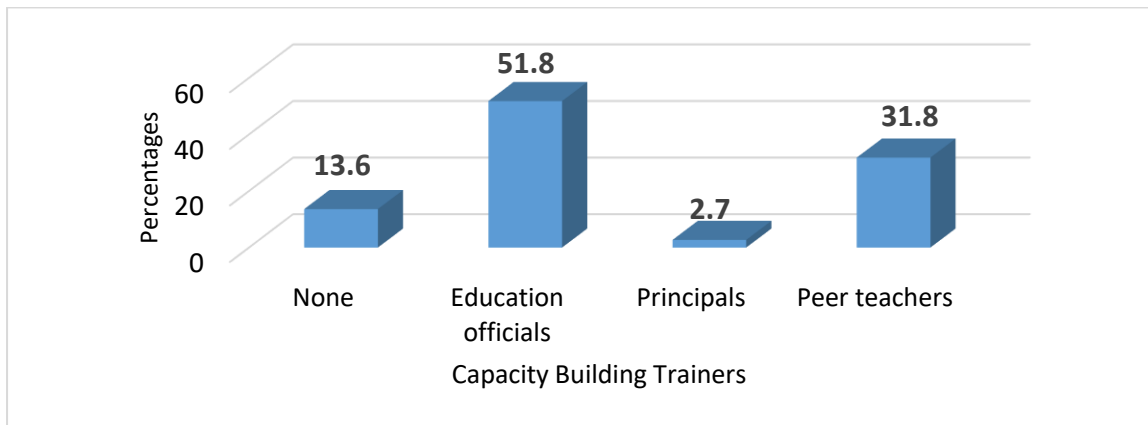


Figure 2: Capacity Building Trainers

Principals’ feedback resonated with that of the teachers. Most (9) principals stated that the Sub-County TSC director of education is tasked with the responsibility of conducting capacity-building workshops and seminars on performance appraisal, two principals stated that the ICT champion in the Sub-County and teachers from other schools who understand it are in charge, and another principal stated that it is done by peer teachers from performing schools. One principal also noted that capacity building is conducted by the Ministry officials for the employer, while others are BOM-organized and church-based. Further, another principal noted that curriculum support staff assist in conducting the capacity-building sessions. This implies that there is use of different kinds of experts in conducting the capacity building which is commendable to provide different skills and produce better results. These findings on who conducts performance appraisal are consistent with the assertions of Gichuki (2015) who stated that in most schools, HOD, Deputy Principal, Principal, and the Sub-County Director of Education are the usual appraisers.

4.3 Internal Mechanism for Capacity Building

Teachers were also asked to state whether they have an effective internal mechanism for capacity building for teachers on performance appraisal. Figure 3 shows that 53.6% stated that they have internal mechanisms for capacity building while the rest 46.4% did not have one.

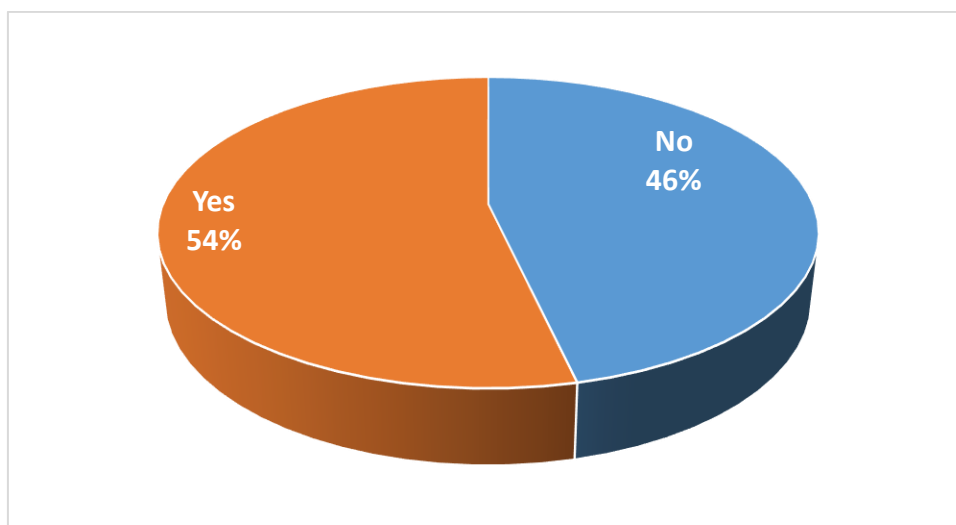


Figure 3: Internal Mechanism for Capacity Building

All the principals also agreed that they have an internal mechanism for capacity building. There is therefore need for the principals to work together with teachers in capacity building to ensure that they both have a good understanding of how the capacity building is being done. The findings on the existence of an internal mechanism of capacity building are consistent with those of Kyei and Osei (2019) who conducted research in Sekyere District in Ghana to investigate the challenges facing the effectiveness of teacher professional development and implementation of performance appraisal. The scholarly work adopted a descriptive research design and established that the school administration did not encourage the professional development of teachers. This was evidenced by the school leadership not allowing teachers to share what was learned in seminars, workshops, conferences, and even induction courses. In-service training by teachers during school periods was seen to disrupt the work of teaching. Additionally, high workloads by teachers limited the teachers from attending professional development programs. Teachers had no time even for mandatory training. Free secondary education in Ghana was the main contributing factor and teachers helped in extra intake of students. This led to poor implementation of performance appraisal in secondary schools in Ghana.

4.4 Who Conducts Internal Mechanism for Capacity Building

Teachers were asked to state who conducts the internal capacity-building process. Table 1 shows that 96.6% stated invited education officials, 59.3% of the teachers stated that the HoDs conducted capacity building, 40.7% stated the deputy principal and 27.1% stated that the principal conducted the capacity building.

Table 1: Who Conducts Internal Mechanism for Capacity Building

Response	Frequency	Percent
Principal	16	27.1
Deputy Principal	24	40.7
HoDs	35	59.3
Invited education officials	57	96.6

Principals' feedback is congruent with that of the teachers as they stated that the principal, deputy principal, HODs, and invited education officials conduct the internal capacity building. They went ahead to explain that the principal sensitizes teachers during staff meetings and staff briefs. The teachers also give reports to the HODs who forward them to the deputy principal who in turn updates the TPAD. They also noted that the BOM chair in charge of academics talks to students and teachers also assist. The ICT teachers and the HODs assist the deputy with lesson observation. They also collaborate with other schools to invite motivational speakers. One of the principals also noted that orientation for newly employed teachers is done by the principal and deputy principal. This was important since the response form the teachers concurred with the response form principals hence showing teamwork.

4.5 Challenges in Conducting Capacity Building of Teachers

Principals were probed to state challenges experienced in conducting capacity building of teachers in the school. They outlined various challenges including financial challenges, lack of knowledge on capacity building especially TPAD, network challenges due to poor network coverage hindering online capacity building, time owing to the busy schedules (congested syllabus and high workloads of teachers and congested term dates), negative attitude of teachers and inadequate skills among the teachers as some are not tech savvy. One of the principals noted that some of the teaching standards do not apply to Kenyan schools while

another stated that different faiths jeopardize the availability of some teachers on weekends. There is a need for the government to support the principals in capacity building by addressing the challenges.

These findings are congruent with those of Mirado (2019) who conducted a study on the effectiveness of the performance appraisal system in government-owned secondary schools in Ethiopia. The results showed that there were many problems experienced in the implementation of performance appraisal systems in the country. This included the lack of involvement of teachers in coming up with the appraisal criteria, teachers had no confidence in their appraisers, and principals and teachers were not trained on result-oriented appraisal systems.

5.0 Conclusion

The study concluded that capacity building of teachers affected the implementation of performance appraisal in public secondary schools in Mbooni East Sub-County, Kenya. This was evidenced by the existence of capacity-building seminars and workshops in the schools where various stakeholders in the education sector participated in conducting the capacity-building programs both internal and external.

6.0 Recommendations

The Ministry of Education should organize more workshops and seminars to sensitize teachers on the importance of performance appraisal and how to use the TPAD tool. The Ministry should also engage teachers in public participation to ensure that they incorporate the required changes in the performance appraisal process to make it more productive. Policymakers in the Ministry of Education should utilize the findings of the study to review the policies that govern performance appraisal for teachers to encourage teachers to embrace the process more.

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