PERCEPTION OF EARLY CHILDHOOD EDUCATION TEACHERS TOWARDS PERFORMANCE APPRAISAL: A CASE OF TEACHERS IN SERGOIT ZONE, UASIN GISHU DISTRICT – KENYA

BY

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DECLARATION

This research study is my own original work and has not been presented to any other examination body. No part of this research should be reproduced without my consent or that of Kampala University.

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DEDICATION

I dedicate this project to my beloved mum Teresia Kobilo together with my brothers and sisters for their love and support while I was in the course.I also wish to dedicate the success of this project to my headteacher Mr. Murgor of Lelit Primary School and the entire staff members.

LIST OF ABBREVIATIONS

ACAS	- Advisory Conciliation and Arbitration Service
AMA	- Association of Municipal Authorities
ACD	- Early Childhood Education
DICECE	- District Centre of Early Childhood Education
DES	- District Education Service
GTC	- General Teaching Council
LEA	- Local Education Authority
LMS	- Local Management of Schools
KNUT	- Kenya national Union of Teachers
NSGSTA	- National Steering Group on the School Teachers Appraisal

ABSTRACT

The purpose of the study was to determine the perception of ECD teachers towards performance-appraisal. The study was on perception. The study was carried out in Sergoit Zone of Uasin Gishu District, Kenya. The study adopted a theoretical framework i.e. systems theory. The main purpose of the study was to investigate the ECD teacher performance appraisal and its effect to effective school management. A case study was adopted for the study. The target population was 46 comprising of teachers and headteachers and a sample size of 23 was considered for the study obtained through random sampling. The headteacher was purposely selected while the teachers were picked randomly (at least one teacher from every school. Questionnaires and interview schedules were used to collect the data and analyzed by use of tables and percentages. It was established from the field that 12.5% of the respondents strongly disagreed that appraisal is not objective, 12.5% also disagreed that appraisal is punitive, 43.8% agreed that appraisal is good for them, 18.8% strongly agreed that performance is reviewed because of reward and incentive pay and 12.5% of the respondents were undecided. The recommendations were that employees should have the opportunity to review and make comments written or verbal about their appraisals before they become final, and should have a formal appeals process through which to appeal their ratings.

1.9 Definitions of terms

Perception: Used in the study to refer to what teachers feel about teachers appraisal.

Nursery school: Locally sponsored or privately sponsored schools in Kenya that offers Early childhood Education for children aged 3 to 5 years.

Performance: An outstanding action or achievement

Attitudes: A relatively stable, learned emotionalized predisposition to respond to, act belief or feel favourable or unfavorably in some consistent way towards an object, person, situation or ideas.

Skills: manipulative or intellectual operation performed with learned competency

Teacher appraisal: Implies systematic or formal evaluation of the individual teacher with respect to his/her performance on the job and hi potential for development.

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CHAPTER ONE

1.0 Introduction

This chapter presents the background to the study, statement of the research problem, objectives of the study, research questions, hypothesis of the study, scope and limitations, significance of the study, theoretical framework, operational definitions of the key terms and organization of the rest of the study.

1.1 Background of the study

The basic purpose of teacher performance appraisal system is to assess an officer as comprehensively and objectively as possible with the help of the job content and teacher's performance on the job (Tomlinson, 1993).

Appropriate appraisal system, faithfully applied in a school can be an avenue to greater clarity of role, better performance and all teachers are given an opportunity to tell "management" whether system or lack of it hinders good school performance (Shubin, 1992).

Many teachers have become teachers have become disillusion with teaching. For example, Sparks (1979) reported that 46% of the teachers he questions were dissatisfied with their careers and would not choose to teach if they had to do it over again. Among the reasons of their dissatisfaction was lack of motivation. Consequently, performance in many schools dwindled.

Administrators are expected to be effective in a range of areas including planning, decision – making, communicating, controlling and managing conflict. The efforts should be directed at ensuring that such people enter and stay in teaching. Attracting and retaining is however expensive and perhaps impossible (Hanushek,, 1994)

Schools have instituted new procedures to identify, evaluate and reward teachers according to teaching ability. Almost all schools have some sort of evaluation system for teachers in place, although weight given to actual performance in classroom varies.

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Appraisal as a tool of improved management aims at developing teachers through better training and induction courses. However, teachers have registered their dissatisfaction in the way performance appraisals has been mismanaged by those in authority.

The failure of the principal to recognize the achievement of teachers has resulted in teachers stagnating in the same positions. The principals also selectively use their powers when carrying out appraisals process. The dissatisfied group will in turn undermine those in authority resulting in sabotage. This will indirectly affect the performance of learners since the teachers motivation to perform well in the classroom is a function of their commitment to profession. A variety of factors have been found to influence teacher's commitment. These include among others, aspects of school structure, desirable working conditions, age, marital status (Luke, 1975)

Lack of induction on the part of the head teachers of school with ECD programmes on how to carry out the performance appraisal have resulted in the use of trial and error method.

1.2 Statement of the Problem

Head teachers see the purpose of appraisal as a process of evaluating individual job performance as a basis of making objective personnel decisions. Formal appraisal is rational and orderly (Kreitner, 2003)

Performance appraisal can be effective and satisfying if it is systematically done. However, due to its poor administration, it has led to stagnation of many teachers in the same positions yet their eyes were trained on upward career mobility. As a result teachers have redirected their energies to alternative sources of fulfillment, such as engaging in business, farming and going for further studies. This has indirectly affected performance of ECD in the Zone. In the study area Sergoit Zone, the level of ECD teacher's performance in many schools is still below average. This dismal performance may be because of low morale of teachers due to poorly managed performance appraisal.

1.3 Purpose and Objectives of the Study

The purpose of this study was to investigate the ECD teacher performance appraisal and its effect to effective school management.

1.4 The specific objective of the study

i) To investigate whether ECD teacher appraisal has any contributions to effective school management

ii) To determine the competence and impartiality of the appraisers

iii) To find out whether ECD teachers are involved in the appraisal process

1.5 Significance of the study

The study will provide appraising bodies with information that appraisal assist:

i) Teacher appraisal is helpful in testing the effectiveness of selection, placement and induction of ECD programmes. It reveals misfits who need to be trained through appropriate in-service training. It will also help change teacher' attitudes towards appraisal.

ii) The information gained through the study can be used by NACECE and DICECE to improve efficiency in the development of personnel and improvement of quality ECD teaching. It also provides insights on how the said authorities can be streamline their appraisal process.

iii) Formal and systematic appraisals of ECD teachers provide a continuous record of performance, efficiency and potential of ECD teachers.

iv) Through teacher's appraisal, management can be able to identify deficiencies and training needs of ECD teachers.

1.6 Limitations and Delimitations of the study

i) The scope of the study will be only limited to one Zone, which may not provide a more representative and conclusive result.

ii) Random sampling selection may not be an assured way of getting the right person for the study.

iii) It may not be possible to exhaust the options of all the ECD teachers in the Zone.

iv) Teacher's appraisal is also subjected to biased judgment of the raters.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter comprises the general review of literature specifically the control of education, performance appraisal, performance factors, teachers role and their expectations and the assessment of past performance verses future development.

2.1 General Review of the Literature

The recent history of teacher appraisal belongs to the "accountability movement" for the later 1970's and 1980's. an acceptance of self assessment by teachers and schools grew into an instance by the government that employers must manage their teaching force and could do that only if they had accurate knowledge of each teacher's performance (DES 1993B) and so into a legal requirement that LEA's should appraise their teachers, was instituted in Kenya in 1986 but not activated until 1991.

The quality of education and training depends on the larger extend on the quality of teachers. Kenya is currently experiencing societal changed and, so does its needs and aspirations (G. Psacharopolusus, 19985). Teachers play vital role in educational changes, for examples, in free primary education the head teachers must be trained in managerial skills.

Schools can only accomplish educational changes if teachers are professionally tained and continuously in-serviced to improve their knowledge, skills and competence. In these ways, the quality of teachers is therefore important not only for improving and sustaining the quality of teaching and education in general but even more importantly for a successful implementation of education change.

2.2 Control of Education

The control of education as studied by Tomlinson 1993 report appraisal in conspicuously one of those instruments which teachers are well advised to approach positively and with a view to improving their own locus in the network of school relationship rather than inn

a spirit of anxiety or a sense that the prime objective will be to create a litany of personal shortcoming.

The appraisals of teachers become an issue in the 1980's. a study of Tomlinson (1993) report that it arose mainly from the desire to improve teaching quality and the need to redeploy teachers between school as the numbers of pupils fell dramatically throughout the education system. The emphasis here is on appraisal as a tool of improved management to help in the development of teachers and the realization of school development plans through better training.

In march 1985, the white paper: better schools returned to the theme of teacher appraisal and developed it, with a sharper edge (DES, 1985: PARA.18D). the government holds to the view expressed in teaching quality that the regular and formal appraisal of the performance of all teaches is necessary if LEAS are to have the reliable comprehensive and up-to-date information necessary for the systematic and effective provision of professional support.

DES circular no. 12/91 (DES, 1991)announced the appraisal would be phased in over four years: " the circular is designed to encouraged and achieve god practice in school" paragraph 4 the statutory regulations of 1991 set out the aim of appraisal. Appraising bodies shall secure that appraisal assists;

a) School teachers in the professional development and career planning and
b) Those respondents for taking decisions about management of school teachers.

The six teacher's organization concerned with schools combined to produce a pamphlet in December 1991 which indicate where the think both the advantage and danger point of the governments scheme may lie; appraisal report of six teachers organization (AM, NASUWT, NUT, PAT and SHA). Their view may be summarized as follows:

i) Head teachers have the responsibility to select appraisers
ii) How information is collected for the purposes of appraisal in governed by a code of practice set out as Annex A of circular no. 12/91

iii) The appraisee should be observed in the classroom on at least two occasion.

iv) The appraisal interview should be positive in tone and intention

v) It is the appraisers responsibility to draft the appraisal report

vii) Confidentiality has always been a central issue in the discussions about appraisal.

viii) Finally the regulations also require a complaints procedure and set out certain minimum conditions

2.3 Performance Appraisal versus Performance factors

In a school setting the head teacher plays a role of an educational leader since he is the one who has been empowered by higher authorities to interpret and orchestrate the official government plans, goals and objectives. He has to demonstrate good leadership qualities in his responsibilities (Musrosvi; 1998).

According to Lewis (2002) in Chicago, whenever teachers had created strong professional communities with frequent teacher collaborations and shared norms, schools were four times more likely to be improving academically than schools with weaker professional communities.

According to an association of Texas professional educators (ATPE) on evaluation and appraisals: general requirement of the state mandate appraisal of teachers and administrators.

i) All classroom teachers working in an academic or career and technology setting must be appraisal on the basis of classroom teaching performance.

ii) Teachers will be appraisal at least once each year, unless the teacher has been appraised as proficient or better in every category or the most recent appraisal, if so, the teacher and district may agree to do an appraisal less often, but at least five years.

iii) The teacher may be given notice of the date and/or time of appraisal, but it is not required.

iv) The appraisals performance criteria must be based on observable, job related behaviour including:

    i)   The teacher's implementation of discipline management procedure

    ii)   Performance of teacher's students

i. Extracurricular activities cannot be evaluated on the teacher appraisal, however performance of these duties may be evaluated on a separate document.

ii. The appraisal process must include a teacher's appraisal conference that is a diagnostic as well as prescriptive regarding teacher professional development and improvement.

iii. A written copy of teachers' evaluation must be maintained in the teacher personnel file and made available to the teacher.

2.4 Teachers role and their Expectations

One of the most important input to schools is dedicated teacher. The effort should be directed as ensuring that such people enter and stay in teaching. Attracting and retaining is however expensive and perhaps impossible, Hanushek (1994).

Although general salary increase expand pool of potential teacher, there is no evidence that simply expanding the pool leads to significant improvement in the students performance. To do that schools have instituted new procedures to identify, evaluate and reward teachers according to teaching ability. Almost all schools have some sort of evaluation system for teachers in place, although weight given to actual performance in classroom varies. It might form the basis for some recognition of achievement by the principal.

Fuller (1982) says teacher' motivation to perform well in the classroom is a function of their commitment to the profession. A variety of factors have been found to influence teachers' commitment. These include age, marital status and salary (Luk. 1975).

According to Musazi (1982:44) incentives usually consists of things such as promotion increase of salary, recognition, desirable working conditions and the realization of personal goals and priorities.

Bandura (1982), suggests that negative emotional states brought on by environmental factors can wear down a persons sense of personal competence. Thus teachers who experience stress are likely to question their own ability.

Many teachers have become disillusioned with teaching for example Sparks (1979) report that 46% of the teachers he questioned were dissatisfied with their careers and would not choose to teach if they had to do it over again. Inability to deal with the stress of teaching is likely to be a major contributor to teacher ineffectiveness hence influencing the performance of the learners. Commitment entered into by the African member states in Addis Ababa conference in 1991.

i. To develop and improve the initial and in-service training of educational personnel especially teachers.

ii. To make use of the opportunities afforded by the media and data processing technology to disseminate knowledge and improve education (Education in Africa, Harare conference 1982.

2.5. Assessing Past Performance Verses Future Development

Head teachers see the purpose of appraisal primarily as assessing past performance but focus on the developmental aspects but of appraisal. The most likely adoption for staff appraisal is to draw attention to present performance in the job in order to reward people fairly and identify those with potential for promotions.

According to Kreitner (2003) performance appraisal is the process of evaluating individual job performance as a basis for making objective personnel decisions. There are two main categories of appraisal: Formal and Informal. Formal appraisal is rational and orderly while informal appraisal is done in the process of work or duty, for instance the major just comments.

Performance appraisal can be effective and satisfying if it systematically done. An systematic approach to performance appraisal will commence with the completion of appropriate appraisal form. It is also satisfy if the results lead to some action, for example promotion, transfer, salary increment with the emphasis on self-appraisal and responsible self-direction, the judgmental aspect of appraisal is considerably reduced. To be sure, one should learn from past mistakes but one should use this insights for translating them to development plans for the future. Clearly, appraisal can be an excellent opportunity to emphasize a person strength and to prepare action plans for overcoming weaknesses (H. Welrich, 2006).

Most recently, another approach to performance appraisal has been introduced. The criteria selected for evaluation include decision making, organizing, coordinating, staffing, motivating and controlling. This approach has been used not only for appraisal but also for the selection of people for promotion and for personnel development (H. Welrich, 2006).

1.8 Theoretical Framework of the Study

The study will be based on the systems Theory systems approach and system thinking.

a) System theory – system Approach and System thinking

System theory emphasizes that real education systems are open to, and interact with their environments, and those they can acquire qualitatively new properties through emergencies, resulting in continuing evolution (Bonathy, 1996). It aims to specify possible courses of reactions and actions, together with their risks, costs and benefits. Four major concepts underlie the systems approach. They are:

i) Specialization: An education system will be divided into smaller components allowing more specialized concentration of each component to ensure maintenance of high standards of education and training.

ii) Grouping: to avoid generating greater complexity with an n increasing specialization, it becomes necessary to group related disciplines or sub-disciplines.

iii) Co-ordination: as the components and sub-components of the education sector are grouped, it is necessary to coordinate the interactions among groups for efficiency. This can be done through depertmnetaization.

iv) Emergent properties: dividing the education sector into sub-systems requires recognizing why the systems as a whole is greater then the sum of its parts.

For example quality of teaching and qualification as in the case of ECD programmes. Systems approach applies system principles to aid education decision – makers with problems of identifying, reconstructing, optimizing and controlling the education sector, while taking into account multiple objectives, constraints and resources (Benathy, 2000).

Systems thinking are therefore the cornerstone by which, learning organizations are able to think innovatively about the world (Senge, 1990). Systems theory therefore views the school as a unit that should accommodate emerging issues. Equally, the teachers should be viewed a unit that works towards a complete set of units. And that its functioning or malfunctioning will definitely affect the entire system.

1.5 Research Questions

i) What contributions does an effective performance appraisal have on school management?

ii) How competent enough are high appraises to carry out performance appraisal

iii) Are the head teachers impartial in carrying out performance appraisal?

Hypothesis.

Ho: There is no significant difference in the perception of ECD teachers towards performance appraisal.

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CHAPTER THREE

3.0. RESEARCH METHODOLOGY

3.1. Research Area

The study will be carried out in Sergoit Zone, Uasin Gishu District in Kenya. Sergoit zone is one of the 13 zones in the district. The zone has a total of 23 pre-primary schools with a total enrolment of 690 pupils.

3.2 Research Design

The study will employ descriptive survey design. This is because survey can provide both qualitative and quantitative information from subjects who are generally a representative sample from a defined population. This approach also seeks to collect data without manipulating the respondents in an attempt to get the perception of the respondents towards teacher appraisal and its effects on effective school management.

3.3. Target Population

The study targets all primary school head teachers or their deputies and E.C.D teachers in Sergoit zone. There are 23 head teachers and deputies, 10 pre-school teachers, in both public and private schools.

3.4. Sampling Design and Sample Size

The type of sampling used for this study will be simple random sampling and stratified sampling design. The researcher will randomly sample 23 head teachers or deputies and E.C.D teachers in primary schools that host ECD programmes. This represents approximately 65 percent of the target population. Simple random sampling will be used to select 23 respondents from each of the selected schools. The respondents will therefore be at least head teacher or deputy head teacher and an ECD teacher. In total 23 questionnaires were issued out to the respondents.

3.5. Data Collection Procedures

This section presents the research instrument, the validation and reliability assurance of the research instruments and the data collection procedure.

3.5.1. Research Instruments

Questionnaires will be used to obtain the required data for this study. There will be two types of question. One for the headteachers and the other for teachers.

a) Questionnaire

In developing the questionnaires items, open and closed ended formats of the item will be used. This is because closed-ended questions are easier to administer. These are questions that share the same set of response categories. They are common whenever scales are being used. They are easier to complete and hence the respondents is unlikely to put off.

3.5.2. Validity of Research Instruments

The content validity of the instrument will be determined by discussing the items in the instrument with the supervisors, colleagues and other lecturers in the department of primary and early childhood education. The advice given by these people will help the researcher improve the validity of the research instrument. The research instrument was administered to a few respondents with main purpose of determining whether they answer the research objectives. The instruments were again given to the experts in the department for final approval.

3.5.3. Reliability of the Research Instrument

Piloting will be carried out to establish the validity of the instrument. The content selected and included in the questionnaire must also be relevant to the variable being

investigated (Kerlinger, 1973). Piloting was done in a different zone apart from the study area.. A few corrections to align the instruments and respondents with the objectives were done.

3.5.4.. Administration of Research Instruments

The researcher will administer the research instruments personally to the headteachers and teachers in respective school selected for the study. The research will travel and administer the instruments personally at the school after introduction.

3.6. Data Analysis Technique

The data collected will be both quantitative and qualitative. Descriptive methods will be employed in analyzing qualitative data whereas frequencies and proportions will be used in interpreting the respondent's perceptions so as to answer the research questions.

3.7. Ethical Considerations

Participants will be acknowledged and their privacy not being infringed especially on information given and the freedom to volunteer for the study.

CHAPTER FOUR

4.0. Data analysis and results

4.1. Introduction

This chapter presents data collected from the field. Data collected was coded, presented and analyzed in tabular form therefore implied conclusion deduced. Data analyzed corresponded with research questions and objectives. Twenty three questionnaires were given out and sixteen were received which is 69.6%

4.2. General information

This information includes age, gender and level of education, professional qualification and job experience.

4.2.1. Age of the respondent

It was necessary to find out the age of the staff working in Sergoit zone, Uasin Gishu district and the findings are presented in the table 4.1 below.

Table 4.1. Age of the respondents

Age	Frequency	Percentage
Below 20 years	0	0
21-30 years	4	25
31-40 years	9	56.3
41 and above	3	18.8
Totals	16	100

It was established from the field that none of the staff are below 20 years, 25% are between 21-30 years, 56.3% are between 31-40 years and 18.8% are 41 and above. It

therefore implies that the teaching staffs in Sergoit zone are between 31-40 years. This shows that they are more experienced and are able to handle their work effectively.

4.2.2. Gender of the respondent

It was paramount to know the gender of the staffs to see how performance appraisal is perceived.

Table 4.2. Gender of the respondent

Gender	Frequency	Percentage
Male	0	0
Female	16	100
Totals	16	100

It was found from the field that 100% of the respondents are female and none of the respondents was a male.

4.2.3. Training area of the respondents

It was necessary to find out the training areas of the staff so as to establish the knowledge and skills they had.

Table 4.3. Training area of the respondents

Response	Frequency	Percentage
Dicece trained	13	81.3
Monttensori trained	0	0
Untrained	2	12.5
Others	1	6.3
Totals	16	100

It was established from the field that 81.3% of the respondents are Dicece trained, 12.5% of the respondents are untrained, 6.3% said others and none was Montessori trained.

4.2.3. Position of the respondents in the school

The researcher sought to know the positions held by the staffs.

Table 4.4. Position of the respondents in the school

Position	Frequency	Percentage
Assistant teacher	4	25
Teacher in charge	10	62.5
Others	2	12.5
Totals	16	100

It was established that 25% of the respondents are assistant teachers, 62.5% are teachers in charge and 12.5% said others.

4.2.3. Work experience of the respondents

It was necessary to find out the work experience of the respondents in order to establish performance appraisal.

Experience	Frequency	Percentage
0-4 years	3	18.8
5-10 years	4	25
10-20 years	8	50
Over 20 years	1	6.3
Totals	16	100

It was found out from the field that 18.8% of the respondents said that they have worked in Sergoit zone for less than 4 years, 25% have 5-10 years, 50% have 10-20 years and 6.3% have worked there for over 20 years. Therefore it implies that schools in Sergoit zone have staffs who have worked for quite some time which was indicated by 50% of the respondents. This indicates perception of performance appraisal is considered.

4.2.4. Type of school the respondents are working in

It was necessary to find out the type of schools the respondents are working in to know how performance appraisal is perceived.

Table 4.6. Type of school the respondents are working in

Response	Frequency	Percentage
Public	16	100
Private	0	0
Totals	16	100

It was established from the field that 100% of the respondents are working in public schools and none is from private schools. This means that schools in Sergoit zone are government schools so performance appraisal is highly considered.

4.3. School information

This information includes how many times a staff has been appraised, the person appraising, performance feedback and news on teacher appraisal.

4.3.0. The times the respondent has been appraised

It was necessary to find out the times the respondent has been appraised in order to establish performance appraisal.

Table 4.7. The times the respondent has been appraised.

Time	Frequency	Percentage
1-3	8	50
2-4	3	18.8
3-5	1	6.3
None	4	25
Totals	16	100

It was established from the field that 50% of the respondents have been appraised 1-3 times, 18.8% said that they have been appraised 2-4 times, 6.3% said 3-5 times and 25% said they have not been appraised. This means that the schools in Sergoit zone appraise their staffs for work done well and this will motivate them to perform well. This was shown by 50%.

4.3.1. The person who does the appraisal

It was necessary to find out the person who does the appraisal to know how effective it is done and the findings are presented in the table 4.8 below.

Table 4.8. The person who does the appraisal

Response	Frequency	Percentage
Head teacher	14	87.5
Dicece office	1	6.3
Teacher in-charge	0	0
None	1	6.3
Other	0	0
Totals	16	100

It was established from the field that 87.5% of the respondents have been appraised by their head teachers, 6.3% said they have been appraised by Dicece office and none also with the same percentage and none said others.

4.3.2. Existence of performance feedback

The respondents sought to know the existence of performance feedback, it is there or not. The findings are shown in the table 4.9. below.

Table 4.9 Existence of performance feedback

Response	Frequency	Percentage
Yes	2	12.5
No	14	87.5
Totals	16	100

It was established from the field that 12.5% of the respondents said they received performance feedback and 87.5% of them said they did not. This shows that performance feedback was not received as shown by 87.5% of the respondents.

4.3.3. Perception of teacher appraisal

The researcher should know how teacher appraisal was perceived by teachers themselves. The findings are presented in table 4.10 below.

Table 4.10 Perception on teacher appraisal

Response	Frequency	Percentage
Strongly disagree	2	12.5
Disagree	2	12.5
Agree	7	43.8
Strongly agree	3	18.8
Undecided	3	12.5
Totals	16	100

It was established from the filed that 12.5% of the respondents strongly disagreed that appraisal is not objective, 12.5% also disagreed that appraisal is punitive, 43.*% agreed

that appraisal is good for them, 18.8% strongly agreed that performance is reviewed because of reward and incentive pay and 12.5% of the respondents were undecided.

It therefore implies teacher appraisals is viewed as a good trying for teachers as shown by 43.8% of the respondents, they are able to know their areas of their weaknesses and work on them for better incentives and rewards.

CHAPTER FIVE

5.0. Discussion, conclusion and recommendations

5.1. Introduction

This chapter brings out the main findings of the study, answers research objectives and questions and recommended what ought to be done as far as performance appraisal is concerned.

5.2. SUMMARY OF THE FINDINGS

5.2.1. General information

It was necessary to find out the age of the staffs working in Sergoit zone. It was established from the field that none of the staffs are below 20 years, 25% are between 21-30 years, 56.3% are between 31-40 years and 18.8% are 41 and above.

5.2.2. Gender of the respondents

It was found from the field that 100% of the respondents are female and none of the respondents was a male.

5.2.3. Training area of the respondents

It was established from the field that 81.3% of the respondents are dicece trained, 12.5% of the respondents are untrained, 6.3% said others and none was Montensori trained.

5.2.4. Position of the respondents in the school

It was established from the field that 25% of the respondents are assistant teachers, 62.5% are teachers in charge and 12.5%b said others.

5.2.5. Work experience of the respondents

It was established from the field that 18.8% of the respondents said that they have worked in Sergoit zone for less than 4 years, 25% have 5-10 years, 50% have 10-20 years and 6.3% have worked there for over 20 years.

5.2.6. Type of school the respondents are working in

It was established from the field that 100% of the respondents are working in public schools and none is from a private school.

5.2.7. The time the respondents has been appraised.

It was established from the field that 50% of the respondents have been appraised 1-3 times, 18.8% said that they have been appraised 2-4 times, 6.3% said 3-5 times and 25% said they have not been appraised.

5.2.8. The person who does the appraisal

It was established from the field that 87.5% of the respondents have been appraised by their headteachers, 6.3% said they have been appraised by Dicece office and none also with the same percentage and none said others.

5.2.9. Existence of performance feedback

It was established from the field that 12.5% of the respondent said they received performance feedback and 87.5% of them said they did not.

5.2.10. Perception on teacher appraisal

It was established from the field that 12.5% of the respondents strongly disagreed that appraisal is not objective, 12.5% also disagreed that appraisal is punitive, 43.8% agreed

that appraisal is good for them, 18.8% strongly agreed that performance is reviewed because of reward and incentive pay and 12.5% of the respondents were undecided.

5.3. Conclusion

From the above findings, it is clear that performance appraisal exists in these schools but the problem is that there is no performance feedback which is important because the staffs can be able to know where they need to improve i.e. areas of improvement.

Performance appraisal should assume that the employee understand what his/her performance standards are and that the supervisor provides the employees with feedback, development and incentives required to help the person eliminate performance deficiencies or to continue to perform above par. The aim is to improve performance.

Appraisals play, or should play integral role in the employer's performance management process, it does little good to translate the employer's strategic goals into specific employees' goals, and then train the employees, if you don't periodically review your employee's performance.

The appraisal lets the boss and subordinate develop a plan for correcting any deficiencies the appraisal might have unearthed and to reinforce the things the subordinate does correctly.

Appraisals should serve a useful career planning purpose by providing the opportunity to review the employee's career plans in light of his/her exhibited strengths and weaknesses. Also, the appraisal almost always affects the employers' salary raise and promotional decisions.

Evaluation is valued by all employees because it not only reflects their past performance but also guides their performance in the future. Each employee will want evaluation to satisfy his acceptance level.

Acceptance of authority by employees depends on the extent to which the performance evaluation satisfies their acceptance level, the subordinates coincide power to the supervisor. It has its bias which includes opportunity bias, group characteristics bias, knowledge of predictor bias and bias in rating.

5.4. Recommendations

Since performance appraisal is important it was recommended that:

The school management when doing performance appraisal should consider 3 steps, defines the job, appraise performance and provide feedback. By defining the job which means making sure that your subordinate agrees on his or her duties and job standards. Also, appraising performance which means comparing your subordinates with actual performance to the standards they have been set. This requires some type of rating form. Performance appraisal requires one or more feedback sessions. Feedback helps them to know what to do and how well they are meeting their goals. It enhances an employee's self image and feeling of competence. Feedback is more likely to be accepted and cause some improvement when properly presented. It should focus on specific job behaviours, rely on objective data rather than subjective opinions and inferences, be well time by being given soon after a critical event , and be checked for understanding by the receiver.

The management should include also the following philosophies:
Performance orientation-by not only allowing employees put forth effort but also ensuring that the efforts result in the attainment of desired outcomes.

Focus on goals or objectives-by allowing the staffs have them as their main concern. Employees need to have a clear idea of what they are supposed to be doing and the priorities among their tasks, as the saying goes, "if you know where you want to go, you are more likely to get there."

Mutual goal setting between the supervisor and the employee-by allowing them participate in the setting which is believed that people will work harder for goals and objectives, among their desires are to perform a worthwhile task, share in a group effort, share in setting their objectives, share in the rewards of their efforts and continue personal growth.

The use of the right appraisal tool-each tool has its own pros and cons. e.g. the ranking method avoids central tendency but can cause bad feeling when employees performance are infact all 'high' and the ranking and forced distribution methods both provide relative-not-absolute ratings.

Whenever possible, the management should have more than one appraiser conduct the appraisal, and conduct such appraisals independently. This can help to cancel out individual errors and biases.

Employees should have the opportunity to review and make comments written or verbal about their appraisals before they become final, and should have a formal appeals process through which to appeal their ratings.

Document all information and reasons bearing on any personnel decision. "Without exception, courts condemn informal performance evaluation practices that eschew documentation" where appropriate, provide corrective guidance to assist poor performers in improving their performance.

When conducting appraisal interview talk in terms of objective work data, do not get personal, encourage the person to talk, do not tip toe around.

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APPENDIX I: WORK PLAN

Activity	Duration	Period
Choosing the topic	1 Month	Dec. 2007
Proposal writing	3 months	Jan. – Feb. 2008
Submitting to Department	2 months	Mar. – April 2008
Piloting	1 month	May 2008
Research and data collection	2 months	June – July 2008
Consultation	1 month	Aug. 2008
Data Analysis and writing	1 month	Aug.-Sept. 2008
Handling over to the supervisor for final comments	1 month	Sept. 2008

APPENDIX II: BUDGET

The following is an estimated cost for the study

Activity/cost centre	Estimated cost	Total
1. Proposal writing	Library 1,000 Transport 300 Internet 1,000 Copies 2,000 Stationery 1,500	5,800
2. Piloting	Instruments 12 x 30 = 500	500
3. Data Collection	Copies of research instrument	5,000
4. Data Analysis and Report writing	Stationery, copies and binding	5,000
5. Project Report	Defense, correction, copies and binding	5,000
Total		21,300

APPENDIX IV: QUESTIONNAIRES FOR THE ECD TEACHERS

This questionnaire is for collecting data on the perception of early childhood education teachers towards performance appraisal. Data obtained will be handled in confidence for purely academic purposes. To enhance confidentiality do not enter your name or that of your school in the questionnaire.

Answer all questions by ticking and filling in the blank as appropriate

A) Personal Information

This section asks you questions about your personal details (tick options provide that apply to you)

1. Please indicate your gender?

   a) Male   [   ]   b) Female   [   ]

2. Please indicate your current position in school?

   a) Assistant teacher   [   ]   b) Teacher in charge [   ]

   d) Others………………………

3. What is your age bracket?

   a) Below 20 years [   ]   b) 21 – 30 years   [   ]

   b) 31 – 40 years   [   ]   c) 41 years and above [   ]

4. Work experience in years ………………………………years

5. Type of school

   a) Public   [   ]   b) Private   [   ]

6. Training area

   a) Dicece trained [   ]   b) Montessori trained [   ]

   c) Untrained   [   ]   d) Others   [   ]

   B) School Information

   This section asks you questions about your school (tick options provided that best describes your school).

7. How many times have you been appraised in your school? Tick where applies

   i) 1 – 3   [   ]   ii) 3 – 5   [   ]

   iii) 2 – 4 [   ]   iv) None   [   ]

8. Do you have internal inspection/appraisal? If yes, who does the appraisal?

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i) Head teacher   [   ]

ii) Dicece Office   [   ]

iii) Teacher in-charge   [   ]

iv) None

v) Other (specify)…………………………………………………

9. Do you receive performance feedback?

i) Yes   [   ]   ii) No [   ]

If yes, explain ………………………………………………………

10. Which of the following characterize your school view on teacher appraisal? Indicate using the following five point scale the extend you agree or disagree.

KEY: SD – Strongly Disagree

     D – Disagree

     U- Undecided

     A- Agree

     SA – Strongly Agree

Statement	Perception				
	SA	A	U	D	SD
Appraisal is not objective					
Appraisal is punitive					
Appraisal is used by head teachers to victimize teachers					
Teachers are not involved in performance appraisal process					
Appraisal is good for us					
Appraisal provide a record of each employee performance for the purpose of incentive pay and reward					

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