

**THE PERCEPTION OF SECONDARY SCHOOL TEACHERS ON PERFORMANCE
APPRAISAL EXERCISE IN MOMBASA COUNTY, KENYA.**

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ABSTRACT

This study aimed at investigating the perceptions of teachers towards performance appraisal at work place. This study was necessitated by the fact that despite the performance appraisal having been introduced in public secondary schools, there was no any significant improvement in Kenya Certificate of Secondary Examination (KCSE) in Mombasa County. Teachers had continued leaving teaching profession and joining other professions. Specific objectives were to find out the perceptions of teachers on performance appraisal and its contribution to students performance in national examinations. The research design was descriptive survey. This design was to help the researcher to find out what teachers perceive and think about performance appraisal introduced by the ministry of education. The target population was public secondary schools in Mombasa County. Purposive sampling technique was used to choose the schools to constitute the study sample. Stratified sampling technique was used to select respondents from each school. The respondent was secondary school teachers were required to answer structured questionnaires. Data obtained was analyzed using descriptive statistics (frequency, percentage tables, charts and graphs). After data was analyzed, it was discussed, conclusions arrived at and recommendation made based upon the research findings. Performance appraisal system is important to any organizational work performance; it determines the organization's success or failure. The study evaluated the perceptions of teachers towards performance appraisal at work place. The mean response among those who had the affirmative response was 64 (32.0%) while those who could not agree with the statements the way they were stated were 136 (68.0%). The difference among the two responses was 36%, this is very significant. The total number of respondents was (200), the mean response on teachers awareness of performance appraisal who agreed with the above statements were 86 (43.0%) while the majority who disagreed were 114 (57.0%). The difference between the two responses was 14.0%. (This was minimal) implying that there is no great difference between the respondents who agree and disagree on the awareness of performance appraisal. The response on staff motivation, the mean response among those who had the affirmative response was 64(32.0%) while those who could not agree with the statements the way they were stated were 136 (68.0%). The difference among the two responses was 36%, this is very significant. Therefore this implies that the teachers are not motivated by the motivational factors stated on the above table, this makes it prudent for the administration and management responsible to come up with other motivational factors.