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**AN ANALYSIS OF THE ASSOCIATION BETWEEN SCHOOL  
MANAGER'S PERFORMANCE APPRAISAL CAPACITY AND  
THE IMPLEMENTATION OF THE HUMAN RESOURCE  
DEVELOPMENT POLICY IN PUBLIC PRIMARY SCHOOLS,  
KENYA**

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**Abstract**

**Purpose:** The purpose of this study was to analyze the association between school manager's performance appraisal capacity and the implementation of human resource development policy in public primary schools.

**Methodology:** Concurrent triangulation design was applied during data collection and analysis of both the qualitative and quantitative data. The target population of the study was 2408. A sample size of 268 respondents was used. Purposive and Stratified Random Sampling were used to select study participants. Questionnaires and Interview schedules were used to collect data. Qualitative data was analyzed thematically. SPSS program version 24 was employed for quantitative analysis.

**Findings** The findings of the study revealed that there were several barriers to effective implementation of the performance appraisals of human resource in public primary schools. The school headteachers are occupied by other roles that may include school supervision and management of schools activities. The study established that the teachers' appraisal done by school managers is rarely used in promoting teachers.

**Unique contribution to theory, practice and policy:** Policy Formulation and Implementation Theory proposes that policy makers are not rational in decision-making but rather incremental in policymaking. Policy is made and enacted to address a problem. This study established that there is an association between school managers' teachers' appraisal and implementation of human resource policy. This confirms the point that performance appraisal can be an effective mechanism to evaluate performance of employees as it is fair and goal oriented

**Keywords:** *Performance Appraisal, School Management Capacity, Human Resource Development Policy.*

## 1.0 INTRODUCTION

### Background to the Study

Erdamar (2011)) stated that awareness, application and knowledge of human resource management is vital to the efficient functions of education managers to give a base for the promotion and development of systems of education. Highly skilled human resource who perform better than ordinary employees are viewed to perform great for the growth of the institutions compared to those not qualified and the managers with no skills (Arif & Hasan, 2013). Nevertheless, Hashmi (2014) established that the leader' skills and knowledge on human resource management assists in promoting the utilization and efficiency on human resource in an institution which lead to the growth of their firms at large. The objective of human resource management in an institution is to achieve the aimed objective which has similar influence in the sector of education.

Human resource management plans involve aspects such as pay, rewards, benefits, policies and compensations in an institution are well established and implemented, it also assists in promoting and developing of performance and commitment of the workers. Self-committed and self-driven employees are taken as an asset to any institution as such behaviors among workers foster the performance of the institution at large and assists in maintaining it in a longer time. The applied human resource management plans in an institution assist in founding a meaningful mean to achieve outcomes through utilization of physiological, social and psychological variables that are associated to workers development (Erdamar, 2011). Nevertheless, teachers' efficiency or employees can be improved where educational managers understand the relevance of human resource management utilized in schools (Badri *et al.*, 2013).

Kaya *et al.* (2010), added that the overall results of the school mainly rely on both managerial strategies and workers as they require to operate in unity while taking into consideration the quantitative and qualitative aspects of institutional education operations. If human resource management is well used in an effective and efficient manner, institutions achieve the planned targets through promotion of performance, production, innovations, security, and reliability of the workers.

### Statement of the Problem

Implementation of the human resource development policy at the public primary schools in Kenya is shallow due to lack of teacher's appraisal capacity by school managers as well as diverse policy interpretation at schools. Performance appraisals forms a basis for the implementation of the Human Resource development Policy. School managers have been reported to lack important performance appraisal capacity consequently hindering the implementation of human resource development policy. This has often resulted to underperforming human resource in the schools and complaints from stakeholders that have sometimes lead to interdiction or demotion of those school managers.

According to Rarieya (2007), Teacher Service Commission appoints school managers after conducting interviews. In addition, the applicants are expected to possess various management skills besides academic merits. However, lack of prior management training to school managers often lead to poor implementation of the human resource development policy. In regard to the

management capacity challenges facing school managers, the researcher developed interest to analyze the association between school management capacity and the implementation of the human resource development policy at public primary schools in Nyeri County.

### **Research Objective**

The objective of the study was to analyze the association between school manager's performance appraisal capacity and the implementation of the human resource development policy in public primary schools in Nyeri County, Kenya.

### **Research Hypothesis**

There is no association between school manager's performance appraisal capacity and the implementation of human resource development policy in public primary schools.

### **Significance of the Study**

The head teachers and boards of management may improve their human resource management skills. The study may assist the Teachers Service commission on teacher's appraisal strategies to enhance Career progression.

## **2.0 LITERATURE REVIEW**

Baird *et al.* (2018) stated that performance appraisal is the discussion and review of workers performance of their assigned duties. The performance appraisal is grounded on the results by the employee in her/his job and not on the worker's personality characteristics. According to HCM (2013), performance appraisal can be referred to as an investment in a company which can be supported by promotion. Performance appraisal enable the managers to develop a rigid promotion programs for productive employees. The main aim of appraising human resources in any institution is to assist in realization of an organization objective. In an institution employees' performance is critical in acquiring institution goals. Management system of employees' performance is widely valued as important tool for enhancing productivity and performance of both organization and employees (Al Anzi & Ismail, 2017). The results of any organization largely depend on how effective and how much employee's performance is evaluated and appraised. The performance contracting includes creation of vision and mission of a sector or organization. At the same time, there is creation of strategic plans which apparently defines the organization direction and the means to achieve targets. Performance goals are thereafter created and ways to assess the same, is also established out (Werang *et al.*, 2017). It is through these goals that the individual employees' performance is evaluated. This process is known as performance appraisal. (Murphy *et al.*, 2018) stated that performance appraisal as various activities undertaken in an organization to evaluate employees in order to build their expertise, distribute rewards and improve performance. Researches shows that performance appraisal is important in raising workers commitment therefore improving productivity and organizational performance (Steers & Lee, 2017).

Similarly, considering education as an organization, a balance should be achieved between teachers' performance and work commitment. According to (Arifin, 2015; Zeb *et al.*, 2015) recognition and monetary rewards are among other tactics used by institutions which results in

teacher's motivation and job satisfaction. In respect to statistics, there is benefit accrued after recognition and monetary rewards that enhances job satisfaction and satisfaction (Tatlah *et al.*, 2019). In teaching career both men and women are work as teachers in Kenya just like in other countries. All over the world female's contribution in the workforce is raising however, there is gender differences which is also increasing in regards to working settings and monetary gains. Compensation is another performance appraisal that can be viewed as package for workers. Through performance appraisal rating of merit is visible. Performance appraisals gives credit to particular achievement. Periodic reviews of workers job performances enable managers to acquire better understanding of every employee's capability. The aim of the work review is to acknowledge achievements, job progress evaluation and designing on-job training to improve developments of knowledge and skills.

According to McCarthy *et al.* (2016) there are two major methods of teachers' assessment being formative assessment and summative assessment. Summative assessment measures attainment of teachers for every performance as evaluators rate them as meeting or not meeting expectation of each division. The researcher further stated that formative appraisals include the activities of gathering data of work performance analyzing and using the outputs to increase performance. Steinberg and Sartain (2015) stated that there is need for evaluation of performance in relation to the recommendations. While a staff have positive morale to work within systems, the performance appraisal is supposed undergo regular improvement and review. Khan (2015) disclosed that successful appraisal should come along with change in both aspects of work and the rating of employees' job performances. In real sense the best performance appraisal includes integration of performance appraisal into formal systems. Well established performance appraisals provide enough supports to teachers and thus increase performance.

The performance appraisal measures accomplishments and skills with reasonable uniformity and accuracy. It usually gives a way that enables in identifying areas of work, enhancing and to improving professional growth. Darling-Hammond (2015) stated that teacher's appraisal is a strategy for improving learning and teaching. Further, the Bureau acknowledged that teachers' professional capabilities and consciousness are critical keys for efficient delivery of quality education in schools. Hence, in a well-organized staff performance appraisal, the policies and mechanism can contribute to efficiency and professional development among teachers. Further, teachers' appraisal is a progressing process for evaluating, identifying and developing the work performances of teachers and at the same time assisting teachers in recognizing professional development, performances and career guidance. Performance appraisal gives periodic evaluation and review of particular job performance. Performance appraisal is important because it provides workers with crucial feedback.

Raga (2012) said that in school setting, performance appraisal has many purposes. It gives formal and legal justification for educator's decision to improve outstanding performances and to erase out low performers, to train, discipline and enhance merit. Further researches confirmed that appraisal should not be taken as personal capacity in teaching career. Appraisal is normally judgmental, this mean, teachers' performance is estimated in comparison with particular standards. According to Asanbe *et al.* (2016), performance evaluation is a means by which the work performance of a worker is evaluated. It is viewed a core contributor to effective human

resource management (Rahmati & Noorbehbahani, 2017). (Steers & Lee, 2017) stated that the major reasons for performance appraisal is to indicate, furnish factors of employees' performance, keep staffs aware of where improvement is needed and prioritize the factor of performance in areas of improvement.

Groeschl, (2003) stated that other functions and purposes of performance appraisal is for self-development, institutional development which is critical role of appraisal, for promotion and increased pay. The researcher continued to state that developed oriented employees give the methods by which improved communication between seniors and staffs can establish systematically, recognition of tasks, training plans and roles for individual which reinforces institutional and developmental objectives. Further, successful appraisal provides a room for appraises to portray on their performance, achievements and accomplishment. The successful aspect of a developmental appraisal has to lead to the employee development.

Kiffin-Petersen *et al.* (2012) stated that in order to make sure appraisal is effective and efficacious, a balance between developmental and accountability roles have to be attained and sustained. Performance tool can be influential and effective when it is utilized for supporting and disciplinary choices, such as employee's promotion, efficiency bar crossing and pay increase same as good ending of contract. The core factor of effective appraisal is for training. .

According to (Gebremichael & Rao, 2013) performance appraisal have not reached at its climax in the majority of organizations. This could be as a result of managers lack of training in performance appraisal and therefore fails to tie the expectations with appraisal performances. The researcher, further stated that effective performance appraisal does not come easily in various organizations. Managers should not be assumed that they are ready for performance appraisal or experienced but are supposed to go for further training (Gebremichael & Rao, 2013). A research by Kagema and Irungu (2018) in Kenya concerning effects of appraisal in teachers' performance found out that educators in most secondary schools who participated in the research were not appraised and this influenced on their work performance and motivation.

### **Theoretical review**

Policy Formulation and Implementation Theory by Lindblom (1959) was applied in this study. Lindblom argued that policy makers were not rational in decision-making but rather incremental in policymaking. Students highly need efficient resources and quality services and should be managed efficiently and in an effective manner to achieve the desired goal. Ole Keyapi (2011) argued that managers in education sector should be in the forefront to promote effective leadership and efficient governing in public schools. Joel *et al.* (2019) pointed out that head teachers in most public schools in Kenya have received improvised training opportunities in accounting awareness and managing their respective schools therefore, they are insufficient for managing of their schools.

### **3.0 RESEARCH METHODOLOGY**

The study adapted the survey method in collecting quantitative data while interviews were used in collecting qualitative data. Survey research is a study on large and small populations which involves selecting samples from the target population in order to find out interrelations (Cowles & Nelson, 2015). This study adapted the concurrent triangulation design which allows analysis,

interpretation and comparison of both qualitative and quantitative data. This design is usually used when a direct comparison or contrast is needed in Quantitative statistical results with qualitative findings (Creswell & Creswell, 2017).

The target population of the study was 2408 consisting of (400) headteachers, (1600) teachers, (400) chairpersons of public primary schools board of management and (8) sub county TSC human resource officers. A sample size of 268 respondents was used. Stratified Random Sampling was applied to select a sample size of (50) head teachers, (160) teachers and (50) board of management chairpersons in public primary schools. (8) Sub County TSC Human Resource Officers were purposively selected. Questionnaires were used to collect quantitative data from head teachers and teachers. Interview schedules were used to collect qualitative data from chairpersons of the schools' board of management and sub county TSC human resource officers. Validity was enhanced by piloting of instruments.

To enhance credibility, adjustments of the tools were done according to the opinion obtained from respondents of the piloting and the advice provided by supervisors. Interactive questioning was used to enhance dependability. Qualitative data was analyzed thematically. The Chi square was applied for analysis of inferential statistics. This was done with the help of SPSS program version 24. Qualitative data was compared with quantitative data at the final analysis. The reporting of the quantitative data included percentages, tables and charts while qualitative data was by the Chi square values, inferential statistics.

#### 4.0 RESEARCH FINDINGS

**Table 1: Views by Headteachers School Manager's Performance Appraisal Capacity and the Implementation of Human Resource Development Policy**

Summary	Headteachers									
	SA	%	A	%	N	%	D	%	SD	%
Headteachers rarely renders effective curriculum supervision implementing teachers' appraisal	14	31	19	42	4	9	7	16	1	2
Headteachers have little time for teachers' appraisals because of their many Roles	41	31	22	49	4	9	5	11	0	0
Teachers' appraisal done to teachers by school managers is rarely used in for promoting teachers.	14	31	22	49	4	9	5	11	0	0
Headteachers have a negative attitude towards performance contracting and appraisal	19	42	18	40	4	9	4	9	0	0
Headteachers have problems on supervising syllabus coverage since they were not properly inducted	11	24	19	42	8	18	6	13	1	2

Most of the headteachers 19(42%) agreed that headteachers rarely renders effective curriculum supervision implementing teachers' appraisal and 14(31%) strongly disagreed. Out of those who responded, 4(9%) remained neutral while 7(16%) disagreed. Only 1(2%) who strongly disagreed. According to the data headteachers revealed that the school headteachers have little time for teachers' appraisals because of their many roles, 14(31%) of the headteachers strongly agreed

and 22(49%) agreed. Those who remained neutral were 4(9%). None of the responding headteachers who strongly agreed but 5(11%) disagreed.

**Table 2: Views by Teachers on School Manager's Performance Appraisal Capacity and the Implementation of Human Resource Development Policy**

	Teachers									
	SA	%	A	%	N	%	D	%	Sd	%
Headteachers rarely renders effective curriculum supervision implementing teachers' appraisal	27	18	40	27	23	16	36	24	22	15
Headteachers have little time for teachers' appraisals because of their many Roles	64	43	52	35	23	16	4	3	4	3
Teachers' appraisal done by school managers on professional documents supervision is rarely used in promoting of teachers	52	35	51	34	15	10	18	12	13	9
Headteachers have a negative attitude towards performance contracting	39	26	41	28	33	22	22	15	13	9
Headteachers have problems on supervising syllabus coverage since they were not properly inducted	55	37	37	25	16	11	31	21	15	10

The teachers who responded indicated that, 27(18%) strongly agreed and 40(27%) agreed, 23(16%) were neutral on the matter. Further, 36(24%) disagreed and 22(15%) strongly disagreed. At the same time 64(43%) of the sampled teachers who responded strongly agreed that the school headteachers have little time for teachers' appraisals because of their many roles. Further, 52(35%) shared the same views by agreeing while 24(16%) were neutral. Only 4(3%) and another 4(3%) that disagreed and strongly disagreed respectively.

Results on Table 1 and 2 concurred with Ministry of Education Science Technology (2014) the obligation of headteachers in Kenya includes controlling and organizing of staffs both teachers and non-teaching staffs and acts as intermediate controller of the institution. Particularly, headteacher should check standards of teaching among teachers through schemes of work referencing, actual class visiting, pupils' records, attend actual class teachings, inspecting exercises books of learners and also lessons notes. This clearly shows that efficiency and effectiveness of schools mainly relies on managers roles on instructional management. Further, the report maintains that school principal has to coordinate, assign work and supervise performance to ensure that the job is well done in the right time (Ministry of Education Science Technology, 2014).

Wichenje *et al.* (2012) who found out that headteachers are not able to conduct successful performance appraisal due to various factors. The researchers mention political interferences as major problem on teacher's performance appraisal, whereby politicians were found to protect teachers particularly those who came from their tribes or constituencies so as to get further miles in politics. Further, the researchers found out that principals who were serious on teachers' appraisals were threatened and could either get transferred or dismissed. It was further found out



that, teachers could use politicians to revoke their transfers. This made it difficult to implement teachers' performance appraisal.

Nevertheless, (Wichenje *et al.*, 2012) established out that in most schools of the study there was understaffing problem that led to lack of teachers' management. Some of reported challenges that the researchers found was failure of teachers in attending their duties. High number of schools under the study had inadequate teachers and this affected service delivery. It is due to this main reason that headteachers struggled in maintaining disciplines among teachers in schools.

Majority of headteachers indicated that, transfers or suspension of teachers from their schools was an introduction of conflicts between principals and learners and thus they could evade it. Another challenge found was that headteachers were unable to investigate allegations among teachers in order to sustain disciplines in their schools. Headteachers were found to lack adequate training to carry out investigations alleged to his/her staffs. The study found out that in most cases, headteachers highly depended on hearsays and when presented as evidence could sometime go against headteachers who could be penalized when they are unable to provide it.

**Table 3: Chi Tests Showing Association between School Managers Performance Appraisal Capacity and the Implementation of the Human Resource development Policy**

Headteachers	Value	Df	Asymp. Sig. (2-sided)	Teachers		
				Value	Df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	64.846a	20	.000	53.223a	16	.000
<b>Likelihood Ratio</b>	31.472	20	.049	47.356	16	.000
<b>N of Valid Cases</b>	45			149		

\*. Association is significant at the 0.05 level (2-tailed).  
\*\*. Association is significant at the 0.00 level (2-tailed).

Finally, the study sought to establish whether there was a association between school managers' performance appraisal capacity and the implementation of human resource policy. The study tested teacher's appraisal done by school managers is rarely used in promoting of teachers against the school management has little time for teachers' appraisals because of their many roles to establish managers appraisal task. The study found out that there is significant association between the two sides by recording  $p=.000 <.000$  for headteachers and also  $p=.000, 0<.005$ . Therefore, hypothesis  $H_10$  that stated that there was no association between school managers' teachers' appraisal and the implementation of human resource development policy, was rejected. Similar findings was found by Wanjala (2015) who found out a chi value of 5.991 that there is no association between performance appraisal and performance of employees. Wanjala concluded that performance appraisal can be an effective mechanism to evaluate performance of employees and is said to be fair and goal oriented. Diniere et al (2014) added that teachers' appraisal system in most developing regions have not been in a position to get the desired goal of teaching and ensuring learning among students . The researcher pointed out that quite a number of problems that emanated from managers, school related and teachers related problems. The

researcher further found out that teachers were reluctant and were not in a position to admit their failures or their lower rating and they come out in defensive and thus they were in constant conflict with the headteachers.

## **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **Summary**

The study established that head teachers have problems in implementing teachers' appraisals since they were not properly inducted. These findings align with those of teachers who echoed the same sentiments that the head teachers have problems in implementing teachers' appraisals in public primary schools. This might be reasoning that head teachers may believe they are conducting necessary teachers' appraisal in schools. This might not have been conducted effectively and thus teachers associate the problems with the head teachers. Further, the study found out their school head teachers have little time for teachers' appraisals because of their many roles.

Most sampled respondents revealed that school head teachers are occupied by other roles that may include school supervision, management of schools' activities and in most cases, they do have classes to teach. The study established that the teachers' appraisal done by school managers is rarely used in promoting teachers with most of sampled respondents agreeing. This means that the available appraisals in public primary school do not change teachers' performance. In addition, the study found out that head teachers do not have negative attitude towards performance contracting and teachers' appraisals. This means that if schools enact effective policy for teachers' appraisals, head teachers can effectively conduct performance appraisal in public primary schools.

However, the study established that there is an association between school managers' teachers' appraisal and implementation of human resource policy. This confirms the point that performance appraisal can be an effective mechanism to evaluate performance of employees as it is fair and goal oriented.

### **Conclusion**

Head teachers faced a challenge in implementing teachers' appraisals since they were not properly inducted and limited time arising due to many roles assigned to them. Teachers' appraisal is rarely used in promoting primary school teachers. Head teachers have positive attitude towards performance contracting and teachers' appraisals. There is an association between school managers' teachers' appraisal and implementation of human resource policy.

### **Recommendations**

Teachers Service Commission should do away with the TPAD document or simply the process of appraising teachers as head teachers rarely implemented it since they saw no benefits in teachers promotion or pupils performance. Head teachers should not be allocated classrooms lessons if possible to create time to oversee school management and human policy implementation.

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