

**PERFORMANCE MANAGEMENT INITIATIVES, WORK ENVIRONMENT  
AND PERFORMANCE OF PUBLIC SECONDARY SCHOOL TEACHERS IN  
KENYA**

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**D86-2785-2019**

**A THESIS SUBMITTED TO THE SCHOOL OF BUSINESS, ECONOMICS,  
HOSPITALITY AND TOURISM MANAGEMENT IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD  
OF DOCTOR OF PHILOSOPHY DEGREE IN BUSINESS  
(HUMAN RESOURCE MANAGEMENT OPTION) OF  
MACHAKOS UNIVERSITY**

**AUGUST 2024**

**DECLARATION**


I hereby declare that this thesis is my original work and has not been submitted for a degree in any other University or for any other award.

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## **DEDICATION**

This thesis is dedicated to my wife Valentine and children, Lillian, Brian, and Willcollin for their inspiration and moral support during my education journey.

## **ACKNOWLEDGEMENT**

First, I wish to acknowledge God Almighty for good health and provision throughout my academic endeavour. His grace has been sufficient throughout my academic journey. I also wish to sincerely acknowledge the technical and moral support of my supervisors, Dr. Anne Kalei and Dr. Susan Nzioki in the writing of this thesis. It would not have been possible without your keen advice and guidance. I acknowledge Machakos University librarians who made it possible for me to access research materials in the library.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AHTFs</b>	Ad Hoc Task Forces
<b>AMISOM</b>	African Union Mission in Somalia
<b>CRSP</b>	Civil Service Reform Programme
<b>DEO</b>	District Education Officer
<b>DGT</b>	Directorate General for Taxes
<b>EAC</b>	East African Community
<b>ERS</b>	Economic Recovery Strategy
<b>ERSWEC</b>	Economic Recovery Strategy for Wealth and Employment Creation
<b>ESQAC</b>	Education Standards and Quality Assurance Council
<b>FAGPE</b>	Framework Act on Government Performance Evaluation
<b>FAO</b>	Food and Agricultural Organization
<b>FIDA</b>	Federation of Women Lawyers
<b>GRA</b>	Government and Results Act
<b>HIV/AIDS</b>	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
<b>HR</b>	Human Resource
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KTB</b>	Kenya Tourism Board
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NPM</b>	New Public Management
<b>PC</b>	Performance Contracting
<b>PCs</b>	Performance Contracts

<b>PCSC</b>	Performance Contracting Steering Committee
<b>PSU</b>	Primary Sampling Unit
<b>QASO</b>	Quality Assurance and Standards Officer.
<b>RBPMs</b>	Result based Performance Management Systems
<b>ReGo</b>	Reinventing Government
<b>RoK</b>	Republic of Kenya
<b>RPMS</b>	Result based Performance Management System
<b>SAPs</b>	Structural Adjustment Programs
<b>SOEs</b>	State-Owned Enterprises
<b>SSU</b>	Secondary Sampling Unit
<b>TPAD</b>	Teacher Performance Appraisal and Development
<b>TPD</b>	Teacher Professional Development
<b>TSC</b>	Teachers Service Commission
<b>UK</b>	United Kingdom
<b>UNSOA</b>	United Nations Support Office for AMISOM
<b>USA</b>	United States of America
<b>USU</b>	Ultimate Sampling Unit
<b>WEO</b>	Ward Education Officer



## DEFINITION OF TERMS

**County Secondary Schools:** Refers to day schools in cities and major urban centers.

Their catchment is mainly the host county of candidate.

Admission to these schools is mainly based on Home County of the candidate. They charge lower fees compared to extra-county (Sessional Paper NO. 1. 2019).

**Extra-County Secondary Schools:** Secondary schools that are the second-to

National Centers of education excellence. These schools compliment national schools in promoting integration and benchmarking educational standards in their regions. They attract 40 percent of students across the country and another 40 percent from host district (Sessional Paper NO. 1. 2019).

**National Schools:**

Schools established for purposes of stimulating education standards and fostering national unity and social cohesion. These are boarding schools whose catchment area is 100 percent national and admission is based in merit and students' choice (Ministry of Education, 2015).

**Public Secondary School:** A public owned school that provides education after primary school level. A public secondary school prepares students for admission to tertiary institutions or university for learning (GOK, 2014).

- Sub-county Secondary Schools:** These are schools that are generally day and attract students from the surrounding primary schools. They are also called district schools or CDF assisted schools (Kithela 2016)
- Employee Productivity:** The level of employees' performance in relation to attendance, work quality, the capacity of performance and personal factors (Coker,2011)
- Quality Assurance:** is the process of verifying whether a product meets required specifications and customer expectations (Rouse 2023).
- Teacher:** A person who helps others to acquire knowledge, competences or values. It is a designation for the office position and profession for someone who devotes themselves in the field of education through patterned educational, interaction, formal and systematic (Wati, 2018).
- Target Setting:** The use of baseline data, information or possible strategies, financing constraints and forecasting tools to collaboratively set targets (Aashto, 2013).
- Performance Appraisal:** The process of identifying, observing, measuring and developing employee performance in an organization (Carrol & Sheider, 2012).
- Training:** This is the methodical gaining and improvement of knowledge skills and behaviors imperative for employees to complete the job responsibilities to

perform better in their work environment (Hwang & Lim, 2021).

**Work Environment:** It is the sum of all the interrelationship that exists within the employees and the conditions in which they work ( Babatunde and Ayondele 2018

**Target Setting / Goal Setting:** A process of identifying specific accomplishments to be made in a specific area with measurable outcomes such as actions and timelines for achievement (Sides & Cuevas, 2020)

**Performance Management Initiatives:** A human resource intervention which seeks to improve quality and outcomes in organizations. It incorporates the approaches used to improve staff performance and improve service quality. Karen, Jiju and Susan (2009).

**Teacher Performance:** This is teacher behaviour; that is how he behaves in the process of teaching learning environment, in such a way teachers successfully carry out assigned action or complete their task (Duze, 2012).

## ABSTRACT

In order to deal with the wanting performance of teachers in Kenya, the teachers' employer, the Teachers Service Commission (TSC) adopted initiatives to manage the performance of duties of her employees. However, there seems to be no positive impact of these measures. This study sought to establish the effectiveness of performance management initiatives on the performance of public secondary school teachers in Kenya and the moderating effect of work environment on this relationship. It sought to establish the effectiveness of target setting, performance appraisal, internal quality assurance, training and work environment, on the performance of public secondary school teachers in the Country. The study utilized a mixed method research design. The study population comprised of 122310 public secondary school teachers employed by the Teachers Service Commission, 295 Sub County TSC Directors who are the immediate supervisors of the teachers. Multistage sampling was used to cluster the Country into eight geographical regions as administered by TSC regional directors as Primary Sampling Units (PSUs). Each region was again clustered into counties as Secondary Sampling Units (SSUs) and then each county was clustered into sub counties as Ultimate Sampling Units (USUs), where schools were stratified into National, Extra County, County and Sub County schools where teachers were purposefully selected on condition of having taught students up to form four between 4-7 years per subject and a sub county director from each sub county selected.. Slovin's formula was used to select 399 respondents from teachers and TSC sub county directors. Self-administered questionnaires were used to collect primary data from teachers and interview schedules were done for principals and sub county directors. Collected data was analyzed by use of SPSS where both descriptive and inferential statistics were obtained. The results indicated that there was a significant relationship between performance target setting and the performance of public secondary school teachers in Kenya; a significant relationship between performance appraisal and the performance of public secondary school teacher in Kenya; significant relationship between internal quality assurance and the performance of public secondary school teachers in Kenya; a significant relationship between teaching staff training and the performance of public secondary school teachers in Kenya and a strong significant relationship between joint performance management initiatives and the performance of public secondary school teachers in Kenya. Based on the results, performance management initiatives had statistically significant relationship with the performance of public secondary school teachers in Kenya. Work environment significantly moderated the relationship between performance management initiatives and teacher performance in public secondary schools in Kenya. It was recommended that TSC should make Teacher Performance Appraisal & Development (TPAD) objective and facilitate field officers to monitor closely its implementation, it should have means and ways of sponsoring teachers on TPD and in- service training. The Ministry of Education should increase funding to ensure enough infrastructure and teaching/learning facilities in schools, it should design frameworks and offer in kind assistance required by secondary schools to set up efficient work environment in schools, such as installation of wifi, and other ICT infrastructure to enable teachers work efficiently and effectively to improve their subject performance The study further recommends that schools management should have in place structures or systems for cultivating a strong culture of commitment and dedication of teachers to their work by strengthening their internal quality assurance so that their competencies and qualifications can translate to excellent results.

## **CHAPTER ONE**

### **INTRODUCTION**

This section presents the background to the study, statement of the problem, general and specific objectives; hypotheses, the significance, the scope, limitations and assumptions of the study.

#### **1.1 Background of the Study**

Given the competitive global environment in which organizations operate, the need to develop (and retain) highly skilled employees is paramount for prosperity and survival (Crawshaw, Van Dick, and Brodbeck, 2012). Performance management (PM) is widely advocated as a way to develop employees (Aguinis, 2013; Cascio, 2014). PM can be defined as “identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization” (Aguinis, 2013).

An assortment of mechanisms have been implemented worldwide with an intention of encouraging public administrators to upgrade performance of public service. Human resource management reforms involve addressing and redressing organization’s concerns about performance, hence catalysing emergence of performance management (Amir, 2012). Performance management is a unified and premeditated tactic that aim towards improving a member of staff and organizational output by enhancing employees’ performance through developing persons and teams capabilities, (Baron & Armstrong, 2007).

The need to evaluate performance at all levels of an organization has, therefore, led to the development of performance management systems (Mbua & sarisar, 2013). Some of the components of the performance management systems that directly impact of employee performance include staff development programs, performance appraisal and, rewards and recognition systems. Denisi and Murphy, (2017) denotes performance management as a comprehensive assortment of experimental, guiding principle dealings, and interventions considered to aid employees advance their performance. The entire processes and activities of ensuring that employee are productive, performance management is indispensable in this view.

### **1.1.1 Performance Management Initiatives**

As defined by Karen et al. (2009) a performance management initiative is a human resource intervention which seeks to improve quality and outcomes in organizations. It incorporates the approaches used to improve staff performance and improve service quality. Some of the most common performance management approaches include Quality Assurance, Quality Audits, total Quality Management, Quality circles, Benchmarking, and performance appraisal among others. These initiatives in turn share some tools to ensure quality such as use customer satisfaction surveys, personal development plans among others (Aquinis, 2009). Many contemporary organizations are placing a greater emphasis on their performance management initiatives as a means of generating higher levels of job performance (Gruman & Saks, 2011).

Performance management initiatives, along with other human resource management programs, directly impact key organizational outcomes such as financial performance, productivity, product or service quality, customer satisfaction, and employee job satisfaction. This prompts for adaptable performance management initiatives that are

rooted to strategic goals that can guide these organizations to aim for favorable results in these success indicators (Pamela, 2012). The use of performance management initiatives has been acclaimed as an effective and promising means for enhancing service delivery of public enterprises as well as government departments

According to Noe, Hollenbeck, Gerhart and Wright (2010), performance management initiatives should be key elements seen as enabling means towards getting results from individual employees, teams and the organization as a whole within a framework of setting targets and developing standards, goals and objectives which can be measured to establish the performance levels.

According to Du Toit et al. (2002) performance management is about managing systems which translate strategic goals into individual performance terms through human resource management. Effective performance management practices and initiatives should be those that are sensitive to changes in the internal and external environment of the organization. This, therefore, calls for review, refocusing and reprioritizing internal objectives when the changes are significant enough and redefining the internal objectives and priorities to critical parts of the organization to ensure alignment of both at all times.

### **1.1.2 Employee Performance**

Improvement on efficiency in order to achieve competitive advantage is among the many ways in which organisations make use of its employees, (Ataullah & Sahota, 2014). Employee performance is an evaluation of an employee or employees effectiveness and it is the actual element which has a direct effect on the company's profits, (Hanaysha, 2016). Performance is the state of accomplishing organizational

intentions in addition to goals by converting inputs into outputs efficiently for humanity advantage. The success and image of any institution rely on the workers who are the most treasured factor of production. They have an impact on company's quality service delivery which contribute to customer satisfaction.

Employee performance can be basically understood as the associated undertakings anticipated of a worker and how well these undertakings are being performed. Performance has gained admiration in the business domain. The problem of insufficiency has a deep root influence on the financial prudence of each and every business unit. Almost in all institutions, performance management is an enormous challenge to systems of government, specifically when the item for consumption is in the form of a service. This shows that employee performance is a vital component of organizational profitability and success.

Hanaysha (2016), specified that performance can be measured in terms of the time it takes for a person enthusiastically carrying out the activities and responsibilities for which he or she was hired in order to generate the intended outcomes predicted by the job description. Okeke et al. (2019), opined that HR, financial, time, physical, technical, and effort spent working in the organization are examples of inputs, whereas output is the result. When a workforce is productive, it does more in a shorter period of time. Proficiency saves time and money for organizations. The end product or service for an internal or external customer is frequently expressed as a product or service. Employee performance is a metric that can be used to evaluate a company's performance. Kibichii et al. (2016), confirmed that employee performance in service



industries like banks can be evaluated by increased number of clients, reduced complaints and improved quality of service.

### **1.1.3 Global Perspective of Performance Management Initiatives**

Performance management evolution started to happen in the late 1990s. It gained its importance from the times when the competitive pressures in the market place started rising and the organizations felt the need of introducing a comprehensive performance management process into their system for improving the overall productivity and performance effectiveness (Chandel, 2016). The advent of globalization has brought forward the need of having an effective and efficient performance management system. Prior to world war 1, industrialized nations were on full fledge operation without having a goal for sustained performance management due to lack of competition, cheap resources, high and growing demand and lack of responsibility towards the society (Cascio, 2012).

Performance appraisals (not performance management) were invented by Walter D Scott of WD Scott & Co of Sydney- Australia as early as World War 1. It wasn't until around 1950s that more formal appraisal systems were implemented by a large number of businesses and later was expanded to performance management in which performance appraisal is part of (Chandel, 2016).

The concept of performance appraisal traces its origin in the Wei dynasty of China (A. D. 261-265) where an imperial rater appraised the performance of members of the official family. It was later introduced in Dublin (Ireland) in 1648 where evaluation of legislators was done based on the qualities of an individual. In the 1800s, New York

City Civil Service initiated an official evaluation program slightly before First World War (Toppo & Prusty, 2012). Thereafter, the practice was introduced in India after the Second World War (Werunga, 2014). It is noteworthy that from the military setting, the concept was incorporated into commercial settings. During the 1920s, performance appraisal was used to determine wage rates for workers in the industrial units.

In the United States of America (USA), the district and state accountability programs put pressure on the educational institutions to raise students' outcomes, which necessitated appraisal of teachers to improve their performance (Sawchuk, 2015). Sawchuk contends that the appraisal process helps to give feedback to teachers and guides their professional development by informing them of their strength and weaknesses. Appraisal is also used for administrative purposes such as awarding and informing promotion decisions (Kagama & Irungu, 2018). Teacher appraisal is an important aspect in promoting educational quality of a society (Sayeeduddin & Vijayakumar, 2018).

Following New Public Management (NPM) and Reinventing Government (ReGo) trends in the United States, South Korea also incrementally developed a performance management system that features performance measurement, performance budgeting, and related performance management strategies and perspective (Raharja, 2020) The core policy of South Korea's government performance management and evaluation systems embodied in the Framework Act on Government Performance Evaluation (FAGPE) of 2006. This law, enacted with the purpose of improving efficiency, effectiveness, and accountability, was largely inspired by, and borrows features from,

the U.S Government and Results Act (GPRA) of 1993. Nevertheless, the Korean government performance management evaluation system has developed features that reflect the particular context, characteristics and needs of the Korean public sector (Dull et al., 2021).

Despite the globally uniform NPM story, European governments implemented performance management in vastly different ways (Pollitt & Bouckaert, 2011). The United Kingdom was the early adopter of the performance management doctrine in Europe. In the 1980s, Thatcherite reforms focused on privatization and reducing the size of the public sector. The strategy was mainly to minimize the public sector (Pollitt & Bouckaert 2011). In the late 1990s, however, the emphasis shifted from privatization to changing management practice within government. In terms of Pollitt and Bouckaert's trajectories, the shift went from minimizing to modernizing. The British performance management framework became highly detailed, with a top down design, targets, service standards, and performance assessments, (Dooren & Hoffmann, 2018)

Continental Europe adopted performance management regimes more hesitantly. Reforms were transformed to suit the local practice (Bond & Fox, 2013). In France, the main performance management initiative was a performance budgeting scheme. Administrative reform was, however, embedded in a larger reform of the state that led to decentralization and deconcentration of central tasks to local governments and independent agencies respectively (Kickert, 2011). Germany was a modest adopter of NPM. Germany unification required a rapid integration of Eastern bureaucracies into the West-German administrative fabric. There was no time to adopt performance

management on the European level to actually revise the Weberian administrative system (Kickert, 2011).

The majority of performance management initiatives in Germany existed at local and city level. Italy also adopted several performance management schemes (Ongaro, 2009). Performance management was, however, not imposed throughout government. Rather, performance management resulted from sectorial legal initiatives and performance funding, particularly in health care and education (Mwasawa, 2021). Similar to the situation in Germany, however, performance management was primarily a bottom up process, starting with local governments and followed by some regional and central entities.

In France, PM was first introduced in the Directorate General for Taxes (DGI) specifically designed to respond to two main concerns, Grapinet (1999). First, as tools meant to ensure consistency in a decentralized context and second, as tools to enhance pressure on the entire services network in order to improve productivity.

Few decades ago, European central governments experienced performance management making its way, as a reform trend and of continuously high relevance especially in modernized countries, where by, at the administrative cadre of ministries and agencies; strategic planning, management by objectives, outcomes and performance assessments had been adopted and seemed to epitomize the essential collection of managing mechanisms used in these governments, (Mwasawa, 2021) Performance indicators were primarily used by these governments to ascertain difficulties that needed responsiveness, to ascertain whether targets have been

achieved, supervision and monitoring of employees and promoting learning and development, (Gerhard & Lorenz, 2015).

In Finland, reorganization of services to meet the external requirements better, pushed for high speed of digitalization in public institutions, making it to be amongst the utmost technologically driven nations in the world (Valtioneuvosto, 2017).

#### **1.1.4 Regional Perspective of Performance Management Initiatives**

Introduction of PM in Africa was influenced by challenges emanating by African countries trying to regulate the productivity of government departments. The 1980s saw African countries strained after emerging from the aftershock of Structural Adjustment Programs (SAPs) era, due to economic challenges that came with globalization (Mwasawa, 2021) In search of improved quality and performance of government employees, the South African government introduced several initiatives such as the Public Service Regulations, 2001, the White Paper on Human Resource Management, 1997 and the White Paper on Transforming Public Service Delivery, 1997.

Mirado (2019) observed that teachers were not fully involved in developing appraisal criteria; teachers lost trust and confidence in their appraisers; and teachers and principals were not exposed to training related to the result oriented appraisal system. Consequently, Appraisal system has not achieved its intended objective of improving teacher quality and education in general. In Egypt, teacher appraisal was introduced to improve the performance of teachers. However, its implementation has had challenges. Marey and Hesham (2020), revealed that principals had hectic managerial

responsibilities which hindered them from effectively appraising teachers. Teachers were provided with shallow feedback and little guidance for their professional improvement which negatively affected their performance.

In South Africa, teachers resisted the appraisal system and made its implementation difficult (Mpungose & Ngwenya, 2014). Sayeeb and Adomako (2021) found that principals had weak relationship with their teachers, and had overwhelming workload that allowed them insufficient time to appraise teachers. The concept of performance appraisal was introduced in Uganda in 1976 as part of administrative reform effort to improve public sector performance (Karyaija, 2012). In education, Kyakulumbye (2013) noted that the appraisal system in public schools had led to identification of performance gaps and development needs of teachers. This has been possible through evaluation of teachers on knowledge and skills, team work, communication, and time management, hence aligning teaching staff to the education strategic goals.

### **1.1.5 Performance Management Initiatives in Kenya**

Performance appraisal in Kenya traces its origin from the colonial regimes and it was introduced as part of public sector reform program to improve public services (Republic of Kenya, 2012). It was assimilated in education in 1964 as an inspectorial evaluation system which allowed the Minister of Education to appoint officials from the Ministry of Education to visit, inspect at any time with or without notice, and report on the state of the school. This was done to determine whether curriculum was implemented properly and whether teachers were competent professionals (Mwinyipembe & Orodho, 2014).

Kenya has been in a reform mode since independence in the 1960s, initially guided by Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning. The first reforms were to address the challenges the young nation faced namely: disease, poverty and ignorance. However, due to ineffective implementation of policies and inequitable governance structures that have spanned most of Kenyans post-independence period, there still remain many Kenyans in poverty, ignorance and disease. Kenya's reforms were categorized into two generations (GOK-ERS 2004). The first generation reforms came soon after SAPs with the primary focus to deal with the globalization challenges and aftershock waves of SAPs. In 1993, the Kenyan Government responded to these challenges by formulating and implementing Civil Service Reform Programme (CRSP). The first phase (1993-1998) focused on cost containment through staff rightsizing initiatives such as voluntary early retirement.

The second phase (1998 -2001) focused on performance improvement through rationalization of government ministries for effective performance and budgetary limits. The third phase dealt with reforming the civil service and specifically employee performance. Logically, the primary focus of the first generation reforms was to deal with the emerging economic challenges brought about by globalization. The reforms were about dealing with issues that needed both immediate attention and solution, and reshaping the state for long term goals (GOK-ERS, 2004).

The second generation reforms came in 2004 when there was the launch of Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC). It supported initiatives that would efficiently and effectively sustain improved employee performance, productivity and service delivery (GOK-ERS, 2004). The government shifted from a concern to do, towards a concern to ensure things are done to give

speedy results. This is a managerial shift that is strongest in developed countries and slow in developing countries. The government aimed at restoring the public service and improving the national development which called for fundamental changes in the public service operations through increased employee productivity.

Most public agencies are under increasing demand to accomplish greater results with fewer resources. The common popular complaints about government that it does not focus on results and it wastes money are indicative of public demands for quality services at affordable prices-in short, better employee productivity, (Moynihan & Pandey 2005). The Government of Kenya introduced PM in Public Service to improve service as a deliberate policy to enable public service servants concentrate on results when delivering services to citizens. Its main focus was to help achieve Economic Recovery Strategy (ERS) objectives. Each department and ministry through its staff was expected to come up with clear objectives in line with ERS targets and define the roles of each individual staff member involved in service delivery (GOK, 2004).

#### **1.1.6 Performance Management by the Teachers Service Commission**

The Teachers Service Commission (TSC) is one of the public institutions that has embraced performance management for all teachers. TSC has conceptualized performance management as a systematic process of enhancing the position's performance by establishing individual performance targets and those of teams, (Jonyo & Jonyo, 2017). The cooperation between the schools' heads and teachers in implementing the PM is needed to improve success in schools. Although PM was



introduced in the Public Sector in Kenya back in 2003, it was rolled out in schools by the TSC in January 2016 for the heads of the institutions, (Jonjo & Jonjo, 2017)

There are various reasons why TSC introduced PM for its employees. First, TSC employees in public schools, just like other civil servants were not performing as expected such that the performance of most public schools in Kenya remained poor compared to the private schools. There was a decline in teachers' performance in most public schools, As such, the introduction of PM by TSC was part of the broader reforms in the public sector (Jonjo and Jonjo, 2017), which was meant to improve performance and accountability at all levels. PM was meant to improve the quality of teaching and learning in public schools by building a performance-oriented culture and ensure there is accountability in public schools.

The PM has been devolved from the Commission Secretary at the national level to the County Level. Therefore, the process of implementing the PM engages all cadres of TSC employees for a complete integration, which includes linking the PM to the teachers' performance appraisal system and performance incentives and sanctions. In their corporate communication, TSC (2016) noted that the heads of institutions need to negotiate on targets to be set with the respective TSC county directors before signing the PC (Muriithi, 2019).

Different parties are involved in the process of Performance Management. The TSC officers at the county led by the TSC county director, sub-county director, and curriculum support officers are the supervising agents, who are responsible for evaluating and monitoring performance as well as formulating the implementing

guidelines (Muriithi, 2019). The heads of institutions, on the other hand, are the implementing agents with the main role being implementing the PM and giving progress reports on the achievement levels (Muriithi, 2019).

Therefore, besides, being part of the target setting, the school heads are expected to strengthen supervision and continually monitor the teacher's performance in implementing the school curriculum. The heads of institutions are also expected to Promote Teacher Professional Development (TPD) Programs at the Institutional Level. This is achieved through identifying teacher's professional gaps that hinder them from delivering the curriculum effectively; develop and implement TPD programs at school levels to mitigate the identified teacher's professional gaps; and maintaining records of teacher's engagement in professional development activities (TSC, 2021).

According to TSC Corporate Communications Division 2016, in learning institutions, performance management is a systematic process of improving an institutions' performance by developing individual performance targets and those of teams. This enables heads of institutions and teachers to be involved in improving the success of their schools. The Kenya government introduced performance management in 2003 as part of its public-sector reform programme. This ensured that all public officers except for teachers were put under performance management programmes. In January 2016, Teachers Service Commission rolled out Performance Contracting for Head of Institutions (PC) and Teacher Performance Appraisal and Development (TPAD) for all teachers (Jonyo & Jonyo, 2017)

The PC and TPAD are the performance management tools meant to enhance the quality of teaching and ultimately improve learning in the institutions. According to the TSC CEO Nancy Njeri Macharia in an article in the Daily Nation, Tuesday 25th April 2017, the reforms are intended to build a performance-oriented culture and instil accountability in public learning institutions. According to TSC Annual Report 2015/2016, performance contracting and performance appraisal systems are part of the broader Public-Sector Reforms aimed at improving efficiency and effectiveness that leads to attainment of the organizational objectives (Jonyo & Jonyo, 2017).

They create an understanding on how to improve performance on what should be done and how achievements will be measured. Performance management for teachers is provided for in Section 11(f) of the TSC Act which requires the commission “to monitor the conduct and performance of teachers in the teaching service and in Regulation 52 the Code of Regulations of Teachers (2015). It states that “the Commission shall develop an open appraisal system for teachers to strengthen supervision and to continuously monitor the performance of teachers in curriculum implementation. The TSC Annual Report 2015/2016, further institutionalized and rolled out the Performance Contracting (PC) and Teacher Performance Appraisal and Development (TPAD) system for heads of institutions and teachers to enhance effectiveness in curriculum implementation for improved learning outcomes (Jonyo & Jonyo, 2017).

### **1.1.7 Performance of Teachers in Kenya.**

Performance of teachers in Kenya can be measured by several parameters such as KCSE subject mean scores, students’ performance in co-curricular activities,

stakeholders feedback among others (Macharia, 2017). In a research done by Otundo (2021) on the causes of school unrest in secondary schools in Kenya, some of the causes discovered like lack of observance of professional ethics by teachers, strict school rules, forced repetition, prefects factor ( prefects in schools are selected by teachers) and corporal punishment are related to teachers’ performance of their duties. One of the factors mentioned is poor results in national examinations. Though this may not be caused by teachers, it is the major yard stick by which teacher performance is measured by the Employer, TSC. Below is the results of KCSE examinations from 2016 to 2021 in Kenya.

**Table 1.1 KCSE Results Nationally.**

GRADE	POINTS	2022	2021	2020	2019	2018	2017	2016
NO. OF CANDIDATES								
A.	12	1,146	1,138	893	627	315	142	141
A-	11	6,407	5,973	6,420	5,796	3,417	2,714	4,645
B+	10	15,682	13,463	14,427	13,366	8,268	7,344	10,976
B.	9	31,303	25,045	25,207	24,478	16,403	12,628	17,261
B-	8	48,719	39,683	38,194	35,340	26,156	19,386	23,645
C+	7	70,088	59,843	57,999	46,139	38,818	27,860	32,207
C.	6	95,154	81,345	85,458	63,102	49,707	40,474	44,792
C-	5	119,061	99,406	109,454	83,358	71,047	61,040	61,026
D+	4	135,021	116,355	117,898	101,687	96,512	88,447	80,952
D.	3	155,480	145,916	121,946	137,713	96,512	13,550	112,135
D-	2	167,758	187,264	137,361	152,339	147,918	179,381	149,929
E	1	30,822	46,151	28,41	29,318	165,139	35,536	33,399
TOTAL		881,416	821,582	743,385	693,263	30,840	610,502	571,108
MEAN SCORE		4.47	4.24	4.54	4.299	3.967	3.76	3.25

Source: Kenya National Examinations Council website 2023

Table 1.1 shows KCSE results for the whole country since the introduction of performance management by TSC in 2016 upto 2022. The mean score in all the years

is D+ except only in 2020 when it was a C-. According to the findings of Kithuka (2010), this was a basic proficiency level which indicates that the learners were somewhat competent in the academic knowledge and skills tested which is below average performance. This indicates a problem of performance in the country hence the need to assess the effectiveness of the TSC performance management initiatives. According to statistics from the Kenya National Examinations Website, in 2018, 67% of KCSE candidates scored grade D+ (mean score of 4) and below, in 2019 it was 61% while in 2020 it was 55%. According to Manyasa (2021), between 2015 and 2017, this figure was 70%. The table below shows the pass rates in KCSE from 2016 to 2022 which is a reflection of a serious performance problem.

**Table 1.2 KCSE National Examination Pass Rates Compiled from the Kenya National Examination Council (KNEC) Website.**

<b>Year of KCSE Exam</b>	<b>Total Sitting the KCSE Exam</b>	<b>Total Passing with Grade of C+ and above</b>	<b>Percent Pass Rate (C+ and above)</b>	<b>Out of every 10 how many passed with C+ and above?</b>
2022	881,416	173,345	20%	<b>2 out of 10 passed</b>
2021	826,807	145,145	18%	<b>2 out of 10 passed</b>
2020	747,161	143,140	19%	<b>2 out of 10 passed</b>
2019	697,222	125,746	18%	<b>2 out of 10 passed</b>
2018	660,204	90,377	14%	<b>1 out of 10 passed</b>
2017	611,952	70,073	12%	<b>1 out of 10 passed</b>
2016	574,125	88,929	16%	<b>2 out of 10 passed</b>

KNEC website 2023

## **1.2 Statement of the Problem**

In the study on standard setting in the teaching and learning process in the Kenyan school system, Kithuka (2010) came up with these categories: Advanced proficiency that has a score ranging between 75 and 100. This is the current grade A in KCSE. Proficient score ranging between 50 and 74. This is the current C to B+ grades. Basic proficiency score that ranges between 26 and 49. This is the current D- to D+ and minimal proficiency score that range from 0 to 25. This is the current grade E. From the statistics shown in Table 1.1, since the introduction of performance management by the TSC in 2016, students have only achieved minimal proficiency, a score of D+ except in 2020. Table 1.2 shows that since 2016, the highest percentage pass rate in the whole country has been 20 percent. This shows a serious problem of performance despite the introduction of performance management by the TSC hence the need to assess the effectiveness of the performance management initiatives.

The effectiveness of the performance management initiatives on performance of the teacher is yet to be studied in Kenya. Most researches done in this area of performance of teachers have been done in other countries like Pakistan (Sajid et al., 2020) Japan (Zhang Ying Ying 2012) and Uganda (Namuddu 2010). Most of the others have been done in other organizations like Kenya Revenue Authority (M'mbui, 2011), Kenya Commercial Bank (Kithuku, 2012), Federation of Women Lawyers- FIDA (Omukhango, 2013). Kenya Agricultural Research Institute-(Muriu 2014), Food and Agricultural Organization (Maina, 2015), Kirinyaga University (Shivachi, 2017), Ministry of Tourism (Mauya, 2018), Sugar Research Institute (Mbae, 2018), Water and Sewerage Companies (Kihawa, 2019) and Insurance firms (Murerwa, 2020). The studies that have been done on teachers have concentrated on

performance appraisal which is one of the aspects of performance management (Nyongesa, 2012; Kibe, 2013; Joseph, Kahuthia & Gakenia 2020).

Those which have touched on other aspects like training, rewards and target setting have done so with the dependent variable of teacher motivation and commitment like Kibe (2013) but not in teacher performance. All these have been done on one county or sub counties. There is very scanty information on any study done on the effectiveness of performance management on the performance of teachers in Kenya. The implementation of the PM in public schools created hope and expectations that schools' performance would improve. It is now five years since the introduction of the PM in public schools; hence, the goal of the teacher employer of raising performance has not been realized. So this is an appropriate time to assess how effective PM has been on the performance of teachers in Public Secondary Schools. Hence it is on this backdrop that this study investigates the effectiveness of performance management initiatives on the performance of teachers in public secondary schools in Kenya.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of the study was to establish the effectiveness of performance management initiatives on the performance of public secondary school teachers in Kenya and the moderating effect of work environment on this relationship.

#### **1.3.2 Specific Objectives of the Study**

The study was guided by the following specific objectives:

- i. To examine the influence of Target Setting on the performance of public secondary school teachers in Kenya.
- ii. To assess the influence of performance appraisal on the performance of Public Secondary School teachers in Kenya
- iii. To evaluate the influence of internal quality assurance on the performance of public secondary school teachers in Kenya.
- iv. To scrutinize the influence of teaching staff training on the performance of public secondary school teachers in Kenya
- v. Examine the joint influence of performance management initiatives on the performance of public secondary school teachers in Kenya.
- vi. Determine the moderating effect of work environment on the relationship between performance management initiatives and performance of public secondary school teachers in Kenya.

#### **1.4. Research Hypothesis**

- i. **H<sub>0</sub>1.** There is no significant influence of Target setting on the performance of Public Secondary School teachers in Kenya.
- ii. **H<sub>0</sub>2.** There is no significant influence of Performance appraisal on the performance of Public Secondary School teachers in Kenya.
- iii. **H<sub>0</sub>3.** There is no significant influence of Internal quality assurance on the performance of Public Secondary School teachers in Kenya.
- iv. **H<sub>0</sub>4.** There is no significant influence of teaching staff training on the performance of Public secondary school teachers in Kenya.
- v. **H<sub>0</sub>5** There is no significant influence of joint performance management initiatives on the performance of public secondary school teachers in Kenya.



- vi. **H<sub>06</sub>**. There is no significant moderating effect of work environment on the relationship between performance management initiatives and the performance of public secondary school teachers in Kenya.

### **1.5 Significance of the Study**

It is expected that the findings of this study would contribute to the general body of knowledge in theory and practice.

The Teachers Service Commission would look for ways of making its performance management initiatives more effective on its employees especially teachers.

The national government could put in place measures to strengthen its performance management practices for all its employees in public service and public cooperations in order to increase productivity and achieve quality service delivery in the country.

The ministry of education could be enlightened on the importance of capacity building its staff including teachers and the need to enhance infrastructure and learning/ teaching facilities in schools for better achievement of its set goals for schools.

The school boards of management could be enlightened on their roles in creating a good working environment in schools in order to motivate the teachers to achieve better performance of their duties.

Generally this study would enrich human resource management practitioners all over the world on how to make their performance management strategies more effective for better productivity of their employees.

## **1.6 Scope of the Study**

Performance management initiatives are many and varied. However, this study examined selected initiatives namely: target setting, performance appraisal, internal quality assurance, teaching staff training and the moderating effect of work environment on the relationship between these initiatives and the performance of public secondary teachers in Kenya.

The study was limited to the public secondary schools in Kenya. The study was carried out in the central sub counties of these counties: Kitui, Busia, Uasin Gishu, Migori, Kiambu, Garissa, Kwale and Nairobi. It was done in 4 schools in each selected sub county hence in 32 schools. The study was carried out between September and October 2023. It was a descriptive study done on the performance management of teachers.

## **1.7 Limitations of the Study**

This study was done in the eight regions of Kenya. Some of the questionnaires and interview schedules were sent via email to the respondents, so there was a challenge of always reminding the respondents to print and fill them and sent the filled hard copies as parcels to Nairobi for collection by the researcher. This was handled by a rigorous and constant communication of the researcher with the research assistants to make them talk to and convince the respondents to fill them.

Some of the teachers whose academic results were low did not want to reveal them so they refused to respond. The researcher had to use their immediate supervisors (the sub county directors) to convince them to respond.

Some regions of Kenya like Garissa have insecurity which was a big challenge. Due to this the researcher had to concentrate on the schools around the town where

security was a bit good. It was also a challenge to know the time that most respondents were free to get time for interviews and filling of questionnaires so a lot of time was wasted in waiting so the researcher had to be very patient.

### **1.8 Assumptions of the Study**

This study was based on the assumption that performance management initiatives were supposed to have a positive effect on the performance of public secondary school teachers in Kenya. It was also assumed that respondents would provide honest and accurate responses as required. The study also assumed that the theoretical foundation of the study was sound and an accurate reflection of the phenomena being studied.

The study assumed that the researcher would have enough time to collect both primary and secondary data for this study. The researcher also assumed that primary data would be collected during a time that weather would be favourable in all the counties selected for the study. The researcher also assumed that all the respondents would be willing to participate in filling the questionnaires and answering the interview questions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the theoretical and empirical literature suitable to answer the research question of this study. The chapter begins by discussing the main theories the study would rely on to build the framework for the research. The chapter then discusses the specific literature for the study with focus on the main variables whose relationship was investigated. This covered literature review on performance management initiatives; target setting, performance appraisal, internal quality assurance and training and the moderating effect of work environment on the relationship between performance management initiatives and the performance of public secondary school teachers in Kenya.

#### **2.2 Theoretical Review**

This study was underpinned by the following theories; two factor theory, control theory, expectancy theory and goal setting theory.

##### **2.2.1 Herzberg's Two-Factor Theory of Motivation**

The two-factor motivation theory, otherwise known as Herzberg's motivation-hygiene theory or dual-factor theory, argues that there are separate sets of mutually exclusive factors in the workplace that either cause job satisfaction or dissatisfaction (Herzberg, 1966; 1982; 1991; Herzberg, Mausner, & Snyderman, 1959).

Herzberg two-factor theory was developed in (1959) by Frederick Herzberg, (Caroline & Kinyajui, 2019). Kinyajui defined two sets of variables that affect employee motivation at workplace; that is hygiene and motivator factors. The hygiene

factors include: pay, company policies, fringe benefits, physical working conditions, status, interpersonal relations, and job security among others. They prevent dissatisfaction in employees. These factors are external to the job and prompt disappointing encounters to employees, (Ruthankoon & Ogunlana, 2013). Fulfilment of these factors alone does not motivate employees but their absence brings dissatisfaction. They are equated to Maslow's physiological and safety needs which are very basic and need to be fulfilled. They describe the job environment/ scenario. The hygiene factors do not lead to positive satisfaction for long but their absence leads to dissatisfaction.

The other set of factors defined by Herzberg is motivators. These factors are inherent to the job and yield positive satisfaction (Dartey & Amoako, 2011). They are also known as intrinsic factors. They include recognition, growth and promotional opportunities, training/ learning, responsibility, meaningfulness of the work among others. They motivate employees to higher productivity. They were perceived as needs on the higher side of Maslow's hierarchy of needs which include self-actualization. They are also perceived to be an additional benefit to the employee.

Sergiovanni (1975) tested Herzberg's theory with teachers and concluded that achievement, recognition and responsibility contributed to teacher motivation. Two-factor theory has contributed substantially to school leaders' thinking of what motivates teachers by distinguishing between intrinsic and extrinsic factors. For example, teachers were demotivated as a result of poor interpersonal relations with learners and other teachers, unconstructive leadership styles, and ineffective school policies and administrative practices (Adjei & Amofa, 2014). Therefore, the theory

informs organizational leaders on how they can nurture hygiene factors to serve employees best and improve performance.

Herzberg's two-factor theory when applied to educational organizations, would improve teachers' motivation and job performance through changes in the nature of their job through job enrichment. By this theory teachers will be empowered to have control over their tasks, which would improve degree of their responsibility and hence their performance. This empowerment would enhance their feeling of goal attainment and self-actualization. With the theory's application, teachers would be provided with direct, clear, and regular feedback about their service delivery in relation to schools' vision, mission, goals and objectives (Heliyon, 2020).

It is imperative that management ensures provision of a conducive working environment to motivate teachers and learners to achieve efficient and effective teaching and learning processes. This theory is key to school management which is tasked to ensure that the teachers are provided with opportunities of improving their knowledge and skills, hence ensuring their personal growth, advancement and commitment to their job. The theory helps to explain factors that underlie teachers' perception, attitudes, beliefs and behaviours towards their profession. It is concerned with factors that affect employee performance in any work environment as they affect employee levels of motivation and job performance (Pardee, 1990; Daft, 2005; Guajardo, 2011; Richardson, 2014).

Herzberg's two-factor theory is focused on those sources of management and motivation that are pertinent to the accomplishment of work, (Hall & Williams, 1986,

as cited in Pardee, 1990). Educational management would find sense in Herzberg's two-factor theory by not concentrating more on hygiene factors and neglecting motivators, for teachers are likely to seek more of the hygiene factors, which would yield a negative effect on developing a motivated workforce. Therefore, proper management of hygiene factors is an important first step in applying Herzberg's two-factor theory. First, by identifying the type of hygiene; secondly, giving hygiene for hygiene purposes; thirdly, providing hygiene for what hurts; fourthly, keeping the hygiene administration simple; and finally, giving it and shutting up about it (five rules for administering hygiene by Herzberg, 1976). These factors, (intrinsic and extrinsic) assisted the research to assess teachers' motivation as well as how they either positively or negatively affect teachers' job performance

Two factor theory is criticized in that the presence of Extrinsic Motivation Factors has positively contributed to respondents' job satisfactions; while absent of Intrinsic Motivation Factors don't really neutralized their feeling, but have de-motivated them. In China, a study conducted by Fang Yang (2011) has found that all Extrinsic Motivation Factors can motivate employees in China to work hard. The finding has shown a reverse effect where Extrinsic Motivation Factors have overridden Intrinsic Motivation Factors to be the first and second highest motivation factor for workers in China. Lastly, a recent empirical research from Wan Fauziah and Tan (2013) has found that the factor of generations plays an important role in determining employees' favourability in Intrinsic and Extrinsic Motivation factors. Interestingly, younger generation of workers were motivated by Extrinsic Motivation factors and demotivated by Intrinsic Motivation factors to perform Citizenship Performance in their workplace. Older generation of worker were found vice versa, where their

Citizenship Performance was motivated by Intrinsic Motivation factors and demotivated by Extrinsic Motivation factors.

### **2.2.2 Control Theory of Performance Management.**

Control theory dates from the 19th century, when the theoretical basis for the operation of governors was first described by James Clerk Maxwell. Control theory was further advanced by Edward Routh in 1874 and Charles Sturm in 1895. Control Theory, or Social Control Theory, states that a person's inner and outer controls both work together to negate deviant tendencies. Control theory helps in performance management by evaluating the output of the system for its consistency with pre-defined sets of parameters. In case of any kind of deviation, it will be adjusted by the controller in the system. This model is popularly known as the Cybernetic model (Barrows & Neely, 2012). This model helps the managers to control the performance of the employees. Similarly, it also generates faster and better outputs through regular monitoring and feedback. The cybernetic model states that, if an organization can execute control and performance more effectively and efficiently, it can easily cope with the changes in its external environment.

Control theory focuses on control mechanisms that should be imposed at all levels of an organization. There are different forms of control that an organization can use in order to get the desired results such as: organizational structure, behavioural controls like norms and policies of an organization or performance measurement mechanisms (Barrows & Neely, 2012). Control theory has three types of control systems: Under behaviour control, employers monitor and evaluate the actions of the employees on a regular basis, as per the standards of the organization and then reward accordingly. In



the case of output control, the performance of an employee is controlled with rewards or sanctions after evaluating it on the basis of organizational standards. The input control system seeks to control the selection and training process of an employee. However, it is important to ensure the availability of required competencies in the employees as desired by the organization for growth and development (Krausert, 2019).

Under input control, school heads discuss specific and challenging goals with the teachers and determine success indicators to upgrade the latter's job performance. Contextualizing this process on the implementation of Results based Performance Management System (RPMS) as a performance management mechanism, is in congruence with performance planning and commitment phase (Low & Teo, 2016; Akin & Karagozoglu, 2017; Susa 2018). Under behaviour control, the school heads monitor the actions of teachers on a regular basis, as per standards of the Department of Education. In the context of RPMS-IPCRF for Teachers in every department, this control system equates to performance monitoring cycle (Dwivedi & Giri, 2016; Woo, 2017; Larson, 2018).

Under output control, school heads evaluate teachers' job performance wherein the outcome is controlled by rewards and sanctions in relation to organizational standards. Establishing a connection to RPMS implementation is connected with the performance evaluation and performance rewards cycles (Devos & Tuytens, 2016; Behnke et al., 2017; Hochli, 2017; Dizon et al., 2018).

Also under input control, school heads facilitate the selection, training process and improvement of competence of teachers. Linking this control system to RPMS in the department of education is in congruence with performance developmental planning phase (Babalola & Hafsatu, 2016; Dwivedi & Giri, 2016; Hallinger & Liu, 2018). There are numerous applications of the Control Theory of Performance Management System in the Department of Education (DepED) as it facilitates diverse phases of performance management mechanisms.

It has been noted that organizations like the Teachers Service Commission should avoid ambiguous targets which do not have specific standards and direct feedbacks to its teaching personnel. Thus, proper standards and clear feedbacks provide teachers the chance to correct errors along Result-based Performance Management System or RPMS implementation. Likewise, regular supervisory practices in the workplace through the so-called goal setting, performance monitoring and organizational feedback practices can be analyzed through the control system. Similarly, school heads can use control theory in the management program as this “facilitates and track teachers’ performance and achievement through the continuous flow of feedback”. Hence, this generates faster input-output process through goal setting, monitoring and feedback, inspired by the Systems Model of Performance Measurement, commonly known as Cybernetic Model (Barrows and Neely, 2012) as a reflection of organizational effectiveness, efficiency and timeliness.

Chetty (2016) criticized control theory by saying that it assumes that employees look at their feedback. This feedback controls the quality of the output. However, it can also have a negative impact, as it could result in decreased motivation and

productivity levels of the employee. In control theory employee performance is also controlled by the rewards and recognition that an employee achieves once his performance meets the standards of an organization.

Drawbacks of the Mainstream control theory dependence on an accounting-based approach invited numerous criticisms as pioneered by Anthony. For example, Parker (1986) criticized accounting models for offering only an imperfect reflection of the management model of control. The most influential criticisms of this classical model were offered by Hofstede (1978) and Lowe and Puxty (2013). Hofstede (1978) criticized its incapacity to capture social and psychological aspects of management control. Lowe and Puxty emphasized the problem of the narrow focus of management control theory due to its strong accounting orientation. Otley's (1994) criticism was based on the argument that Anthony's overemphasis on responsibility centres where a single manager can be held accountable for the performance of his or her division was not practical. According to Otley, the concept of independence of responsibility centres was not valid, as a considerable degree of interdependence among various departments exists in practice.

### **2.2.3 Expectancy Theory**

Expectancy theory was proposed by Victor Vroom in 1964. This theory is based on the hypothesis that individuals adjust their behaviour in the organization on the basis of anticipated satisfaction of valued goals set by them. The individuals modify their behaviour in such a way which is most likely to lead them to attain these goals. This theory underlies the concept of performance management as it is believed that

performance is influenced by the expectations concerning future events (Opoku, 2022).

Expectancy theory is based on three constructs: valence, expectancy and instrumentality. Valence is defined as the emotional orientation toward rewards for the work done. Expectancy is defined as the feeling developed on whether an outcome will be fulfilled or not. Instrumentality is the belief that the benefits, other than the salary, will be received once the expected work performance is demonstrated. This theory helps to map behavioural outcome in respect of organizational training. In other words, this theory helps in identifying specific determiners behind a particular behavioural outcome of individual trainees (Lunenborg, 2011).

According to Robbins and Judge (2013), expectancy theory is more suitable than other theories like goal-setting theory in organizations which have proper infrastructure. In this case the infrastructure refers to the proper mechanism to measure the employee efforts, outcome and rewards. However, this theory might not prove as effective in other organizations where such an infrastructure is absent.

Expectancy is the belief that one's effort (E) will result in attainment of desired performance (P) goals. ("Expectancy Theory," 2013). Expectancy theory proposes that people are motivated by their conscious expectations of what will happen if they do certain things and that they are more productive when they believe their expectations will be realized ("Expectancy Theory," 2013).

Teachers are an important instrument in education. They are pivotal beings on which the educational process hangs provided that they determine the quality of instructional delivery as well as the quality of education when one addresses issues such as quality assurance, quality delivery (teaching), quality context and quality learning outcomes. Due to the fact that teachers are an important factor in determining quality of education that children receive, as such; the government and the school management have a responsibility to ensure that teachers perform to the best of their abilities. To do this, Hermawan et al. (2018) suggests that the government and the school management must pay attention to a number of factors that would in turn affect teachers' motivation on their work performance.

Younger-qualified teachers are generally less satisfied than their older counterparts who still take teaching as a privilege (Opoku et al., 2022) and that these younger qualified teachers are heavily concentrated in urban areas. Teachers, especially in public secondary schools, are less paid and the payment process is sometime delayed. Their educational and training needs are neglected, and they are mired in bureaucracies that support neither their effective performance nor their career progression in their jobs (Opoku et al., 2022). Moreover, a close examination of the various past and present education reform programs pioneered by the Ministry of Education shows, among other issues, a very little focus on teachers as an important factor in transforming the education system, particularly when it comes to improving their welfare and professionalism. Not only those, but also the consequences of low teachers' commitment are far reaching and are clearly reflected in poor students' academic performance in national examinations. Teachers' low commitment to the teaching profession partly explains the high attrition rate that has been established

among teachers in Kenya and other sub-Saharan African countries (Teachers for EFA, 2010).

Teachers' motivation is fragile and declining mostly in developing countries including Kenya in aspects like poor absolute value of teachers' salaries as a significant factor influencing their performance. The significance of motivating teachers on their jobs is important due to the fact that employees' performance level never exceeds 50% of an individual capacity to perform particularly when not in fact motivated. On the other hand, in most developing countries, teachers' working conditions and environment are not supportive and thus lower their motivation and commitment to teach. This low accountability by teachers in school matters has also a disastrous effect on other aspects of job motivation, including job promotion, school management, deployment and recruitment (Opoku et al., 2022).

The major criticisms of the expectancy theory of motivation decision model was its simplicity in the sense that it doesn't explain the different levels of efforts acted out by an individual. There is also the assumption that a reward will entice an employee to expand greater efforts in order to obtain the reward, but neglect the fact that the reward in question could have a negative effect for the individual. For example a pay increase might push him or her into a higher tax bracket (Mashibe, 2008).

The effectiveness of the expectancy theory of motivation decision model from a managerial perspective relies on the manager to make assumptions on the motivational force of the reward for the employee (s). Thus, the uses of the "rewards" need to obey to "The Law of Effect" where: Positively rewarded behaviors will have a tendency to augment in frequency. Negatively or neutrally rewarded behaviours will

have a tendency to diminish in frequency. The type of reinforcement and its timing will impact the frequency of the behaviour. Utilizing the ideas in the Expectancy Theory directly has proved to be difficult (Miner, 2005). The ideas are not easy to understand, or to apply (Mullins, 2005). Thus, the theory has much less value in practice than some of the other theories.

The Expectancy Theory is not concerned with individual and country or cultural differences. However, people in developed countries tend to be more goal oriented than people in less developed cultures. In addition, individuals in developed countries believe that they can influence their successes (Griffin & Moorhead, 2010). The Expectancy Theory assumes that individuals make conscious decisions at the start of their performance effort. But it has been proved that individuals make decisions after performing their activities and try to rationalize their decisions later on (Aswathappa, 2005).

#### **2.2.4 Goal Setting Theory**

Goal setting theory was proposed by Edwin Locke in the year 1968. This theory suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is because the employees keep following their goals. If these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. In case the performance improves it will result in achievement of the performance management system aims (Champenois et al., 2010).

Clear, particular and difficult goals are greater motivating factors than easy, general and vague goals. Specific and clear goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding. Goals should be realistic and challenging (Lunenburg, 2011). This gives an employee a feeling of pride and triumph. This further motivates the employee for the attainment of the next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it. Furthermore, appropriate feedback of results directs the employee behaviour and contributes to higher performance than the absence of feedback. Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and leads to greater job satisfaction.

With challenging but precise and quantifiable goals, supervisors and their employees have no choice but to be focused and determined to achieve the aimed results and this simplifies the relationship observed between results of an individual employee with formulated goals. The perception of goal setting theory is that employees who have goals which are Specific, Measurable, Attainable, Realistic and Time bound (SMART) attain superior performance as compared to those who develop ambiguous goals or none, (Kihama & Wainaina, 2019). Prominence of performance management in formulating and implementing SMART goals which can be managed with ease is reinforced by goal setting theory.

Goal setting in this study has been explored in terms of its motivational impact towards improving the quality of teaching and its ability to assist teachers to remain



efficient when teaching (TPAD, 2020). According to TSC (2020), the first step in performance management is target setting. Teachers and their supervisor (head of department or deputy principal) are therefore required to have a target setting meeting where they share understanding of what they aim at; discuss the competency areas and set deadlines as per school calendar of activities. The underlying assumptions of the theory are that goals and intentions are cognitive and volitional, and that they serve as the immediate regulators of human action.

Goal clarity helps individuals to know what is expected of them and what behaviour is effective for attaining the goals (Davis & Stazyk, 2014). Thus, by setting clear concise goals, the head teacher is able to assist teachers in focusing their attention and efforts on activities that enhance school performance. Robinson (2011) concurs that, goals provide a sense of purpose and priority in a school environment where a multitude of tasks can seem equally important and overwhelming. The relevance of the goal setting theory to the present study is in line with the works of Locke and Latham (2002) which suggests there are four features that link goals to performance. The first feature is that, goals ought to be specific. This is due to the fact that, specific goals enable teachers to know what to aim for and facilitates them to monitor and evaluate their individual progress. Secondly, goals ought to be difficult but achievable. Bandura (1997) asserts that a major factor in goal accomplishment is self-efficacy which refers to an individual's internal belief in their level of competency and capability.

Thus, it is important for head teachers to encourage teachers' self-efficacy. Thirdly, goals ought to be acknowledged by the teachers. Lezotte (2010) states that one way of ensuring goal acceptance in schools is by allowing teachers to participate in the goal

setting process. The author further asserts that, participation in the goal setting process makes teachers to own the process and to be committed to the set goals. Lastly, head teachers ought to provide feedback on goal attainment (Robinson, 2011). The author asserts that, feedback allows teachers to rate their teaching capability and to make the necessary changes required for improved performance.

This theory has been criticized in that goal setting has often been brought out as being time-consuming and expensive in application. This is because there are various factors that need to be addressed to achieve the goals by business. This includes: Selection of the right people with skills and knowledge. Making training for career development and organizational productivity a necessity, involving time and incurring expenses (Sotoudeh, 2023).

Furthermore, it also brings in internal competition risk, where employees often compete with each other. In such a scenario, the interest and objectives of the business are to ignore and focus on individual achievements. Favouritism by leaders of those individuals who perform better also become a limitation of the goal-setting theory. Goal setting is applicable and more importantly, many organizations prefer it over other management tools (Giri & Shaiza, 2016).

## **2.3 Theoretical Review of Performance Management Initiatives and Teacher Performance**

### **2.3.1 Teacher Performance.**

Teaching performance refers to the use of presence, stance, vocal patterning, body language, and spatial relationships by design educators to enhance students' learning experiences ( Faerm, 2022). Effective performance management for teachers enhances the career progression of professional teachers as well as increasing their commitment to the service of teaching, leading to the enhanced academic performance of the learners (Tracy, 2022). Kagaari (2011); Atwebembeire et al. (2018) and Musaazi (2006) suggest that teachers' performance is associated with the numerous Performance management practices

Teaching performance, being a human aspect, is key to achieving a professional practice by society's requirements. It is responsible for promoting the necessary responsibility for good training and learning that serve the professional stage and personal development (Escribano, 2018). In this regard, teacher performance standards become a valuable reference for the work carried out in the classroom. They determine their activities and the way to do it while transmitting knowledge to students, which becomes a reference for reflection and continuous improvement of their work. The lack of adequate pedagogical support will prevent evidence of the achievements and progress of learning in the students, as well as analyzing and identifying the origin of the learning that was not achieved to make relevant changes (Pérez et al., 2018).

The concept of teachers' performance refers to teacher behaviour; that is how he behaves in the process of teaching learning environment, in such a way that teachers successfully carry out assigned action or complete their task (Duze, 2012). The teachers' performances are the most significant contribution in educational process that whatever policies may he lay down; eventually the teacher has to interpret and implement these policies through teaching learning process.

In higher education, teachers usually receive feedback from the superiors, peers or colleagues to a lesser extent and students as evaluation of their performance. Teachers consider students' feedback as a valuable indicator of the quality of their teaching performance and the curriculum (Surujlal, 2014). In the majority of the research, the degree of the effectiveness of teacher performance has been evaluated from different perspectives in higher education, such as course content (Hsu, 2014), examining teacher effectiveness using observations in the classroom (Garrett and Steinberg, 2015), effectiveness in novice teachers' performance (Darling-Hammond and Lieberman., 2013), in-classroom behaviours of teachers, and psychological characteristics of the teachers and evaluating teaching effectiveness (Klassen & Tze, 2014).

Teacher effectiveness is the outcome of classroom practices (Wenglinsky, 2000); self-regulation (Toussi et al., 2011); emotional intelligence, (Hwang, 2006; Singh and Jha, 2012; Kauts, Chechi 2014; Malik and Kapoor, 2014); work experience (Day et al., 2006; Irvine, 2018; Pachaiyappan and Raj, 2014), personality traits (Cruickshank, 1990; Anyalewechi 1994; Renaud and Murray, 1996), job satisfaction (Aggarwal 2012; Halder and Roy, 2018) and self-efficacy (Barnes, 2000). Professional skills

and attributes, such as teachers possessing good subject knowledge, good pedagogical knowledge and skills, and good communication, and being able to use a range of assessment techniques, all feature in the dominant teacher effectiveness.

The term is not only covering the effect or conduct of instruction, like student achievement or personal growth or also not teacher characteristics. Rather, teachers' performance is apprehensive, with progress variable rather than product variables (Taylor, 2012). According to Gibbs (2002) "Teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching". He stated that an effective teacher needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure.

Attempts are there to shift the emphasis of inspections, from its previous focus on formal examination results and student attainment as a measure of effective teaching and effective schools, to encompass a broader range of aspects of school life (Ofsted, 2019). The new framework includes a 'quality of education' judgement, with a keener focus on the curriculum and the specialist knowledge, understanding and skills necessary to teach. Inspections are required to consider the wider curriculum offering in schools in a bid to reduce the reliance on examination results as a measure of school quality (Ofsted, 2019). The framework also aims to take into account students' personal development, including their overall wellbeing.

Ofsted's current interpretation of an effective school is no longer limited to student academic outcomes but also takes into consideration a broader view of a student's educational experience. Teachers' subject knowledge, pedagogical skills and

knowledge, and their ability to create a positive learning environment are among the key aspects of teachers' practice on which they are measured and judged. Thus examination scores still remain a key feature of how a school is judged in the UK, and schools are ranked according to their examination outcomes in nationally published league tables. In other words, despite a shift in emphasis in Ofsted's terms, 'effectiveness' in relation to student outcomes remains a high-stakes game in educational systems such as those in the UK (Goodley, 2018).

There are valid reasons for wanting to assess how well schools are doing – not least in terms of which students are well served or not by their educational experiences. The new inspection framework (Ofsted, 2019) goes some way to addressing the wider educational experience for all students; however, the neoliberal logics that have positioned educational success in narrow, instrumental and economic ways (Grek, 2009; Verger et al., 2019) remain powerful in educational discourse. The 'successful' student is one who achieves well academically in high-stakes tests. The 'successful' teacher is one who can produce 'good' students like this. However, outcomes that stress academic credentialising and school performance can lead to some unintended consequences. Teachers can become caught up in tactics like revision, teaching to the test, booster classes and targeting those students most likely to score well (Ball, 2021).

### **2.3.2 Performance Targets and Teacher Performance.**

According to Mayse (2016) Goals are defined as the end toward which effort is directed. They are the outcome of having a vision, planning what one wants to achieve, then following that plan to success. Goal-setting is a very popular concept in

work planning and assessment, and it is useful as a fundamental component of organizational management in general (Ogbeiwi, 2018; Tech & Low, 2016). Several authors (Draft, 2016; Locke and Latham, 2006; Obasan and Sotunde, 2011; Ogbeiwi, 2018; Openstax, 2019; Sides and Cuevas, 2020; Williams, 2016) have attempted defining the concept of goal setting. These authors see goal setting as a process by which goals are achieved, a process of identifying specific accomplishment to be made in a specific area with measurable outcomes, such as actions and timelines for achievement. Further, goal setting is defined as a formal program of setting numerical or quantitative performance goals for individuals, groups and organizations, and all formal goal setting programs share the common objectives of increasing employee motivation and performance.

Goal setting attributes discussed by several authors include content and intensity (Ogbeiwi, 2018). The content of a goal pertains to the objects or results which are being sought, hence, goal content is the specific quantifiable performance result to be achieved (Ogbeiwi, 2018). Goal intensity on the other hand pertains to the process of setting the goal or the process of determining how to reach it. It is measured by such factors as the scope of the cognitive process, the degree of effort required, the importance of the goal, the context in which it is set, and so on.

The acronym SMART has been used to describe the basic features of goal setting, such that goals should be specific, measurable, attainable, relevant and time bound (TeamFME, 2013; George, 2015; Hoek, Groeneveld & Kuipers, 2018). Goal specificity implies that a well-defined goal should be in a unit form of measure that

can be easily and clearly related with such as value, quantity of output, and weight, colour, size, and so on for quality, as opposed to a simple do your best rule.

Measurable refers to the ability to observe progress so that an individual or observer knows how close goal attainment is. A goal should be attainable, which means that an individual has a realistic chance of achieving the goal. In addition, a goal need to be relevant, that means it should be meaningful and worth achieving for the individual or the organization, while timed goals implies that there should be some time limit or timeframe for reaching or completing the goal. Further studies on goal setting reveals that goal setting has four outcomes (Obasan and Sotunde, 2011) which include choice, effort, persistence and cognition.

Therefore, targets can induce or prevent motivation among employees, which is a major element of management control. Bloom et al. (2015) indicated that target setting as a tool for evaluation and rewarding performance will likely continue, and that the complexities which come from it in terms of management control, motivating workers and the financial impact it has on the organization will require further research. Khan and Fasih (2014) published an impact analysis on the success of teachers by creating goals and established that setting goals rises efficiency of teachers. Target setting impacts job efficiency favourably. The purpose of setting targets is to increase teachers' job efficiency, so they cannot work to their full capacity without a target.

Creating a school vision is a necessary basis that the particular educational operations are built (Sergiovanni, 2002). According to Glickman (2010), developing and



expressing a clear mission, priorities, and goals for the school is a vital part for practically all individuals dealing with classroom supervision. An instructional supervisor for performance should design or define goals and clearly convey them to partners. All parties' appreciation for the schools' objective and aims resulted in a well-structured culture (Glickman, 2010). Learning is a lifelong endeavour, and we must stay informed in order to enhance education quality. Targets direct the actions of both educators and pupils. The academic supervision may set academic achievement and syllabus completion targets. Setting school goals pushes teachers to focus even more, which may lead to instructors altering their teaching tactics to fit the diverse learning needs of students (Blase & Blase, 2000).

According to Steller (2011), the key goal of an effective head teacher is academic accomplishment; the head teacher should build a school climate through procedures and guidelines that give instructors the necessary support to concentrate on the objective. A vision is the driving force underlying the immediate goals and motivations that guide our everyday actions (Damon, 2012). Self-efficacy influences a person's goals since it reflects the leadership's confidence. They contend that setting difficult goals increases a person's effectiveness. According to Girvin (2014), setting goals and objectives by a school improves students' achievement.

Creating a coherent and cooperative achievement highlights the significance of the school leader's ability to establish clear goals and urge all players to collaborate toward a common goal (Louis et al., 2010). Having such aims allows individuals to make purpose of their work and find a social identity within their work situation

(Jantzi, 2011). In our everyday lives in classrooms, goal setting still hasn't turned out to be personal, meaningful, and motivating for us (Onyango, 2012).

Educational management is an approach that has a significant impact on people's attitudes regarding meeting their goals. The primary impact of school administration is usually discovered to be on learner learning (Hallinger & Heck, 2013). The head teacher has specific goals, such as developing individuals while also holding them more accountable for the completion of particular responsibilities. Thus, school administrators motivate students and discuss their goals with workers in order to improve their performance.

### **2.3.3 Performance Appraisal and Teacher Performance**

Performance appraisal is an organized, formalized, systematic process of assessing job related strengths and weaknesses of an individual appraisee with the ultimate aim that if he performs well such strengths are encouraged and reinforced and if he performs marginally his habits can easily be identified and redirected in a manner conducive to the set objectives of the organization. Appraisals are criterion variables that measure job performance of employees at a particular period; a job is a collection of tasks. It is a process whereby an appraiser objectively communicates to an appraisee how he or she is performing the job in order to establish a plan of improvement through training and development, counseling, mentoring, retraining or other remedial measures, (Humaans, 2023),

Asfaw (2015) argues that performance appraisal is a review and discussion of an employee's performance of assigned duties and responsibilities. The appraisal is based

on results obtained by the employee on the job, not on the employee's personality characteristics. The appraisal measures skills and accomplishments with reasonable accuracy and uniformity. It provides a way to help identify areas for performance enhancement and to help promote professional growth that help to make effective working relationships.

The greatest asset in nearly all organizations is their human resource. These surpass in value and in importance than physical assets i.e. building, land, equipment and vehicles (Anstey et al., 2017) To enable organizations achieve competitive advantage over competitors globally, employees play a very critical role (Oaya et al., 2017). Employees' performance determines company's success, conducting employee performance appraisal ought to be done appropriately and regularly in order to improve quality of work, reduce employee dissatisfaction and decline in work performance (Obeidat et al., 2014).

Performance appraisal also enhances employee motivation by ensuring that conditions of employment are so arranged that the immediate needs of employees are satisfied and that conditions in the workplace are such as will provide positive challenges to the employees. This often involves among other things; job enrichment in which the individual's job is made more satisfying through restructuring. It also involves a proper definition of the authority and accountability lines so that the employee knows the framework on which to operate and report. Leisink and Knies (2017), suggest that evaluations help to clarify what is expected of the employee and used to strengthen and improve employee performance; and also help management in refining, validating

and establishing an objective basis for personnel decisions (Mwema & Gacunga, 2014).

In Kenya, Performance appraisal in this context is a process where a teacher's work is reviewed. During this process all the teachers and the senior teacher are appraised by the deputy head teacher, while the deputy head teacher is appraised by the head teacher. The head teacher being the school manager is also appraised by the TSC Sub County Director who is a TSC secretariat officer. The appraising process entails on all the teaching aspects, classroom organization, managements of classroom activities, management of time and resources such as; Professional knowledge and Application, Time Management, innovation and creativity in teaching, learner protection, safety, discipline and teacher conduct, promotion of co-curricular activities, professional development, collaboration with parents/guardians and stakeholders, maintenance of learners progress records, lesson attendance and Teacher Performance Appraisal and Development Tool (TSC/QAS/TPAD-T/01/REV.2). Performance appraisal is conducted in order to obtain information that would help the administration and the employer in making the decisions such as need of training, salary increments, motivation, counseling, promotion and transfer of teachers (Dimond et al., 2014).

Globally, performance of the teachers and their principals is linked to their ability to prove their worthy in terms of skills and ability to deliver in schools. Many states have tried to put in place mechanism of how to monitor the performance and productivity of teachers in school. Productivity and efficiency of learners in society is due to the classroom instructions provided by teachers. Teachers' productivity depends on their competence ability in terms of pedagogical and academics provided

in schools (Kavenuke, 2013). To determine the appropriate balance in terms of employee productivity and performance among teachers in organizations including secondary schools is not easy (Mollel et al., 2017). Consequently, many organizations have failed to provide employee motivation in order to foster good performance among their employees in the current environment (Dugguh, 2014).

According to Ahmad and Bujang (2013), individuals' systematic identification in terms of job-related placement either strength or weaknesses enable them to make informed decisions through performance appraisal. Productivity of teachers has greatly been linked to the performance of learners in many schools. Many scholars like Ariko and Simatwa (2011) have established the fact that students' performance is due to the productivity of teachers in school. The devolved governments have also put relevant structures in place to ensure that proper monitoring and productivity of teachers is done appropriately in most secondary schools (Uasin Gishu Education Report, 2017).

Despite the development of Teacher Performance Appraisal and Development system by the Teachers Service Commission, with the anticipation of supporting teachers to improve in their teaching competencies, most secondary school teachers have not improved on service delivery (Teachers Service Commission, 2016).

#### **2.3.4 Internal Quality Assurance and Teacher Performance**

Quality has been defined as excellence (Tuchman, 1980), value (Feigenbaum, 1951), conformance to specifications (Shewhart, 1931; Levitt, 1972), conformance to requirements (Crosby, 1979), fitness for use (Juran, 1974; 1988), product desirable

attributes (Leffler, 1982), loss avoidance (Taguchi, 1987) and meeting customer expectations (Ryall and Kruithof, 2001; ISO 9000, 2005). Different authors have tried to define service quality differently. While some have defined it as ‘fitness for use’ (Juran, 1988) ‘conformance to requirements’ (Crosby, 1984), or ‘one that satisfies the customer’ (Eiglier and Langeard, 1987); others have conceptualised it in terms of various attributes such as performance, features, conformance, reliability, durability, aesthetics and service ability (e.g., Garvin, 1987).

Quality in education has been recognized as an issue that can guide the effort to improve the teaching and learning process (Nicolaou et al., 2005). Analytically, quality in education is associated with the improvement of the learning process. This improvement results from the implementation of appropriate teaching practices and methods, from the design of a curriculum that meets students’ needs to the improvement of services provided by schools (Dritsa, 2016). According to Kaluge and Tjahjono (2004), the quality of education is not only related to the curriculum and educational technology but also to the content of the education and teaching itself. However, the quality of education is difficult to evaluate, as it is influenced by various factors, such as social and historical circumstances, policy choices, and the quality requirements of the parties involved (Hatzidimitriadou, 2011).

The existence of many definitions of the quality of education shows the complexity and multifaceted nature of the concept; moreover, the terms ‘efficiency’, ‘equality’, and ‘quality’ are often used interchangeably (United Nations International Children's Emergency Fund [UNICEF], 2000). Nevertheless, many attempts have been made to conceptually approach quality education. Quality education has thus far been defined

as education that contributes to moral development, character development, integration of personality, and the spiritual upliftment of individuals. However, this definition is considered incomplete because it does not include the evaluation of the educational work itself. For this reason, another definition is proposed based on the satisfaction of the needs and expectations of the recipients of education (Pourgianou, 2012).

In addition, according to UNICEF (2000), there is significant agreement on key dimensions of quality education. Specifically, quality education involves: students who are healthy, well-nourished, and ready to participate and learn, and who are supported in learning by their families and communities; adequate resources and facilities provide healthy, safe, protective, and sensitive environments in terms of gender; the content of the curriculum and materials allows for the acquisition of basic skills, in particular literacy, numeracy, and life skills, as well as knowledge in various fields; trainee teachers use child-centred teaching approaches in well-managed classrooms and schools and use assessment that facilitates learning and reduces inequalities; and, finally, outcomes include knowledge, skills, and attitudes linked to national goals for education and positive participation in society. It is also noted that definitions of the quality of education should be open to change and evolution based on new information, changing contexts, and new perceptions of the nature of educational challenges (UNICEF, 2000).

Quality education depends on teachers, school structure, and management's ability to improve teaching and learning (Harris, 2013; Sharabi, 2013). The 1990 UNESCO Conference led to the establishment of quality assurance and control in education as

an emergent policy viewpoint (Blight et al., 2002; Ayeni, 2011; Chabbott & Ramirez, 2000; Uvalic, 2006). Article 11 of the United Nations' World Declaration on Higher Education (UNESCO, 2007) defines school quality as a multidimensional concept that encompasses all of its activities, including teaching and academic initiatives, research and scholarship, workforce, students, buildings, faculties, facilities, services, the society, and the academic environment.

In a school setting, quality management encompasses the assessment and evaluation of learning objectives, the evaluation of teachers' performance, and the measuring of students' achievement via tests and exams. The end-of-year performance of students is indicative of the standard of education and performance in the school system. The supervision methods form the management strategy for quality control. According to Obiweluzor et al. (2013), the purpose of oversight and inspection is to ensure the attainment of academic objectives.

In Kenya, the Directorate of Quality Assurance and Standards is the section of the Ministry of Education responsible for school oversight. The Education Act, Cap. 211 of the laws of Kenya authorizes the directorate to visit and inspect schools. Section 18 of the Education Act states that "school inspectors appointed by the Ministry of Education shall have the authority to enter and inspect any school, or any place where it is reasonably suspected that a school is being conducted, at any time, with or without notice, and report on their findings" (Republic of Kenya, 2013). Furthermore, they can ask the principal of the school to place at their discretion all facilities, financial records, notebooks, examination scripts, and any other school-owned materials that may be demanded for inspection (Republic of Kenya, 2000).



Officers of Quality Assurance and Standards play a crucial role in fostering staff development in education (Wasanga, 2004). According to Kimball (1997), a fundamental purpose of Quality Assurance is to conduct out curriculum design activities and produce suggestions for desired research demonstration and dissemination activities. TSC's Strategic Plan Draft (2019-2023) endeavours to ensure quality implementation of curriculum. Strategic Focus Area 1 on: Teacher Competence, Conduct and Performance Management, seeks to ensure quality of the teacher at the entry, effective support system for teacher-professional conduct and development during a teacher's career path. The strategy also intends to ensure enforcement of standards in the teaching service. Strategic Focus Area 2 on: Reforms and Innovation in Provision of the Teaching Services, aims at improving efficiency and quality of the teaching service, among others. This reaffirms the fact that quality assurance and standards is at the core of TSC's mandate and it is putting strategies in place to ensure that this mandate is properly undertaken. This suits well with Clinical Supervision Approach that advocates for strict and clear strategies of supervision.

Recent research – based recommendations point towards a need for greater coherence and synergy in quality assurance approaches. According to a report of European Commission's ET2020 Working group on schools (2018), Quality assurance approaches can include mechanisms that are external and internal to schools. These mechanisms have different but complementary purposes. Ideally, they are part of coherent, integrated system, with the different mechanisms supporting and reinforcing each other. This kind of productive synergy can ensure a clear focus on school development, providing data on aspects such as school climate and well-being of all

members of school community, effective teaching and learning, and the impacts of innovations (European Commission, 2018).

According to section 52 (1) of TSC's Code of regulation for teachers (2015), the Commission commits itself to strengthening supervision and to continuously monitor the performance of teachers in curriculum implementation at institutional level. Consequently, at school level, the task of quality assurance is vested in the head teacher. Section 42 (2) of the same TSC Code states that, every head of institution shall in performing the role of quality assurance within the institution: teach; supervise and ensure quality implementation of curriculum; verify teachers' professional documents; supervise the actual coverage of syllabus; ensure that teachers attend classes; among others. This echoes the principle of Clinical Supervision which insists on a 'collegial relationship focused on the teacher's interest in improving student learning, and on non-judgmental observation and inquiry process.' In order to undertake these tasks well, the head teacher also needs to be constantly supervised regularly by external Officers like the Quality Assurance and Standards Officers or Curriculum Support Officers. According to Jonyo and Jonyo (2017), teachers will be at their best productivity if they have supervisors who will help them improve on their areas of weakness if constructive feedback is given.

Quality assurance usually requires continuous evaluation and is usually used as a tool for management. According to Gryna (1988), (Pike and Barnes, 1996) quoted by Suharsaputra that quality assurance is an activity to provide evidence to build confidence that quality can function effectively. According to Juran (1987) in Arif (2016), there are five dimensions of quality; namely: Design, as a product

specification, conformance, namely the conformity between the design intent and the delivery of the actual product, availability which includes aspects of trustworthiness as well as resilience and that product is available for consumers to use, safety (security), to ensure that the product is safe and does not endanger consumers and field use (practical benefits), that the product can be utilized by consumers.

The term quality is essentially an economic term that has emerged based on industrial and technological competition among advanced industrial countries to control production and gain customer confidence (Dawood, 2010; Abu Sultan, 2011; Aeshe, 2012). They are defined as the suitability of the product to use, so the ability to deliver the best performance and the most accurate qualities (Saeed et al., 2013; Salami & Akpobire, 2013). According to Al-Zu'bi (2013), quality is the comprehensive specification of an entity which could be a product, individual, organized, related to ability to satisfy existing or presumed needs. Alwan (2013) defined it as the extent to which the product conforms to the specifications set, and the extent to which the customer's needs are met in the product. Al-Hariri (2016) regarded it as efficiency and efficiency. Obaid (2017) considered it as a production management strategy. Quality is a comprehensive philosophy and methodology for organizations that continuously improve their work in order to meet the customers' needs (Samurai, 2012). It is a management methodology designed to achieve long-term success by encouraging employee responses, meeting their needs, respecting values and beliefs (Li & Houjun, 2013).

### **2.3.5 Teaching Staff Training and Teacher Performance**

There are different ways of defining the term training. It may be defined as a systematic development of the knowledge, skills and behaviour required by employees to do adequately on confirmed task or job (Shaheen et al., 2013) or simply learning that is provided in order to improve performance on the present job (Amin et al., 2013). On the other hand Elnaga and Imra (2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities. It can take place in numerous ways, on the job or off the job; in the organization or outside organization. Regardless of the view, the term training draws elements of acquiring new knowledge to help manage both current and future situations.

Hill and Ball (2015), indicated that teachers with little training have too little knowledge of the subjects they teach thus denying their students the most basic learning resources and this affects their teaching and learning. Teachers' level of education have a dramatic impact on their' positive development (Castillo & Brackett, 2013). Field experts indicated that the success would be low if teachers were not placed at the centre in educational policies. Teachers' continuance of their professional development through in-service teacher training is one of the main characteristics of executing successful education at schools. Attracting attention to this issue, Castillo and Brackett (2013), drew attention to in-service teacher training programs that are prepared for teachers in order to fill the gap between developments in education and preparing teachers for instruction. The ultimate aim of in-service

teacher training programs are to ensure the performance of teachers in the classroom and to increase student achievement.

When teachers participate in training, it can improve teacher quality and ultimately enhance their performance. A national study of over 1,000 mathematics and science teachers found similar results in Japan. Therefore sustained and intensive training is more likely to have an influence on enhanced teacher knowledge and skills and consequently student achievement than short training activities. Guskey and Clifford (2013) noted that the ultimate goal of teacher training is improving student outcomes. It is also worth noting that teachers who are well prepared and trained are more effective teachers in the classroom and therefore have the greatest influence on the student achievement. Teachers get involved in training which lets them try out new instructional approaches and get immediate feedback that enhances their performance.

Excellent performance of every institution is dependent on its key human resource. Although there are many other factors that play a major role in its success, every educational institution must have quality teachers in order to improve upon the knowledge, skills and general performance of its students. Teacher education, training and development are a means for professional upgrading which deals with all developmental functions directed at the maintenance and enhancement of their professional competence. The quality of teachers that work in a specific educational system help in the attainment of positive learning outcomes in schools (Gituathi, 2012).

Performance of teachers is partly dependent on their pre-service training in addition to the in-service training given to the teachers. Pre-service teacher training programs (PSTP) are very crucial in order to upgrade teachers' skills, knowledge and performance and also to enable them to be more effective. On the other hand, In-service training programs (ISTP) are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with curriculum change, and to provide them with the knowledge and skills to teach new learning areas (Al-Zoubi et al., 2010).

The education system of Kenya has become mainly examination oriented. This is because of the cumulative benefits that the graduates get after school (UNESCO, 2005). The government of Kenya (GOK) has considered the significance of teachers' training not only as a requisite for pre-entry qualification to the teaching profession, but also as critical criteria for upward mobility for serving teachers (GOK, 1999). It is worth noting that training programs (the general approaches to professional advancement in skills and knowledge) in Kenyan secondary schools have been tailored to suit student academic achievement by many government policy documents.

Education researchers such as Ngala (1997) and Oriosky (1984) observed that Kenyan secondary teachers participate in them for anticipated social mobility associated with improved financial gains, among others. However Kenyan education system being mainly examination oriented, many teachers look at training as an avenue to enhance their effectiveness in instructional duties (Orora, 1988). Teachers' productivity has generally been seen as a correlation between teacher training and student academic achievement in examinations, and most importantly, Kenya Certificate of Secondary

Education (K.C.S.E.) examination. Some researches on performance have also associated student academic achievement with teachers' effectiveness in teaching. For example, Muya (1994), Karugu (1982), Sayer (1989), Shiundu and Omulando (1986) observed that there exist many teacher instructional malpractices in Kenya as a result of inadequate or lack of training skills.

Generally training involves the development of human resource skills leading to better performance (GOK, 2009). Effective training focuses on the knowledge, skills and attitudes required by the teachers so that all students can learn and perform at high levels (Clifford, 2006). Research has shown that there are several effects of teacher training. For instance Gamoran (2006) observed that teacher training led to better content delivery in classroom which consequently enhances student achievement. Dove (1998) observed that through training of the teachers, there is good use of the teaching and learning resources. This leads to proper understanding by the students who then perform well in examinations. Gurskey (2000) noted that teacher training has a positive influence on time management, evaluation methods and practices and feedback given on the ability of the students.

### **2.3.6 Work Environment and Teacher Performance**

Babatunde and Ayondele (2018), define working environment as an entirety which comprises the totality of forces, actions and other influential factors that are currently and, or potentially contending with the employee's activities and performance. Working environment is the sum of the interrelationship that exists within the employees and the environment in which the employees work. Akinyele (2010) was of the opinion that "the ability to share knowledge throughout organizations depends

on how the work environment is designed to enable organizations to utilize work environment as if it were an asset. This helps organizations to improve effectiveness and allow employees to benefit from collective knowledge”. In addition, he argued that working environment designed to suit employee’s satisfaction and free flow of exchange of ideas is a better medium of motivating employees towards higher productivity.

Noah and Steve (2012) defines working environment is a composite of three major sub environments: the technical environment, the human environment and the organizational environment. Technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements. The technical environment creates elements that enable employees perform their respective responsibilities and activities. The human environment refers to peers, others with whom employees relates, team and work groups, interactional issues, the leadership and management. This environment is designed in such a way that encourages informal interaction in the work place so that the opportunity to share knowledge and exchange ideas could be enhanced. This is a basis to attain maximum productivity. Organizational environment includes systems, procedures, practices, values and philosophies. Management has control over organizational environment and measurement system where people are rewarded on quantity, hence workers will have little interest in helping those workers who are trying to improve quality. Thus, issues of organizational environment influence employee’s productivity.

A conducive working environment could provide comfort and safety for teachers at work and remain productive. In addition, Mangkunegara (2004) said that teachers in



educational institutions could maximize their performance supported by an appropriate working environment. According to Sedarmayanti (2011), the working environment is the entire tool and material faced, the surrounding environment where a person works, his/her work methods, and work arrangements both as individuals and groups. Handayani (2017) stated that a working environment is where teachers carry out activities every day. Furthermore, it is said that a sense of security and emotional stability allows teachers to work optimally. Therefore, the working environment must be conducive to create a sense of security. If teachers like the environment in which they work, they will feel comfortable at work. They can also conduct activities effectively, so that productivity will be high, and have an impact on high performance.

Teachers pay great attention to their working environment, both in terms of personal comfort and the ease of doing a good job. The working environment, both in terms of physical and non-physical, also contributes to teacher performance. The success of any organization is closely tied to the job performance of its employees (Mohammed, 2014). Thus, the quality of workplace environment has impact on employees' motivation level as well as their performance (Ajala, 2012). Accordingly, Razig and Maulabakhsh (2015) noted that organisation must satisfy the needs of its employees by providing good working conditions which in turns will increase efficiency, effectiveness, productivity and the job commitment of employees.

In the opinion of Gibson (in Supardi, 2013), teacher performance factors are influenced by three groups of variables, including; Individual variables, including: ability and skills in understanding curriculum, background (family, education, social

level, experience), demographics (age, ethnicity, gender); Organizational variables, including: resources, leadership (in this case the provision of supervision services), rewards, structure, job design; and Psychological variables, including: perception, attitude, personality, learning, motivation, job satisfaction and work climate.

### **2.3.6.1 Work environment and Target setting**

Goals are an important component of performance management system as goals are performance directed resulting in elevated performance (Locke & Latham, 2006). Goals and goal-related processes motivate, organize, and direct behavior at all ages (Chapman & Skinner, 1985; Heckhausen, 1999). Goals help direct and maintain behavior on tasks that may provide only distant rewards (Dik et al., 2008). Effective goal-setting behavior is therefore important in career decision-making, a complex process often requiring delay of gratification, careful prioritizing and planning, and personal action (Dik et al., 2008). Commitment to specific challenging goals, adequate feedback, high self-efficacy (and ability), and suitable task strategies lead to high performance (Locke & Latham, 1991). Thus effective goal-setting can lead to better individual performance. Goals also play an important role in making work meaningful as when employees can pursue cherished goals they find work more meaningful (Klinger, 1977; Ryff & Singer, 1998).

Changes in work system have led to changes in approaches towards setting goals (Kochan, Orlikowski & Cutcher-Gershenfeld, 2002). Earlier jobs were broken down into tasks, involving competencies and measurable objectives however work has

changed now tremendously making organizations realize that they need to rely on workers to decide how work can be accomplished which requires more employee autonomy, flexibility, empowerment, continuous learning, risk taking and creativity (Thomas, 2000). Research suggests that four most intrinsic rewards are sense of meaning and purpose, sense of choice, sense of competence and sense of progress (Thomas, 2000) and goals play an important role in helping employees achieve these rewards. Thus, if one views the development of meaning as a process of setting and pursuing important goals, goal setting is an important aspect of designing work (Humphrey & Nahargang, 2007). Successful goal completion requires that employees have flexibility in how goals are pursued (Locke & Latham, 1990). If employees have autonomy in the decision making process leading to goal completion, they will have higher levels of experienced meaning (Maddi, 1970). More directly, numerous studies have shown that autonomy is critical for creating selfdetermination and meaning (Deci & Ryan, 2000).

#### **2.3.6.2 Work environment and performance appraisal**

Performance management system is a cycleb that includes planning, designing, monitoring, and reviewing the performance appraisal to ensure that it leads to motivate the employees and give them opportunity to perform better and achieve the individual and organizational targets. Therefore, performance appraisal must conform to quality standard.

Performance appraisal, or performance evaluation, is an assessment tool or instrument used in the assessment and evaluation of the performances of the employees. The quality of the performance appraisal must be assessed and evaluated, that is the employees' experience, agreement, and conformity with how performance appraisals

are conducted because the employees' background, motivation level, progress, and development are examined to acquire a clear image of their performance (Dangol, 2021) and that employees' satisfaction with performance appraisal is an effective factor in increasing the effectiveness of these appraisals (Fakhimi & Raisy, 2013).

Brown et al. (2010) describes the performance appraisal quality as a function of both the methods and treatment used in the appraisal, for example, by describing how well employees can assess formal organizational procedures, how they are carried out, and how they are treated during the appraisal. The effectiveness of performance reviews is measured by four factors. The first is the clarity of performance expectations, which relates to the extent to which staff members are aware of the goal, purpose, and function of the performance review. Managers and employees should agree on performance expectations prior the conduct of the performance appraisal. With this, employees can assess their performance and make timely modifications while performing their duties if they are aware of the requirements and thus, eliminates the need to wait for the formal evaluation review, (Robbins and Coulter, 2005), because employees know how and what are being measured and evaluated.

The exchange of information between the employee and supervisor is referred to as the second indicator or the level of communication. It is an opportunity to gather, provide, and assess information, give workers process control, express one's opinion, and confirm one's membership in the organization, among other things (Brown et al. 2010). The most effective reviews involve a two-way dialogue and center on the employee evaluating his own performance and establishing objectives for development (Dangol, 2021). One common way of communicating evaluation of

performances is giving feedback. A good appraisal system gives employees and supervisors the opportunity to review the goals and targets they jointly set, as well as to confirm whether the employee is on course and what has been done and what needs to be improved. It also provides highly desired feedback on a regular, ongoing, and current basis (Bekele, 2016; Maina, 2015; Upadhaya et al., 2014).

Fairness of performance appraisal process is the third indicator that covers the employees' perception or judgment on how they are treated and evaluated during the appraisal process (Brown et al., 2010). Employees want to be treated fairly and that the evaluation is objective, truthful and with accurate information throughout the performance appraisal process that is based on employee work related performance indicators and must reflect the actual performance implementation as this may have an impact on how well the appraisal process's findings are done (Gaol, 2014; Fakhimi & Raisy, 2013).

#### **2.3.6.3 Work environment and internal quality assurance**

Workers' perceptions of their capability to deliver high quality service are strongly influenced by the work environment in which they perform their duties. It is clear that strategic human resource practices that result in highperformance work environments are linked with important organizational outcomes – such as service quality, efficiency, and customer satisfaction – in a wide variety of commercial industry contexts (Dean, 2004) and in the health care sector (Harmon et al., 2003). Goldstein (2003) also found a link between employee development practices and customer outcomes, and argued that this relationship is particularly important in “high-contact”

service environments such as hospitals, law practices, and consulting firms. Evidence also is accumulating that customer-oriented work climates produce superior service quality and customer satisfaction operating independently (Henning-Thurau, 2004) or in conjunction with high-performance human resource practices in proprietary firms doing business in retail services industries (Schneider, White and Paul, 1998; Yoon, Beatty and Suh, 2001) and, more recently, in health service settings (Scotti, Harmon, & Behson, 2007).

#### **2.3.6.4 Work environment and teaching staff training**

Businesses can improve employee productivity by implementing job training programs. With job training, everyone can develop their talents and skills to increase productivity in accordance with business needs (Safitri, 2019). Employees will adapt to their jobs as well as the world around them through a successful and efficient job training program. According to Dessler, (2015), training is the process of delivering certain information, abilities, and attitudes to workers so that they can improve their abilities and perform their duties effectively. One strategy to close the performance gap between the human resources an organization needs and its capabilities is to offer job training programs to workers. In addition to job training, the workplace environment can have an impact on employee performance (Siagian, 2008). If supported, among others, by a healthy and supportive atmosphere, HR can carry out their duties effectively and provide the best results. Supardi ( 2003) explains that the work environment is all the facilities and infrastructure contained in the worker's area. This work environment includes offices, equipment, lighting, quietness, cleanliness, and interactions between individuals who work there. Prasetyo (2017) observed that work environment has a positive but favorable impact on employee capabilities.

According to Jaya (2018) work environment has a beneficial and considerable impact on employee capabilities. Pich and Fendy (2021) said that job satisfaction can moderate the impact of training on employee ability. Bayu (2016) revealed that job satisfaction can moderate the impact of work area on employee ability.

## **2.4 Empirical Literature**

This section presents a review of relevant studies that have previously been done on performance management and employee productivity.

### **2.4.1 Organizational Performance**

Maina (2015) did a study on the effect of performance management systems on employee performance: A study of food and agricultural organization in Kenya. She used descriptive research design. The results showed that performance management motivates employees to achieve the goals set by the organization.

In their study on the impact of performance management on the organizational performance: An analytical investigation of the business model of McDonalds, in California USA, Qureshi and Hassan (2013) using qualitative research found out that performance management motivates employees to work harder, provides them with training and development and drives them to more efficiency.

Kumar et al. (2015) did a study on the relationship between performance management and organizational performance of manufacturing and service firms in India. They used a descriptive research design. They found out that reward system, training system, goal oriented system and performance appraisal led to higher productivity in organizations.

A study by Toytok and Yavuz (2018) on the relationship between performance management practices and organizational deviations in schools in Calamba city, Laguna where descriptive research design was adopted showed that there was a negative and moderately significant relationship between performance management practices and organizational deviations in the school and that as the performance of the administration and teachers in the school increase, the level of organizational deviation behavior may decrease.

#### **2.4.2 Performance Management and Teacher Performance**

Jonyo and Jonyo (2017) did a study on performance management in Kenya public schools: Implications and challenges. They found out that the use of and satisfaction with performance management systems remain challenging, although there are some indications that the increasing integration of the current perspectives of HRM appears to encourage more strategic links between individual, group and organizational outcomes to improve TSC teacher management systems.

A study by Alshaikhi and Alshaikhi (2021) on an assessment of teachers' performance management systems: The case of Saudi ministry of education where descriptive research design was used showed that teachers perception towards their performance management systems are generally oriented towards dissatisfaction arising from the problems relating to the performance management process itself. Performance management system on Saudi teachers does not capture the necessary information for managers to make informed decisions and policies in relation to the teachers. Many performance managements related problems such as lack of training



of head teachers for conducting performance management causes teachers' dissatisfaction.

Agyei and Rahaman (2019) did a study on performance management and appraisal as a tool for improving public senior high school teachers' quality in Wa municipal. They used a mixed method of qualitative and quantitative research. They found out that head teachers, circuit supervisors and inspectorate boards supervising senior public high schools were seriously engaging in evaluation of teacher's lesson notes and discussions with teachers after classes but at times get biased in their appraisals. Appraisal form content is not spelt out vividly for clearer understanding. Education service performance appraisal is not properly conducted and its records are not effectively utilized.

#### **2.4.3 Target Setting and Performance**

Muaya (2015) studied the importance of setting performance targets in service delivery in the ministry of tourism in Kenya. He used descriptive survey design using questionnaires for a target population of 164. He observed that targets have a positive impact on enhancing performance.

Moeller et al. (2012) in a five- year longitudinal study, examined the effect of goal setting on student academic achievement in a high school Spanish language class. By using a hierarchical linear model, the researchers were able to investigate the relationship between goal setting and student achievement over time at both student and teacher level. The study findings revealed a significantly positive relationship

between the goal setting process and language achievement. The study affirmed that goal setting was an important intervention for promoting pupil academic achievement.

Similarly, Cao and Nietfeld (2007) conducted a study that assessed the correlation between achievement goals, learning strategies and student academic performance in education psychology at a mid-size university in the Southeastern United States. Using a mixed research design, the study findings indicated that students who set goals had significantly superior student achievement compared to students that did not set goals. The study concluded that, for schools to attain higher academic performance, it is important that pupils are encouraged to set their own performance goals which they can regularly monitor in order to improve their academic performance.

Morisano et al. (2010) investigated the effect of an online written goal setting program for academically challenged students on their academic achievement in Canada. After a 4-month period, students who completed the goal-setting intervention displayed significant improvements in their performance compared to those in the control group. The study concluded that, goal setting program is not only effective but also an affordable strategy that can be used in schools to enhance students' academic performance.

Goebel and Weißenberger (2016) investigated the effects of tight financial controls (target setting) on dysfunctional employee behaviour in Germany. The researchers found that even when there is emphasis on financial performance, it is essential for there to be a focus on targets (Goebel & Weißenberger, 2016). Furthermore, as the

body of literature related to target setting and budgeting affecting the target setting and its effectiveness in improving firm performance matures and becomes more detailed, more emphasis is placed on characteristics of targets and how they are set.

Gichuru, Muema and Moguche (2017) did a study to establish the influence of target setting on the performance of Technical Training Institutes in Meru County. This study was carried out in the four technical training institutes in Meru County. These are Meru National Polytechnic, Nkabune TTI, Kiirua TTI and Mukiria TTI. All the management employees of the technical training institutes were used as the respondents. There was 74 respondents 'all management staff from the 4 technical training institutes in Meru County. It was found that employees are involved in setting targets by their supervisors while a few are not involved in target setting by their supervisors. It is also evident that targets set are not always achievable which affects employees' performance. It is also evident that employees are never given allowance to negotiate targets with their supervisors which negatively affect their performance.

Choon (2017) conducted a research project in XYZ (Singapore) Pte Ltd, which is a Hi-Tech semiconductor test systems and equipment company in Singapore. The research question was: "Does goal setting have an impact on employee effectiveness and ultimately improves organization effectiveness?" The researcher developed a conceptual model on goal setting and its relationship with employee effectiveness and organization effectiveness. The findings of this empirical research suggested that the three hypotheses tested are valid and reliable and are evident in their organization. There was unanimous concurrence amongst the research interview participants that goal setting has a role to play in the relationship depicted in the conceptual model and

that it has an impact on employee effectiveness and ultimately improves organization effectiveness.

Odindo, Oginga, Onditi and Monari (2020) did a study aimed at establishing the effect of goal setting on the performance of public secondary school teachers in Kisumu Central Sub-County. The study was guided by goal setting theory and adopted descriptive survey design. The study also used both primary and secondary data. The primary data was collected through close ended questionnaires and interview while the secondary data was collected through document analysis. The data collected was used to analyze both descriptive and inferential statistics. The study found out that there is a positive correlation between goal setting and the performance of public secondary school teachers. The study also established that there is a significant positive relationship between goal setting and teachers' performance. The study therefore concluded that there is a positive relationship between goal setting and performance of public secondary school teachers in Kisumu Central Sub-County.

Camp (2017) explored goal setting as a teacher development practice in higher, education in Minnesota USA. He reported on a study of college teacher goal setting informed by goal setting theory. Analysis of study showed that participants' goal setting practices and their experiences with goal pursuit offers a framework for thinking about the kinds of goals teachers might set in university settings. This analysis also sheds light on potential factors that help and hinder goal achievement, especially goal commitment and self-efficacy. The article concludes with recommendations related to these areas. The overall aim of this article is to assist

teachers and teaching supervisors who may be interested in using goal setting to foster growth in teaching.

Asmus et al. (2015) examined the influence of goal-setting on worker performance in an industrial production process. For empirical examination, they conducted a real-effort experiment at the Training Factory for Energy Productivity at the Technische Universität München. The participants' performance was measured by checking for quantity and quality of the assembled products and furthermore by recording the consumed compressed air per finished good. In total four groups were defined, each group in a different experimental setting. This experiment is the first one ever conducted related to goal-setting in an industrial production setting and thus adds valuable results to academia and practitioners in the field of sustainable manufacturing. The major results are that even without financial incentives goal-setting improves worker performance by 12 to 15% compared to the situation where no goals were defined. This holds true for the groups which had to maximize either output quantity or output quality, as well as for the group which was obliged to be as energy efficient as possible.

Yitzhaky and Bahli (2021) did a literature review on target setting and firm performance in Canada. They identified two impactors of firm management namely transparency in targets and length of management experience. They found out that targets are important elements in every organization.

#### **2.4.4 Performance Appraisal and Performance**

Luvuno (2021) did a study on performance appraisal systems and performance of teachers in public secondary schools in Lamu County, Kenya. She used descriptive research design. She found out that appraisal methods, teacher attitudes and target setting had a positive and significant influence on teacher performance.

Namuddu (2010) did a study on staff appraisal systems and teacher performance at Agakhan schools in Kampala district Uganda. The study used a cross-sectional survey design which was descriptive in nature where 78 teachers were used as the sample size. In the study two research hypotheses were used to test the objectives of the study. The study showed that there is a significant relationship between the schools' evaluation criteria and teacher performance. Nyongesa 2018, in her study on the impact of performance appraisal on teacher performance in public secondary schools in Kisumu west sub-county, Kenya where she used inferential research design on a population of 273 teachers in public secondary schools sampling 55 of them through stratified random sampling, observed that performance appraisal is one of the basic tools that make workers to be very effective and active at work.

Kagama and Irungu (2018) conducted a study on an analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya. A descriptive research design was used where a stratified and simple random sampling was used on 46 secondary school with 460 teachers in Muranga and Kirinyanga. It was found out that teacher appraisals influenced teacher performance and that teachers perceived that government policies are unfavorable to them in terms of career advancement.

Mbae (2018) conducted a study on assessment of the role at performance management systems on employee productivity in KALRO sugar research institute, Kisumu, Kenya. He adopted a descriptive research design on a population of 140 employees. He found out that staff development plans and performance appraisals did not have any significant effect on employees' productivity. Rewards and recognition systems had a positive and significant relationship on employee productivity.

Wangui (2019) investigated the effect of performance appraisal strategies on performance of teachers in public secondary schools in Kiambu County, Kenya, which was triggered by the Teacher Service Commission T.S.C coming up with teachers' performance appraisal strategies to appraise teachers and administrators in its employment. She used a population of 3479 teachers, in 277 public secondary schools but sampled 22 secondary schools in 11 sub-counties. The study used descriptive research design. The study established that standards/targets, measuring and monitoring performance, managing quality of work and reward/pay affects teachers positively and significantly and the setting standards and target allows schools and teaching staff to better measure their progress, helping to keep them motivated and accountable.

Kihawa (2019), in her study on performance appraisal feedback and employee productivity in water and sewerage companies in Kiambu county, Kenya, in which she used a descriptive research design on a target population of 972 workers where a sample size of 300 workers was selected by stratified sampling, observed that managers provide appraisal feedback on their employees. She also found that

organizations found it easy to share positive appraisal feedback as compared to criticizing poor performance and that freedom and independence of employees acted as a motivation tool and setting objectives helped the employee to be focused. She also found that feedback provided by supervisors regarding productivity helped employees to strengthen individual development for superior performance and measuring employee's actual performance to establish standards.

Kahuthia and Gakenia (2020) investigated the effects of performance appraisal on teachers' performance in selected public primary schools in Limuru Sub-county, Kiambu County. They used descriptive survey design. Their target population was 541 respondents- including TSC secretariat officers, head teachers, deputy head teachers and teachers. Their sample size was 72. They found out that teacher's appraisal processes are key in determining the performance of the teacher.

Tumu et al. (2021) researched on principal's implementation of teacher performance and development (TPAD) tool and teachers' performance in public secondary school in Kikuyu constituency, Kenya. They used a descriptive cross-sectional survey design with a blend of qualitative and quantitative methods adopted in a concurrent triangulation design. They targeted all public secondary school principals, teachers, TSC county directors and quality assurance and standards officers. (QASOSs). They observed that principals' support towards teacher professional development and collaborative planning in principal's implementation of TPAD positively and significantly influenced the performance of teachers in public secondary schools.



#### **2.4.5 Internal Quality Assurance and Performance**

Sululu et al. (2023) did a study to determine the contribution of Quality Assurance and Standards Officers" (QASOs) in Enhancing Kenya Certificate of Secondary Education performance in Kwanza Sub-County. The study was founded on Role theory developed by Mullin (2004). The study utilized a descriptive survey research design. The target population comprised of 319 teachers, 35 principals and 2 QASOs. Simple random sampling technique was used to sample 95 teachers, 11 principals and purposive sampling technique was used to select 2 QASOs. Interview schedules were used to collect data from QASOs. Results indicated that QASOs typically enhance staff growth and development, educational and learning materials.

Cecilia and Mwila (2022) examined the contribution of school quality assurance recommendations on teacher efficacy in public secondary schools in Ilemela Municipality. The study was guided by two specific objectives: to identify the contribution of school quality assurance recommendations on teacher efficacy and to highlight the challenges facing secondary school teachers in implementing recommendations given by school quality assurance officers. The study employed a mixed approach and a convergent parallel research design. The sample involved 100 respondents, including five heads of public secondary schools, 91 secondary school teachers, the Ward Education Officers, the Municipal Secondary Education officer, the Municipal Director, and the Zonal School Quality Assurance officers. Data was collected through questionnaires and an interview guide. The study found that lack of motivation to teachers with regard to their rights and inadequacies in requisite skills for School Quality Assurance Officers affected the implementation of the recommendation given.

Wanjiru (2014) evaluated the function of Quality Assurance and Standards Officers in promoting education in private secondary schools in Limuru District, Kiambu County and reported that the primary responsibilities of QASOs during curriculum supervision included visiting teachers in the classroom to observe their teaching methods, checking lesson preparation, examining records and work plans, and ensuring that teachers have adequate teaching and learning materials.

Wafula (2010) explored teachers' views on the role of quality assurance and standards in promoting and sustaining education quality in Nairobi. The study found that principals believed QASOs were significant in assisting with the improvement of real teaching. Teachers viewed QASOs as extremely helpful in the preparation and maintenance of teaching records. Despite the importance of QASOs in education system, they continue to confront obstacles that prevent them from completing their duties efficiently.

Mwinyipembe and Orodho (2014) determined the effectiveness of Quality Assurance and Standards Officers' (QASOs) supervisory roles and their impact on students' academic performance in national examinations in Nakuru district, Kenya. The study utilized a descriptive survey research design. Mixed methods involving qualitative and quantitative techniques were used to analyze the data. The major finding was that while all the QASOs have the required academic and professional qualifications with long periods of experience in undertaking supervisory roles in curriculum implementation, they are faced with numerous and intertwined challenges hampering effective execution of their duties.

Cooney, Terziovski and Samson (2002) examined the relationship between employee training and quality management practice by analyzing data from a large cross-sectional study of Australian and New Zealand manufacturers. The paper examined two hypotheses that are used to explain the impact of training upon organizational performance – the task effectiveness hypothesis and the strategic effectiveness hypothesis. Some support was found for both hypotheses of training effectiveness but employee training was found to have a more significant impact upon organizational performance when combined with Total Quality Management.

Javed and Alenezi (2023) researched on sustainable quality assurance in higher education in Prince Sultan University, Riyadh 11586, Saudi Arabia, underscoring the importance of KPIs in accreditation and the need for a robust data management system to ensure sustainability. Additionally, it highlighted the significance of delivering high-quality education and the role of a sustainable quality management system in realizing this objective. This was a case study. They observed that in contemporary academia, accreditation stands as a vital process for universities to uphold their reputation and deliver quality education to students.

Salikon and Saadon (2023) examined Quality Management Systems and how they affect the performance of manufacturing firms in Malaysia. The study discovered a significant positive relationship between the competitive performance of a firm and the quality management techniques under investigation. These quality practices—which include top management support, capacity expansion, adoption and

exploitation of information technology, and control measures—are essential to achieving and maintaining this competitive performance.

Maneno and Amuka (2018) critically analysed the function of Education Standards and Quality Assurance Council (ESQAC) in Kenya with respect to; overseeing curriculum implementation and delivery in Secondary Schools; particularly in the wake of dismal performance in National Examination by the students in secondary schools. The location of the study was in Taita Taveta County in Kenya. Purposive sampling was used to select the three ESQAC Officers, while, stratified sampling was used to select 40 secondary schools in Taita Taveta County. Data was collected using Focus Group Discussion Schedules for ESQAC Officers and Questionnaires for Principals of Secondary Schools. Data was analysed using both qualitative and quantitative techniques.

The study found that ESQAC officers carried assessment in fewer schools than was expected. That the number of teachers supported by the officers was low and few school follow-up cases by the said officers were reported. These shortcomings were found to be as a result of shortage of officers, limited financial resources and means of communication.

#### **2.4.6 Teaching Staff Training and Performance.**

Nnanna (2020) researched on the effects of training on employee performance in a telecommunications company - Airtel Networks Limited, Abuja. The survey research methodology using a questionnaire was employed in this study to enable the researcher to successfully gain insight on the subject. The findings of this study show

that for organizations to see improvements in employee performance, there is the need to develop training programs and ensure employees who are of course the most vital assets of an organization are consistently trained. This study concludes that the selection procedure, training design, and training delivery style affects the outcomes of training programs and ultimately the performance of the employees.

Kishore and Fonceca (2023) investigated the impact of training and development on employee performance and productivity in Tirupattur, Tamil Nadu, India . About 60 employees were selected as sampling, descriptive research was used to describe characteristics of a population or phenomenon being studied. The simple random sampling technique was adopted. This study found out that more than half of the respondents had an idea about the expectations, benefits and self-development of training and development.

Githiji (2014) explored the effects of training on employee performance among the international civil servants; a case study of united nations support office for the african union mission in Somalia A survey research design was used for this study. The survey design was appropriate for this study because it allowed investigation of possible relationships between variables as well as data collection from broader category and comparisons between variables. On the role of training on employee engagement the study showed that in general training enhances employee engagement in change processes. Secondly the study also showed that training enhances employee engagement in innovation. Thirdly, the study showed that training enhances better performance among employee and lastly the study showed that training enhances employee enthusiasm to work.

On the role of training on employee motivation the study showed that training enhances employee motivation as it allows for employee recognition within the organization. Likewise training aligns employees to the organizational goals at United Nations Support Office for AMISOM (UNSOA). On the other hand training enhances positive leadership traits in the organization's leaders. Lastly training facilitates motivation for work performance.

Nuru, Yasir and Yenni (2021) evaluated the impact of teacher performance training, teaching experience on teacher performance, and between teacher performance and their experience of teaching. The samples of the study were all of the teachers who taught at SMP Negeri Korwil District BPR Ranau Tengah and Sub District Warkuk Ranau Selatan. The approach used in this study was quantitative. The total of samples was a hundred teachers. Then, the findings showed that training had a significant impact on teacher performance.

Okumu et al. (2018) investigated on the effects of employee training on employee performance: a case of the Judiciary of Kenya. The study used descriptive research design. The target population were the non-judicial staff based at Milimani Law Courts comprising of 400 employees. Both stratified sampling and simple random sampling were used in the study to select a sample of 210 employees. The study revealed that transfer of knowledge has a significant relationship with employee performance and was ranked as the first and most significant independent variable while instructional media has a significant relationship with employee performance

and was ranked as the second highest significant variable in predicting employee performance.

Another finding was that training resources have a significant relationship with employee performance and was ranked as the third highest predictor of employee performance while policies have a significant relationship with employee performance. However, the relationship between policies and employee performance was not significant in predicting employee performance. The study also revealed that there was no significant difference between employees' position and performance at the Judiciary of Kenya.

Rahmi et al. (2020) undertook a study to find out: the formulation of the program, the implementation of the development program of Education and Training in Improving Teacher Performance, and the obstacles faced by the Department of Education and related division in carrying out Education and Training in Improving Teacher Performance. This research used a descriptive method with a qualitative approach. Data collection techniques were observation, interview and documentation study. The subject of this study was the Education Office, instructors, and training participants. The results showed that: The education and training program organized by the Tapaktuan District Education Office in the form of education and training such as Curriculum training and Teacher Professional Education and Training held for Tapaktuan Elementary School teachers in particular, and the type of training provided has proven to be effective and efficient in improving the performance of teachers in Tapaktuan Primary Schools.

Fitria et al. (2023) investigated the effect of Training on the performance of South Padang Sub-district Office employees, Work ability on the performance of South Padang sub-district office employees, Organizational commitment to the performance of South Padang Sub-District Office employees and Training, whether work ability and organizational commitment have a joint effect on the performance of employees in the South Padang District Office.

The population in this study was all employees of the South Padang sub-district office in Indonesia of 38 people. The technique of determining the number of samples was total sampling. The data analysis technique used multiple regression by fulfilling the requirements of the classical assumption test for normality, and multicollinearity, and heteroscedasticity. The results of this study indicate that: Training provides a positive significant influence on the performance of employees of the South Padang Sub-District Office, Work ability has a positive influence on the Performance of South Padang District Office Employees, Organizational commitment has a negative influence on the performance of employees of the Padang Selatan sub-district office and Training, employability and organizational commitment jointly have a positive effect on the performance of employees of the South Padang District Office.

Vokshi (2020) did a research on the effects of training on employee performance in the Republic of Kosovo. Quantitative data was collected by survey questionnaires which were done to bank employees through emails and interviews. The results of the study supported a positive link between training and employee performance.



#### **2.4.7 Work Environment and Performance**

Anshika et al. (2023) studied work environment and job satisfaction among employees in India. This paper examined the association between the two factors i.e., Work Environment and Job Satisfaction. This paper included reviews of already published articles as it was a secondary paper. Work environment and job satisfaction are essential interrelated components of an employee's work life. Findings from the research suggest that the work environment of an employee positively correlates with their job satisfaction. With the provision of a nurturing work environment both employees and the organization benefit.

Mochamad and Rhian (2022) investigated the influence of organizational culture, work environment and work motivation on employee performance in Jakarta, Indonesia. This study used a survey method by distributing questionnaires to employees of the Education Financing Service Center Kemdikbudristek as respondents. This study used quantitative research methods, and analytical methods using Structural Equation Modeling (SEM) with Smart PLS applications. Respondents in this study were 85 people. The results of this study indicate that all indicators used in this study are valid and reliable.

Zhenjing et al. (2022) examined the impact of workplace environment on employee task performance under the mediating role of employee commitment and achievement-striving ability in the institute for cultural industries, Shenzhen University, Shenzhen, China. For this purpose, data were collected from the academic staff under a cross-sectional research design, and they were approached through convenience sampling technique. As per recommendations of established sample size

criteria, they distributed a sum of 420 questionnaires among the respondents. The results indicated that a positive work environment had the power to improve employee performance. Similarly, a positive work environment also improved the employee commitment level and achievement-striving ability significantly. Both employee commitment and achievement-striving ability also improved employee performance. While in the case of mediation, it had also been observed that workplace environment triggered employee commitment and employee achievement-striving ability which further improved employee performance.

Samudim et al. (2022) did a review of work environment and employee productivity in Mara. In this research paper the existing literature on the workplace environment in organizations is was reviewed. They found out that employee productivity, performance, health and safety, comfort, concentration, job satisfaction, and morale are all affected by the physical characteristics of the workplace environment. Workplace motivation is necessary, but the most important factor is internal motivation, which stimulates employees' desire to work hard and enthusiastically in order to increase production. When a person can carry out their activity optimally, healthily, safely, and comfortably, the environment is considered to be appropriate. Long-term, an incompatible environment evolves. Furthermore, adverse environmental conditions necessitate more energy and time, which is incompatible with efficient framework systems.

Bushiri (2014) assessed the impact of working environment on employees' performance at Institute of Finance Management in Dar es Salaam Region. Descriptive research design was used. Simple random sampling technique was

respectively used to select the respondents for the study. Respondents for this study were fifty (50) made up of twenty-five (25) senior staff and twenty-five (25) junior staff. Structured questionnaires were used for data collection. The study findings indicate that, organization working environment had an impact on members as far as respondents are concerned. The study also revealed that employees' will improve their performance if the problems identified during the research are tackled by the management. The problems are flexibility of working environment, work noise distraction, supervisor's interpersonal relationship with subordinates, presence of job aid, the use of performance feedback and improvement of work incentives in the organization so as to motivate employees to perform their job.

Anwar et al. (2022) sought to determine the effect of the working environment on teachers' performance of teaching faculty in the University Lahore, Punjab, Pakistan. This study was quantitative based on a cross-sectional research design. In this study, the working environment was used as an independent variable, while the teachers' job performance was treated as a dependent variable. The population of the study was public secondary school teachers in Sheikhpura, while 234 respondents were selected as a sample through a simple random sampling technique. The self-administered questionnaire was adapted based on five points Likert scale format. The data were collected by research tool through a survey method. The study's findings revealed a positive and significant correlation between the working environment and job performance. Moreover, the working environment had a positive and moderate effect on teachers' job performance.

Baharuddin (2021) interrogated the effect of the working environment on teachers' performance at MTS Madani Pao-Pao. This research used Quantitative Approach with the Ex-post Facto type. The sample was 12 teachers selected using purposive sampling. The data were collected through a questionnaire with the Likert Scale and then analyzed using descriptive and inferential analyses. The finding indicated a significant influence between the work environment and the teachers' performance. Therefore, the conducive, comfortable, safe, and enjoyable working environment affected the teachers' performance at MTS Madani Pao-Pao.

Mwita (2019) investigated the effects of working Environment on teachers' performance at Ilala Municipal Council. Specifically the study focused at finding out the following guided objectives; to examine on how working environment improved teachers performance. To analyze the effect of the office of Dar es salaam Regional Commissioner conducive working environment plan on teachers' effectiveness, To determine whether the school National Results improved after the improvements of teachers working environment as well as to compare the resources available in public secondary schools and private secondary schools.

Data were collected in twelve selected secondary schools with the total 80 respondents include DEO, WEO, CWT Officers, Head of the secondary schools as well as teachers. Questionnaires, observation and interview instruments were used. The study found that the work environment to public secondary schools in Ilala Municipal was not favorable and supportive to teachers while performing their duties as there are many challenges facing teachers like; low salaries, lack of teachers houses in many schools, lack of incentives, delaying in promotion, and others of the same consideration.

Ekabu et al. (2018) conducted a study whose aim was to examine the relationship between working conditions and teacher turnover intentions in public secondary schools in Meru County, Kenya. The study used a descriptive survey design with both quantitative and qualitative approaches in data collection and analysis. A total of 520 respondents were involved in the study that included 503 secondary school teachers, 15 principals and 2 staffing officers. Teachers working conditions were examined to determine their relationship with turnover intentions.

The results therefore established that teachers' motivation in secondary schools in Meru County is low due to poor working conditions and the education system appears to be staffed with teachers with poor morale and low levels of commitment to their jobs leading to high turnover intentions.

## **2.5 Research Gaps**

Sven et al. (2015) did a study to examine the influence of goal-setting on workers performance in an industrial production process. They conducted a real-effort experiment at the Training Factory for Energy Productivity at the Technische Universität München. The participants' performance was measured by checking for quantity and quality of the assembled products and by recording the consumed compressed air per finished good. In total four groups were defined, each group in a different experimental setting. The major results were that even without financial incentives goal-setting improves worker performance by 12 to 15% compared to the situation where no goals were defined. They used only three variables of output quality and quantity plus energy consumption. They recommended further studies on

the concrete impact of goal setting. This study was done on four variables, on teacher performance in Kenya.

Nadeem et al. (2013) did a study on the impact of performance appraisal on employees' performance- involving the moderating role of motivation among the banks of Dera Ghazi Khan. Primary in Pakistan. They used two variables; appraisal system and motivation. They suggested further research on other variables like empowerment, leadership styles, job designs and managerial standards. This study was done on performance management on teachers in Kenya using five variables

Gaya et al. (2023) did a study on the impact of quality assurance practices on employee productivity in the apparel sector in Sri Lanka. The research was designed as a quantitative study and a sample of 300 participants from three apparel companies were selected through the simple random sampling technique. Data collection was performed through a questionnaire survey. Their research concentrated on a large sample size and used quantitative data for analytical purposes. Hence, recommended future researchers to concentrate on qualitative or mixed method research because it significantly impacts identifying the in-depth situation concerning employee productivity. Their study also centered on three apparel companies. Therefore, they recommended future researchers on other apparel companies to gain a better understanding of the impact of quality control practices on employee productivity and how to improve quality practices to improve employee productivity. This study was on teacher performance management in Kenya using a mixed method research.

Githiji (2014) did a study on the effects of training on employee performance: A case study of United nations support office for African union mission in Somalia. She used a survey design. Her study population was 144 staff of United nation support office. She used a sample size of 45 and collected her data by a questionnaire. She recommended further studies on different populations and at different time zones to ensure strong empirical conclusions on how training impacts on employee performance. This study was done on teacher performance management in Kenya on a sample size of 399.

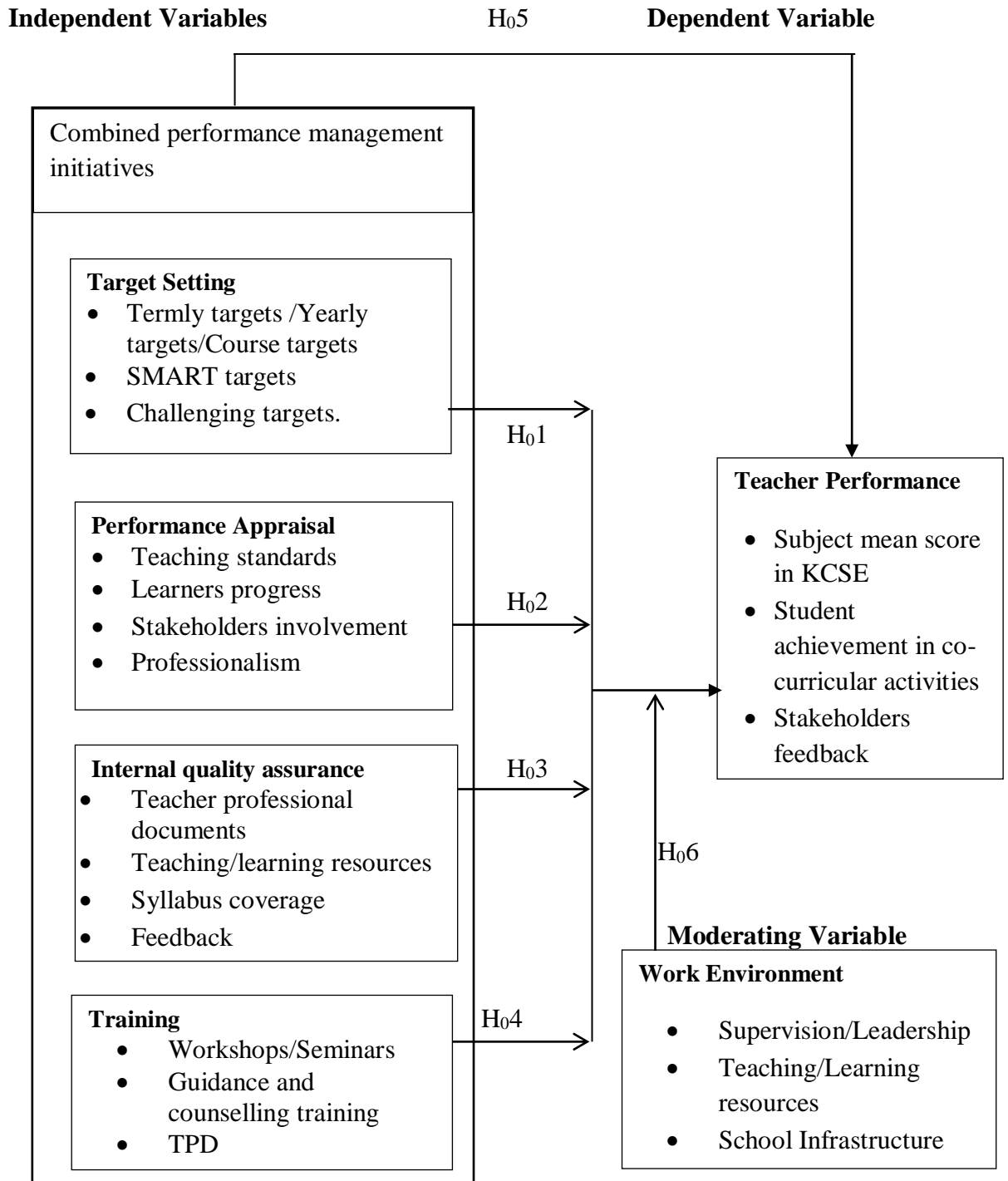
Bushiri (2014) explored the impact of working environment on employees' performance at Institute of Finance Management in Dar es Salaam Region. His study used descriptive research design. Simple random sampling technique was respectively used to select the respondents for the study. Respondents for his study were fifty (50) made up of twenty-five (25) senior staff and twenty-five (25) junior staff. Structured questionnaires were used for data collection. He recommended further research on other companies or institutions including those located on up country. He also recommended studies that aim to explore advantages which the organizations reap on improving working environment. This study was done on teacher performance management in the whole of Kenya with work environment as a moderating variable on the effect of the performance management initiatives on their performance.

## **2.6 Conceptual Framework**

The conceptual model presents a schematic picture of the researcher's presumed perception of existing relationship among the various variables of the study. The model suggests an interrelationship among variables of the study namely:

Performance management practices; target setting, performance appraisal, internal quality assurance, teaching staff training, as independent variables, work environment as a moderating variable and teacher's performance as the dependent variable. Six hypotheses were developed and tested





**Figure 2.1 Conceptual framework**

Performance management initiatives are proposed to influence the performance of public secondary school teachers in Kenya and work environment is proposed to have a moderating effect on this relationship.

### **2.6.1 Teacher performance**

The word perform means to carry through, to achieve, to bring to completion, to execute, to accomplish and performance is the act of doing an action or task. The concept of teachers' performance refers to teacher behavior that is how he behaves in the process of teaching learning environment, in such a way teachers successfully carry out assigned action or complete their task (Duze, 2012). In this case, the performance of teachers is measured by the subject mean score in KCSE, student achievement in co-curricular activities and the stakeholders feedback on the teacher and the school. If performance management initiatives are well implemented with the right work environment, they are likely to bring about good performance of public secondary school teachers.

### **2.6.2 Target Setting**

Khan and Fasih (2014) published an impact analysis on the success of teachers by creating goals and established that setting goals raises efficiency of teachers. Target setting impacts job efficiency favorably. The purpose of setting targets is to increase teachers' job efficiency, so they cannot work to their full capacity without a target. Teachers have to set termly, yearly and course targets which are SMART and challenging which when implemented in favourable work environment will lead to better performance of public secondary school teachers.

### **2.6.3 Performance Appraisal**

The interrelation of instructional competency with teachers' performance appraisal is of interest because of its relevance and vitality in endorsing a pedagogical culture which resonates with education quality. In addition, the advocacy for instructional

competency has invoked the adoption of teachers' performance appraisal as one of the important processes in determining the performance of teachers in every country (Tumusiime et al. 2021). Teachers are appraised on their teaching standards, learners' progress, stakeholders' involvement in the learning process and their professionalism which if done in a good work environment is likely to lead to better performance of public secondary school teachers.

#### **2.6.4 Internal Quality Assurance.**

Quality assurance practice, involves setting attainable standards for instructional delivery process, organizing teaching and learning activities so that education objectives are achieved. When the teachers' productivity declines, it has a correlation to the standard of education in schools both in the short and the long term. Teachers exert a great influence on the students, and the children look up to them for guidance, support and protection. Children are supposed to learn from them informally by observing their attitude, mannerism, conduct and general behaviors and formally through their teaching in the classrooms (Adu, 2015). In this case, the principal is supposed to constantly check the teacher professional documents like schemes of work, the use by teachers of teaching/ learning resources, syllabus coverage and always give feedback for correctional purposes which if done objectively in the right work environment will lead to better performance of public secondary school teachers.

#### **2.6.5 Teaching Staff Training**

According to the researchers Rahman et al. (2011), regular training programs for teachers provide them with the necessary job knowledge, skills and ability and

competency that is relevant for a smooth career of a teacher. Further, they added that the personality of the teachers is reshaped, their attitudes are properly shaped, their working habits are reformed and their personality is built only through training programs. Teacher usually attend workshops or seminars on their subject areas, some are trained on guidance and counselling and it's a requirement by the employer that they continuously attend Teacher Professional Development (TPD) course. If this is properly done in a good work environment, it will lead to better performance of public secondary school teachers.

#### **2.6.6 Work Environment**

In her findings, Handayani (2017) revealed a positive and significant influence between education and training, motivation, and working environment on performance. Teachers pay great attention to their working environment, both in terms of personal comfort and the ease of doing a good job. The working environment, both in terms of physical and non-physical, also contributes to quality work by teachers. The style of leadership in the school by the principal and the field officers, the teaching/ learning resources available in the school, plus the school infrastructure always affect the quality of work by teachers if the teacher manager will implements the performance management initiatives effectively.

#### **2.7 Operationalization and Measurement of Variables**

This section identified the key variables of the study, their operationalization, their indicators as well as the measurement scale.

**Table 2.1 Operationalization and Measure of Variables**

VARIABLE	TYPE	OPERATIONALIZATION	INDICATORS	MEASUREMENT SCALE	AUTHORS
Target setting	Independent variable	The process of setting measurable and role oriented objectives that employees work towards in a company	-Termly target -Yearly target -Course targets -SMART targets -Challenging targets	Aggregate index of 1-5 Appendix 1 part II section A	Baroudi (2021)
Appraisal	Independent variable	Method used by organizations to assess the level of performance of the employee and provide them with feedback.	-Teaching standards -Learners progress -Stakeholders involvement - Professionalism	Aggregate index of 1-5 Appendix 1 part II section B	Dijk and Michal (2015)
Internal quality assurance	Independent variable	supervise and ensure quality implementation of curriculum; verify teachers' professional documents; supervise the actual coverage of syllabus; ensure that teachers attend classes; among others	-professional documents - teaching/learning resources -syllabus coverage	Aggregate index of 1-5 Appendix 1 part II section C	Section 52 (1) of TSC's Code of regulation for teachers (2015)
Training	Independent variable	Education activities within a company created to enhance the knowledge and skills of employees while providing information and instruction on how to better perform specific tasks.	Workshops/seminars Teacher professional development Guidance and counselling.	Aggregate index of 1-5 Appendix 1 part II section D	Noe (2020)

Work environment	Moderating variable	The setting , social features and physical conditions in which one performs his job	-Supervision - Teaching/learning resources -School infrastructure Learners entry behaviour	Aggregate index of 1-5 Appendix 1 part II section F	Oludeyi (2015)
Teacher performance	Dependent variable	Teacher's ability to utilize approaches, strategies, connections to students and a particular set of attitudes that lead to improved student learning and achievement.	-Subject mean score in KCSE -students' performance in co-curricular activities -Stakeholders feedback on teachers work.	Aggregate index of 1-5 Appendix 1 part II section G	Strong, Ware and Grant (2011)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the research design, research philosophy, the target population, sampling procedure and sample size, validity and reliability. It also discusses the data collection instruments and data analysis methods that will be employed when carrying out this study.

#### **3.2 Research Philosophy**

This study was anchored on the pragmatic paradigm. The paradigm arose among philosophers who argued that it was not possible to access the truth about the real world solely by virtue of a single scientific method as advocated by the positivist paradigm, nor was it possible to determine social reality as constructed under the interpretivist paradigm. For them, a mono-paradigmatic orientation of research was not good enough. Rather, these philosophers such as Snyder (2019) observes that what was needed was a worldview which would provide methods of research that are seen to be most appropriate for studying the phenomenon at hand.

A worldview that provided the most practical, appropriate and pluralistic research methods for studying the phenomenon at hand was thus needed. This gave rise to a paradigm that employs mixed methods as a pragmatic way (pragmatic paradigm) to understand participants' actual behaviors, their beliefs behind the behaviors and the consequences that are likely to follow from their different behaviors (Kivunja & Kuyini, 2017). This paradigm generally advocates a relational epistemology (that is, relationships in research are best determined by what the researcher deems appropriate to that particular study), a non-singular reality ontology (that there is no

single reality and all individuals have their own and unique interpretations of reality), a mixed methods methodology (a combination of quantitative and qualitative research methods), and a value-laden axiology (conducting research that benefits people) (Nguyen, 2019).

Agoi (2017) used this approach to study the influence of Human Resource Management practices on employee satisfaction in public sugar manufacturing firms in Kenya. Al Khajeh (2018) used mixed methods in a study on Human Resource Management practices and tutor turnover intentions in public primary teacher colleges in Nairobi metropolitan region in Kenya.

Samuel (2018) used this approach to assess the impact of performance management on employee and organization performance- evidence from selected private organizations in Tanzania. This paradigm was best suited for this study since the phenomenon of performance management initiatives and the performance of teachers in Kenya was assessed using a mixed methodology where both qualitative and quantitative research methods were used.

### **3.3 Research Design**

This study employed a mixed methods research design. This is a design that combines elements of quantitative and qualitative research in order to make a research gain more complete picture than a standalone method. This method is used in behavioural health and social sciences especially in multidisciplinary settings and complex situations because it has comparative strength, makes a researcher add richer details to his conclusions and makes ones results more credible( Tegan, 2021).



The research design used both the qualitative and quantitative methods at the same time in the research process where both methods were equally prioritized, but kept separately when analyzing data (Ørngreen & Levinsen, 2017). The results from both approaches were merged in the overall interpretation stage. Therefore, the research approach used diverse kinds of information comprising of qualitative views of the respondents on the study subject and quantitative scores which yielded complementary results.

Caruth (2013) notes that no research design exists on its own and combining different designs in one study increases validity of the findings. Through this research design, the validity of the findings were enhanced. It was possible to maximize on the strengths and minimize on the weaknesses of the quantitative and qualitative approaches of research. The quantitative approach will be hinged on the descriptive study approach which determines what, where and how of the study phenomenon and also assists in the description of the phenomenon in its current state along the lines of Cooper & Schindler (2011).

Amadi and Ezeugo (2019) used mixed methods to examine physical infrastructure availabilities and the academic performance of students in the Universal Basic education Scheme, Rivers state, Nigeria. Omisore and Okofu (2018) used mixed research methods to study the link between staff recruitment and selection process in the Nigerian public service. The study design facilitated the description of performance management initiatives adopted in public secondary schools in Kenya and how they affected the performance of teachers in those schools. The approach helped in making sure that the study problem was not assessed through a single lens,

but rather, diverse lenses which assisted in ensuring that the multiple facets of the study phenomenon were revealed and understood.

### 3.4 Target Population

A population is the total entire group of individuals, events or objects having a common observable characteristic (Mohajan, 2018). It is the aggregate of all that conforms to a given specification. All items in the field of enquiry constitute a universe‘ or ‘population‘ (Snyder, 2019). It is described as the accessible population from where the study sample is drawn and upon which the study findings are generalized.

The target population of this study was 122605 public secondary school teachers employed by the teachers’ service commission in Kenya and TSC sub county directors of the respective sub counties selected in each targeted county. The unit of study was teachers whose direct TSC agent is the Board of Management represented by the principal as the secretary then the immediate overseer of the TSC performance management initiatives is the TSC sub county director.

**Table 3.1 Target population**

School category	Number of teachers	
		Percentage
National	5,250	4.28
Extra county	9,960	8.12
County	22,940	18.71
Sub county	84,160	68.64
TSC Sub county directors	295	0.24
<b>TOTAL</b>	<b>122,605</b>	<b>100</b>

### 3.5 Sampling Procedure and Sample Size

Sampling involves selecting a sub-set of cases in order to draw conclusions about the entire set (Zangirolami-Raimundo et al. 2018). The size of a study sample is determined by factors like the degree of confidence attached to the study results, the total population size, and how the population is varied in terms of the characteristics to be studied (Nayak & Singh, 2021). A sample is a small part of large population, which is thought to be representative of the larger population. Any statements made about the sample should be true for the entire population (Snyder, 2019).

Given that the population in this study was very large (122310 teachers and 295 sub county TSC directors), a representative sample was determined using Slovin's formula (Ellen, 2012) as shown in the following equation.

$$n = \frac{N}{N(1 + Ne^2)} = \frac{122605}{122605(1 + 122605 \cdot 0.05^2)} = 399$$

Where n was the sample size, N was the total population, e was the margin error of 0.05 based on 95 per cent confidence level.

Multistage sampling was used to cluster the country into 8 geographical regions as administered by TSC regional directors as Primary Sampling Units (PSUs). According to Kothari and Garg (2014), multistage sampling is a sampling technique most preferred for studies involving large geographical areas such as a whole country. It is a method that entails sampling in stages based on one or more criteria and the first stage involves selecting large primary sampling units such as states, followed by smaller units like districts, towns and families.

Each region was again clustered in counties as Secondary Sampling Units (SSUs) so from Eastern we had Kitui, Western-Busia, Rift Valley- Uasin Gishu, Nyanza-Migori, Central- Kiambu, North Eastern – Garissa, Coast- Kwale and Nairobi and then each county was clustered into sub counties as Ultimate Sampling Units (USUs) in which the central sub county of each county was purposively selected since it is likely to have the four categories of schools which were stratified in National, Extra county, County and Sub county schools.

So four schools per sub county where teachers were purposefully selected on condition of having taught students up to form four per subject for the last 4- 7 years including the principal and a sub county director from each sub county selected, so 11 teachers as per KCSE subjects in each extra county, county and sub county school plus the principal and 12 in each national school plus the principal then the sub county TSC director of the selected sub county. However, one sub county school had 10 teachers selected since it was offering less subjects in form four- there was no Business studies, Geography and Physics. Only 8 principals from the selected sub counties were randomly selected to fill the interview schedules plus the 8 sub county directors. Babbie and Earl (2010) describes purposeful sampling as a technique of sampling based on researcher's judgment on the most useful units to the study.

Kothari and Garg (2014) describe stratified sampling as a technique that stratifies a population into non overlapping subgroups, especially when the population is not homogenous, for purposes of representing the peculiarity of each subgroup in the sample. Based on KCSE performance and admission criteria, Public secondary

schools have been classified into national schools, extra county schools, county schools and sub county schools.

This ensured that there was representation from each category of the population (Ørngreen & Levinsen, 2017). Stratified sampling ensured a desired representation from each stratum. It also gave the researcher confidence that if another sample of the same size was to be selected, the findings from the two samples would be similar to a high degree.

**Table 3.2 Sample Size**

<b>School category</b>	<b>Target population</b>	<b>Percentage</b>	<b>Sample size</b>
National	5,250	26	104
Extra county	9,960	24	96
County	22,940	24	96
Sub county	84,160	24	95
SC sub county directors	295	2	8
<b>Total</b>	<b>122,605</b>	<b>100</b>	<b>399</b>

### **3.6 Data Collection Instruments**

A research instrument is a tool used to collect data (Kumar, 2018). Structured questionnaire and interview schedule were used to collect information from the respondents. Questionnaires were economical to administer in terms of time and cost to a large number of respondents. They ensured anonymity hence respondents were able to respond genuinely without fear of identification. The questions on paper were standardized hence no opportunity for the researcher to be biased (Dźwigoł & DźwigołBarosz, 2018).

The open ended questionnaire gave the respondents a leeway to give their honest views while closed ended questionnaires was used to generate statistics for ease of tabulation and analysis (Daniel & Harland, 2017). The questionnaire consisted of a section on demographic information of the respondents and a set of items to measure the influence of performance management initiatives on the performance of teachers in public secondary school in Kenya. The Likert Scale was used for the closed ended questionnaires because it was relatively easy to construct. It facilitated quantification of the responses, ranking of items thus tendencies could be identified as the respondents were more likely to respond to all the statements in the instrument and best helped to capture people 's opinions (Snyder, 2019). An oral interview schedule was used to gather qualitative data from the principals and TSC sub county directors. Interviews helped in collecting in-depth explanations which would not be possible to get from the questionnaire. Interviews allowed the interviewer to probe the respondents and get clarification and more details in the area of study.

### **3.7 Data Collection Procedures**

Approval was granted from the University to conduct the study and clearance was sought from the National Council of Science Technology and innovation (NACOSTI). Once granted, visits to the sampled secondary schools were done after authority was sought from the TSC County Director, to administer the questionnaires and collect data. The questionnaires were dropped and picked later. Some questionnaires were send to respondents via email and the filled hard copies were send as parcels and collected from Nairobi. This ensured a higher response rate and reduced non-coverage error since respondents had time to express their views and opinions since they were all literate (Nguyen, 2019). Time was agreed on when to

collect the duly-filled questionnaires. This gave the respondents adequate time to respond. Follow-up courtesy calls were made to remind the respondents to fill in the questionnaires to try to increase the response rate. Three research assistants were contracted to assist in administering the questionnaires. Interviews were administered to the sampled respondents personally by the researcher.

### **3.8 Piloting**

Agoi (2017) notes that piloting of the research instruments means administering the instruments to a small representative sample identical to but not including the group one is going to survey. This is important in order to determine the validity of the instruments. Pilot testing refines the instruments so that respondents will have no problems in answering the questions (O-rngreen & Levinsen, 2017). Piloting also assists in determining if there are any weaknesses within the questionnaire design. The information gathered during piloting is then used to revise the instrument.

Suggested amendments are incorporated into the research tools; and the pilot results do not form part of the final results. Four schools in Kajiado County were used to carry out the pilot study since Kajiado was not among the selected counties in the sample and has the heterogeneity of the target population. This involved 7 teachers from every school and the principal, hence 32 teachers in total and 1 TSC sub county director of the central sub county where the schools were drawn from. The schools were stratified in terms of their category ie National, Extra County, County and Sub county. This constituted 8.27% of the sample. Cooper and Schindler (2011) observe that a minimum of 1% to 10% of the sample should constitute the pilot test.

### **3.9 Validity**

Validity is the degree to which the sample of test items represents the content which the test is designed to measure (Mohajan, 2018). It is the degree to which results obtained from data analysis truly represent the phenomenon under study. According to Snyder (2019), validity is the accuracy, truthfulness and meaningfulness of inferences that are based on the data obtained from the use of a tool or a scale for each construct or variable in the study. Content validity addresses how well the items in a questionnaire are developed to provide an adequate and representative samples for measurement. Given that the content validity is not statistically measurable (Nayak & Singh, 2021); the expert opinion and feedback of the assigned university supervisors was sought in assessing the relevance of the content in the questionnaire and modification of the instrument and thereby, enhanced validity of the instrument.

Construct validity refers to whether the scores of a test or instrument measure the distinct dimension they are intended to measure. Spearman's rank correlation coefficients was used to test relationship among items in the questionnaire and show which items had similar relationships. This helped in editing and improving format and scales of questions in the questionnaire. The feedback from the pilot was incorporated in the final instrument to improve the content validity of the research instrument (Bhandary, 2022).

In order to triangulate the responses from the key informants, their responses were compared with that from the survey that was conducted in order to check if both approaches would yield results that support the study objectives or theory, so that the data would be naturally more valid. In this study, qualitative validity was enhanced by



ensuring careful documentation and the participants checking the data to ensure that what they said was be written down and was not misrepresented.

### **3.10 Reliability**

The reliability of study tools reports uniformity of dimension and denotes the unit of consistent results throughout the exercise ( Mugenda et al., 2003). Consistency of the findings was achieved by testing samples chosen from the pilot study. This was done to confirm soundness, clarity, suitability, and accuracy of research instruments before the final field survey is carried out.

To assess the research items, Cronbach's Alpha test was employed to assess whether they were within the acceptable range of 0-1. According to (Kothari, 2009), a reliability test is seen enviable if it gives a value of 0.6 and above, thus fit for descriptive type of research. Therefore, this study considered the range between 0.7 and 0.85 to determine the study reliability. The independent, dependent, and moderating variables were determined on a multiple scale, with Cronbach's Alpha gauging the reliability of items in the research pertaining performance management initiatives, work environment and teacher performance. The reliability test undertaken was drawn in Table 3.4 as shown:

**Table 3.3 Reliability Test**

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>Number of Items in the Scale</b>
Performance_Target_Setting	.771	4
TPAD	.756	5
Quality_Assurance	.785	5
Training	.739	5
Work_Environment	.731	5
Teacher_Performance		
<b>Composite Cronbach's Alpha Reliability Coefficient</b>		<b>.745</b>

Table 3.4 displays findings that Cronbach's Alpha Coefficients ranged from 0.707 to 0.811.

### **3.11 Data Analysis and Presentation**

Data analysis is the categorizing, manipulating and summarizing of data in order to get answers to research questions (Daniel & Harland, 2017). In this study, both quantitative and qualitative approaches to data analysis were applied.

#### **3.11.1 Qualitative Data Analysis and Presentation**

Qualitative data obtained was analyzed using content analysis (Clarke & Braun, 2013). This is an analytic technique used with qualitative data. It is a method for identifying, analyzing and reporting patterns within data. It entails perusing through the collected data and identifying information that is relevant to the research objectives. It also involves coding of data, highlighting key quotations or insights and interpretations, placing together all materials relevant to a certain topic and finally developing a summary report identifying major themes and the associations between them (Kivunja & Kuyini, 2017). Hence, the notes taken in the course of the interview were read through and common themes emerging from the responses given were

highlighted. The qualitative findings generated were presented using direct quotes or in a narrative form in some cases.

### **3.11.2 Quantitative Data Analysis and Presentation**

Quantitative data is commonly presented by use of frequency tables, graphs, pie-charts and frequency polygons (Ørngreen & Levinsen, 2017). Interpretation is the process of making inferences and drawing conclusions concerning the meaning and implications of a research investigation (Caruth, 2013). The quantitative data collected was processed and organized for statistical analysis. First, the responses from the questionnaire were coded, tabulated and then the researcher performed several statistical computations. The demographic characteristics of the respondents were summarized using frequencies and percentages.

Descriptive statistics comprising of means and standard deviation were then computed for all variables so as to summarize and describe the data collected. This helped in determining the extent that different performance management initiatives had been adopted and also the level of teacher performance in the sampled schools. Inferential analysis were afterwards undertaken and computations used to make conclusions and generalizations about the teachers based on data collected from the sample.

Spearman's rank correlation coefficients was used to assess the nature of the association or correlation between performance management initiatives and the performance of teachers in Kenya. The spearman correlation coefficient sometimes called the rank-order correlation coefficient, is a tool for result analysis. Appropriate transformation of the pearson correlation coefficient for a pair of detailed series with

observations expressed as strings of natural numbers yields the spearman correlation coefficient (Witold, 2022). The strength, direction and significance of the associations between these variables were determined. Cooper and Schindler (2011) note that Pearson correlation coefficient is a popular measure of correlation for descriptive studies. It is most commonly used in linear regression and is a measure of the strength of the association between two variables.

The computation of a correlation coefficient yields a statistic that ranges from -1 to 1. The correlation coefficient informs one about the magnitude and direction of the association between two variables and the higher the coefficient the stronger the association. If the correlation is (+), it means there is a positive relationship between the two and vice versa. The significance of the correlation was assessed at the 95% confidence level or the 0.05 significance level (probability value). The rule of the thumb was that a calculated p value less than the critical p value of 0.05 for this study would imply that the correlation between the variables was significant and vice versa.

Regression analysis was then done in order to determine the effect that each of the variables under study had on the performance of public secondary school teachers in the Country. Both bivariate and multiple regression analyses were conducted. Bivariate regression analysis was done to see the individual influence of each performance management initiative on the performance of teachers since the effectiveness of performance management initiative in influencing teacher performance in public secondary schools when assessed individually was quite different. A multiple regression analysis was on the other hand was done to find out

influence of each independent variable on the performance of public secondary school teachers in Kenya.

The significance of the regression coefficients (beta coefficients) computed was determined by checking the associated p value. A regression coefficient with a p value of less than 0.05 indicated that the variables (independent variables) significantly influenced the dependent variable. This was crucial in testing the research hypotheses. Amadi and Ezeugo (2019) used a regression model previously in a study which investigated the impact of HRM practices on organizational performance in Debre Brehan University. Sahar (2013) also used the same model to test the influence of human resource management practices on the performance of teachers in catholic sponsored schools in Pakistan.

The regression equation is as shown;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

$$Y_1 = \beta_0 + \beta_1 X_1 + e$$

$$Y_2 = \beta_0 + \beta_2 X_2 + e$$

$$Y_3 = \beta_0 + \beta_3 X_3 + e$$

$$Y_4 = \beta_0 + \beta_4 X_4 + e$$

Where:

Y = is the dependent variable which is a measure of teacher performance in all public secondary schools in Kenya of all performance management initiatives under study.

Y<sub>1</sub>, Y<sub>2</sub>, Y<sub>3</sub>, Y<sub>4</sub> = dependent variables which are measures of teacher performance in public secondary schools in Kenya for each performance management initiative.

$X_1$  = Performance target setting

$X_2$  = Performance appraisal (TPAD)

$X_3$  = Internal quality assurance

$X_4$  = Teaching staff training.

$\beta_1, \beta_2, \beta_3,$  and  $\beta_4$  = Beta coefficients for each of the four independent variables

$\beta_0$  = Constant Term

$\varepsilon$  = Error term

The moderating effect of work environment on the relationship between the independent variables and the dependent variable, performance of public secondary school teachers in the Country was tested using stepwise regression analysis proposed by Snyder (2019). Step one tested the influence of the composite of the independent variables on the dependent variable. The composite value was determined by undertaking an overall mean score of all the individual mean of responses for all the performance management initiatives.

$$Y = \beta_0 + \beta_1 X + \varepsilon \dots\dots\dots \text{(Model specified for under Step 1)}$$

In the step two, the influence of predictor variables (composite of performance management initiatives and work environment) on the dependent variable (performance of public secondary school teachers in Kenya) was tested.

$$Y = \beta_0 + \beta_1 X + \beta_2 M + \varepsilon \dots\dots\dots \text{(Model specified under Step 2)}$$

In step three, an interaction term (computed as the product of standardized values for composite of performance management initiatives and work environment) was

introduced and its influence on the performance of public secondary school teachers tested.

$$Y = \beta_0 + \beta_1 X + \beta_2 M + \beta_3 X * M + \epsilon \dots\dots\dots \text{(Model specified under Step 3)}$$

Where;

Y is the performance of public secondary school teachers in Kenya

X is Composite for all the independent variables (performance management initiatives)

M = Work environment (Moderating Variable)

X\*M = Moderator multiplied by the composite for all the independent variables (Intellectualx)

$\epsilon$  = Error term

Moderation was established if the influence of the composite of performance management initiatives, work environment and intellectual term on the performance of public secondary school teachers in step three was significant. The main software used in analyzing the quantitative data was the statistical package for social sciences (SPSS). The findings were presented by use of charts and tables.

### **3.11.3 Diagnostic Tests**

Some diagnostic tests were done before the estimating the model in order to check whether the assumptions of the ordinary linear regression model were met or not. This assisted in reducing the risks of obtaining biased, inefficient, and inconsistent parameter estimates.

#### **3.11.4 Normality Test**

Multiple linear regression assumes that study variables have normal distributions since variables with substantial outliers can distort relationships and significance tests (Nguyen, 2019). Thus, it is assumed that errors are normally distributed for any combination of values on the predictor variables (Uyanık & Güler, 2013). Therefore, the normality tests was conducted in order to check whether the data had been drawn from a normal distribution. This was necessary in order to ensure that there was no outliers that were likely to distort relationships and significance tests as this would affect the accuracy of inferences made. The normality of data was tested using the Kolmogorov-Smirnov test.

#### **3.11.5 Multicollinearity Test**

Multicollinearity is a condition in which the independent variables are highly correlated ( $r=0.8$  or greater) such that the effects of the independent variables on the outcome or dependent variable cannot be separated (Daoud, 2017). The assumption of the ordinary linear multiple regression is that the dataset does not suffer from multicollinearity, that is, the independent variables are not highly correlated with each other (Kraha et al., 2012). Hence, the purpose of conducting a multicollinearity test in this case was to determine if the independent variables are strongly correlated or not since when these variables are strongly correlated, it is difficult to predict the effect that a particular independent variable has on the dependent variable (Zainodin et al., 2011). A Variance Inflation Factor (VIF) test was therefore conducted where a VIF value of 1 indicated no correlation between predictor variables, a value of between 1 and 5 indicated moderate correlation while a VIF value above 5 indicated that independent variables were strongly correlated.



### **3.11.6 Linearity Test**

Assumptions of ordinary linear regression are that there must be a linear relationship between the outcome or dependent variable and the independent variables (Kelley & Bolin, 2013). If the relationship between the two variables is not linear, the results of the regression analysis will underestimate the true relationship. Thus, the linearity test was conducted to determine if the relationship between the given independent variables and the dependent variable was linear or not. This was crucial because standard multiple regression can only accurately estimate if the relationships are linear in nature (Ørngreen & Levinsen, 2017). Scatter plot diagram was considered in this case where for variables to have a linear relationship, the data distribution showed a linear trend with a roughly constant variance.

### **3.12 Ethical Considerations**

The integrity, reliability and validity of research findings rely heavily on adherence to ethical principles (Snyder, 2019). Regardless of the type of research, the researcher should take into consideration both general research principles and those that are more specific to the type of research (Mohajan, 2018). The major ethical issues considered when carrying out this study are discussed as follows:-

#### **3.12.1 Voluntary and Informed Consent**

According to Nelson et al. (2011), an individual taking part in the study should knowingly, voluntarily and intelligently, and in a clear and manifest way, give their consent. Free and informed consent needs to incorporate an introduction to the study and its purpose as well as an explanation about the selection of the research subjects

and the procedures that will be followed. It is essential to describe any physical harm or discomfort, any invasion of privacy and any threat to dignity as well as how the subjects will be compensated in that case. In addition, the subjects need to know any expected benefits either to the subject or to science by gaining new knowledge. The respondents were issued with and taken through a participant information sheet that detailed the purpose, procedures, benefits and risks of the research. Afterwards, having understood the details of the study, the respondents were presented with consent form for which they signed voluntarily.

### **3.12.2 Confidentiality and Anonymity**

The issue of confidentiality and anonymity is closely connected with the rights of beneficence, respect for the dignity and fidelity (Fouka & Mantzorou, 2011). Anonymity is protected when the study participant's identity cannot be linked with personal responses. If the researcher is not able to promise anonymity, they have to address confidentiality, which is the management of private information by the researcher in order to protect the subject's identity. It is advocated by Christensen et al. (2011) that confidentiality means that individuals are free to give and withhold as much information as they wish to the person they choose. The authors argue that the researcher is responsible to maintain confidentiality that goes beyond ordinary loyalty. In this study, the identity of the participants by their names were not revealed throughout the research process as they gave their responses anonymously. Randomly generated numbers were used as identifiers when cross checking the questionnaires. Anonymity of responses ensured that the respondents were able to provide the required information without fear which also enhanced the trustworthiness of the researcher. To ensure confidentiality, the study participants were given the freedom to

provide the information they felt comfortable to share and this information was strictly used for academic purpose.

### **3.12.3 Respect for Privacy**

Snyder (2019) holds that an invasion of privacy happens when private information such as beliefs, attitudes, opinions and records, is shared with others, without the individual's knowledge or consent. In this study, it was ensured that whenever the study participants felt that some information required would invade on their privacy especially during the interviews, their views were respected.

### **3.12.4 Data Protection**

Research information given by the respondents must be protected. According to Agoi (2017), data obtained from respondents must be secure and well kept. The data may be personal data, personal facts and personal opinions. Data protection in research is very crucial for it involves the regulations for processing personal information. Data protection aims at guaranteeing the individual's right to privacy (Kivunja &Kuyini, 2017). In this study, the data obtained was stored in a computer and password used when accessing the data files. Only authorized persons (mainly the research assistants) were allowed to access the data files.

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULTS, INTERPRETATION AND DISCUSSION OF FINDINGS**

#### **4.1. Introduction**

This chapter comprises of general and demographic information, the study findings, interpretation and discussions. The chapter is organized based on the specific objectives of the study.

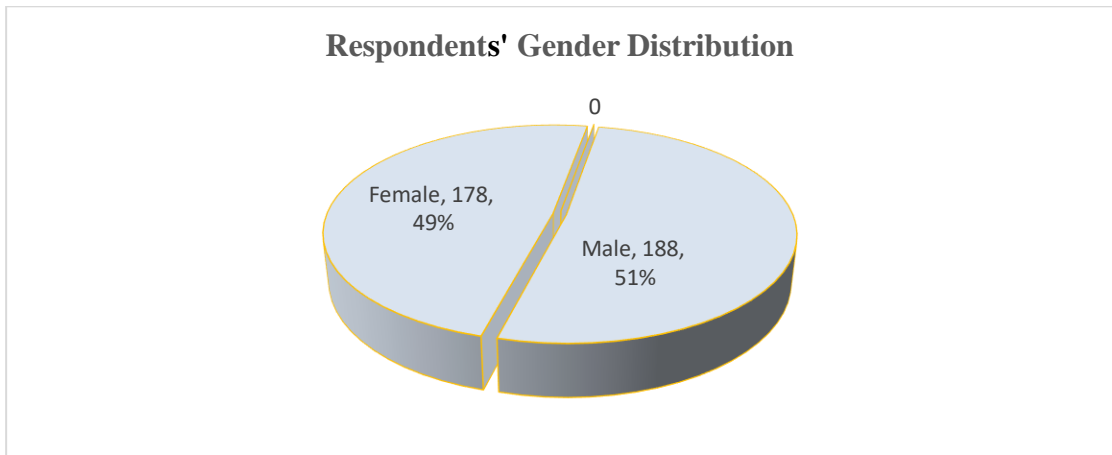
#### **4.2 Response Rate**

A total of 383 questionnaires and 16 interview schedules were administered to teachers, principals and sub county directors drawn from public secondary schools in Kitui, Garissa, Kwale, Migori, Uasin Gishu, Nairobi, Kiambu and Busia Counties. Out of 383 questionnaires, 366 were adequately completed and returned with Kitui returning 100%, Garrissa 83%, Kwale 92%, Migori 94%, Uasin Gishu 100%, Nairobi 100%, Kiambu 100% and Busia 94%.. This yielded a 95.56% response rate. For the interviews, a 100.% response rate was attained as all the 16 key informants were interviewed. According to the National Science Foundation, a return rate of above 60 percent is appropriate for a Social Science Research (Richardson, 2005).

#### **4.3 Demographic Information of the Respondents**

This segment describes the demographic facts of the respondents in relation to age, gender, education level, length of stay in current school and teaching subject. The researcher needed demographic data to comprehend the characteristics of the respondents and to appreciate the roles played by confounding factors connected to demographic data other than the major aspects under examination.

### 4.3.1 Gender of the Respondents

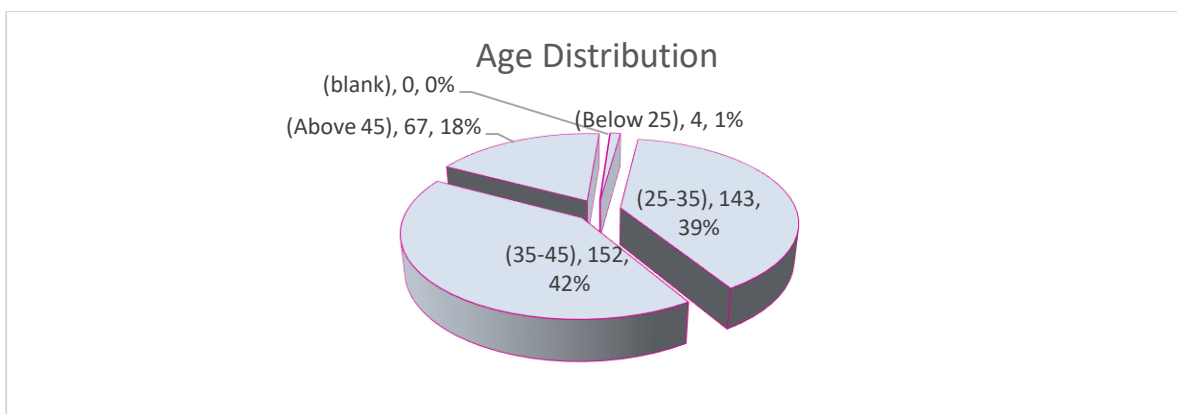


**Figure 4.1 Gender of the Respondents**

The gender representation shows that 49% were female and 51% were male. This showed that there were more male than female teachers. This distribution is in line with the requirements of the Kenya Constitution (2010) that no one gender should take up more than two thirds of employment positions in public and private institutions. Gender was likely to impact the effectiveness of the teachers in their work. Female teachers provide feedback differently to girls and boys which alters girls' beliefs about commonly held gender stereotypes thus increasing their motivation to learn (Gong, Lu & Song, 2016).

### 4.3.2 Age of the Respondents

The study found that 4 (1%) of the teachers were aged 25 years and below, 57 (18%) were between 25 and 35 years, 143 (39%) were in the age bracket of 35 to 45 years while 152 (42%) were above 45 years (See Figure 4.2).

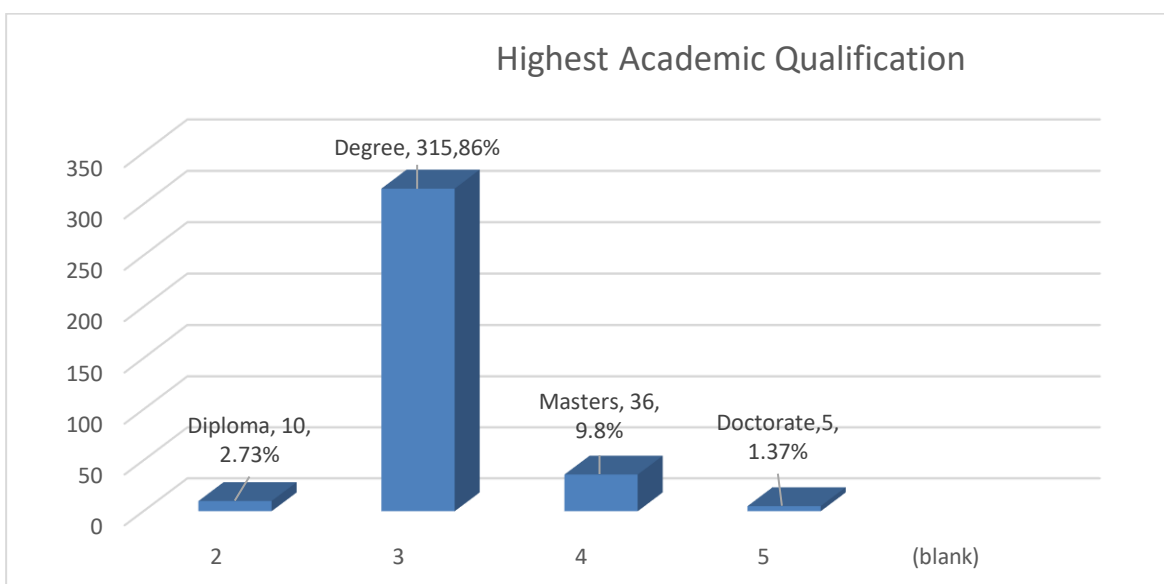


**Figure 4.2 Age of the Respondents**

The findings in figure 4.2 imply that majority of respondents were mature and hence were experienced in teaching profession which had an impact on the performance of candidates in the KCSE exam.

#### 4.3.3 Academic Qualification

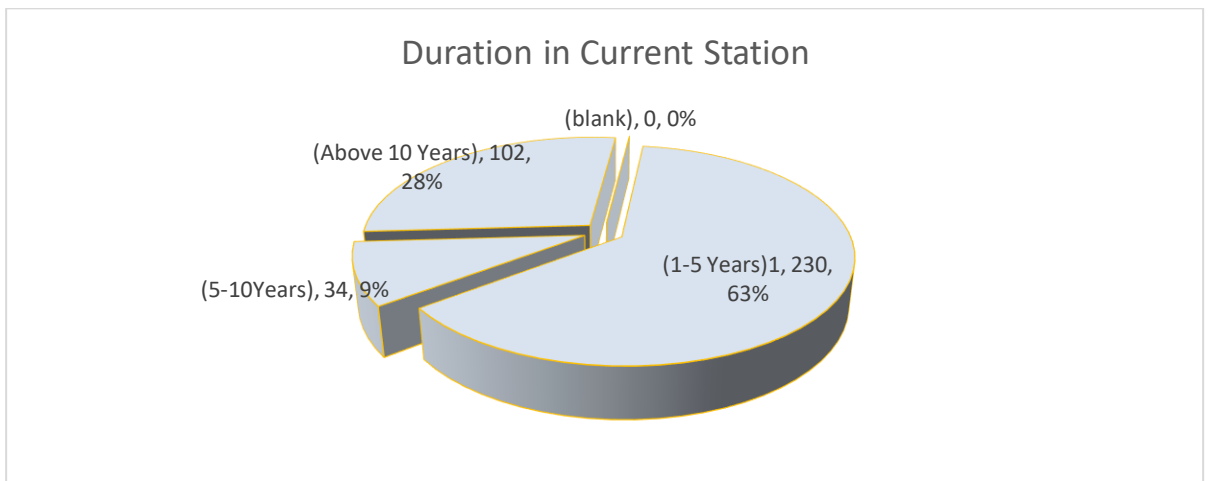
The findings presented in Figure 4.3 show that 10 (2.73%) of the teachers had obtained diploma, 315 (86.06%) had bachelor's degrees, 36 (9.8%) of the teachers had master's degrees while the rest, 5 (1.37%) had earned PhDs.



**Figure 4.3 Highest Academic Qualifications**

The findings in Figure 4.3 showed that majority of respondents obtained Bachelor's Degree hence, they had the necessary qualifications as in secondary level its a major requirement in Kenya. The educational qualifications was considered a fundamental characteristic to enable them perform their duties effectively and take the schools into high performance levels (Mugambi, 2015). It can therefore, be inferred that all the teachers had the required professional qualifications that enabled them to teach effectively and efficiently for better performance.

#### 4.3.4 Respondents' Duration in Current School

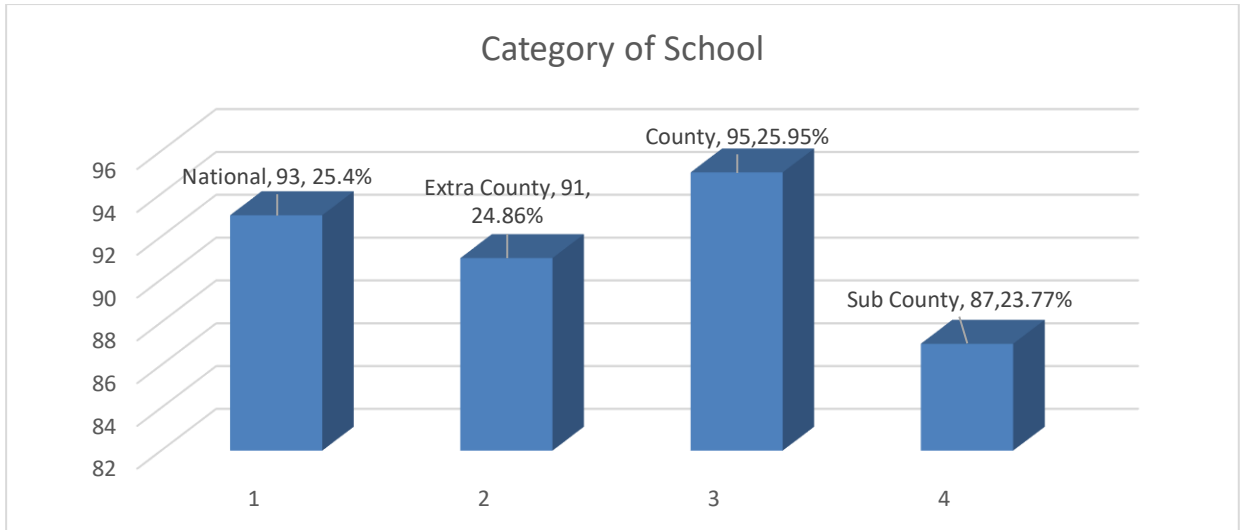


**Figure 4.4 Duration in Current School**

Majority of respondents 63% were in their current schools between 1 -5 years, while the least (9 %) had stayed in their current station between 5-10 years. Only 28% were in their stations for 10 years and above.

#### 4.3.5 School Category

The findings showed that 93(25.4%) of the teachers were teaching in national schools, 91(24.86%) were in extra county schools, 95 (25.95%) were from county schools as presented in Figure 4.5



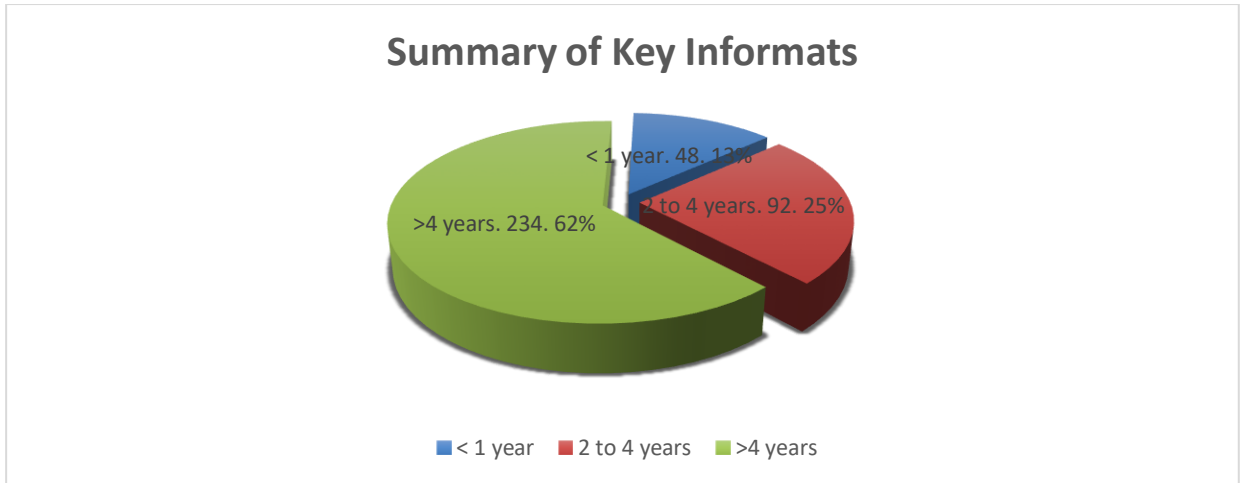
**Figure 4.5 Category of School**

The category of schools was necessary since the performance management initiatives were likely to vary significantly across the categories triggering variation in performance as supported by Kumwenda et al. (2018), who assert that, the school category a child attends affects academic outcomes., which the researcher agrees with.

#### **4.3.6 Summary of Characteristics of Interviewees**

Interviewees were principals from selected public secondary schools and TSC sub county directors. There were eight sub county directors and eight principals who were interviewed. Majority of interviewees 10 (62.5%) had stayed in the sub counties/schools for four years and above, 4(24.6%) had stayed between 2 to 4 years and 2(12.8%) were less than a year.





**Figure 4.6 Summary of Key Informants**

#### **4.4 Descriptive Analysis**

This section presents the descriptive statistics of the independent and the dependent variables. The mean responses for the different statements (items) in all the constructs were interpreted using a scale interval where a mean value of (1.0 – 2.4) indicated respondents were not in agreement, (2.5 – 3.4) were neutral, while (3.5 – 5.0) were in agreement.

#### **4.4.1 Performance Target Setting and Performance of Public Secondary School teachers**

The first objective of the study was to examine the influence of Target Setting on the performance of public secondary school teachers in Kenya.

##### **4.4.1.1 Performance Target Setting and Performance of Secondary School**

##### **Teachers**

The construct for performance target setting had four 4 items. Teachers were requested to respond to various statements based on a Likert scale ranging from 5=strongly agree to 1=strongly disagree. The findings were as outlined in Table 4.1.

The findings in Table 4.1 showed the teachers on average, agreed that they set their targets in form of their subject mean score in reference to the previous KCSE mean score of the school and their subjects which gave a mean of 4.05 and a SD of .914. The study results revealed also that on average, teachers always set SMART targets which made them give quality teaching as supported by a mean of 4.105 and a standard deviation of .7121 and that teachers set clear targets which they could easily understand as shown by a Mean of 4.172 and a standard deviation of 0.737.

However, the study results showed that on average teacher's targets were not termly, yearly and of the whole four year course as implied by the mean of 3.951 and standard deviation of 0.818. The composite mean of responses of 4.073 implied that teachers, on average, agreed with most of the statements presented to them on target setting. Given that the overall standard deviation (0.579) for the construct was less than the mean, this meant that on average, the responses of the teachers were closely clustered around the mean though they varied.

**Table 4.1 Descriptive Summary on Target Setting**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>	<b>n</b>	<b>μ</b>	<b>σ</b>
	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>		
	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>		
<b>Performance Target Setting</b>								
1) I set my targets in form of my subject mean score in reference to the previous KCSE mean score of the school and my subject	2 0.5	38 10.4	18 4.9	190 51.9	118 32.2	366 100	4.05	.914
2) I always set SMART targets which makes me give quality teaching	5 1.4	3 0.8	36 9.8	227 62.0	95 26.0	366 100	4.10	.710
3) I set clear targets which I can easily understand	3 0.8	6 1.6	37 10.1	199 54.4	121 33.1	366 100	4.17	.737
4) My targets are termly, yearly and of the whole four year course	3 0.8	21 5.7	50 13.7	208 56.8	84 23.0	366 100	3.95	.818
<b>Compound mean</b>							<b>4.07</b>	<b>.579</b>

**SD** = Strongly Disagree; **D** = Disagree; **NS** = Not Sure; **A** = Agree; **SA** = Strongly Agree

**n** = Sample Size; **μ** = Mean **σ** = Standard Deviation

The findings shown in Table 4.1 showed performance target setting compound mean of 4.07 which implied that teachers from various secondary schools set SMART, clear targets which were in form of their subject mean score guided by the previous KCSE mean score of the school on termly, yearly and over the whole four year course.

#### **4.4.1.2 Influence of Target Setting and Performance Secondary School Teachers**

In regard to target setting and performance of teacher's duties it was established that a majority of the teachers, 311 (84.97%), indicated that target setting influenced their

performance. Only 55(15.03%) asserted that target setting did not influence their performance. The findings showed majority of teachers 193((52.73%) indicated that target setting helps them to work hard towards achieving the set target and also enabled them to cover syllabus on time. The finding were as detailed in Table 4.2:

**Table 4.2 Influence of Target Setting and Performance of Secondary Schools**

Highlighted ways	Frequency	Percent
Helps a teacher to work towards achieving the set targets thus enabling them to have timely syllabus coverage.	193	52.73
Enables practice in profession	93	25.40
Prepare schemes of work, lesson plans and notes	38	10.38
Driving force	15	4.09
Teachers concentrate on learners work	10	2.73
Teachers are committed in their work	8	2.16
Makes teachers to be actively involved in the implementation of curriculum	4	1.09
Improving teacher efficiency	5	1.37

The findings implied that target setting had an impact on the performance of learners and hence performance of the school. Therefore, teachers who practice and adhere to target setting acquired the benefits of excellent teaching timely syllabus coverage leading to excellent academic results. Hence it evident that target setting should be a policy for remarkable academic results in schools.

These findings were supported by Muaya (2015) who observed that targets have a positive impact on enhancing performance. Moeller, Theiler and Wu (2012) also revealed goal setting was an important intervention for promoting pupil academic achievement.

#### 4.4.1.3 Possible Ways of Improving Target Setting in Schools to Enhance Performance of Secondary School Teachers

Regarding possible ways of improving target setting to enhance performance, the study revealed that majority of teachers 189(51.63%) ensured set targets were met within the given time frame as a way of improving target setting. 97(23.50%) of teachers asserted that involving learners in setting targets in their respective schools enhanced teacher performance. 27(7.37%) said constant follow up by HODs. 21(5.73%) mentioned setting realistic targets, 16(4.37%) talked of constantly angaging students in assignments, 10(2.73%) setting targets based on learners' ability and 6(1.64%) mentioned rewarding teachers who achieved the targets as possible ways of increasing target setting.

**Table 4.3 Other Possible Ways of Improving Target Setting in School**

	<b>Frequency</b>	<b>Percent</b>
Strengthening internal supervision	189	51.63
Involve learners in setting targets	97	23.50
Constant follow up by HODs	27	7.37
Setting realistic targets	21	5.73
Constantly angaging students in assignments	16	4.37
Setting targets based on learners ability	10	2.73
Rewarding teachers who have achieved the targets	6	1.64

Based on the findings, it was noted that strengthening internal supervision, involving learners in setting targets per subject and Constant follow up by HODs are most possible ways of improving target setting in selected public secondary schools that enhanced performance of teachers. The findings were backed by those of Cao and Nietfeld (2007), who concluded that, for schools to attain higher academic performance, it is important that learners are encouraged to set their own performance

goals which they can regularly monitor in order to improve their academic performance.

#### **4.4.2 Teacher Performance Appraisal and Development (TPAD) and Performance of Public Secondary School Teachers**

The second objective of the study was to assess the influence of teacher performance appraisal and development on the performance of Public Secondary School teachers in Kenya

##### **4.4.2.1 Teacher Performance Appraisal and Development and Performance of public Secondary School Teachers**

The aspect for TPAD contained five (5) items. The teachers were requested to respond to various statements based on a Likert scale ranging from 5=strongly agree to 1=strongly disagree. The findings were as outlined in Table 4.4.

The findings in table 4.4 showed majority of teachers agreed that performance appraisal results were used to improve their teaching skills as shown by the item mean of 4.34 which is greater than the compound mean of 3.63. The compound standard deviation 0.960 is greater than the item standard deviation of .636 an indication that there was some consistence in the responses given by the respondents. Further, the results showed that performance appraisal encouraged teachers to work hard and improve their professionalism as indicated by the item mean of 3.66 which is slightly greater than the compound mean of 3.63 and the respondent's had diverged opinions as indicated by the item standard deviation 1.052, which was greater than the compound standard deviation of 0.960.

The findings further indicated that performance appraisal made them to always monitor their learners' progress. This was witnessed by the item mean of 3.75 which was greater than the indicator compound mean of 3.63. The item standard deviation showed 1.047 which was greater than the indicator compound standard deviation 0.960 an indication that the responses given by the teachers were inconsistent. However, the results showed that performance appraisal did not make teachers to involve parents to improve students' level of learning as indicated by the item mean of 3.53 which was less than the indicator mean of 3.63

The composite mean of responses of 3.632 implied that the teachers, on average agreed with most of the statements presented to them on TPAD. Given that the overall standard deviation (0.960) for the indicator was less than the mean, this meant that on average, the responses of the teachers were closely clustered around the mean though they varied.

**Table 4.4 Teacher Performance Appraisal and TPAD**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>	<b>n</b>	<b>μ</b>	<b>σ</b>
	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>		
	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>		
<b>Performance Appraisal</b>								
1) Performance appraisals results are used to improve my teaching skills	0	7	24	173	162	366	4.34	.686
	0	1.9	6.6	47.3	44.3	100		
2) Performance appraisal makes me work harder than expected and improves my professionalism	10	60	49	173	74	366	3.66	1.060
	2.7	16.4	13.4	47.3	20.2	100		
3) Performance appraisal makes me always monitor my learners' progress.	24	29	27	219	67	366	3.75	1.052
	6.6	7.9	7.4	59.8	18.3	100		
4) Performance appraisal makes me work above expectations and raises my teaching standards.	12	59	33	197	65	366	3.67	1.047
	3.3	16.1	9.0	53.8	17.8	100		
5) Performance appraisal makes me involve parents to improve students' level of learning.	25	50	54	184	53	366	3.52	1.107
	6.8	13.7	14.8	50.3	14.5	100		
<b>Compound mean</b>							<b>3.63</b>	<b>.960</b>
<b>SD = Strongly Disagree; D = Disagree; NS = Not Sure; A = Agree; SA = Strongly Agree n = Sample Size; μ = Mean σ = Standard Deviation</b>								

The findings shown in Table 4.4 imply that performance appraisal results were used to improve their teaching skills and professionalism, as well as enabling teachers to monitor the learners' progress. Further, it was revealed that it enabled teachers to work above their expectations which raised their teaching standards.

The findings were backed by findings of Nyongesa (2018), where she observed that performance appraisal is one of the basic tools that make workers to be very effective and active at work. In addition–Namuddu (2010) equally found that a significant



relationship between the schools' evaluation criteria and teacher performance. This was supported by Kagema & Irungu (2018) who found out that teacher appraisals influenced teacher performance

#### **4.4.2.2 Influence of TPAD and Performance of public Secondary School Teachers**

As concerns the influence of TPAD on the performance of teacher's duties it was established that majority of teachers, 341 (93.2%), indicated that TPAD influenced their performance in their duties. Only 25(6.82%) opinioned that TPAD did not influence their performance.

Their opinions are outlined in Table 4.5.

The findings show that teacher performance appraisal and development affected the performance of teachers of the sampled public secondary schools in various ways from the teachers' opinion. The findings showed majority of teachers 214((57.3%) indicated teacher performance appraisal and development enabled them to make use of teaching aids as a requirement in teaching profession, something they had not been doing before. This implies that teacher performance appraisal and development had an impact on the performance of learners and hence performance of the school. Therefore, schools whose teachers practice and adhere to performance appraisal acquired the benefits of excellence teaching as well as enhanced and timely syllabus coverage which eventually resulted to consistent remarkable academic results.

The findings also showed that 88(23.5%) of the teachers indicated teacher performance appraisal and development had made them punctual in terms of

attending the lesson and reporting to school as required. This implies that teachers adhered to time management which also meant that class lesson attendance was good and thus syllabus coverage was well managed.

**Table 4.5 Influence of TPAD and Performance Secondary School Teachers**

<b>Highlighted ways</b>	<b>Frequency</b>	<b>Percent</b>
Enable teachers to make use of teaching aids	214	58.5
Makes teachers to be punctual	88	24.0
Enables teachers to put more effort	48	13.1
Appraisal makes teachers to always give assignments to learners and mark	16	4.4

The findings were backed by Namuddu (2010) who did a study on staff appraisal systems and teacher performance at Agakhan schools in Kampala district in Uganda and found that there is a significant relationship between the schools' evaluation criteria and teacher performance. This was supported by Kagema and Irungu (2018) who conducted a study on an analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya, and found out that teacher appraisals influenced teacher performance.

#### **4.4.2.3 Possible Ways of Improving Teacher Performance Appraisal and**

##### **Development in School to Enhance Performance of Secondary School Teachers**

Regarding possible ways of improving teacher performance, majority of teachers 203(54.3%) noted that making appraisal objective and not being done as a formality is way of improving TPAD. Further, 77(20.60%) of teachers asserted that facilitating field officers to monitor TPAD implementation would enhance TPAD and hence teacher performance. Further, frequent checks on the professional documents by

respective supervisors within the schools and by field officers would better TPAD. This will ensure teachers are on their toes in the preparation of professional documents. 15(4.01%) of teacher mentioned sensitizing teachers on identification of development gaps as well as having regular tests and evaluation of learners as one of the possible way of improving TPAD. Having regular lesson observation and linking TPAD ratings with KCSE results was also viewed to improve teacher performance where 10(2.63%) and 8(2.08%) was recorded respectively (See Table 4.6).

**Table 4.6 Possible Ways of Improving TPAD**

	<b>Frequency</b>	<b>Percent</b>
Make appraisal objective and not being done as formality	203	55.3
Facilitate field officers to monitor TPAD implementation	77	21.6
Frequent checks on the professional documents	27	7.32
Sensitize teachers on identification of professional gaps	25	6.8
Regular testing and evaluation	15	4.01
Regular lesson observation	10	2.63
Link rating to KCSE results	8	2.08

#### **4.4.3 Internal Quality Assurance and Performance of Public Secondary School Teachers**

The third objective of the study was to evaluate the influence of internal quality assurance on the performance of public secondary school teachers in Kenya. The findings were as illustrated in Table 4.7.

##### **4.4.3.1 Aspect of Internal Quality Assurance**

The construct for Internal Quality Assurance consisted of five 5 items. The findings were as outlined in Table 4.7. The findings in Table 4.7 showed the teachers on

average, teachers agreed that Internal Quality Assurance in their schools made them do quality teaching with a mean of 4.01 and a standard deviation of .764. Further, majority of teachers agreed that their professional documents were always checked and thus they had them ready at any given time. This was supported by a mean of 4.24 and standard deviation of .633.

Further, the results revealed that teacher's syllabus coverage was always monitored therefore encouraging them cover syllabus on time. This was supported by an item mean of 4.10 and standard deviation of 0.910. However, teachers fairly indicated that it was a must to use teaching and learning resources in their teaching and that they were given feedback from quality assurance assessment which made them more effective in their teaching. This was proved by the items mean of 3.99 and 3.85 respectively. Internal quality assurance had made teachers work hard to achieve their set targets which had made learners perform well in their KCSE exams and thus improved performance.

**Table 4.7 Internal Quality Assurance and Performance of Teachers**

Statement	SD	D	NS	A	SA	n	$\mu$	$\sigma$
	F	F	F	F	F	F		
	(%)	(%)	(%)	(%)	(%)	(%)		
1) Internal quality assurance in our school makes me do quality teaching	2 0.5	18 4.9	38 10.4	223 60.9	85 23.2	366 100	4.01	.764
2) my professional documents are always checked so must have them ready	0 0	7 1.9	19 5.2	220 60.1	120 32.8	366 100	4.24	.633
3) It is a must to use teaching/ learning resources in my teaching	4 1.1	16 4.4	33 9.0	240 65.6	73 19.9	366 100	3.99	.751
4) My syllabus coverage is always monitored which makes me cover it in time	12 3.3	13 3.6	24 6.6	195 53.3	122 33.3	366 100	4.10	.910
5) I am given feedback from quality assurance assessment which makes me more effective in my teaching	11 3.0	14 3.8	66 18.0	204 55.7	71 19.4	366 100	3.85	.881
<b>Compound mean</b>							<b>4.04</b>	<b>.568</b>

**SD** = Strongly Disagree; **D** = Disagree; **NS** = Not Sure; **A** = Agree; **SA** = Strongly Agree **n** = Sample Size;  $\mu$  = Mean  $\sigma$  = Standard Deviation

The findings were supported by Wafula (2010), who explored teachers' views on the role of quality assurance and standards in promoting and sustaining education quality in Nairobi and found that principals believed QASOs were significant in assisting with the improvement of real teaching.

#### **4.4.3.2 Influence of Internal Quality Assurance and Performance Secondary School Teachers**

Regarding the influence of internal quality assurance on the performance of teacher's duties, it was established that a high number of the teachers, 289 (77.27%), indicated that internal quality assurance influenced performance. Only 85(22.73%) asserted that internal quality assurance did not influence performance. Internal quality assurance affected performance in the sampled schools as indicated in Table 4.8.

The findings showed majority of teachers 189((50.53%) indicated quality assurance ensured they made use of teaching aids when teaching. Teaching aids enabled learners to understand the concept taught well in-exams. Further, 151(40.37%) of the teachers indicated that quality assurance made them prepare required professional documents which assisted them in delivering in their teaching profession. This ensures that a teacher is well prepared before attending a class lesson. The findings also showed that 21(5.61%) of teachers argued that quality assurance had assisted them in monitoring their progress in terms of syllabus coverage implying that individual teachers monitor themselves and assess where they had covered and not covered before even their HoDs check their progress. Meaning teachers were monitors of themselves which had an impact on the teacher performance in their respective schools. Likewise, 5 (1.68%) of teachers mentioned that internal quality assurance had influenced performance of secondary schools as it made teachers work hard due to monitoring of their daily work

**Table 4.8 Influence of Internal Quality Assurance and Performance of Secondary Schools**

Highlighted ways	Frequency	Percent
Ensures use of teaching aids	189	51.63
Makes teachers prepare required professional documents	151	41.3
Assist in monitoring teachers progress	21	5.61
Makes a teacher to work hard due to monitoring	5	1.37

These findings were backed by Sululu, Ochieng and Kirwok (2023) who did a study to determine the contribution of Quality Assurance and Standards Officers (QASOs) in enhancing Kenya Certificate of Secondary Education performance in Kwanza Sub County, and found out that QASOs typically enhance staff growth and development, education and learning materials.

#### **4.4.3.3 Possible Ways of Improving Internal Quality Assurance in School to Enhance Performance of Secondary School Teachers**

The results presented in Table 4.9 demonstrate that 189 (51.64%) of the teachers suggested that implementation of TPAD should be monitored by field officers within the schools, 79 (21.58%) emphasized the that teachers should be more effective in teaching, 43 (11.74%) of the teachers believed that appraisal should not be done as a formality, 37 (10.1%) of teachers indicated that there should be constant monitoring of all teaching activities both academic and co- curricular activities while 18 (4.91%) of teachers emphasized that teachers should set pass mark for learners in their respective subjects.

**Table 4.9 Other Possible Ways of improving Internal Quality Assurance in Schools**

	<b>Frequency</b>	<b>Percent</b>
Appraisal to be monitored by field officers	189	1.64
Being more committed in teaching	79	1.58
Stop doing appraisal as a formality	43	1.74
Ensuring constant monitoring of all teaching activities	37	0.1
Setting pass mark for learners	18	4.91

#### **4.4.4 Teaching Staff Training and the performance of public secondary school teachers.**

The study also sought to scrutinize the influence of teaching staff on the performance of public secondary school teachers in Kenya. A series of questions were presented to the teachers in relation to this subject and the findings were as presented in Table 4.10.

##### **4.4.4.1 Aspects of Teaching Staff Training and Development**

The findings in Table 4.10 showed the teachers on average were neutral that they went for in-service training once or more every year, which gives a mean of 3.08 and a SD of 1.267. The study results revealed also that on average, the workshops and seminars they attended made them better teachers as supported by a mean of 3.81 and a standard deviation of 1.179 and that teachers neutrally agreed that they had enrolled in TPD course and were active participants as shown by a Mean of 2.78 and a standard deviation of 1.199 and neutrally indicated that the training content in TPD would bridge their professional gaps as identified in TPAD as indicated by item mean of 3.14 and standard deviation of 1.173. Further the study results showed that the courses offered in guidance and counselling made them understand their learners



better as implied by the mean of 3.53 and standard deviation of 1.209. The findings shown in Table 4.10 imply that the sampled teachers from various public secondary schools in the selected counties agreed that on average, training of teaching staff was neutrally achieved as indicated by the composite mean of the indicator achieved was 3.27 and a composite standard deviation of .938. This had an impact on the performance of public secondary school teachers which also affects the performance of learners in KCSE exam.

**Table 4.10 Teaching Staff Training**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>	<b>n</b>	<b>μ</b>	<b>Σ</b>
<b>Internal Quality Assurance</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>		
1) I go for in-service training once or more every year.	50 13.7	86 23.5	46 12.6	146 39.9	37 10.1	366 100	3.08	1.267
2) The workshops and seminars I attend makes me a better teacher	35 9.6	25 6.8	11 3.0	200 54.5	95 26.0	366 100	3.81	1.179
3) I have enrolled in TPD course and I am an active participant.	56 15.3	118 32.2	67 18.3	100 27.3	25 6.8	366 100	2.78	1.175
4) The training content in TPD will bridge my professional gaps as identified in TPAD	47 12.8	55 15.0	96 26.1	135 36.3	33 9.0	366 100	3.14	1.173
5) The courses offered in guidance and counselling make me understand my learners better.	38 10.4	44 12.0	34 9.3	187 51.1	63 17.2	366 100	3.53	1.209
<b>Compound mean</b>							<b>3.27</b>	<b>0.938</b>

**SD** = Strongly Disagree; **D** = Disagree; **NS** = Not Sure; **A** = Agree; **SA** = Strongly Agree **n** = Sample Size; **μ** = Mean **σ** = Standard Deviation

The findings were supported by Castillo and Brackett, (2013), who drew attention to in-service teacher training programs that are prepared for teachers in order to fill the gap between developments in education and preparing teachers for instruction. He argued that the ultimate aim of in-service teacher training programs are to ensure the performance of teachers in the classroom and to increase student achievement. When teachers participate in training, it can improve teacher quality and ultimately enhance their performance. Therefore sustained and intensive training is more likely to have an influence on enhanced teacher knowledge and skills and consequently student achievement than short training activities

#### **4.4.4.2 Influence of Teaching Staff Training and Performance Secondary School Teachers**

In reference to the influence of teaching staff training on the performance of teachers in public secondary schools it was established that a majority of the teachers, 229(62.5%), agreed that staff training influenced their performance in their duties. Only 137(37.5%) opinioned that teaching staff training does not influence their performance in their duties. The ways through which the teaching staff training affected performance in the sampled schools as indicated by these teachers are outlined in Table 4.11.

The findings show that teaching staff training affected the performance of teachers of the sampled public secondary schools in three main ways from the teachers' perspective. The findings showed majority of teachers 183(50.0%) indicated teaching staff training made them more knowledgeable and therefore were able to teach

learners effectively. Further, 103(28.14%) of teachers indicated that teaching staff training enabled them to improve their teaching skills which is a positive impact on the performance of public secondary school teachers. 80(21.86%) felt that teaching staff training enabled them to use current methodologies of learner instructions. These current methods includes the use of ICT where learners were taught through online classes especially during the holidays where some teachers embrace it to cover their syllabus and also do revision in their teaching subjects. This has a positive impact on the performance of public secondary school teachers.

**Table 4.11 Influence of Teaching Staff Training and Performance Secondary School Teachers**

Highlighted ways	Frequency	Percent
Makes teachers more knowledgeable	183	50.0
Improves teaching skills	103	28.14
Enables teachers to use current methodologies of learner instructions	80	21.86

The findings were backed by Morgan (2010), who found out that teachers acquire more knowledge which can help them deliver more while in the class. Gamoran (2006) observed that teacher training led to better content delivery in classroom which consequently enhances student achievement. Dove (1998) found that through training of the teachers, there is good use of the teaching and learning resources. This leads to proper understanding by the students who then perform well in examinations. Gurskey (2000) noted that teacher training has a positive influence on time management, evaluation methods and practices and feedback given on the ability of the students.

#### 4.4.4.3 Possible Ways of Improving Teaching Staff Training in School to Enhance Performance of Secondary School Teachers

Possible ways of improving teaching staff training in selected schools to enhance teacher performance was sought and teachers responded as indicated in Table 4.12. The findings demonstrate that 217 (59.29%) of the teachers suggested TSC should sponsor teacher professional training (TPD) as well as in-service training, 98 (26.77%) emphasized the induction of teachers on ICT in teaching as one of the ways of improving teaching staff training, 40 (10.93%) of the teachers indicated training on marking skills by KNEC as a possible way of improving teaching staff training that can improve the performance of teachers in public secondary schools as teachers will know what is required during exam marking while 8 (2.19%) of teachers indicated teachers who go for training be rewarded by promotions and 3 (0.82%) of the teachers considered having more workshops and seminars for teachers organized at county level and sponsored by schools was another way of enhancing teaching staff training which can also improve performance of public secondary school teachers.

**Table 4.12 Other Possible Ways of improving teaching staff training in school**

	Frequency	Percent
TSC to sponsor TPD and in-service training	217	59.29
Teachers to be inducted on use of ICT in teaching at school level	98	26.77
Schools to initiate training of marking exams by KNEC	40	10.93
Teachers who go for training to be rewarded by promotions	8	2.19
Counties to organize for workshops and seminars sponsored by schools.	3	0.82

#### 4.4.5 Joint Performance Management Initiative

The fifth objective aimed at examining the joint performance management initiatives' influence on teacher performance in public secondary schools in Kenya. The objective

was tackled by taking the compound means of each performance management initiative variable and illustrated in Table 4.13.

According to results presented in Table 4.13, performance target setting and quality assurance and were perceived as the main attributes of performance management initiative since they had a compound mean of 4.07 and 4.04 respectively, which was higher than the performance management initiative compound mean 3.75. This implied that both performance target setting and quality assurance had an influence on the teacher performance in public secondary schools. However, teacher performance appraisal and development and teaching staff training had a mean of 3.63 and 3.27 respectively implying that both teacher performance appraisal and development and teaching staff training did not have a significant influence on teacher performance in public secondary schools.

The combined magnitude was determined by computing the compound mean score of the performance management initiatives. It was indicated in Table 4.13 that performance management initiatives combined mean was 3.75 and SD of .761. Therefore, overall performance management initiatives moderately influenced teacher performance in public secondary schools in Kenya. On a 5-point scale measurement, it showed an average execution of performance management initiatives which means that more efforts were needed to improve on the teacher performance in public secondary schools in Kenya.

**Table 4.13 Combined Performance Management Initiative**

Description	Number	Mean	Std Deviation
Performance Target Setting	366	4.07	.579
TPAD	366	3.63	.960
Quality Assurance	366	4.04	.568
Teaching Staff Training	366	3.27	.938
<b>Composite mean and Std Deviation</b>		<b>3.75</b>	<b>.761</b>

#### 4.4.6 Work Environment

The sixth objective aimed at determining the influence of work environment on the performance of public secondary school teachers in Kenya. Various questions were presented to teachers in relation to this subject and the findings are as presented in Table 4.14:

##### 4.4.6.1 Aspects of Work Environment

Work environment acted as a moderating variable on the relationship between performance management initiative and performance of public secondary school teachers in Kenya. The findings in Table 4.14 showed that majority of teachers fairly agreed that their schools had most of the teaching and learning resources which made them achieve their teaching targets effectively as shown by the item mean 3.63 and standard deviation of 1.059. Further, 290 (79.2%) of teachers agreed that their principal's leadership style especially delegation made them achieve the goals of TPAD. Likewise, majority of teachers 348 (95.1%) totally agreed that their colleagues assist them in knowledge and skills when they got a challenge in performing their duties. This implies that in most public secondary schools there existed team work, which is a cartelist of performance in any organization.

Further, majority of teachers 277 (75.7%) agreed that their school infrastructure made their learning / teaching activities effective. However, teachers neutrally agreed that the structure of management in their schools made the monitoring of the quality of their work always very effective. Generally, teachers in public secondary schools agreed that work environment helped in the performance of KCSE examination in their respective teaching subjects.

**Table 4.14 Work Environment**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>	<b>n</b>	<b>μ</b>	<b>σ</b>
<b>Work Environment</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>		
	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>		
1) My school has most of the teaching/learning resources which make me achieve my teaching targets effectively	10 2.7	62 16.9	51 13.9	173 47.3	75 19.1	366 100	3.63	1.059
2) My principal's leadership style especially delegation makes me achieve my goal of TPAD.	12 3.3	15 4.1	48 13.4	185 50.5	105 28.7	366 100	3.97	.939
3) My colleagues assist me with knowledge and skills when I get a challenge in performing my duties.	4 1.0	12 3.3	2 0.5	221 60.4	127 34.7	366 100	4.24	.724
4)The structure of management in our school makes the monitoring of the quality of my work always very effective	26 7.1	64 17.5	73 19.9	163 44.5	40 10.9	366 100	3.35	1.107
5) Our school infrastructure makes my learning/ teaching activities effective.	21 5.7	43 11.7	25 6.8	232 63.4	45 12.3	366 100	3.65	1.028
<b>Compound mean</b>							<b>3.77</b>	<b>0.750</b>

**SD** = Strongly Disagree; **D** = Disagree; **NS** = Not Sure; **A** = Agree; **SA** = Strongly Agree **n** = Sample Size; **μ** = Mean **σ** = Standard Deviation

These results were backed by the findings of Anwar, Khan and Jabbar (2022) who sought to determine the effect of the working environment on teachers' performance of teaching faculty in public secondary schools in Sheikhpura in the Pakistan province of Punjab and found out that work environment had a positive and moderate effect on teachers' performance.

#### **4.4.6.2 Influence of work environment in enhancing Performance of Secondary School Teachers**

The Teachers' opinions on whether their schools' work environment assisted their quality of work in the selected public secondary schools was sought. A majority of the teachers 349 (95.5%) stated that their work environment assisted them to achieve improve their quality of work while the rest of the teachers, 17 (4.5%), believed work environment did not assist them at all in improving their quality of work in their schools. Table 4.15 shows the various ways work environment influence the quality of work of public secondary school teachers.

Table 4.15 shows the ways in which work environment influenced the quality of work of public secondary school teachers and majority of teachers 183 (50.14%) felt that work environment creates comfort and satisfaction in their work and therefore makes them comfortable and satisfied when working which makes them teach effectively. 104 (28.57%) of teachers indicated that work environment motivates them which improved the quality of teaching in their respective subjects, while 40 (14.29 and 39 (14.18%) of teachers narrated that work environment enables them to utilize fully the learning and teaching materials, and that it makes them work effectively respectively.



**Table 4.15 Influence of Work Environment on Performance Public Secondary School Teachers**

Highlighted ways	Frequency	Percent
Creates comfort and satisfaction in work	183	50.14
Motivates teachers which enhances improved performance	104	28.57
Enables full utilization of learning materials and aids	40	14.29
Makes teachers work effectively	39	14.18

These findings were supported by the study done by Baharuddin (2021) who did a research to investigate the effect of working environment on teachers' performance in MTS Madani Pao-Pao and found out that the conducive, comfortable, safe and enjoyable working environment positively affected teachers' performance.

#### **4.4.6.3 Possible Ways of Improving School Work Environment to Enhance Performance of Secondary School Teachers**

Possible ways of improving school work environment to enhance teacher performance was sought from teachers in the selected public schools. The possible ways were aligned in Table 4.16.

The results showed some of the possible ways of improving work environment in the sampled schools as suggested by the teachers. The findings established that 152 (41.53%) of the teachers indicated that involving teachers in decision making is the most possible way of improving their performance. When teachers are involved in decision making on matters touching their duties, they could express themselves and give practical ideas on how they could enhance their teaching and learning methods, which could contribute a lot in the learning of their learners. This could work better because teachers interact on daily basis with their learners and thus understand their behavior and capabilities.

Further, 142 (38.80%) of teachers mentioned that communication among teaching staff, administrators and non-teaching staff as a possible way of improving work environment that could help in improving performance in their duties. Communication in an organization among all cadres of employees enhances performance. Likewise, 40 (10.93%) of teachers suggested providing more teaching and learning aids in public secondary schools will enhance their performance in their duties. Otherwise, 9 (2.43%) mentioned improving infrastructure and enlightening parents on education matters is another possible way of improving work environment which would enhance their performance and give good results.

**Table 4.16 Other Possible Ways of Improving Work Environment in School**

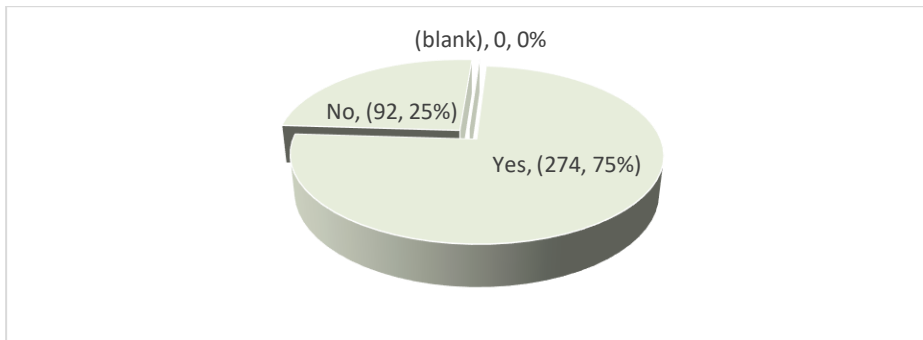
	Frequency	Percent
Involve teachers in decision making	152	41.53
Communication among teaching staff, administrators and non-teaching staff	142	38.80
Provide more teaching and learning aids	40	10.93
Improve infrastructure and enlighten parents	13	3.55
Provide wifi in school	9	2.46
Have teacher motivation programs	6	1.64
Entertainment	3	0.82
Admit students with higher entry behaviour	1	0.27

#### **4.4.7 Teacher Performance in Public Secondary Schools**

Descriptive analysis on performance of public secondary school teachers in Kenya was conducted. This was necessary in providing an overview of the performance of the schools. The findings achieved was presented in the following sub sections:-

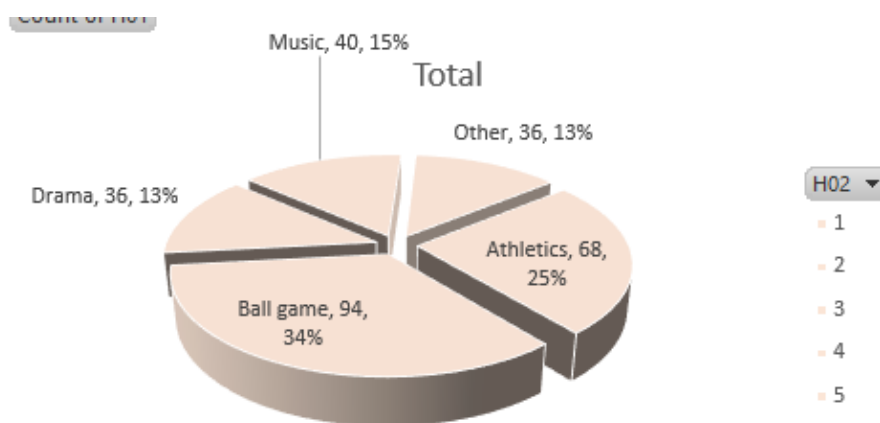
#### 4.4.7.1 Co-Curricular Activities

Teachers from the selected public secondary schools were requested to indicate whether they had been coaching students in co-curricular activities. A majority of the teachers 274 (75%) indicated that they have been coaching learners in co-curricular activities while 92 (25%) of teachers did not as shown in Figure 4.7.



**Figure 4.7 Participation in Co-curricular Activities**

Teachers coached learners in different co-curricular activities. There were five aligned activities given by the researcher where 274 teachers were requested to mention as indicated in figure 4.8.



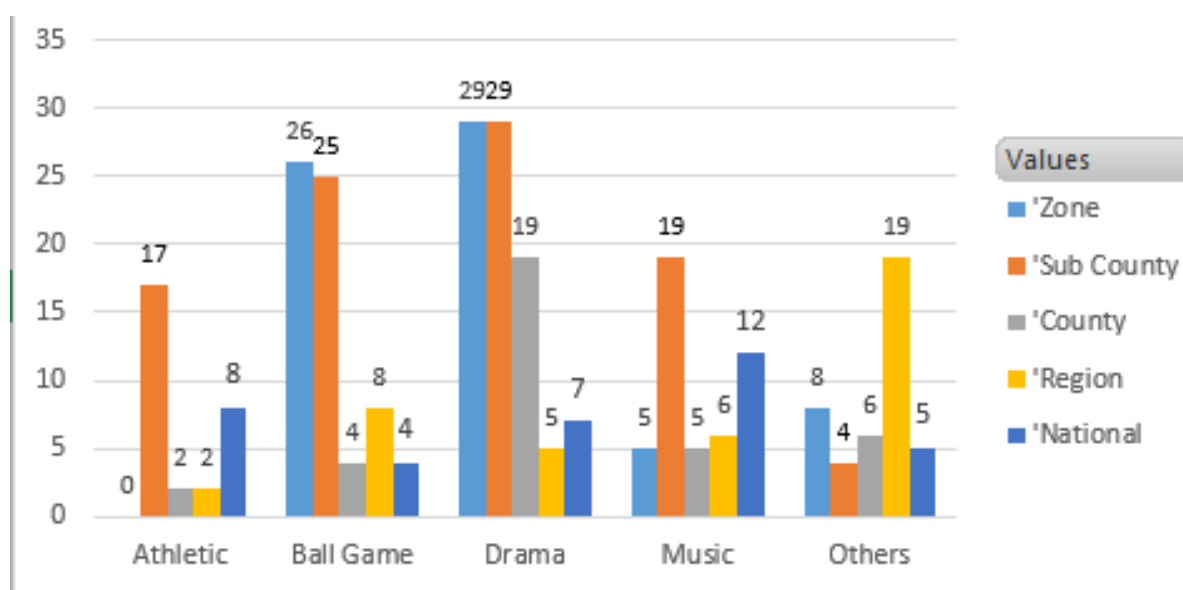
**Figure 4.8 Types of Co-Curricular Activities**

It was evident that majority of teachers 94 (34%) coached learners in ball game, 68 (25%) coached learners in athletics, 40 (15%) coached learners in music and finally

36 (13%) coached learners in drama while another 36 (13%) coached learners in other games.

#### 4.4.7.2 Distribution of Co-Curricular by Level Reached

Teachers coach learners in different co-curricular activities to compete with other learners in different schools. The competition are normally categorized as zonal, sub county, county, regional and national. Teachers mentioned the levels they managed to reach with their learners in the respective co-curricular activities as shown in figure 4.9. The results in figure 4.9 indicated that in athletics, all teachers reached sub county level and above, whereby majority of teachers reached at the sub county level and minimum teachers reaching at county and regional levels.



**Figure 4.9 Co-Curricular by level reached**

Figure 4.9 also showed that majority of teachers concentrated more in drama than other co-curricular activities where 29 of them from the selected public secondary schools managed to reach zonal and sub county levels, 19 teachers reached county level, while 5 and 7 teachers managed to reach regional and national levels

respectively.

#### **4.4.7.3 Aspect of Academic Teacher Performance**

The teachers' reaction to various statements relating to their performance in their duties was sought and their responses are summarized as shown in Table 4.17

The findings in Table 4.17 showed that majority of teachers fairly agreed that their subject mean score has improved since the introduction of performance management as shown by the item mean 3.45 and standard deviation of 1.037. Further, teachers noted that their students' performance in co-curricular activities has not improved since the introduction of performance management initiatives as indicated by the mean of 3.34 which was lower than the compound mean of the indicator. This could be caused by teachers concentrating on academic performance due to the ranking of schools in the national examinations and they stopped concentrating on the co-curriculum activities.

Also noted was that teachers indicated that their students and parents had not always rated them highly since the introduction of performance management as shown by the item mean of 3.37 which was lower than the indicator mean of 3.48. The standard deviation of the item registered .932 and was higher than the standard deviation of the indicator which implies that the opinions of the teachers were consistent. Otherwise, majority of teachers agreed that their relationship with students had improved since the introduction of performance management. These results showed that both co-curricular activities and academic performances have improved since the introduction of the performance management initiatives in public secondary schools.

These results were supported by the findings of Jonyo and Jonyo (2017) who did a study on performance management in Kenya public schools: Implications and challenges and found out that there are some indications that the increasing integration of the current perspectives of HRM appears to encourage more strategic links between individual, group and organizational outcomes to improve TSC teacher management systems.

**Table 4.17 Teacher Academic Performance**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>	<b>n</b>	<b>μ</b>	<b>σ</b>
<b>Teacher Performance</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>		
	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>		
1) My subject mean score has improved since the introduction of performance management	18 4.9	59 16.1	67 18.3	184 50.3	38 10.4	366 100	3.45	1.037
2) My students' performance in co-curricular activities has improved since the introduction of performance management.	16 4.4	59 16.1	98 26.5	172 47.0	21 5.7	366 100	3.34	.962
3) My students and parents have always rated me highly since the introduction of performance management.	16 4.4	39 10.7	135 36.9	147 40.2	29 7.9	366 100	3.37	.932
4) My relationship with students has improved since the introduction of performance management	8 2.2	29 7.9	57 15.6	203 55.5	56 15.3	366 100	3.76	.894
<b>Compound mean</b>							<b>3.48</b>	<b>0.810</b>

**SD** = Strongly Disagree; **D** = Disagree; **NS** = Not Sure; **A** = Agree; **SA** = Strongly Agree **n** = Sample Size; **μ** = Mean **σ** = Standard Deviation

#### 4.4.7.4 Distribution of Academic Teacher Performance per Subject

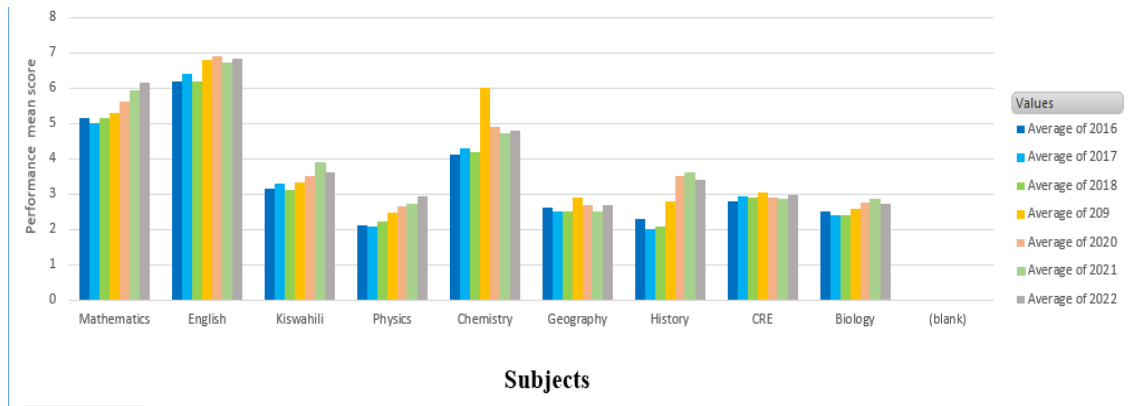
Teachers were requested to indicate their teaching subjects as the study targeted all teachers teaching form four classes to find out whether the introduction of

performance management initiatives had any impact on the performance of teachers in KCSE examination. The distribution of subject performance for the last seven years was shown in figure 4.10. while the mean scores were shown in table 4.18.

Findings in Figure 4.10 showed that there was improvement in the performance of some subjects since the introduction of the performance management initiatives in public secondary schools in Kenya. This was witnessed in Mathematics, Physics, Kiswahili, Chemistry, History, biology and English subjects over the seven years. There was a consistency in the performance improvement in mathematics and physics across all the years as indicated that due to the performance management initiatives handled in the public secondary schools, teachers performance in those subjects increased. In the year 2019, the results showed that there was a high improvement in chemistry, geography and history subjects as shown.

**Table: 4.18 - Average Mean Score per Subject**

Row Labels	Average of 2016	Average of 2017	Average of 2018	Average of 2019	Average of 2020	Average of 2021	Average of 2022
Mathematics	5.2	5.0	5.2	5.3	5.6	5.9	6.15
English	6.2	6.4	6.2	6.8	6.89	6.7	6.82
Kiswahili	3.1	3.3	3.1	3.3	3.5	3.9	3.6
Physics	2.1	2.1	2.2	2.5	2.7	2.7	2.94
Chemistry	4.1	4.3	4.2	6	4.9	4.7	4.8
Geography	2.6	2.5	2.5	2.9	2.7	2.5	2.7
History	2.3	2	2.08	2.8	3.5	3.6	3.4
CRE	2.8	2.925	2.89	3.05	2.9	2.85	2.98
Biology	2.5	2.4	2.41	2.60	2.75	2.86	2.72
(blank)							
<b>Grand Total</b>	<b>3.32</b>	<b>3.33</b>	<b>3.31</b>	<b>3.69</b>	<b>3.77</b>	<b>3.85</b>	<b>3.87</b>

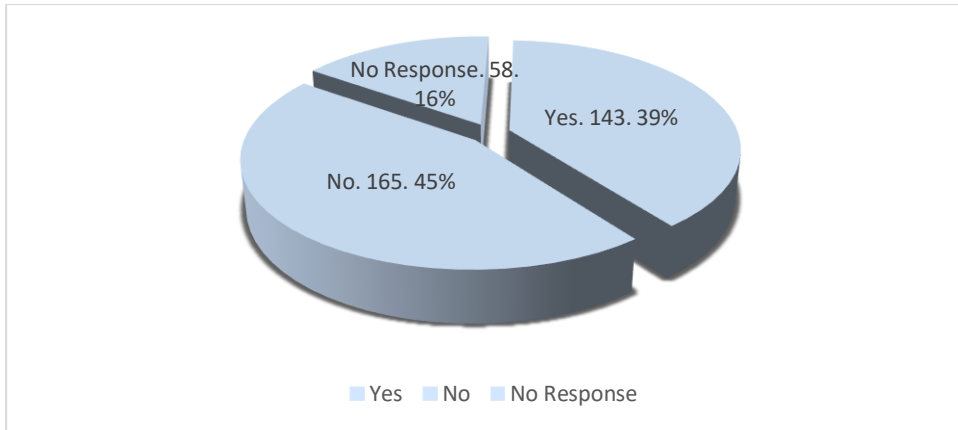


**Figure 4.10 Distribution of Academic Teacher Performance per Subject**

#### **4.4.7.5 Influence of Performance Management Initiatives on Performance of Secondary School Teachers**

The teachers were asked to indicate whether performance management initiatives had any influence in the performance of their duties. The findings provided in Figure 4.12 reveal that 143 (39.07%) of the teachers indicated that performance management initiatives had an influence in the performance of their duties, 165 (45.03%) argued that performance management initiatives did not have any influence in the performance of their duties while 58 (15.89%) of the teachers did not specify whether performance management initiatives had an influence in the performance of their duties or not as shown in figure 4.11. From these findings, it can be argued that the performance management initiatives had varied influence in the performance of teachers duties in public secondary schools.





**Figure 4.11 Influence of Performance Management Initiatives on Performance of Secondary School Teachers**

Some of the ways performance management initiatives influenced performance of public Secondary schools mentioned by teachers are indicated in Table 4.19.

The findings show that performance management initiatives influence the performance of teachers of the sampled public secondary schools in six main ways from the teachers' perspective. The findings showed majority of teachers 168 (45.90%) indicated performance management initiatives enables professional growth of teachers which therefore improves performance of teachers in public secondary schools. Further, 87 (23.77%) of teachers indicated that performance management initiatives makes teachers more committed to their work, whereby they work towards syllabus coverage and thus enhances performance of teachers in their respective duties. Likewise, 52 (14.21%) of teachers mentioned that performance management initiatives had helped teachers improve their performance by putting them on their toes, 33 (9.02%) said that they help in monitoring lesson attendance while 26 (7.10%) said that PMI made teachers get more concerned with students welfare both academically and socially.

**Table 4.19 Influence of Performance Management Initiatives on Performance Public Secondary School Teachers**

<b>Highlighted ways</b>	<b>Frequency</b>	<b>Percent</b>
Professional growth	168	45.90
Makes teachers more committed to work	87	23.77
Has put teachers on their toes	52	14.21
Helped in lesson attendance monitoring	33	9.02
Make teachers more concerned with learners welfare.	26	7.10

#### **4.4.7.6 Possible Ways of Improving Performance Management Initiatives to Enhance Performance of Secondary School Teachers**

Possible ways of improving performance management initiatives in selected schools to enhance teacher performance was sought and teachers responded as indicated in Table 4.20. The results presented in Table 4.20 showed some of the possible ways of improving performance management initiatives

**Table 4.20 Possible Ways of Improving Performance Management Initiatives**

	<b>Frequency</b>	<b>Percent</b>
Better pay for teachers	89	24.32
Staffing more teachers in schools	77	21.04
Improved teacher motivation	66	18.03
Sponsor teachers for in-service training	52	14.21
Involve learners in setting targets	42	11.48
Frequent checks on the professional documents	17	4.64
Sensitize teachers on identification of professional gaps	15	4.10
Teachers in acting capacity to be promoted	8	2.19

#### **4.5 Model Assumptions Tests**

Various diagnostic tests were done prior to estimating the different models in this study. Such tests were essential in testing whether the assumptions of the ordinary linear regression model were met or not. This assisted in reducing the risks of

obtaining biased, inefficient, and inconsistent parameter estimates. Normality test, multicollinearity test and linearity test were conducted.

#### 4.5.1 Test for Normality

Data normality was tested to examine whether it was normally distributed to ensure the right statistical analysis technique is applied. Shapiro–Wilk test is a test of the composite hypothesis that the data are i.i.d. (independent and identically distributed) and normal, i.e.  $N(\mu, \sigma^2)$  for some unknown real  $\mu$  and some  $\sigma > 0$  (Shapiro and Wilk, 1965). This test of a parametric hypothesis relates to nonparametrics in that a lot of statistical methods (such as t-tests and analysis of variance) assume that variables are normally distributed. If they are not, then some nonparametric methods may be needed. Shapiro-Wilk ( $W$ ) applies whenever  $n \geq 3$  and  $n \leq 2000$ , therefore this research adapted Shapiro-Wilk test to determine its normality distribution of the variables, since  $n=399$ . Table 4.21 displays the statistics based on Shapiro-Wilk.

The statistics showed the test ( $W$ ) ranged between .886 and .947, implying that none of the variables had  $W$  statistics =1, though the scores were closer to 1 which was satisfactory, as it is not always easy to achieve perfectly normal distribution

**Table 4.21 Normality Test of Data**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Performance-Target-Setting	.159	353	.000	.915	353	.000
TPAD	.232	353	.000	.886	353	.000
Quality Assurance	.173	353	.000	.947	353	.000
Training	.136	353	.000	.922	353	.000
Work environment	.141	353	.000	.943	353	.000

This implies that performance target setting, teacher performance appraisal and development, quality assurance, training and work environment were distributed normally.

#### **4.5.2 Test for Multicollinearity**

Multicollinearity is a condition where correlation among predictors are strongly achieved. Multicollinearity is often described as the statistical phenomenon wherein there exists a perfect or exact relationship between predictor variables. From a conventional standpoint, this occurs in regression when several predictors are highly linear (Schreiber-Gregory, & Jackson 2017). Regression analysis technique postulates multicollinearity does not exist among independent variables. This postulation was then tested by tolerance and Variance Inflation factor (VIF). To determine multicollinearity, all mean values for items by indicator of the independent variable were added together to form a compound mean. Correlation among independent variables indicates that there is a problem, as independent should remain independent. According to Cooper & Schendler (2011), detections of tolerance and VIF method was used to test for multicollinearity. O'Brien, (2007) argued that VIF of above 5 and tolerance of below 0.20 is an indication of a multicollinearity problem. Values of tolerance and VIF for independent variables are as shown in Table 4.22.

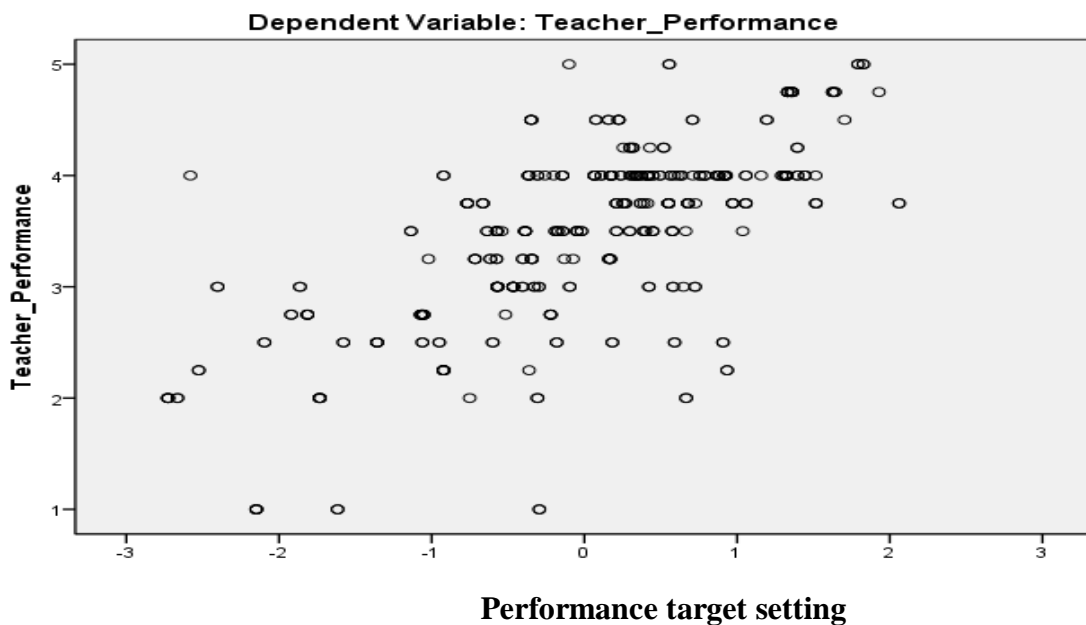
This research results indicated that all independent variables had VIF values between 1.321 to 1.744 which is less than 5, while the tolerance of all independent variables is greater than 0.20. This meant that multicollinearity had no problem, thus the researcher made the decision to use regression analysis.

**Table 4.22 Multicollinearity Test Results**

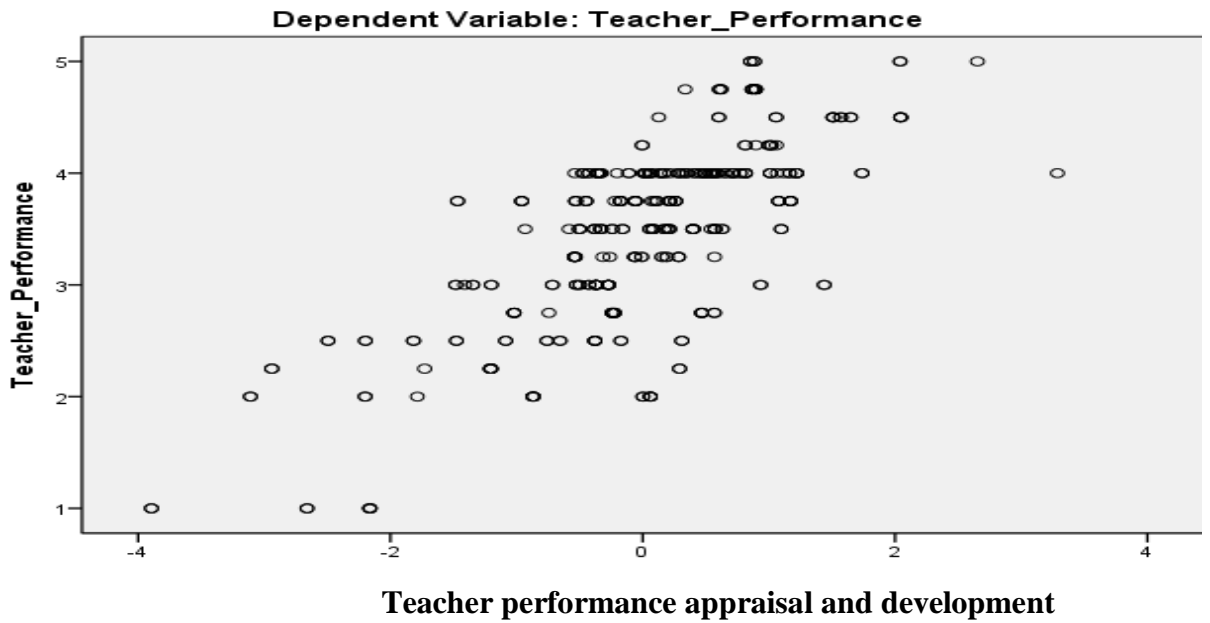
Variable	VIF	1/VIF (Tolerance)
Performance target setting	1.399	0.715
Teacher performance appraisal and development	1.323	0.756
Quality Assurance	1.610	0.621
Training	1.321	0.757
Work environment	1.744	573

### 4.5.3 Tests of Linearity

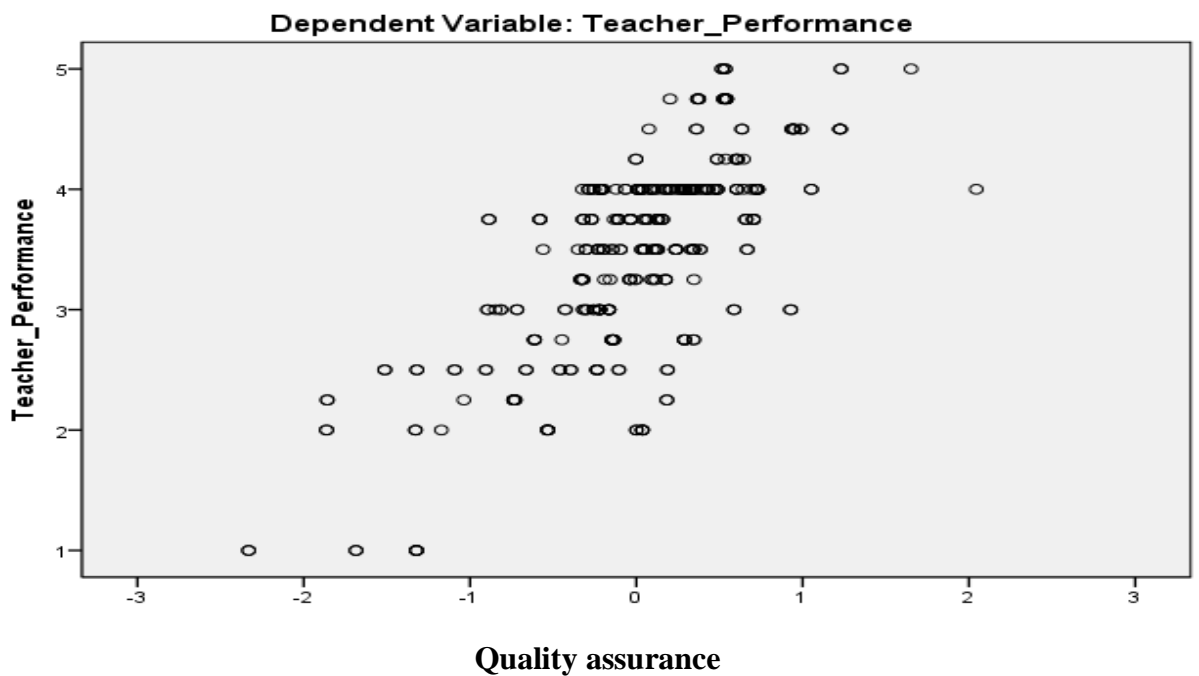
Regression analysis was adopted in this research to test linearity among independent and dependent variables. This was important as it assessed the presence of outliers. The linear association between independent and dependent variables was investigated using scatter plots. Performance of public secondary school teachers was used as the dependent variable to examine its association with the independent variables which included; performance target setting, teachers' performance appraisal and development, quality assurance and teaching staff training. The tests showed that all variables had linear relationship therefore, inferential analysis was possible.



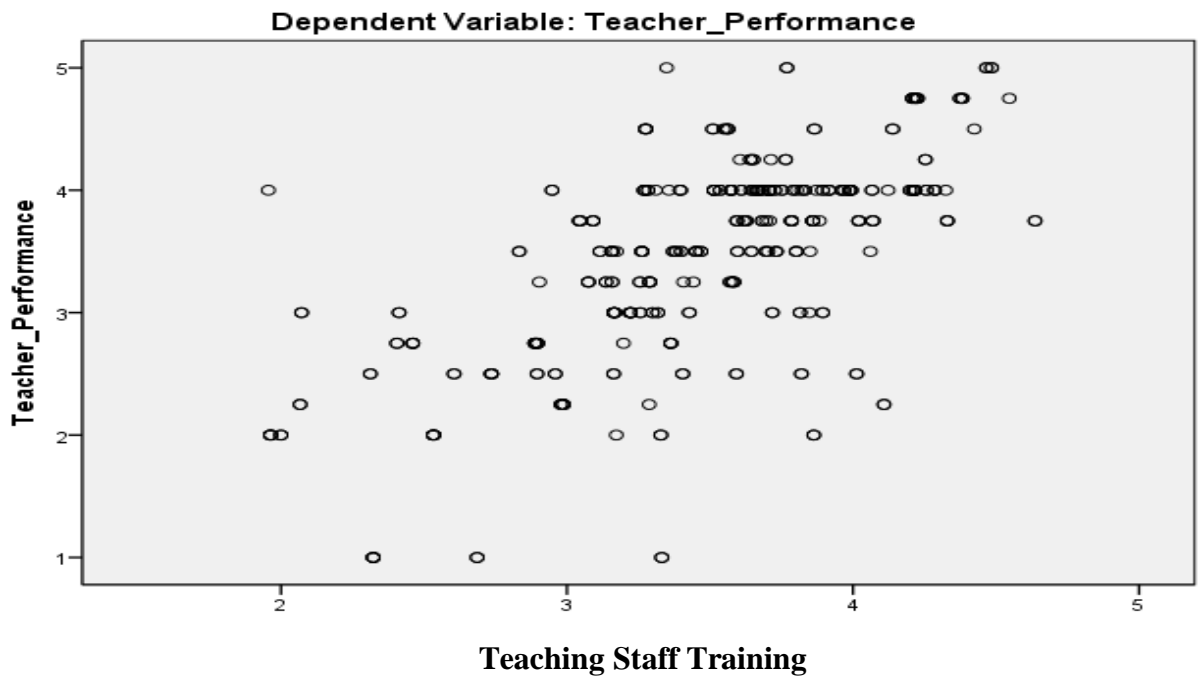
**Figure 4.12 Scatter Plot for the Relationship between performance Target Setting and Teacher Performance**



**Figure 4.13 Scatter Plot for the Relationship between TPAD and Teacher Performance**



**Figure 4.14 Scatter Plot for the Relationship between Quality Assurance and Teacher Performance**



**Figure 4.15 Scatter Plot for the Relationship between Teaching Staff Training and Teacher Performance**

#### 4.6 Correlation Analysis

The nature of association between independent and dependent variables was determined, by spearman's rank correlation coefficients which ranges from -1 to 1. The Spearman correlation between two variables is equal to the Pearson correlation between the rank values of those two variables; while Pearson's correlation assesses linear relationships, Spearman's correlation assesses monotonic relationships (whether linear or not). If there are no repeated data values, a perfect Spearman correlation of +1 or -1 occurs when each of the variables is a perfect monotone function of the other. The strength, direction and significance of the association between the variables was assessed. The strength of the Pearson's correlation coefficients is interpreted using the criteria provided by Sedgwick (2012) as follows: +/-0.00 to +/-0.19 is very weak, +/- 0.20 to +/-0.39 is weak, +/-0.40 to +/-0.59 is moderate, +/-0.60 to +/-0.79 is strong while +/-0.80 to +/-1.0 is very strong. The significance of the correlation was assessed at the 95% confidence level or the 0.05 significance level.

The rule of the thumb was that a calculated p value less than the critical p value of 0.05 for this study implied that the correlation between the variables was significant and vice versa. The results are given in Table 4.23.

The findings as presented in Table 4.23 show that there was a moderate, positive and significant correlation between the teacher performance in public secondary schools in the selected schools and the performance target setting ( $r=0.468$ ,  $p=0.000$ ). Likewise, teacher performance appraisal and development, and teacher performance in public secondary schools in the selected schools were also moderately and significantly correlated ( $r=0.440$ ,  $p=0.000$ ). A moderate positive and significant correlation also existed between quality assurance and teacher performance in public secondary schools in the selected schools ( $r=0.546$ ,  $p=0.000$ ). The study also found that teaching staff training and teacher performance in public secondary schools in the selected schools were positively and significantly correlated and that their association was moderate at ( $r=0.400$ ,  $p=0.000$ ).

The results further demonstrated that work environment and teacher quality of work in public secondary schools in the selected schools were moderate, positive and significantly correlated as supported by ( $r=0.520$ ,  $p=0.000$ ). It can therefore, be inferred that the performance target setting, teacher performance appraisal and development, Teaching staff training, quality assurance and work environment and the teacher performance in public secondary schools in the selected schools changed in the same direction.



**Table 4.23 Correlation Matrix**

		Correlations					
Spearman's rho		Performance_Target_Setting	TPAD	Quality_Assurance	Training	Work_Environment	Teacher_Performance
Performance_Target_Setting	Correlation Coefficient	1.000	.301**	.479**	.249**	.479**	.468**
	Sig. (1-tailed)	.	.000	.000	.000	.000	.000
	N	366	366	366	366	366	353
TPAD	Correlation Coefficient	.301**	1.000	.421**	.349**	.378**	.440**
	Sig. (1-tailed)	.000	.	.000	.000	.000	.000
	N	366	366	366	366	366	353
Quality_Assurance	Correlation Coefficient	.479**	.421**	1.000	.239**	.521**	.546**
	Sig. (1-tailed)	.000	.000	.	.000	.000	.000
	N	366	366	366	366	366	353
Training	Correlation Coefficient	.249**	.349**	.239**	1.000	.414**	.400**
	Sig. (1-tailed)	.000	.000	.000	.	.000	.000
	N	366	366	366	366	366	353
Work_Environment	Correlation Coefficient	.479**	.378**	.521**	.414**	1.000	.520**
	Sig. (1-tailed)	.000	.000	.000	.000	.	.000
	N	366	366	366	366	366	353
Teacher_Performance	Correlation Coefficient	.468**	.440**	.546**	.400**	.520**	1.000
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.
	N	353	353	353	353	353	353

\*\* . Correlation is significant at the 0.01 level (1-tailed).

#### 4.7 Regression Analysis and Hypothesis Testing

Regression analysis was conducted to measure the influence of performance management initiatives under study (performance target setting, teacher performance appraisal and development, Teaching staff training, quality assurance) on the teacher performance in public secondary schools. The individual effect of each was assessed by conducting bivariate regression analyses. A multiple regression analysis on the

other hand, was conducted to show the combined effect of the four initiatives on the teacher performance. All tests were conducted at 0.05 level of significance.

#### 4.7.1 Influence of Performance Target Setting on Teacher Performance

Regression analysis was done to determine the nature of the relationship between the performance target setting and the teacher performance in public secondary schools as shown in Table 4.24.

**Table 4.24 Performance Target Setting and Teacher Performance**

<b>Model Summary</b>									
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>R Square Change</b>	<b>Change Statistics</b>			<b>Sig. F Change</b>
						<b>F</b>	<b>df1</b>	<b>df2</b>	
	.467	.218	.216	.717	.218	98.021	1	351	.000
<b>ANOVA<sup>b</sup></b>									
<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>			
1	Regression	50.447	1	50.447	98.021	.000 <sup>a</sup>			
	Residual	180.644	351	.515					
	Total	231.091	352						
<b>Coefficients<sup>a</sup></b>									
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		<b>t</b>	<b>Sig.</b>		
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>			<b>Std. Error</b>		
1	(Constant)	.843	.269			3.135	0.000		
	Performance Target Setting (X <sub>1</sub> )	.648	.065	.467		9.901	.000		

a. Predictors: (Constant), Performance Target Setting

b. Dependent Variable: Teacher Performance in Public Secondary Schools.

#### **4.7.1.1 Model Summary**

The regression model summary results presented in Table 4.24 showed that the coefficient of determination associated with performance target setting in the sampled schools was 0.216. These results destined that performance target setting explained 21.6% of the changes in the Teacher Performance in Public Secondary Schools in Kenya. The rest of the variation in the performance of these schools, 78.4%, were attributable to other variables.

#### **4.7.1.2 Goodness of Fit**

The findings outlined in Table 4.24 also indicated that the model used in showing the link between performance target setting and Teacher Performance in Public Secondary Schools in Kenya was statistically significant, that is, the model fit the data used well. This was supported by  $F(1, 352) = 98.021, p = .000$ . It can also be inferred from these findings that performance target setting was an adequate predictor of the Teacher Performance in Public Secondary Schools in Kenya.

#### **4.7.1.3 Regression Coefficient**

The results in third output in Table 4.24 validated that the teacher performance in public secondary schools in Kenya was positively and significantly affected by performance target setting as illustrated by ( $\beta = 0.648, t = 9.901, p = .000$ ). The implication of the findings was that an increase in performance target setting would lead to increased teacher performance in public secondary schools in Kenya by 0.648 units holding all other factors constant.

Hence, the p value computed was 0.000 which was less than 0.05, therefore, the first null hypothesis that, Performance target setting has no significant influence on the teacher performance in public secondary schools was rejected and an inference made that performance target setting significantly influenced the teacher performance in public secondary schools in Kenya.

$$Y = 0.843 + 0.648 X_1$$

Where;  $Y$  = Teacher Performance in Public Secondary Schools in Kenya and  
 $X_1$  = performance target setting

#### **4.7.2 Influence of Teacher Performance Appraisal and Development on Teacher Performance**

Regression analysis was done to evaluate the nature and the relationship between the TPAD, and the teacher performance in public secondary schools. A bivariate linear regression model was applied to measure the influence between the variables as indicated in Table 4.25.

**Table 4.25 TPAD and Teacher Performance**

<b>Model Summary</b>									
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>R Square Change</b>	<b>Change Statistics</b>			
						<b>F</b>	<b>df1</b>	<b>df2</b>	<b>Sig. F Change</b>
	.421	.177	.175	.736	.177	75.645	1	351	.000
<b>ANOVA<sup>b</sup></b>									
<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>			
1	Regression	40.973	1	40.973	98.021	.000 <sup>a</sup>			
	Residual	190.118	351	.542	75.645				
	Total	231.091	352						
<b>Coefficients<sup>a</sup></b>									
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		<b>t</b>	<b>Sig.</b>		
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>			<b>Std. Error</b>		
1	(Constant)	2.178	.155			14.084	0.000		
	Performance appraisal (X <sub>2</sub> )	.358	.041	.421		8.697	.000		

a. Predictors: (Constant), TPAD

b. Dependent Variable: Teacher Performance in Public Secondary Schools.

#### 4.7.2.1 Model Summary

The regression model summary results presented in Table 4.25 showed that the coefficient of determination associated with TPAD in the sampled selected schools was 0.175. These results destined that TPAD explained 17.5% of the changes in the teacher performance in public secondary schools in Kenya. The rest of the variation in the performance of these schools, 82.5%, were attributable to other variables.

#### 4.7.2.2 Goodness of Fit

The findings outlined in Table 4,25 indicated that the model used in showing the link between TPAD and teacher performance in public secondary schools in Kenya was statistically significant, This was supported by  $F (1, 352) = 75.645, p = .000$ . It was then concluded that TPAD was an adequate predictor of the teacher performance in public secondary schools in Kenya.

#### 4.7.2.3 Regression Coefficient

The results in third output in Table 4.25 validated that the teacher performance in public secondary schools in Kenya was positively and significantly affected by TPAD as illustrated by ( $\beta = 0.358 t = 8.697, p = .000$ ). The implication of the findings was that an increase TPAD would lead to increased teacher performance by 0.358 units holding all other factors constant.

Hence, the p value computed was 0.000 which was less than 0.05, therefore, the second null hypothesis namely, Teacher Performance Appraisal and Development has no significant influence on the teacher performance in public secondary schools in Kenya was rejected and an inference made that Teacher Performance Appraisal and Development significantly influenced the teacher performance in public secondary schools in Kenya.

$$Y = 2.178 + 0.358 X_2$$

Where;  $Y$ = Teacher Performance in Public Secondary Schools in Kenya and  
 $X_2$ = teacher performance appraisal and development

### 4.7.3 Influence of Quality Assurance on Teacher Performance

Regression analysis was conducted to evaluate the nature and the relationship between quality assurance and the teacher performance in public secondary schools in Kenya. A bivariate linear regression model was approved to measure the relationship as illustrated in Table 4.26.

**Table 4.26 Quality Assurance and Teacher Performance**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
	.572	.327	.325	.665	.327	170.819	1	351	.000

ANOVA <sup>b</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	75.648	1	75.648	170.819	.000 <sup>a</sup>
	Residual	155.442	351	.443		
	Total	231.091	352			

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	.226	.251		.899	0.369
	Internal Quality Assurance (X <sub>3</sub> )	.807	.062	.572	13.070	.000

a. Predictors: (Constant), Quality Assurance

b. Dependent Variable: Teacher Performance in Public Secondary Schools.

#### **4.7.3.1 Model Summary**

The regression model summary results presented in Table 4.26 showed that the coefficient of determination associated with quality assurance in the sampled selected schools was 0.325. These results implied that quality assurance explained 32.5% of the changes in the teacher performance in public secondary schools in Kenya. The rest of the variation in the performance of these schools, 67.5%, were attributable to other variables.

#### **4.7.3.2 Goodness of Fit**

The findings outlined in Table 4.26 also indicated that the model used in showing the link between quality assurance and teacher performance was statistically significant. This was supported by  $F(1, 352) = 170.819, p = .000$ . It was also concluded that internal quality assurance was an adequate predictor of the teacher performance in public secondary schools in Kenya.

#### **4.7.3.3 Regression Coefficient**

The results in third output in Table 4.26 validated that teacher performance in public secondary schools in Kenya was positively and significantly affected by internal quality assurance as illustrated by ( $\beta = 0.807, t = 13.070, p = .000$ ). The implication of the findings was that an increase in quality assurance would lead to increased teacher performance in public secondary schools in Kenya by 0.807 units holding all other factors constant.

Hence, the p value computed was 0.000 which was less than 0.05, therefore, the study's null hypothesis that quality assurance has no significant influence on the



teacher performance in public secondary schools in Kenya was rejected and an inference made that internal quality assurance significantly influenced teacher performance in public secondary schools in Kenya.

$$Y = 0.226 + 0.807 X_3$$

Where; **Y**= Teacher Performance in Public Secondary Schools in Kenya and  
**X<sub>3</sub>**= internal quality assurance

#### **4.7.4 Influence of Teaching Staff Training on Teacher Performance**

Regression analysis was carried out to evaluate the nature and the relationship between the teaching staff training and the teacher performance in public secondary schools.. A bivariate linear regression model was applied to measure the influence of the two variables as indicated inTable 4.27.

**Table 4.27 Teaching Staff Training and Teacher Performance**

<b>Model Summary</b>									
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>R Change</b>	<b>F Change</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
	.422	.178	.176	.736	.178	76.161	1	351	
<b>ANOVA<sup>b</sup></b>									
<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>			
1	Regression	41.203	1	41.203	76.161	.000 <sup>a</sup>			
	Residual	189.888	351	.541					
	Total	231.091	352						
<b>Coefficients<sup>a</sup></b>									
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		<b>t</b>	<b>Sig.</b>		
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>			<b>Std. Error</b>		
1	(Constant)	2.288	.142			16.112	0.000		
	Teaching Staff Training (X <sub>4</sub> )	.365	.042	.422		8.727	.000		

a. Predictors: (Constant), Teaching Staff Training

b. Dependent Variable: Teacher Performance in Public Secondary Schools.

#### 4.7.4.1 Model Summary

The regression model summary results presented in Table 4.27 showed that the coefficient of determination associated with teaching staff training in the sampled selected schools was 0.176. These results implied that teaching staff training explained 17.6% of the changes in the teacher performance in public secondary schools in Kenya. The rest of the variation in the performance of these schools, 82.4%, were attributable to other variables.

#### 4.7.4.2 Goodness of Fit

The findings outlined in Table 4.27 also indicated that the model used in showing the link between teaching staff training and teacher performance was statistically significant. This was inferred from the computation that:  $F(1, 352) = 76.161, p = .000$ . It was concluded that teaching staff training was an adequate predictor of the teacher performance in public secondary schools in Kenya.

#### 4.7.4.3 Regression Coefficient

The results in third output in Table 4.27 validated that the teacher performance in public secondary schools in Kenya was positively and significantly affected by teaching staff training as illustrated by ( $\beta = 0.365, t = 8.727, p = .000$ ). The implication of the findings was that an increase in teaching staff training would lead to increased teacher performance in public secondary schools in Kenya by 0.365 units holding all other factors constant.

Hence, the p value computed was 0.000 which was less than 0.05, therefore, the study's fourth null hypothesis that teaching staff training has no significant influence on the teacher performance in public secondary schools in Kenya was rejected and an inference made that teaching staff training significantly influenced teacher performance in public secondary schools in Kenya.

$$Y = 2.288 + 0.365 X_4$$

Where;  $Y$  = Teacher Performance in Public Secondary Schools in Kenya and  
 $X_4$  = teaching staff training

#### **4.7.5 Influence of Joint performance management initiatives on Teacher Performance**

Regression analysis was done to evaluate the association between the joint management initiatives and the teacher performance in public secondary schools. A bivariate linear regression model was utilized to measure the influence of combined management initiatives and the teacher performance as shown in Table 4.28.

The compound means of each performance management initiative were computed and an average Composite mean was used for regression analysis.

**Table 4.28 Joint Performance Management Initiative and Teacher Performance**

<b>Model Summary</b>									
<b>Model</b>	<b>R</b>		<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>		<b>Change Statistics</b>			
	<b>R</b>	<b>Square</b>		<b>R Square</b>	<b>Estimate</b>	<b>R Square Change</b>	<b>F Change</b>	<b>df1</b>	<b>df2</b>
1	.645	.416	.415	.620	.416	250.257	1	351	.000

**ANOVA<sup>b</sup>**

		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	96.185	1	96.185	250.257	.000 <sup>a</sup>
	Residual	134.905	351	.384		
	Total	231.091	352			

**Coefficients<sup>a</sup>**

<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		<b>t</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>Std. Error</b>		
1	(Constant)	.136	.231			.591	0.000
	Joint Performance Management Initiatives (X <sub>5</sub> )	.964	.062	.645		15.820	.000

a. Predictors: (Constant), Combined Performance Management Initiative

b. Dependent Variable: Teacher Performance in Public Secondary Schools.

**4.7.5.1 Model Summary**

The regression model summary results presented in Table 4.28 showed that the coefficient of determination associated with joint performance management initiatives was 0.415, which was higher than any of the individual performance management initiative (performance target setting, 0.218; TPAD, 0.177; quality assurance, 0.327;

teaching staff training, 0.178). These results implied that joint performance management initiatives explained 41.5% of the changes in the teacher performance in public secondary schools in Kenya. The rest of the variation in the performance of these schools, 58.5%, were attributable to other variables.

#### **4.7.5.2 Goodness of Fit**

The findings outlined in Table 4.28 also indicated that the model used in showing the relationship between joint performance management initiatives and teacher performance in public secondary schools in Kenya was statistically significant. This was supported by  $F(1, 352) = 250.257, p = .000$ . It concluded that joint performance management initiatives were adequate predictors of the teacher performance in public secondary schools in Kenya.

#### **4.7.5.3 Regression Coefficient**

The results in third output in Table 4.28 validated that teacher performance in public secondary schools in Kenya was positively and significantly affected by joint performance management initiatives as illustrated by ( $\beta = 0.964; t = 15.820, p = .000$ ), which was higher than the individual performance management initiatives (Target setting  $\beta = 0.648; t = 9.901$ ; TPAD  $\beta = 0.358; t = 8.697$ ; quality assurance  $\beta = 0.807; t = 13.070$  and teaching staff training  $\beta = 0.365; t = 8.727$ ). The implication of the findings was that a unit increase in joint performance management initiatives would lead to increased teacher performance in public secondary schools in Kenya by 0.964 units holding all other factors constant.

Hence, the p value computed was 0.000 which was less than 0.05, therefore, the fourth null hypothesis joint management initiatives has no significant influence on the teacher performance in public that secondary schools in Kenya was rejected and an inference made that joint performance management initiatives significantly influenced the teacher performance in public secondary schools in Kenya.

$$Y = 0.136 + 0.964 X_5$$

Where; Y= Teacher Performance in Public Secondary Schools in Kenya and  
X<sub>5</sub>= joint performance management initiatives

#### **4.7.6 Performance Management Initiatives, Work Environment and Teacher Performance**

Sixth and last objective aimed at determining the moderating effect of work environment on the relationship between performance management initiatives and teacher performance in public secondary schools in Kenya. The following null hypothesis was specified as follows; There is no significant moderating effect of work environment on the relationship between performance management initiatives and the performance of public secondary school teachers in Kenya.

A multiple linear regression analysis was first conducted to determine the joint influence of performance management initiatives under study on the Teacher performance in public secondary schools in Kenya. The mean of responses on Teacher performance for all the teachers were regressed against the mean of responses on the four performance management initiatives under study namely performance target setting, TPAD, internal quality assurance and teaching staff training so that the combined effect of these performance management initiatives on the teacher performance of the sampled schools is tested, The findings are outlined in Table 4.29

#### **4.7.6.1 Model Summary**

The findings are presented in Table 4.29 in the model summary as the first output showed that the performance management initiatives under study explained a significant proportion of the changes in the teacher performance in public secondary schools in Kenya. This is demonstrated by the R square of 0.675 which meant that 67.5% of the variation in the teacher performance in public secondary schools in Kenya were attributed to changes in the performance target setting, TPAD, internal quality assurance and teaching staff training in these schools. The rest of the variation in the teacher performance of these schools, 32.5%, was explained by other factors.

#### **4.7.6.2 Goodness of Fit**

The results outlined in the second output in Table 4.29 showed that the overall model used to measure the relationship between performance management initiatives under study and the teacher performance in public secondary schools in Kenya was statistically significant given  $F(1, 366) = 72.900, p = .000, p < 0.05$ . The results also suggested that the independent variables namely performance target setting, TPAD, internal quality assurance and teaching staff training were adequate predictors of the teacher performance in public secondary schools in Kenya.



**Table 4.29 Joint Influence of Performance Management Initiatives on Teacher Performance before Moderation**

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.675a	0.456	0.450	0.601

a Predictors: (Constant), performance target setting, TPAD, internal quality assurance and teaching staff training

<b>ANOVAa</b>						
<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	105.356	4	26.339	72.900	.000b
1	Residual	128.734	348	0.361		
	Total	231.091	352			

a Dependent Variable: Teacher Performance  
b Predictors: (Constant), performance target setting, TPAD, internal quality assurance and teaching staff training

<b>Coefficientsa</b>						
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
<b>1</b>		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
	(Constant)	-0.795	0.267		-2.976	0.003
1	Performance target setting	0.282	0.063	0.203	4.509	0.000
	TPAD	0.110	0.039	0.130	2.854	0.000
	Internal quality assurance	0.515	0.067	0.365	7.671	0.000
	Teaching staff training	0.200	0.037	0.231	5.415	0.000

a Dependent Variable: Teacher Performance

#### 4.7.6.3 Regression Coefficients

The regression estimates as provided in the third output in Table 4.29 revealed that performance target setting had a positive significant influence on the teacher

performance in public secondary schools in Kenya given ( $\beta = 0.282$ ,  $t = 4.509$ ,  $p = .000$ ,  $p < 0.05$ ). When all other factors were held constant, a unit increase in performance target setting would result to increased teacher performance of these schools by 0.282 units. The findings also indicated that TPAD positively and significantly influenced the teacher performance in public secondary schools in Kenya as demonstrated by ( $\beta = 0.110$ ,  $t = 2.854$ ,  $p = .000$ ,  $p < 0.05$ ). Holding all other factors constant, increased TPAD would lead to increased teacher performance in public secondary schools in Kenya County by 0.110 units.

Equally, internal quality insurance was found to positively and significantly influence the teacher performance in public secondary schools in Kenya as supported by ( $\beta = 0.515$ ,  $t = 7.671$ ,  $p = .000$ ,  $p < 0.05$ ). A unit increase in internal quality insurance would therefore lead to increased teacher performance of these schools by 0.515 units when all other factors were held constant. The study further established that teaching staff training positively and significantly influenced the teacher performance in public secondary schools in Kenya as shown by ( $\beta = 0.200$ ,  $t = 5.415$ ,  $p = .000$ ,  $p < 0.05$ ). Increasing the level of teaching staff training by one unit would therefore, result to increased teacher performance of these schools by 0.200 units when all other factors are held constant. The optimal multiple linear regression model fitted before moderation is as shown below;

$$Y = -0.795 + 0.282 X_1 + 0.110 X_2 + 0.515 X_3 + 0.200 X_4$$

Where  $Y$  = Teacher performance in public secondary schools in Kenya,  
 $X_1$  = Performance target setting,  $X_2$  = TPAD,  $X_3$  = Internal quality assurance,  $X_4$  = Teaching staff training.

A moderating variable affects the strength and/or direction of the relationship existing between the independent and dependent variables. It can improve, reduce or change the impact of the independent variable. The moderating effect is tested in terms of how the effect of the independent variable on the dependent variable changes when a moderator is introduced. The moderating effect was tested using stepwise regression analysis proposed by Berberoglu (2018). The first step involved testing the influence of the composite of performance management initiatives on the teacher performance in public secondary schools in Kenya. In the second step, the influence of predictor variables (composite of performance management initiatives and work environment) on the dependent variable (teacher performance in public secondary schools in Kenya) was tested. In the third step, an interaction term (computed as the product of standardized values for composite of performance management initiatives and work environment) was introduced and its influence on the teacher performance in public secondary schools in Kenya tested. Moderation is established if the influence of the composite of performance management initiatives, work environment and interaction term on the teacher performance in public secondary schools in the third step is significant.

The regression results in Table 4.30 are explained in this section. In step one; teacher performance was regressed against the composite of performance management initiatives. The results indicate that the composite of performance management initiatives accounted for 64.5% of the variance in the teacher performance in public secondary schools in Kenya given ( $R^2=0.645$ ). The overall model was significant ( $F= 250.276$ ,  $p= .000$ ,  $p < 0.05$ ). The beta coefficient of .964 and associated  $p$  value of 0.000 implies that a unit change in the composite of PMI is associated with

.645 changes in the teacher performance of the schools. The results in the first step were all significant.

The moderator, work environment was added in step two. The introduction of the moderator, significantly improved the influence of PMI on the teacher performance in public secondary schools in Kenya from 64.5% to 66.4%. PMI and work environment together explained 66.4% of the variance in the teacher performance of the schools as demonstrated by R Square=0.664. The overall model was statistically significant ( $F=138.320$ ,  $p=0.000$ ,  $p<0.05$ ). Similarly, the beta coefficient for work environment ( $\beta=0.202$ ) was statistically significant given  $p=0.000$ .

**Table 4.30 Stepwise Regression Results showing the on the Moderating Effect of Work Environment on the Relationship between PMI and Teacher Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1. Combined PMI	.645a	0.416	0.415	0.62025
2. Combined PMI, Work Environment	.664a	0.441	0.438	0.607
3 Combined PMI, Work Environment, Intellectualx	.665a	0.442	0.438	0.608

**ANOVA<sup>d</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1 Combined PMI	Regression	96.185	1	96.185	250.257	.000 <sup>a</sup>
	Residual	134.905	351	.384		
	Total	231.091	352			
2 Combined PMI, Work Environment	Regression	102.019	2	51.009	138.320	.000 <sup>b</sup>
	Residual	129.072	350	.369		
	Total	231.091	352			
3 Combined PMI, Work Environment, Intellectualx	Regression	102.213	3	34.071	92.264	.000 <sup>c</sup>
	Residual	128.878	349	.369		
	Total	231.091	352			

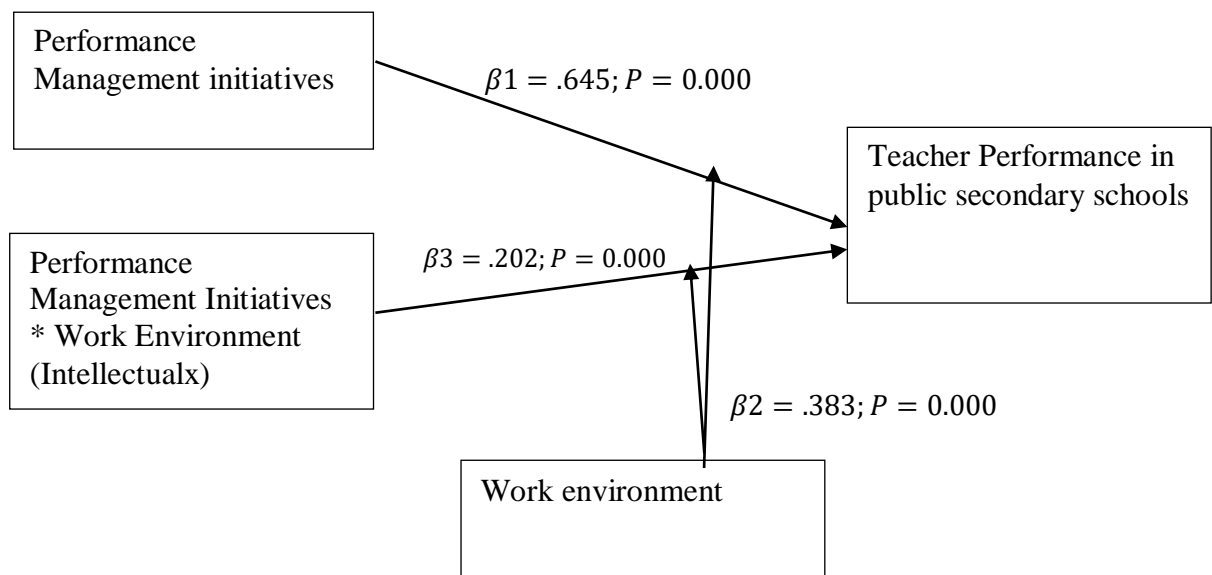
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.136	.231		-.591	.555
	Combined PMI	.964	.061	.645	15.820	.000
2	(Constant)	-.248	.228		-1.090	.277
	Combined PMI	.778	.076	.520	10.247	.000
	Work Environment	.215	.054	.202	3.977	.000
3	(Constant)	-.952	.997		-.955	.340
	Combined PMI	.985	.295	.659	3.334	.001
	Work Environment	.409	.272	.383	1.501	.134
	Intellectualx	-.056	.077	-.290	-.725	.469

a. Dependent Variable: Teacher\_Performance

Given that the coefficient of the interaction term is possible and significant at 1%, it is true that work environment boosts the effect, thus work environment moderates the relationship between performance management initiatives and the performance of public secondary school teachers in Kenya. In step 3, the interaction term was introduced in the regression model. All the variables, the composite of PMI, work environment and the interaction term (composite of PMI\* work environment) were entered in the regression model. The results reveal that RSquare improved from 0.664 in step two to 0.665 in step three. The overall model in step three yielded results that indicate that the interaction was statistically significant ( $\beta=0.383$ ,  $p=0.000$ ,  $p<0.05$ ). This meant that work environment moderated the relationship between PMI and the teacher performance in public secondary schools in Kenya. The coefficient of interaction was positive (0.383) which implied that changes in work environment strengthened the relationship between PMI and the teacher performance in public secondary schools in Kenya

Figure 4.16 contains the path diagram illustrating the moderation effect of work environment following the stepwise regression analysis conducted. The figure illustrates step 3 of the stepwise regression where the composite of PMI, work environment as a moderator and the interaction term (composite of PMI\* work environment) were entered in the regression model. The first arrow shows the beta coefficient (0.645) associated with the composite of PMI, under the second arrow, the beta coefficient (0.202) corresponding to work environment as the moderating variable is given while under the third arrow, the beta coefficient (0.383) associated with the interaction term (composite of PMI\* work environment) is given.



**Figure 4.16 Moderation Path Diagram for the moderating Effect of Work Environment on the Relationship between Performance Management Initiatives and Teacher Performance**

## 4.8 Content Analysis

### 4.8.1 Influence of Target Setting on the Performance of Secondary School Teachers

The responses of the key informants as to whether target setting influenced performance of secondary schools were also provided. 14(87.5%) of the KIs noted that target setting influenced performance of public secondary school teachers. According to them, teachers were committed to setting targets in their respective subjects by class on termly basis. Teachers were keen on working tirelessly towards achieving their set targets in order to deliver quality results. In his words, KI6 quoted that: -*“We are very strict on teachers to set their targets at the beginning of every term; as administrators in the school, it is our responsibility to follow up and ensure each and every teacher has adhered and not only setting the targets but also ensuring they are achieved at the right time and effectively for better results.”*

On the other hand, 3 (17.5%) of key informants argued that target setting may or may not influence performance in the school where they observed that some teachers are generally lazy and teaching is not their call, they are just there for formality. Such teachers require close supervision as well as observing their lessons occasionally to instill results. KI3 said, *“Some teachers have no passion in teaching, they just do it as a formality and hence, lack commitment. They do not commit over time to teaching students. Close supervision is required on them so that they can produce results”*.

Noting that all teachers are required to set targets as per TSC policy and prepare mandatory documents which help them deliver or assist in achieving their set targets, some of them never prepare the mandatory documents and therefore they require to be pushed to deliver the said document. 1(7.5%) argued that. KI15 said, *“All teachers are required to adhere and follow TSC policy on setting targets as a requirement in TPAD and also prepare and produce mandatory documents such as schemes of work, lesson notes and others and forward them to their respective supervisors for approval. Some of the teachers are lazy and they require a lot of push.”*

The findings are supported by Gichuru, Muema and Moguche (2017), who noted that targets set are not always achievable which affects employees' performance and also employees are never given a chance to negotiate targets with their supervisors which negatively affect their performance.



#### **4.8.2 Key Informants Responses on Influence of Teacher Performance Appraisal and Development on the Performance of Secondary Schools Teachers**

The reactions of the key informants as to whether all teachers were appraised termly in TPAD was sought. All the key informants indicated that all teachers were appraised termly 16(100%). According to them, appraisals had contributed to their school performance in various ways. 9(56.1%) of key informants indicated that teachers work focusing on their TPAD and aiming at adhering to its requirements.. In their words, KII, KI2, KI8, KI11, KI12, KI13, K114, quoted that: -*“Teachers work focusing on their TPAD, whereby they aim at adhering to its requirements especially doing their termly lesson observations.*

On the other hand, 6 (34.4%) of key informants argued that appraisals contributed to their school performance as teachers were assisted in their time management and such teachers don't require close supervision as well as observing their lessons on time to instill results. At the same time teachers were able to perfect their weak areas. KI1 said,*“Most teachers have improved in managing their time. They are able to attend their lessons on time, report to work on time and there is minimum absenteeism”.* However only 2(9.5%) of key informants indicated that appraisals didn't contribute to their school performance. KI3, KI5 and KI6 indicated that:-*“some teachers have not taken performance appraisals seriously, they do it as a formality. HODs struggle to follow on the teachers' professional documents such as schemes of work, lesson plans and others”.*

The findings are supported by the findings of Kahuthia & Gakenia (2020) who did a study on the effects of performance appraisal on teaches' performance in selected

public primary schools in Limuru sub county in Kiambu county and found out that teacher's appraisal processes are key in determining the performance of the teacher. It is also supported by Kagema & Irungu (2018) who conducted a study on an analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya and found out that teacher appraisal influenced teacher performance.

#### **4.8.3 Key Informants Responses on Influence of Internal Quality Assurance on the Performance of Secondary Schools Teachers**

The reactions of the key informants as to whether internal quality assurance influenced performance of secondary school teachers was sought. Principals were requested to give the different ways in which internal quality assurance was practiced in their respective schools. 12(75%) of the KIs noted that internal quality assurance was done by HoDs in respective departments where the HoDs occasionally check the professional documents from teachers. According to them, HoDs check teachers records and books randomly to confirm their professional standards were complied with as indicated In their words, KI1, KI4, KI7 and KI8 quoted that: - *“Internal quality assurance in schools is done by HODs who randomly pick teachers books of records and check their professionalism.”*

4 (28.12%) of key informants argued that internal quality assurance in their schools was conducted through professional record maintenance by teachers. It is a requirement in teaching profession for all teachers to prepare professional documents to assist them in their respective subject teaching as it guides and directs them on the sequence of topics they intent to teach. Therefore, keeping the right professional documentations would lead to effective teaching. KI8, 11, 13, 15 and 16 quoted that:-

*“Professional record maintenance by teachers makes them adhere to topics as aligned in the syllabus. This makes teachers cover the topics as required in the syllabus without skipping.”*

These findings were supported by Wanjiru (2014) who evaluated the function of Quality assurance and standards officers in promoting education in private schools in Limuru district, Kiambu county and found out that the primary responsibilities of QASOs during curriculum supervision included visiting teachers in the classroom to observe their teaching methods, checking lesson preparation, examining records and work plans and ensuring that teachers have adequate teaching and learning materials. All the above activities would ultimately lead to better performance of teachers.

#### **4.8.4 Key Informants Responses on Influence of Teaching Staff Training on the Performance of Secondary School Teachers**

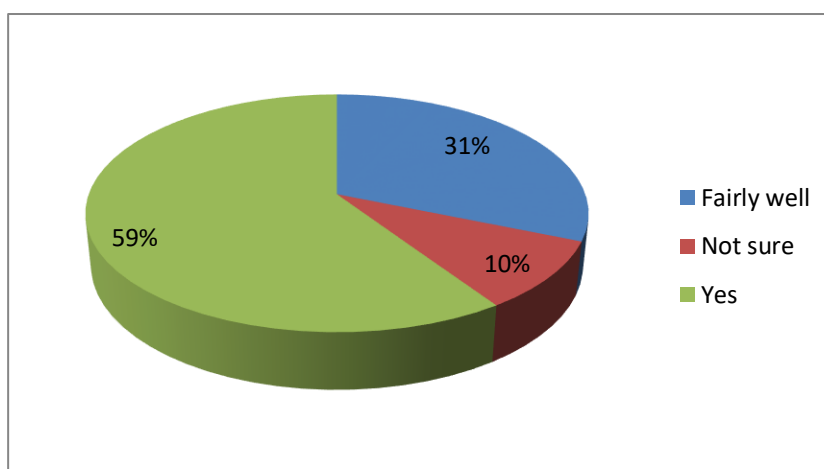
The reactions of the key informants as to whether teachers had gone for in-service training in the last five years was sought. Continuous teacher training ensures that teachers are updated on the new ways and mode of teaching as well as being updated on the new trends in digital teaching solutions. 12(75.0%) of the KIIs noted that their teachers had gotten in-service training in the last five years, while only 4 (25.0%) indicated their teachers had not gotten any in-service training in the last five years. Those principals who had agreed that their teachers had gone for in-service training reacted differently on how the training contributed to their performance. All the KIIs noted that the training had made teachers improve their respective subject performance because after the training, they look re-energized, and had positive outlook in their work. KI2, KI4, KI5, and KI8 quoted that: *“When teachers come back from the training, they look re-energized and have high morale in their work.*

*This makes them work hard applying the knowledge achieved. Training had enhanced quality teaching and learning thus improved performance in the respective teaching subjects”.*

These observations were supported by the findings of Rahmi, Usman and Murniati (2020) who did a study to find out the formulation of the programme, the implementation of development of education and training in improving teacher performance in Tapaktuan district and found out that the education and training program organized in form of education and training proved to be effective in improving the performance of teachers in Tapaktuan primary schools.

#### **4.8.5 Key Informants Responses on moderating effect of Work Environment on the relationship between performance management initiatives and the Performance of public Secondary School Teachers**

The reactions of the key informants as to whether teachers enjoy the work environment in their school was sought. Having a good work environment enables teachers work with peace of mind and therefore concentrate and focus on their work. Different reactions were given as shown in figure 4.17.



**Figure 4.17 Influence of Work Environment**

9 (59.0%) of the KIIs noted their teachers do enjoy the work environment, 5(31.0%) indicated that teachers fairly enjoy the work environment and finally 2 (10.0%) felt that teachers don't enjoy their work environment because of one reason or the other. According to KIIs, work environment impact on the quality teaching in various ways. KI2, KI14, KI15, and KI16 noted that work environment positively impacted quality teaching in schools as the schools are isolated and had no external influence. They quoted that: -*"The impact of work environment on the quality of teaching is positive. Teachers spend most of their free time within the school compound since there are no shopping centres surrounding the school and teachers reside in the staff quarters within the compound"*.

Others indicated that work environment positively impacted their teachers' quality of work due to team work spirit and shared responsibility among the teachers. KI3, KI7, KI 9 KI 11 and KI15 quoted that:-*"Teachers embrace team work spirit and they always meet regularly to discuss any issues on their performance and duties"*.

On the other hand, they argued that cohesiveness and team work as a an initiative of work environment impacted teachers quality of work by making them work hard to compete within their departments. One of the Sub county directors (KI14) mentioned that:- *"I have encouraged my teachers to compete for various reward initiatives in terms of individual and departmental achievements. For departmental awards, each department achieving a mean score of 6.5 and above, the sub county takes them for a refreshment tour for one day. This alone has made teachers work hard and with a lot of team work."*

These findings were supported by the study done by Baharuddin (2021) who did a research to investigate the effect of working environment on teachers' performance in

MTS Madani Pao-Pao and found out that the conducive, comfortable, safe and enjoyable working environment positively affected teachers' performance.

#### **4.8.6 Ways in which TSC can improve its performance management initiatives**

Most of the KIs came up with these ways

To strengthen target setting, the TSC need ensure that principals link with CSOs and sub county directors in ensuring that targets are set and achieved every term and year and that remedial actions are taken in cases where set targets are not met.

There is need to peg TPAD marks with the teacher's subject mean in KCSE and internal exams since there was always a discrepancy. KI10 said: *A teacher can score 80% on TPAD while his/her subject mean score has remained less than 3 (D) for a period of four years which does not make sense.*

TSC sub county directors and CSOs need to be funded by the TSC to pay regular visits to schools to monitor curriculum implementation in order to reinforce the work done by principals their deputies and HODs in enhancing internal quality assurance in schools.

TSC needs to sponsor teachers for TPD and at least one inservice seminar or workshop per teacher per year if there is going to be any effective training which can impact positively on teacher performance.

#### **4.9 Chapter Summary**

This chapter presented in details the findings of the study and showed how they compared to that of past studies conducted in relation to the study topic. The findings in general show that teacher performance in public secondary schools in Kenya was significantly influenced by performance management initiatives adopted in secondary schools. The performance management initiatives considered specifically

performance target setting, teacher performance appraisal and development, quality assurance and teaching staff training which significantly enhanced the teacher performance in public secondary schools in Kenya. The study also demonstrates that work environment played a fundamental role in the relationship between performance management initiatives and the teacher performance in public secondary schools in Kenya by strengthening the impact that these performance management initiatives had on the performance of teacher in these schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter delivers a summary of the main findings of the study, the inferences drawn as well as the recommendations for future practice and policy. The chapter also gives different suggestions for further research. This is done as per the study specific objectives.

#### 5.2 Summary of Findings

The main objective of this study was to investigate the effectiveness of performance management initiatives on the performance of public secondary school teachers in Kenya and the moderating effect of work environment on the relationship between the two. To realize this objective, six specific objectives were examined as follows: to examine the influence of performance target setting on performance of public secondary school teachers in Kenya; to assess the influence of teacher performance appraisal and development on performance of public secondary school teachers in Kenya; to evaluate the influence of internal quality assurance on performance of public secondary school teachers in Kenya; to scrutinize the influence of teaching staff training on performance of public secondary school teachers in Kenya; to examine the influence of joint performance management initiatives on performance of public secondary school teachers in Kenya and; to determine the moderating effect of work environment on the relationship between performance management initiatives and performance of public secondary school teachers in Kenya. Six null research hypotheses were tested.



### **5.2.1 Performance Target Setting and Performance of Public Secondary School Teachers**

The study found that public secondary school teachers largely agreed that performance target setting as a performance management initiative had influenced their performance in their respective schools. This was evidenced by the findings that majority of teachers set their targets based on their subject mean for their previous KCSE mean score which was always higher as their main motive was to improve their mean score. Setting SMART, clear and achievable targets made teachers provide quality teaching as it enabled them to work hard towards achieving them. It was also noted that involving learners in setting the targets in their respective schools enhanced performance of public secondary school teachers as learners would also work hard to realize their grades target.

The study as well established that performance target setting had majorly helped teachers to work towards achieving the set targets and enabled them to have timely syllabus coverage. Syllabus in reality serves as an agreement between the students and the teachers and it contains functions and ideas that are used for the assessment of students' performance. Therefore, covering the syllabus enables students to perform well in their respective subjects. Performance target setting enabled teachers to practice their professionalism by making them prepare the required professional documents such as schemes of work, lesson plan and notes, preparation of required teaching aids and also concentrating on the students class work.

The correlation analysis results showed that performance target setting was positively and significantly associated with the performance of secondary school teachers in

Kenya. This association was established as moderate as confirmed by  $r=.467$   $p=0.000$ . The regression analysis results ( $\beta = 0.648$ ,  $p = .000$ ) on the other hand confirmed that the performance of secondary school teachers in Kenya was positively and significantly influenced by the performance target setting. These findings implied that enhanced performance target setting would translate to improved performance of secondary school teachers in Kenya and vice versa. A calculated p value of 0.000 associated with the beta coefficient of performance target setting was a confirmation that this performance management initiative significantly influenced the performance of secondary school teachers. Based on these findings, the null hypothesis was rejected and a conclusion made that performance target setting had a significant influence on performance of secondary school teachers in Kenya.

### **5.2.2 Teacher Performance Appraisal and Development (TPAD) and Performance of Public Secondary School Teachers**

The study aimed at assessing the influence of TPAD on the performance of Public Secondary School teachers in Kenya. The findings showed that teachers were in agreement that TPAD as a performance management initiative influenced the performance of Public Secondary School teachers in Kenya. This was evidenced by their responses that TPAD results were used to improve teaching skills, monitor learners' progress and made them work harder than expected just to ensure they got better mean scores. This had a positive impact on the performance of Public Secondary School teachers in Kenya.

The study also established that TPAD enabled teachers to make use of teaching aids, made them more punctual both in reporting to schools and also attending their lessons

on time, thus improving time management. This as well assisted teachers to cover their syllabus on time within the given time frame and therefore, improving the performance

The correlation analysis results showed that TPAD was positively and significantly associated with the performance of secondary school teachers in Kenya. This association was established as moderate as confirmed by  $r=.421$   $p=0.000$ . The regression analysis results ( $\beta = 0.358$ ,  $p = .000$ ) on the other hand confirmed that the performance of secondary school teachers in Kenya was positively and significantly influenced by TPAD. These findings implied that enhanced TPAD would translate to improved performance of secondary school teachers in Kenya and vice versa. A calculated p value of 0.000 associated with the beta coefficient of TPAD was a confirmation that this performance management initiative significantly influenced the performance of secondary school teachers. Based on these findings, the null hypothesis was rejected and a conclusion made that TPAD had a significant influence on performance of secondary school teachers in Kenya.

### **5.2.3 Quality Assurance and Performance of Public Secondary School Teachers**

The third study objective aimed at evaluating the influence of internal quality assurance on the performance of secondary school teachers in Kenya. The results indicated that quality assurance influenced their performance as evidenced by the compound mean of 4.04 and standard deviation of 0.568. These results were supported by teachers' arguments that internal quality assurance made teachers to prepare professional documents that assisted them in teaching, which were regularly checked by their respective supervisors. Through internal quality assurance,

teachers were forced to make use of teaching aids, hence quality teaching resulting to improved results.

The correlation analysis results showed that internal quality assurance was positively and significantly associated with the performance of secondary school teachers in Kenya. The association was established as moderate as confirmed by  $r=.572$   $p=0.000$ . The regression analysis results ( $\beta = 0.807$ ,  $p = .000$ ) on the other hand confirmed that the performance of secondary school teachers in Kenya was positively and significantly influenced by internal quality assurance. These findings implied that enhanced internal quality assurance would translate to improved performance of secondary school teachers in Kenya and vice versa. A calculated p value of 0.000 associated with the beta coefficient of internal quality assurance was a confirmation that this performance management initiative significantly influenced the performance of secondary school teachers. Based on these findings, the null hypothesis was rejected and a conclusion made that internal quality assurance had a significant influence on performance of public secondary school teachers in Kenya.

#### **5.2.4 Teaching Staff Training and Performance of Public Secondary School**

##### **Teachers**

Objective number four of the study scrutinized the influence of teaching staff training on performance of secondary school teachers in Kenya. The results found that teachers were neutral on the influence of staff training on performance of secondary school teachers in Kenya as evidenced by its compound mean of 3.27 and standard deviation of 0.938. Teachers denied that they attended in-service training either once or more in every year, though majority of them had indicated they attended a

workshop or seminars which made them more knowledgeable in their work profession.

The study also established that staff training made teachers more knowledgeable, enabled them to use current methodologies of learner instructions and had improved their skills. The correlation analysis results showed that teaching staff training was positively and significantly associated with the performance of secondary school teachers in Kenya. The association was established as moderate as confirmed by  $r=.422$   $p=0.000$ . The regression analysis results ( $\beta = 0.365$ ,  $p = .000$ ) on the other hand confirmed that the performance of secondary school teachers in Kenya was positively and significantly influenced by teaching staff training.

These findings implied that enhanced teaching staff training would translate to improved performance of secondary school teachers in Kenya and vice versa. A calculated p value of 0.000 associated with the beta coefficient of teaching staff training was a confirmation that this performance management initiative significantly influenced the performance of public secondary school teachers. Based on these findings, the null hypothesis was rejected and a conclusion made that teaching staff training had a significant influence on performance of public secondary school teachers in Kenya.

#### **5.2.5 Joint performance management initiatives and Performance of Public Secondary School Teachers**

Fifth objective of the study aimed to examine the combined influence of performance management initiatives on the performance of public secondary school teachers in

Kenya. The findings showed that teachers were in agreement that the joint performance management initiatives had influenced the performance of public secondary school teachers in Kenya as evidenced by its compound mean of 3.75 and standard deviation of .761. It was established that performance target setting and internal quality assurance were the main attributes of performance management initiatives as they showed a compound mean of 4.07 and 4.04 respectively which was higher than the combined compound mean. Further, it was established (TPAD) and teaching staff training had a mean of 3.63 and 3.27 respectively, which was less than the combined compound mean implying their influence to the performance of public secondary school teachers was minimal.

The correlation analysis results showed that joint performance management initiatives was positively and significantly associated with the performance of secondary school teachers in Kenya. The association was established a strong as confirmed by  $r=.645$  at  $p=0.000$ . The regression analysis results ( $\beta = 0.964$ ,  $p = .000$ ) on the other hand confirmed that the performance of secondary school teachers in Kenya was positively and significantly influenced by joint performance management initiatives, which was better than the individual indicators of the performance management initiatives. These findings implied that enhanced joint performance management initiatives would translate to improved performance of public secondary school teachers in Kenya and vice versa. A calculated p value of 0.000 associated with the beta coefficient of joint performance management initiatives was a confirmation that this performance management initiatives significantly influenced the performance of secondary school teachers. Based on these findings, the null hypothesis was rejected and a conclusion

made that joint performance management initiatives had a significant influence on performance of secondary school teachers in Kenya.

#### **5.2.6 Moderating Influence of Work Environment on the Relationship between Joint Performance Management Initiatives and Performance of Public Secondary School Teachers**

The sixth objective was to determine the moderating effect of work environment on the relationship between performance management initiatives and performance of public secondary school teachers. From the descriptive analysis conducted, it was discovered that public secondary schools in Kenya had diverse work environment needs. For most public schools, the work environment needed to be enhanced as majority of teachers fairly agreed that their school had most of the teaching and learning resources which made them meet their teaching targets..

Also established was that leadership styles by their principals especially delegation made teachers achieve their TPAD objectives and therefore were effective in teaching. There was an agreement among teachers that the management structure in their schools made the monitoring of their quality of work very effective which boosted the quality of their teaching. It was also reviewed that team work was embraced in the schools where teachers sought assistance from their colleagues in terms of knowledge and skills on the challenges related to their work. Generally, teachers in public secondary schools agreed that work environment helped in the enhancing the quality of their teaching.

The study discovered that work environment had significant moderating effect on the relationship between performance management initiatives under study and performance of public secondary school teachers in Kenya. This was illustrated by the calculated p value of 0.000 associated with the beta coefficient of the interaction term between the composite of performance management initiatives under study and work environment. Since the beta coefficient (0.056) associated with the intellectualx was positive, it was inferred that changes in work environment strengthened the relationship between performance management initiatives and the performance of public secondary school teachers in Kenya.. The study therefore rejected the null hypothesis that work environment has no significant moderating effect on the relationship between performance management initiatives and performance of public secondary school teachers in Kenya.

### **5.3 Conclusions**

The study concluded that teachers' performance in public secondary schools in Kenya had improved both in academic and co-curricular activities since the introduction of performance management initiatives. The study concluded that on average, most of the teachers improved in their subjects since 2016 where all subjects improved in KCSE results. The study also concluded that most of the secondary school teachers in Kenya took part in different co-curricular activities and managed to take their students different levels of competition with majority reaching sub county level.

The study further concluded that the performance management initiatives had influenced public secondary school teachers by initiating their professional growth as they were able to prepare all the required professional documents concerning their



teaching profession. Likewise, the study concluded that performance management initiatives had made teachers to be more committed to their work and they had improved their time management where they improved in class attendance and also reporting to school on time.

The study concluded that, public secondary school teachers set clear and SMART targets based on their previous KCSE subject mean score to ensure they had work aiming to improve. That target setting influenced secondary school teachers' performance in their duties as it helped them to work towards achieving the set targets which enables them cover their syllabus on the expected time frame. The study also concluded that the performance target setting contributed 21.8% in the performance of public secondary schools teachers in Kenya, therefore an increase in it would lead to an increase in the performance of public secondary schools teachers in Kenya.

The study concluded that teacher performance appraisal and development results were used to improve teachers teaching skills and professionalism, as well as enabling them to monitor the learners' progress. Further, it was concluded that performance appraisal enabled teachers to work above their expectations which raised their teaching standards. The study also concluded that the teacher performance appraisal and development contributed 17.7% in the performance of public secondary schools teachers in Kenya, thus an increase in TPAD would lead to an increase in the performance of public secondary schools teachers in Kenya. Likewise, the study concluded that the link between teacher performance appraisal and development and teacher performance in public secondary schools in Kenya was statistically significant.

The study concluded that that internal quality assurance in their schools ensured that professional documents were checked regularly and thus teachers were on their toes to ensure all required documents were ready at any given time, which made them do quality teaching and therefore, improved teacher performance in secondary schools. The study concluded that teacher's syllabus coverage was always monitored and therefore made them cover the syllabus on time. Internal quality assurance had made teachers work hard to achieve their set targets which had made learners perform well in their KCSE exams and thus improved performance of public secondary school teachers in Kenya.

The study also concluded that the internal quality assurance contributed 32.7% in the performance of public secondary schools teachers in Kenya, thus an increase in internal quality assurance would lead to an increase in the performance of public secondary schools teachers in Kenya. Likewise, the study concluded that the link between internal quality assurance and teacher performance in public secondary schools in Kenya was statistically significant.

The study concluded that that teaching staff training was not fairly conducted, as very few teachers attended in-service training nor enrolled in TPD courses. The study also concluded that the teaching staff training contributed 17.8% in the performance of public secondary schools teachers in Kenya, thus an increase in teaching staff training would lead to an increase in the performance of public secondary schools teachers in Kenya. Likewise, the study concluded that the link between teaching staff training and

teacher performance in public secondary schools in Kenya was statistically significant.

Overall, the study concluded that the performance management initiatives that were of interest in this study namely, performance target setting, teacher performance appraisal and development, internal quality assurance and teaching staff training, significantly influenced the performance of public secondary school teachers in Kenya. Consequently, the study concluded that performance management initiatives were significant variables that influenced the performance of public secondary school teachers in Kenya. The study concluded that internal quality assurance had the highest impact on improvement of performance of public secondary school teachers in Kenya. The study concluded that work environment in most of the public secondary schools in Kenya was adequate and had enabled teachers to work effectively due to the conducive environment. The study further concluded that work environment enhanced the influence that performance management initiatives had on the performance of public secondary school teachers in Kenya. Therefore, when the different work environment priority areas in the schools were addressed, it was likely that the effectiveness of different performance management initiatives in yielding better performance of teachers in these schools would be realized.

The role of performance management initiatives is generally seen in ensuring that teachers were able to set performance targets in their respective teaching subjects, implement teacher performance appraisal and development to ensure their set targets were achieved effectively, with the close follow up of internal quality assurance and teaching staff training to ensure the teaching profession was undertaken.

On the investigation of performance management initiatives influence on the performance of public secondary school teachers in Kenya, from the findings it was concluded that internal quality assurance had the highest influence while teacher performance appraisal and development had the least influence on the performance of public secondary school teachers in Kenya. The other performance management initiatives too play a significant role in the performance of public secondary school teachers as evidenced by the positive beta coefficients from the regression analysis conducted.

It was however, observed that although these initiatives were in place, the performance of teachers in most of the public secondary schools were not satisfactory. From the study it is concluded that besides performance target setting, teacher performance appraisal and development, internal quality assurance and teaching staff training, other aspects of performance management initiatives may also play a significant role in the performance of public secondary school teachers in Kenya and should not be ignored. The findings therefore, suggest that key stakeholders should address other performance management initiatives to maximize their potential effect on the performance of public secondary school teachers in Kenya.

#### **5.4 Recommendations**

The study explored the effectiveness of performance management initiatives, work environment on performance of public secondary school teachers in Kenya. Based on the findings, the following recommendations were made to the Teachers Service

Commission, Ministry of Education, School Management, and other key stakeholders to improve performance in the public secondary school teachers.

#### **5.4.1 Teachers Service Commission**

The study recommends that the Teachers service commission should consider reviewing the teacher performance appraisal and development implementation policies to review on how to make TPAD objective. This should go hand in hand with facilitating field officers to monitor TPAD implementation, who should emphasize on regular checks on the teachers' professional documents.

The study recommends that TSC should have in place established systems and procedures for ensuring adequate teachers are staffed in public secondary schools by subject so that all teachers will have equal teaching load for effective teaching and syllabus coverage. The commission should also review various guidelines on teachers' reward and sanctions on the implementation of TPAD so as to ensure all teachers adhere to the best implementation practices of TPAD.

The study recommends that the Commission should have means and ways of sponsoring teachers on TPD and in- service training so as to ensure willing teachers have acquired new skills in the teaching profession. The study recommends that the Commission should prioritize promotion opportunities first to its teachers in acting capacities so as to motivate them in the performance of their duties.

The study also recommend that TSC should involve its field officers like CSOs and sub county directors to monitor the implementation of internal quality assurance in

schools in order to make it more effective in achieving excellence in teaching and learning.

#### **5.4.2 Ministry of Education**

The study recommends that the Ministry of Education should develop a policy framework and strategy for guiding and supporting the management of secondary schools to optimize different performance management initiatives likely to impact the performance of teachers. For the public secondary schools, the study calls for harmonized working relationship between the MOE and TSC so that suitable policies on different performance management initiatives such as target setting and teaching staff training which take in to account the changing dynamics in the work environment of teachers can be implemented.

The study recommends that MOE should seek funding from the treasury and also set aside funds that can be used to sponsor teachers to attend TPD courses, workshops, seminars, conferences and other career training and development forums that need individual facilitation. The study also recommends that the Ministry of Education should design frameworks and offer in kind assistance required by secondary schools to set up efficient work environment in schools, such as installation of wifi, and other ICT infrastructure to enable teachers work efficiently and effectively to improve their subject performance.

For public schools, the ministry could increase the budgetary allocations needed to improve the infrastructure and installations of equipped healthcare as well as sanitation facilities. The ministry in its budgetary plans should aim to make sure that

schools at all levels have the basic infrastructure such as science laboratories that are a necessity when students are preparing for examinations.

### **5.4.3 School Management**

The study recommends that school management should ensure that teachers in public secondary schools in the Country strictly follow the teacher performance appraisal and development policy when setting their performance targets. The performance targets set should be SMART and that teachers should strictly work towards achieving the set targets to achieve their main goal.

The study further recommends that schools management should have in place structures or systems for cultivating a strong culture of commitment and dedication of teachers to their work by strengthening their internal quality assurance so that their competencies and qualifications can translate to excellent results. Also recommended is that, school management should ensure all principals ensures work environment of teachers is conducive enough to enable them achieve their goals.

In relation to training and development of teaching staff, the study recommends that the schools' managements ought to motivate their teachers by attaching incentives into the available training and development programs. For instance, the schools' managements should recommend promotion opportunities internally and issue recognition certificates to those who successfully go through the available programs. This can be used to encourage private arrangements for personal development among teachers.

The study calls for increased resource mobilization in terms of funding to increase teaching/ learning materials in order to achieve effective teaching and learning. The study recommends that school managements should hold periodic consultative meetings between teachers and parents so that they involve parents as key stake holders in the teaching and learning of their children in order to achieve better results in the students final exams.

### **5.5 Suggestions for Further Research**

This study only focused on four performance management initiatives and since there are many other performance management initiatives like recognition and rewarding, employee engagement, performance rating and management by objectives which are likely to affect the performance of public secondary schools, a similar study can be undertaken to capture their effect.

Similar studies can be replicated in public primary school teachers in Kenya to measure the effectiveness of performance management initiatives in those schools.

The study further recommends for more in-depth studies that explore the various performance management initiatives and policies that are particular to the education sector and any emerging differences in their application in as far as the private and public sector is concerned.

Studies that compare the application of performance management initiatives across different sectors and organizations over the world can also be conducted so that human resource management practitioners can increase their employee productivity.



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## APPENDICES

### Appendix I: Participant Information Sheet

Dear Respondent,

My name is David Wambua Makau, a PhD student at Machakos University. In order to complete my studies, I am required to undertake a research project. The title of my study is —**Performance Management initiatives, Work environment and the Performance of Public Secondary School Teachers in Kenya**” You are among those selected to take part in this study. The purpose of providing this information is to offer you a better understanding of the study, its nature and to allow you to make a decision on your participation that is well informed. You are free to ask for clarification on the information provided, on the study and the on the consent form. Before you append your signature on the consent form, I will gauge your understanding of the study, consent form and the information provided by asking you some questions.

**Background and objective:** The purpose of this study is to examine Performance Management initiatives, Work environment and the Performance of Public Secondary School Teachers in Kenya. The study will explore the various performance management initiatives adopted by the Teachers Service Commission in order to improve the performance of its teachers in their duties. Several recommendations for improvement, both in policy and practice will be undertaken.

**Voluntary Participation:** Your participation in this study is purely on a voluntary basis and the choice of being part of the study is based solely on your own judgment. If you consent to take part in this study, kindly complete the attached questionnaire or respond to the questions asked during the interview sessions. You can withdraw from the study if you wish not to continue without any consequences. You are also free to choose not to answer any question asked during the research process.

**My involvement in the study process:** I will approach you with the help of a research assistant and request you to participate in this study. Once you are satisfied that you fully understand the purpose of this study, I will ask you to append your

signature on this informed consent form and then take you through a questionnaire to fill or ask a few questions in an interview format.

**Benefits of taking part in the study:** There is no direct reward in monetary terms in participating in this study. However, the results of the study will help in the understanding of how performance management initiatives by the TSC can improve your performance as a teacher.. This will help several stakeholders including the school management implement better performance management initiatives and your employer to improve its implementation of these initiatives in order to make your work better and easier. The findings will also be made available to Machakos University to facilitate easy access by other researchers who might want to use the study as a reference point when pursuing related studies.

**Risks of taking part in the study:** There are no physical or economic risks to take part in the study. You will however, take some time off your schedule to respond to questions from the researcher that are outlined in the administered questionnaire or the interview schedule. The researcher's endeavor is for you to spend approximately 20 minutes in responding to the questions.

**Confidentiality and Anonymity:** The information you provide shall be treated with utmost confidentiality. It will only be used for the purpose intended in this study. For the purpose of anonymity, your name will not be written on any forms nor will it be used during the final report publication. All materials used during the study will be kept under lock and key and access will only be granted to the personnel assisting in this study. Files saved electronically will be password and fire-wall protected.

**Compensation:** You will not be compensated for taking part in the study.

**Conflict of interest:** The researcher and the supervisors confirm that there is no conflict of interest amongst them.

In case you need any clarification, feel free to contact the researcher (David Wambua Makau, phone No 0703260312, email wambuamakau40@gmail.com).



### Appendix III: Questionnaire for Respondents

Kindly answer the following questions by ticking the appropriate box or filing the spaces provided. Information obtained will be used for academic purposes only and will therefore be handled with the highest level of confidentiality. Your corporation will be highly appreciated.

#### PART 1 A: DEMOGRAPHIC INFORMATION (TICK ONE) (√)

1. What is your gender? ( ) male ( ) female
2. Age bracket ( ) below 25 ( ) 25-35 ( ) 35-45 ( ) above 45
3. What is your highest academic qualification? ( ) certificate ( ) diploma ( ) Degree ( ) Master. ( ) Doctorate ( ) Others (specify) \_\_\_\_\_
4. Years of service in your current school: 1-5 years ( ) 5-10 years ( ) above 10 years ( )
5. Indicate your management level: Principal ( ) D/Principal ( ) Senior teacher ( ) Assistant Teacher ( ) Any other- specify ( )
6. Category of your school National ( ) Extra County ( ) County ( ) Sub County ( )
7. Sub County where your school is located.....

#### PART 11: PERFORMANCE MANAGEMENT INITIATIVES

##### SECTION A: Performance target setting

8 To what extent do you agree on the following statements about performance target setting with respect to the performance of public secondary school teachers in Kenya?

(Indicate the appropriate variable by putting a tick (√))

5= Strongly agree, 4= Agree, 3= Not sure, 2= Disagree, 1= Strongly Disagree,

##### ITEM RESPONSE

ITEM	RESPONSE				
	5	4	3	2	1
I set my targets in form of my subject mean score in reference to the previous KCSE mean score of the school and of my subject.					
I always set SMART targets which makes me give quality teaching.					
I set clear targets which I can easily understand.					
My targets are termly, yearly and of the whole four year course.					

9. In your opinion, does target setting influence teacher performance in their duties?

YES ( ) or NO ( )

10. If yes in 9 above in what ways has target setting affected the performance of teachers?.....

11. Suggest other possible ways of improving target setting in your school to enhance teacher

performance.....

**SECTION B: Performance appraisal (TPAD)**

12. To what extent do you agree with the following statements about performance Appraisal with respect to performance of public secondary school teachers in Kenya?

(Indicate the appropriate variable by putting a tick (√))

5= Strongly agree, 4= Agree, 3= Not sure, 2= Disagree, 1= Strongly Disagree,

**ITEM RESPONSE**

ITEM	RESPONSE				
	5	4	3	2	1
Performance appraisal makes me work harder than expected and improves my professionalism.					
Performance appraisal makes me always monitor my learners' progress.					
Performance appraisal makes me work above expectations and raises my teaching standards.					
Performance appraisal makes me involve parents to improve students level of learning.					
Performance appraisals results are used to improve my teaching skills					

13. In your opinion, does performance appraisal influence teacher performance of their duties?

YES ( ) or NO ( )

14. If yes in 13 above in what ways has performance appraisal affected the performance of teachers? .....

.....

15. Suggest other possible ways of improving performance appraisal in your school to enhance teacher performance.

.....

.....

**SECTION C: Internal quality assurance**

16. To what extent do you agree with the following statements about internal quality assurance with respect to the performance of public secondary school teachers in Kenya? (Indicate the appropriate variable by putting a tick (√))

5= Strongly agree, 4= Agree, 3= Not sure, 2= Disagree, 1= Strongly Disagree

ITEM RESPONSE

ITEM	RESPONSE				
	5	4	3	2	1
Internal quality assurance in our school makes me do quality teaching.					
My professional documents are always checked so I must have them ready.					
It is a must to use teaching/ learning resources in my teaching which always makes me creative.					
My syllabus coverage is always monitored which makes me cover it in time.					
I am given feedback from of quality assurance assessment which makes me more effective in my teaching.					

17. In your opinion, does internal quality assurance influence teacher performance of their duties?

YES ( ) or NO ( )

18. If yes in 17 above in what ways has internal quality assurance affected the performance of teachers?.....

.....

19. Suggest other possible ways of improving internal quality assurance in your school to enhance teacher performance.

.....

.....

**SECTION D: Training**

20 To what extent do you agree with the following statements about training with respect to the performance of public secondary school teachers in Kenya? (indicate the appropriate variable by putting a tick (√))

5= Strongly agree, 4= Agree, 3= Not sure, 2= Disagree, 1= Strongly Disagree,

**ITEM RESPONSE**

ITEM	RESPONSE				
	5	4	3	2	1
I go for in-service training once or more every year.					
The workshops and seminars I attend makes me a better teacher					
I have enrolled in TPD course and I am an active participant.					
The training content in TPD will bridge my professional gaps as identified in TPAD					
The courses offered in guidance and counseling make me understand my learners better.					

21. In your opinion, does training influence teacher performance of their duties?

YES ( ) or NO ( )

22. If yes in 21 above in what ways has training affected the performance of teachers?.....  
 .....

23. Suggest other possible ways of improving training by the TSC to enhance teacher performance.....  
 .....

**SECTION F: Work environment**

24. To what extent do you agree with the following statements about work environment with respect to the performance of public secondary teachers in Kenya?

(Indicate the appropriate variable by putting a tick (√)

5= Strongly agree, 4= Agree, 3= Not sure, 2= Disagree, 1= Strongly Disagree,

**ITEM RESPONSE**

ITEM	RESPONSE				
	5	4	3	2	1
My school has most of the teaching / learning resources which make me achieve my teaching targets effectively					
My principal's leadership style especially delegation makes me achieve the goals of TPAD.					
My colleagues assist me in knowledge and skills when I get a challenge in performing my duties.					
The structure of management in our school makes the monitoring of the quality of my work always very effective.					
Our school infrastructure makes my learning/ teaching activities effective.					

25. In your opinion, does work environment influence teacher performance of their duties?

YES ( ) or NO ( )



26. If yes in 25 above in what ways does work environment affect the performance of teachers?.....  
.....

27. Suggest other possible ways of improving your school work environment to enhance teacher performance .....  
.....

SECTION I: Performance management initiatives and teacher performance.

TEACHER PERFORMANCE

28. Do you coach students in co-curricular activities?

YES ( ) or NO ( )

29. If yes, which area: Athletics ( ) Ball games ( ) Drama ( ) Music ( ) Others ( )

30. What level have reached in the last 7 years .

Zone ( ) Sub county ( ) County ( ) Regional ( ) National ( )

31. How many times have you reached this level in the last 7 years

32. What has been your subject mean score in KCSE since 2016? 2016----, 2017-----, 2018-----, 2019--2020-----, 2021-----, 2022-----.

33. To what extent do you agree with the following statements about performance management by the TSC with respect to the performance of public secondary school teachers in Kenya? Indicate the appropriate variable by putting a tick (√)

5= Strongly agree, 4= Agree, 3= Not sure, 2= Disagree, 1= Strongly Disagree

ITEM	RESPONSE				
	5 Strongly Agree	4 Agree	3 Not Sure	2 Disagree	1 Strongly Disagree
My subject mean score has improved since the introduction of performance management					
My students' performance in co- curricular activities has improved since the introduction of performance management.					
My students and parents have always rated me highly since the introduction of performance management.					
My relationship with students has improved since the introduction of performance management					

34. In your opinion, does performance management initiatives by the TSC influence teacher performance of their duties?

YES ( ) or NO ( )

35. If yes in 34 above in what ways has performance management initiatives by TSC affected the performance of teachers?

.....  
 .....

36. Mention the other aspects of performance management initiatives by TSC that influence teacher performance

.....

.....

37.Suggest other possible ways of improving performance management initiatives  
by TSC to enhance teacher  
performance.....

.....

#### **Appendix IV: Interview Schedule For Principals**

1. How long have you served in this school?
2. What has been the trend of performance in your school since 2016.
3. Do you usually set termly and yearly targets in all subjects in all classes?
4. How have the targets impacted your school performance?
5. Are all your teachers appraised termly in TPAD?
6. How have these appraisals contributed to your school performance?
7. Do you conduct internal quality assurance in your school?
8. How has the internal quality assurance affected your school performance?
9. Have your teachers got any in-service training in the last five years?
10. How has the training contributed to their performance?
11. Do your teachers enjoy the work environment in your school?
12. How does your school work environment impact on the quality of teaching?
13. How do you think the TSC can improve on its performance management for its teachers?

#### **Interview schedule for TSC Sub County Directors.**

1. How long have you served in this sub county?
2. What has been the trend of performance in your sub county since 2016
3. Do you ensure that teachers in this sub county set targets as required by TSC?

4. From you assessment, do they achieve their targets?
5. Does this target setting help them to perform their duties better?
6. Are all the teachers in this sub county appraised every term?
7. How has this appraisal impacted on the sub county performance?
8. Is internal quality assurance active in your schools?
9. How does the internal quality assurance impact on the performance of the sub county?
10. Have teachers in your sub county got any inservice training in the last five years?
11. How does this training contribute to their performance?
12. What is the impact of work environment on the quality of teaching in your sub county?
13. How do you think TSC can improve its performance management initiatives?

## Appendix V: List of Participants

### In Depth Interviews- Principals

No	Participant	County	Gender	Age	Level of education	Year of graduation	No of years as a principal	Subject taught	Category of school
1	KI 1	Kitui	Male	57	Degree	1991	15	Maths/Maths	National
2	KI 2	Busia	Male	55	Masters	2014	14	Kisw/Histo	County
3	KI 3	Uasin Gishu	Female	57	Degree	1991	17	Hist/Cree	Extra County
4	KI 4	Migori	Male	56	Degree	1994	14	Maths/Maths	Sub county
5	KI 5	Kiambu	Male	59	Degree	1987	18	Maths/Phy	National
6	KI 6	Garrisa	Male	55	Degree	1993	14	Maths/Chem	County
7	KI 7	Kwale	Male	55	Degree	1991	14	Kisw/Geo	Sub county
8	KI 8	Nairobi	Female	58	Degree	1989	16	Math/Chem	Extra county

### In Depth Interviews- TSC Sub County Directors

No	Participant	County	Gender	Age	Level Of Education	Year Of Graduation	No Of Years As A Sub County-Director	No Of Years In The Current Sub County
1	KI 9	Kitui	Female	56	Degree	1992	5	3
2	KI 10	Busia	Male	54	Degree	1994	7	4
3	KI 11	Uasin Gishu	Female	57	Degree	1990	7	2
4	KI 12	Migori	Female	56	Degree	1992	8	3
5	KI 13	Kiambu	Male	58	Degree	1990	6	4
6	KI 14	Garrisa	Female	55	Degree	1991	4	4
7	KI 15	Kwale	Male	56	Degree	1992	9	5
8	KI 16	Nairobi	Male	58	Degree	1988	10	5

**Appendix VI: Research Permit**



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 676760

Date of Issue: 25/August/2023

**RESEARCH LICENSE**



This is to Certify that Mr. DAVID WAMBUA MAKAU of Machakos University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Busia, Garissa, Kiambu, Kitui, Kwale, Migori, Nairobi, Uasin-Gishu on the topic: PERFORMANCE MANAGEMENT INITIATIVES, WORK ENVIRONMENT AND THE PERFORMANCE OF PUBLIC SECONDARY SCHOOL TEACHERS IN KENYA for the period ending : 25/August/2024.

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# TEACHERS SERVICE COMMISSION

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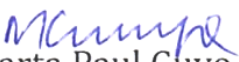
KITUI COUNTY  
NZAMBANI PARK BUILDING  
2<sup>ND</sup> FLOOR  
PO BOX 1541-90200  
KITUI

Date: 6<sup>th</sup> September, 2023

**David Makau**  
TSC No. 350659  
The Principal  
Kea Secondary School

## RE: DATA COLLECTION

Following your request for permission to collect data from teachers in Kitui County in the month of September 2023 to support your PhD research, you are hereby granted permission as per your request.

  
Marta Paul Guyo  
For: TSC County Director  
Kitui





**MACHAKOS UNIVERSITY**  
**OFFICE OF THE DEAN GRADUATE SCHOOL**

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Machakos  
KENYA

REF. MksU/ASA/GS/3/3

23<sup>rd</sup> August, 2023

The Director,  
National Commission for Science, Technology and Innovation,  
P.O Box 30623,  
NAIROBI.

Dear Sir,

**RE: MAKAU DAVID WAMBUA (D86/2785/2019)**

The above named is a PhD student in the second year of study and has cleared course work. The University has cleared him to conduct a research entitled: "Performance Management Initiatives, Work Environment and the Performance of Public Secondary School Teachers in Kenya."

Kindly assist him with a Research Permit in order to undertake the research.

Thank you.

**PROF. KIMITI RICHARD PETER, PhD**  
**DEAN GRADUATE SCHOOL**

KRP/gm



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