

**TEACHERS' PERCEPTION OF THE PERFORMANCE APPRAISAL ON LEARNERS
ACADEMIC PERFORMANCE IN SECONDARY SCHOOL OF KITUI CENTRAL
DISTRICT, KITUI COUNTY, KENYA**

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ABSTRACT

The factors influencing teachers' perception of the teachers' performance appraisal system was investigated in this study. The purpose of performance appraisal in schools is to assess teachers' performance in their job as objectively as possible. The information collected through performance appraisal is used to assess training needs and in determining teachers' potential for development. The results of the performance appraisal are useful in setting direction for individual performance development by bringing out both performance strengths and weaknesses and subsequently developing an action plan to facilitate the desired development. The purpose of this research was to investigate the teachers' perception of their existing performance appraisal practices in public secondary schools in Kitui District. The following were the objectives of the study:- to establish the influence of the purpose of appraisal, to find out the influence of performance, to determine the influence of motivation, to determine the influence of interpersonal relations and to find out how control influenced teachers' perception of the performance appraisal in public secondary schools.

The researcher used a descriptive survey design. The population of the study consisted of 50 head teachers, 50 deputy head teachers, 116 heads of departments and 333 assistant teachers in the 50 public secondary schools in Kitui Central District who were employed by the Teachers Service Commission (TSC). Therefore, the targeted population was 549. Using simple random sampling the researcher selected a sample of six head teachers, twenty deputy head teachers (D/HTs)/heads of departments (HoDs) and Forty assistant teachers where the total sample size was 66 participants. This was 12% of the study population and it was a representative sample because it was higher than the minimum 10% recommended as a sample adequately representing the study population by Mugenda and Mugenda (2003). The researcher used head teachers', deputy head teachers' and/or heads of departments' and assistant teachers' questionnaire for data collection on general information of factors influencing teachers' perception of the current performance appraisal practices. Descriptive statistics was used to analyze the data. The study results were presented by use of frequency distribution tables, pie charts and bar graphs with narrations of major findings in between the tables and graphs.

The findings indicated that teachers had varying experiences and mixed feelings about the appraisal process in the District. It emerged that many teachers viewed the current teacher appraisal system in Kenya as demoralizing, even threatening. In conclusion, the study confirmed that all parties involved in the teacher appraisal process should know its purposes, and should interpret and apply these in a uniform and professional way. From the findings of the study, the researcher recommended that the current teacher appraisal system as practiced in public secondary schools in Kenya require further improvement to ensure its general teachers' professional acceptance and implementation. The interpretation of the research findings were not a confine of the Kenyan borders because there was hardly a country in the world where teacher performance appraisal was not a contentious issue. This meant that the research findings could be generalized to cover similar teachers' perception and experience of their performance appraisal in any other country in the world. Further thorough and diagnostic study was recommended by the researcher to help in ascertaining the research findings and improve on the teachers' view for their appraisal practices.

