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Performance Appraisal and Teacher Performance in Public Secondary Schools in Kenya

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Abstract:

Performance Appraisal is a tool for performance improvement. It is an essential human resource activity intended to increase efficiency and productivity and provide an opportunity to continuously review agreed-upon targets as per the organization's set objectives. The objective of the study was to investigate the influence of performance appraisal on the application of professional knowledge, time management, creativity in teaching, and professional development on the performance of public secondary school teachers in Migori County, Kenya. Goal-setting theory guided this study. A descriptive survey design was used. The sample size included 342 teachers from 57 schools. The study used simple and stratified random sampling techniques. Questionnaires and a document analysis guide were used to collect data. Content validity was tested through expert judgement by the supervisors. The test re-test method was used to test reliability. The reliability of the questionnaire instrument was 0.85. Data were analyzed using ANOVA, Pearson correlation coefficient ('r'), and multiple Regression analysis. The study established that Teacher performance appraisal is a significant predictor of teachers' performance. The study concludes that teachers' performance appraisal translates into efficiency and increased productivity. The study recommends, among others, that performance expectations of the teacher should clearly be communicated to them by the Teachers Service Commission (TSC) and that teachers should be involved in designing performance appraisal criteria.

Keywords: Performance appraisal, teachers' performance, professional knowledge, time management, creativity in teaching, and professional development

1. Introduction

Teacher evaluation has long been regarded not just as a conduit for growth and improvement but also as a necessary requirement. Performance management systems have been defined as procedures devised by management and forced on personnel with the primary goal of linking performance to compensation (Korir, Rotich & Bengat, 2015). Personal performance is measured against specified goals or objectives that are related to team and corporate goals when best practices are used. Key performance indicators and a person's performance rating are then utilized to decide on incentivized bonuses, promotions, and/or salary increases in these practices (Armstrong & Baron, 2004). Performance appraisal is one of the techniques used in the performance management approach. Performance appraisal system is an essential constituent of the whole human resource management function in learning institutions (The Republic of Kenya, 2008). Defining agreed-upon performance expectations, job planning, reporting, and feedback are all part of the assessment process. The overall goal of the performance appraisal system is to enhance and manage employees' performance so that a higher degree of participative management in the delivery, evaluation and planning of job performance may be achieved (Namuddu, 2010).

One of the most critical challenges affecting the education sector is teacher evaluation. The populace has begun to demand accountability in education as the cost of education has risen rapidly. Most people associate accountability with demonstrated production, and proof necessitates teacher assessment/appraisal. As part of an effort to ensure quality education, accountability procedures have been implemented throughout the educational process.

Performance appraisal has risen in popularity in schools as a systematic process for:

- Identifying the merit, value, and worthiness of a teacher's current performance, and
- Gauging his or her prospective level of performance with additional growth (Mwangi, 2006; The Republic of Kenya, 2008)

Countries all over the world have embraced performance management. During the 1998-1999 school years in the United States, the Cincinnati district established a knowledge and skill-based compensation system and a new teacher assessment system in response to a string of poor student achievement and community pressure to improve school performance. The evaluation system was built around a set of teaching standards developed from the Framework for Teaching Excellence (Danielson, 2011). Rubrics, which are behaviorally grounded rating scales, specify four degrees of achievement for each standard: poor, basic, proficient, and distinguished.

South African schools used the Integrated Quality Management System (IQMS) to improve the delivery of excellent education (Schedule 1 of the Employment of Educators Act (EEA) No. 76 of 1998 informs IQMS). The Education Labour Relations Council (ELRC) agreed, in accordance with Resolution 8 of 2003, to integrate quality management programs such as the Developmental Appraisal System (DAS), the Performance Management System (PMS), and Whole School Evaluation (WSE), all of which are aimed at improving the performance of teachers and thus the quality of education (Brown, 2010).

In Botswana, the very first Commission on Education, established in 1975, and the accompanying White Paper No. 1, Education for Kagisano (social harmony), published in 1977, recommended educational changes to strengthen the country's educational system (Republic of Botswana, 1977). The Commission recognized that the education system might be improved by aiding schools in improving teaching quality, necessitating more effective supervision (Kadenyi, 2015).

In Kenya, The Teachers Service Commission (TSC) has reviewed the approach to teacher appraisal with the desire to improve the process and outcomes. The desire by the Commission to improve the open teacher appraisal system and its outcome led to the introduction of an appraisal system known as Teacher Performance Appraisal and Development (TPAD) in 2014 (TSC/TPAD/01). Nowadays, teachers are evaluated by HODs and confirmed by the principals (TSC/QAS/TPAD-HPSS/03). However, the intended frequent evaluations often fall short of expectations (Isore, 2009).

According to the TPAD tool, the appraisal and development plan is based on performance competency domains like professional knowledge and application, time management, innovation and creativity in teaching, learner protection, safety, discipline, and teacher conduct, endorsement of co-curricular activities, professional development, and collaboration with stakeholders like parents and guardians. Regular appraisal reports would serve as the foundation for the annual appraisal report (TSC/TPAD/01).

Through several education policy documents, the government of Kenya has emphasized the need to provide quality education. Quality education is, however, not possible without quality teaching. The TSC Act of 2012, sections 11 (f) and 35 (i) mandate the commission to monitor the conduct and performance of teachers in the teaching service. In order to strengthen supervision and continuously monitor their performance in curriculum implementation at the school level, the commission introduced an open performance appraisal system for teachers using a tool popularly known as the Teacher Performance Appraisal and Development Tool (TPAD). TPAD's main purpose was to review and improve teaching standards through a systemic appraisal approach to evaluate teachers' performance and promote professional development for enhanced learning outcomes.

1.1. Statement of the Problem

Despite the TSC's efforts to ensure that teachers provide high-quality instruction to students, most teachers have continued to oppose the monitoring tool (TPAD), arguing that it requires them to do clerical work that consumes their teaching time. Even though sections 11(c) and (f) of the TSC Act make teacher performance appraisal mandatory with severe consequences, this is not the case. Teachers' trade unions (Kenya Union of Post Primary Teachers (KUPPET) and Kenya National Union of Teachers (KNUT)) are leading the charge, claiming that teachers must first be suitably motivated before being given targets. Furthermore, stakeholders have labeled TPAD as ineffectual. In his study, Odhiambo (2008) found that the teacher appraisal policy and procedures in Kenyan secondary schools had flaws that needed to be corrected immediately if teacher appraisal was to be used to improve teaching and education quality in Kenya.

According to Odhiambo (2008), Isore (2009), Wanzare (2012), there is insufficient curriculum monitoring, inefficient teaching, insufficient use of T/L resources in teaching, learner indiscipline, and child-unfriendly schools. According to the DQASO report (2018), although the TPAD addresses all of these issues, teacher and learner performance has remained low. Existing studies covering teacher performance appraisal have tended to evaluate how teachers perceive the process and attitude of teachers toward the exercise (Aloo, Ajowi & Aloka, 2017). Studies focusing on the relationship between teacher appraisal and teacher performance among public secondary schools seem to be limited. Hence, this study aims to look at the influence of teacher performance appraisal on teacher performance in Migori County, Kenya.

1.2. Objective of the Study

The main objective of the study was to determine how combined variables of performance appraisal (professional knowledge and application, time management, creativity in teaching, and professional development) predict teachers' performance in public secondary schools in Kenya.

1.3. Research Hypothesis

- H₀₁: There is no significant relationship between combined variables of performance appraisal on professional knowledge and application, time management, creativity in teaching and professional development, and teachers' performance in public secondary schools in Kenya.

2. Review of Related Literature

2.1. Teacher Appraisal and Teacher Performance

According to Aguinis (2009), teacher performance appraisal is the ongoing process used for identifying, measuring, and developing an individual's performance in accordance with an organisation's strategic goals. Teacher performance appraisal may involve formative aspects that focus on developing performance, including career

development, professional learning, and feedback (Samuel & Berhanu, 2019). On the other hand, summative aspects evaluate performance for career progression, possible promotion or demotion, and termination purposes.

A study conducted by Bashir (2017) on the effect of the Performance Appraisal System (PAS) on both teachers' satisfaction and teachers' performance in Pakistan Excel English School Kuwait indicated there was a significant relationship between the performance appraisal system and teachers' performance. Husain (2018) conducted a study in Pakistan to evaluate the connection between employees' responses to performance reviews and their outcomes regarding effective organizational commitment and job performance. According to the survey's findings, only those employees who have been receiving a high degree of perceived regular feedback have a substantial impact on their work performance when it comes to performance appraisal reactions.

In Malaysia, Zalli, Ishak, Haron & Majid (2021) did a study on the examination of appraisal fairness as a mediator in explaining teachers' performance appraisal. The findings revealed that the teacher unified instrument's effectiveness level was high. Appraisal fairness was found to be the mediating variable connecting the two evaluation characteristics tested with performance appraisal effectiveness.

Research done by Ochidi, Suleiman, Olumayegun & Yusufu (2019) examined the effect of performance appraisal on employees' performance at selected deposit money banks in Lokoja, Nigeria. The results revealed that appraisal techniques have a significant effect on employees' productivity in the selected deposit money banks in Lokoja, Kogi state. Still in Nigeria, Amie-Ogan & Onyebuchi (2020) studied the perceived influence of performance appraisal on teachers' instructional delivery in public senior secondary schools in Port Harcourt Metropolis of Rivers State in Nigeria. The result of the findings revealed that, to a large extent, teacher subject content knowledge and teachers' commitment to managing students learning process influence instructional delivery in public secondary schools.

Elsewhere, Sajjad & Wali (2021) conducted a cross-sectional study to investigate the impact of performance appraisal practices on employee productivity in the power sector of Khyber Pakhtunkhwa by testing the mediating role of Need Based Training. The results showed that performance appraisal practices were positively related to employee productivity, whereas need-based training partially mediated the positive relationship between performance practices and employee productivity. In Uganda, Rwothumio, Okaka, Kambaza & Kyomukana (2021) studied the influence of performance appraisal in determining academic staff performance. Results indicated that a moderate positive relationship existed between performance appraisal and academic staff teaching output in public universities.

In Kenya, Omboi (2011) studied the effects of performance appraisal systems on employee performance in Kenya Tea Development Agency with a special focus on the selected factories. The findings revealed that performance appraisal systems of competence assessment and development, Management by Objectives, performance-based pay, and employee training all had an effect on employee performance in Kenya Tea Development Agency. Agesa (2012) conducted a study on performance appraisal systems in schools and their impact on the performance of teachers in Teso district, Kenya. The study revealed that appraisal systems do not provide effective staff motivation by recognizing and rewarding performers. Aloo, Ajowi & Aloka (2017) studied the influence of teacher performance appraisal policy on timeliness in curriculum implementation in Kenyan public secondary schools. The study established that teacher performance appraisal policy had a significant positive influence on timeliness in curriculum implementation by teachers.

Elsewhere, Kagema and Irungu (2018) undertook a study on the impact of teacher performance appraisal on teacher performance in Kenyan secondary schools. Teacher evaluation influenced teacher performance, according to the findings. Nyongesa (2018) studied the impact of performance appraisal on teacher performance in Kisumu west sub-county, Kenya. The study found out that performance appraisal is one of the basic tools that make workers very effective and active at work.

Kamau (2019) studied the impact of teachers' performance appraisal on teaching and learning in public secondary schools in Maara Sub-County, Tharaka Nithi County, Kenya. The study found out that there was a significant relationship among target setting, documentation, classroom observation, and teaching and learning in secondary schools in Maara Sub-County. Okoth & Oluoch (2019) studied the influence of performance appraisal on the motivation of public secondary school teachers in Gem-Sub County, Kenya. A descriptive survey method was used. The findings of the study showed that fairness in performance appraisal, performance appraisal feedback, performance rewards, and performance goal setting had a positive and significant effect on teacher motivation in the Gem sub-county.

In Kiambu, Kenya, Owino, Oluoch & Kimemia (2019) carried out a descriptive cross-sectional study on the influence of performance management on employee productivity in county referral hospitals. All the four variables had a significant and positive influence on employee productivity. Regression analysis indicated that planning and appraisal were statistically insignificant in predicting employee productivity. However, when all four variables were combined, feedback and reward were the strongest predictors of employee productivity.

In Nyandarua South Sub-County, Kenya, Khatete (2020) conducted research on teacher effectiveness monitoring and assessment and a case study of a teacher performance appraisal and development tool. The findings of the study demonstrated that teacher monitoring resulted in an outstanding performance by instructors in their jobs.

According to the literature reviewed, there is a significant association between teacher performance and performance appraisal (Ochidiz et al., 2019; Kagema & Irungu, 2018; Bashir, 2017; Omboi, 2011). Despite the importance of teacher evaluation, critics (Odhiambo, 2008; Agesa, 2012; Ochidiz et al., 2019) argue that it does not live up to its expectations of improving teaching quality, which is ultimately manifested in improved educational standards because of how it is implemented. It is also critical to note that existing studies focusing on teachers' performance appraisal have suffered inadequacies in terms of methodology and consistency in results.

2.2. Theoretical Framework

This research is based on Locke and Latham's goal-setting theory from the 1970s. According to Odindo, Onditi, and Monari (2020), goal setting is a formal program establishing numerical or quantitative performance targets for individual employees to improve motivation and performance at work. Managers frequently use goal setting at work to influence employee mood and behavior since it allows them to focus their efforts in one direction (Locke & Latham, 2013). According to Locke and Latham (2006), specific goals, coupled with challenging performance targets, are more likely to increase performance results than simple and ambiguous goals. The theory asserts that people with specific and challenging goals perform better than those with vague goals, such as 'do your best', specific easy goals, or no goals at all (Odindo et al., 2020).

The core tenet of the goal-setting theory is that people who set precise, challenging goals perform better than those who aim to just do their best (Latham & Locke, 2007). The goal-setting theory is applicable to this study as the performance appraisal is about appraising the staff performance against set performance targets (Republic of Kenya, 2008). The research questionnaire items have embodied recognizable aspects of goal-setting theory aimed at creating a suitable environment for enhancing performance through continuous appraisal.

3. Research Methodology

This study used a descriptive survey research design. The population in this research was drawn from 276 Public Secondary schools in Migori County. The study targeted 2961 teachers in Migori. A stratified random sampling technique was used to arrive at a sample of 342 teachers. The data collection instruments consisted of a questionnaire and document analysis guide. Content validity was assessed using the Content Validity Index (CVI) developed by Waltz and Bausell (1983). The CVI of the instruments used in this study was found to be 0.85. Test-re-test method was used to ascertain the reliability of the instrument. The reliability of the questionnaire instrument was 0.85. The study used the Pearson correlation coefficient, ANOVA, and multiple linear regression analysis in the data analysis. The hypothesis was tested at a 0.05 level of significance.

4. Data Analysis, Interpretation and Discussions

4.1. Multiple Linear Regression Analysis

The study sought to determine how combined performance appraisal variables used in this study predicted teachers' performance. To help in this, a multiple linear regression analysis was computed based on the following model:

$$Y = a + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e$$

Where:

- Y = Teachers' performance (Dependent variable)
- a = Constant
- β = Change in Y
- e = error term
- x_1 = Performance appraisal in relation to the application of professional knowledge
- x_2 = performance appraisal on time management
- x_3 = Performance appraisal on creativity in teaching
- x_4 = performance appraisal on professional development

Regression analysis was presented in table 1, table 2, and table 3 as follows:

R	R Square	Adjusted R Square	Std. Error of the Estimate
.917 ^a	.841	.839	4.485

Table 1: Regression Model Summary of Combined Teacher Performance Appraisal Variables and Teachers' Performance

Table 1 shows an R Square of 0.841 with an adjusted R square of 0.839. This implies that the combined teacher appraisal variables explain 84.1% of variations in teachers' performance. In other words, teacher performance appraisal predicts teachers' performance by 84.1 %. This implies that Performance appraisal predicts teacher performance to the highest level meaning that policymakers may use it to make crucial decisions while formulating policies.

4.2. ANOVA Analysis of Combined Teacher Performance Appraisal Variables and Teachers' Performance

The study further sought to determine whether the model as stated above was fit and significant; thus, $Y = a + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e$ was fit and significant. This led to the computation of ANOVA analysis, as presented in table 2.

	Sum of Squares	df	Mean Square	F	Sig.
Regression	29034.760	4	7258.690	360.790	.000 ^b
Residual	5492.448	273	20.119		
Total	34527.209	277			

Table 2: ANOVA Analysis of Combined Teacher Performance Appraisal Variables and Teachers' Performance

Table 2 shows statistics to ascertain whether the model, which shows combined teacher performance appraisal variable as a predictor of teachers' performance, is fit. The results show $F = 360.790$ with $P\text{-Value} = 0.00$. Since $P\text{-values}$ were found to be less than 0.05 level of significance, it was concluded that the model was significant and fit. It was, therefore, concluded that the four variables of teacher performance appraisal were significant in terms of predicting teachers' performance.

4.3. Coefficients Analysis for Combined Variables of Teacher Performance Appraisal and Teachers' Performance

The study sought to establish how a unit of teacher performance appraisal led to an increase in teachers' performance. The results of the analysis are presented in table 3.

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-2.379	1.177		-2.022	.044
Teacher appraisal on the application of professional knowledge	.413	.062	.370	6.688	.000
Teacher appraisal on time management	-.089	.058	-.071	-1.538	.125
Teacher appraisal on creativity in teaching	.611	.063	.545	9.767	.000
Teacher appraisal on Profession development	.108	.046	.108	2.341	.020

Table 3: Coefficients Analysis for Combined Variables of Teacher Performance Appraisal and Teachers' Performance

Table 3 shows that when all variables of teacher performance appraisal are considered together in a model, as shown above, the four variables of teacher performance appraisal contributed to variation in teachers' performance differently. A unit of Teacher appraisal on the application of professional knowledge caused an increase of 0.413 in teachers' performance, a unit of Teacher appraisal on time management caused a decrease of 0.089 in teachers' performance, a unit of Teacher appraisal on creativity in teaching caused an increase of 0.611 while a unit of Teacher appraisal on Profession development caused 0.108 increase in teachers' performance. To determine the impact of all the four variables, their statistics were substituted in the model as shown:

$$Y = a + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e$$

Then,

$$Y = -2.379 + 0.413(X_1) - 0.089(X_2) + 0.611(X_3) + 0.108(X_4)$$

Findings demonstrate that performance appraisal variables significantly influence teachers' performance. With 84% of the change in teachers' performance attributable to the application of professional knowledge, performance appraisal on professional development, performance appraisal on time management, and performance appraisal on creativity in teaching, it can be argued that only 16% of the change in teachers' performance is attributed to other variables. This finding seems to concur with earlier findings.

Sajjad & Wali (2021) found that performance appraisal practices were positively related to employee productivity, whereas need-based training partially mediated the positive relationship between performance practices and employee productivity. Similarly, Ochidiz *et al.* (2019) revealed that appraisal techniques have a significant effect on employees' productivity in selected banks in Lokoja. The study also revealed appraisal feedback system has a significant effect on employee productivity in Lokoja, Kogi state. Similarly, Kamau (2019) found out that there was a significant relationship between target setting, documentation, classroom observation, and teaching and learning in secondary schools in Maara Sub-County. It was found that learners need to be involved in the target-setting activity, that there is a need to digitize the documentation process, and that large class sizes adversely affect teaching and learning. Ochidi *et al.* (2019) also revealed that appraisal techniques have a significant effect on employees' productivity in the selected deposit money banks in Lokoja, Kogi state. Also, the appraisal feedback system has a significant effect on employees' productivity in selected deposit money banks in Lokoja, Kogi state. Similarly, Owino *et al.* (2019) additionally revealed that feedback and reward were the strongest predictors of employee productivity when all the four variables were combined.

5. Conclusion and Recommendations

5.1. Conclusion

Teacher performance appraisal was established to be a significant predictor (84.1%) of teachers' performance. The study, therefore, concludes that teacher performance appraisal translates into productivity.

5.2. Recommendations

Most of the teachers saw the TPAD tool as lengthy and complicated, wasting their teaching time to fill yet not adding value to their teaching. Therefore, the study recommends that the TSC should clearly explain the importance of performance appraisal to teachers to improve their understanding of the tool. This can be done through organized in-

service training to create awareness about the tool. The TSC should also endeavor to improve the TPAD tool to make it easy and faster for teachers to use.

The researcher observed that teachers had a negative attitude toward the performance appraisal exercise. This attitude could be mainly because of a lack of professional growth for teachers. Therefore, it is recommended that the TSC should have a clear motivation policy which, in turn, should stipulate teachers' support. This policy will serve as a legal document to help the schools draw their institutional motivation policy.

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