Factors Influencing Teachers’ Resistance To Performance Contracting And Appraisal In Public Secondary Schools In Selected Counties In Kenya

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ABSTRACT

Teachers occupy a vital position in education in that their commitment and attitudes towards service delivery bring about effective teaching and learning. The Teachers Service Commission in Kenya has introduced Performance contracts and appraisals as controls to ensure teachers’ quality services by evaluating their performance against the targets set. This has met heavy resistance from Kenyan teachers and perpetrated antagonism between the employers and the teachers. It has resulted teachers desertion of duty, enormous absenteeism, poor teaching, late coming, skipping classes and attrition. The situation necessitated conducting a study in public secondary schools in selected counties in Kenya. Convergent parallel mixed method whereby in quantitative, cross sectional survey and in qualitative, phenomenology designs guided the study. Principals, teachers, county and sub –county, Teachers Service Commission staffing section participated in the study. Stratified random sampling and purposive sampling techniques selected study participants. The findings revealed that the Teachers Service Commission emphasis on performance appraisal when teachers were on strike, lack of involvement and inadequate induction of teachers as major causes of resistance. The study recommended country wide induction of teachers on performance contracting and appraisals, equipping all schools with adequate teachers and facilities, conducting of workshops as ways overcoming resistance.

Key words: Performance appraisals, Performance contracts, evaluations, resistance, antagonism, turnover

1. INTRODUCTION

The public sector in Kenya has been experiencing challenges of underperformance and are often criticised for poor services, corruption and financial mismanagement. In the year 2004, the Government of Kenya introduced performance contracting as a tool for improving service delivery and efficiency in the public sector but was adopted by a few state corporations. The Government of Kenya (2010) has defined performance contracting as freely negotiating performance agreement between the government and the respective Ministry, Departments or Agency in which clearly specifies the intentions, obligations and responsibilities of the contracting parties. It stipulates the results to be achieved by the contracting party and the commitment of the two contracting
parties. The expected outcomes of performance contracting include; improved service delivery, institutionalization of a performance oriented culture, measurement and evaluation performance, improved efficiency in resource utilization, links rewards and sanctions to measurable performance, retention as well as instilling accountability for results at all levels and enhancing performance.

The Kenyan Education system over the past years has had issues of relevance, quality and effectiveness which have resulted into extensive reform and innovations. Performance has been equally low with annual teachers’ strikes and examination malpractices. To curb the menace, the government took initiatives to improve management practices by introduction of performance contracting which falls under Results Based Management (RBM) to ensure that the public sectors including education are more focused and responsive to those needs it deserves. According to Republic of Kenya (2005), the key elements of RBM are performance targeting, performance planning, performance monitoring and reporting and performance appraisal. The performance contracting, Rapid Results Approach and Performance appraisal system provide a structured methodology for building and practising RBM.

Since the use of performance contracting has been found to be an effective means of improving performance and ensuring accountability, the Ministry of Education in Kenya has adopted and declared it mandatory for all teachers. This means that teaching force should be more accountable for the results in their work stations. This is because many countries in the world today are concerned about learners’ achievement in national and international assessments. The need to raise the standards of teaching and to improve the quality of students learning has led many governments including Kenya, to establish educational reforms. These have focused on standard-based models and on increased accountability and surveillance of teachers’ work, among which is teacher performance management and appraisal (Avalos & Assael, 2006). Despite the clear objectives, studies have revealed that the teaching fraternity in Kenya have been persistently resisting the signing of performance contracting and appraisal (Burrows, 2016; Ngigi, (2014) in Limuru, Kiambu county; Muriithi (2014) in Central Laikipia District; Muthaa, Njagi, Mbugua and Mwenda(2012) in Embu East county. What this performance appraisal in the Kenyan context?

2. THE CONCEPT OF PERFORMANCE APPRAISAL

The term performance appraisal has been viewed in diverse ways. As defined by DeCenzo and Robbins (2010), performance appraisal is the linking individual goals to organizational goals to improve individual job performance, through goal setting, evaluation, and regular appraisals, employee development rewards, coaching and mentoring. For Bernardin (2010), performance appraisal is a record of outcomes produced on a specified job functions or activities during a specified time. Dessler (2011) links it with evaluating an employee’s current and or past performance relative to his or her performance standards. It is also referred to as performance management or evaluations.
3. OBJECTIVES OF PERFORMANCE APPRAISAL

Any attempt to carry out performance appraisal should benefit both the employee and the organization. The essence of Performance Appraisal according to DeCenzo & Robbins (2010) should be:

- Set goals and targets for individual workers;
- Improve motivation and morale and an employee gains self-esteem and confidence;
- Clarify expectations and reduce ambiguity about performance achievement;
- Serves as a basis for salary increase, promotion, and rewards after performance evaluation;
- Determines strength and weaknesses of individual workers, so as to identifying areas of improvement or work deficiencies, and efforts needed by a specific employee;
- Identify training and development requirements and opportunities;
- Improve communication between manager and workers;
- Helps educational researchers to carry out research in the most crucial areas in order to provide solutions to educational problems;
- Aid career management and development;
- It helps in increasing job satisfaction of workers by developing their potentials through proper feedback mechanisms.

4. REVIEW OF RELATED LITERATURE

Several studies indicate that performance contracting have been carried out in Kenya. For instance, Njoroge (2015) study was on Performance Contracting in Public Teachers training colleges, a case of Thogoto teacher training college. The research questions that guided the study were: to what extent performance contracting been adopted? What is the effect of performance contracting on service delivery? What is the effect of performance contracting on employee satisfaction? What challenges exist in implementing performance contracting? The study adopted a mixed method design, but did not specify the type. The target population was 650 students and 80 employees. Stratified random sampling technique was used to select participants comprised of both teaching staff and non teaching staff. Data collection instruments were questionnaire for students and non teaching staff and interview guide for principal. These were subjected to content and face validity. Test-retest technique determined the reliability of questionnaire at pilot testing. However, the researcher did not indicate how she determined the reliability for qualitative items notably the interview guide and open ended questions, which the current study addressed. Data was analyzed using Statistical Package for Social Sciences version 20 and presented in distribution tables of frequency.

The findings of the study were that performance contracting had been implemented in Thogoto teachers training college. The majority of 80% of teachers noted that there has been improved performance since the introduction
of performance contracting while 20% negated it. On the effect of performance contracting on service delivery, 60% of the teaching staff said it had improved. This was alluded by 50% of the teaching staff and 37.7% of students. Although performance contracting kept the employees on toes, most teaching and non-teaching staff did not find it encouraging their promotion. With regard to employee satisfaction, the participants pointed out that it moderately improved their motivation to work. This is was because it subjected them to unnecessary pressure. The challenges that negated the implementation of performance contracting were uncooperative staff, employee ignorance and resistance to change, the negative attitude of employees, poor management and supervision, underfunding as well as poor communication.

Mbu and Ole Sarisar (2014) did a study on challenges in implementing performance contracting initiatives in Kenya. They reviewed literature on performance contracting, their implementation and application across diverse settings in Kenya. This study was not scientific in the sense that it omitted the target groups, research design and methodology, data collection instruments, their reliability are not mentioned. It is therefore, not possible to generalize the findings.

Ngigi (2014) conducted the study on perceived factors influencing teachers’ resistance to implementing performance contracting in Ndeiya Division, Limuru District in Kenya. The research objective was to establish the factors that influenced secondary school teachers into resisting performance contracting. The study employed descriptive survey design and targeted all 150 teachers teaching in secondary schools. Data were collected using a questionnaire only which was inappropriate due to its limitations. Furthermore, the research instrument was neither validated nor determined its reliability. This means that the typographical errors, spelling mistakes and ambiguity in the questionnaire might have interfered with accuracy of data obtained. The current study used several tools to collect data for triangulation purposes and were subjected to validation and reliability to improve their trustworthiness. Descriptive statistics such as frequencies and percentages summarized data. The study findings identified factors that triggered teachers’ resistance to signing performance contracting as follows: poorly formulated targets to be met by teachers, performance management, poor communication, poor organization culture, lack of leadership commitment to change. Other factors included poor organizational structure, lack of proper motivation of teachers, lack of proper reward and punishment as well as inadequate performance appraisal. Based on the findings, the study recommended the removal of communication barriers, head teachers to be committed to implementing performance contracting, cultivation of a proper culture that favour implementation of performance contracting.

However, the studies differ in scope, focus and methodology with the current study. For instance Ngigi used descriptive survey design and targeted teachers only. The use of one structured questionnaire for teachers only meant that information was one sided and omitted participants’ views on lived experiences which are
significant. The current study addressed the flaws employing Convergent Mixed Parallel Design, involved more stakeholders to triangulate information obtained to improve its credibility.

5. RESEARCH QUESTIONS

The following research questions guided the study:

- How were you prepared to sign the performance Contract?
- What are the implications of signing the Performance Contract?
- Why have teachers resisted implementing performance appraisals?
- What suggestions can you give to Teachers Service Commission on how to convince teachers to willingly sign the performance Contract?

6. RESEARCH DESIGN AND METHODOLOGY

The Convergent Parallel Mixed Methods Design guided the study. In quantitative paradigm, cross sectional survey was used to gather information from teachers of diverse teaching experiences at a time. It was analysed first and discussed, then converged it with qualitative data. In qualitative aspect phenomenology was used to obtain data from teachers who narrated their lived experiences about performance contracting as well as performance appraisals. The study targeted 1500 participants, out which 500 were sampled to participate in the study. They included 20 principals, 450 teachers, 10 County and 10 sub county directors, 10 Teachers Service Commission (TSC) staffing officers at sub county levels. Data collection instruments were Interview guide, Focus Group Discussions guide and Document Analysis Guide. The instruments were given to experts in research and school administrators to determine both content validity and face validity. Reliability of qualitative instruments was determined in terms of their trustworthiness. For credibility and dependability, the researcher used member checking by reading to the participants to confirm whether the field notes reflected their opinions. Data analysis was done by converting some of qualitative data into quantitative. Descriptive statistics such as frequencies and percentages were used to summarize data. Other qualitative data were organized into themes, presented in direct quotations and narratives.

7. FINDINGS OF THE STUDY

Teachers’ Preparation in implementing Performance Appraisal

Teacher and principals were asked to indicate the kind of preparations the Teachers Service Commission put in place prior to introduction of performance contracting and appraisals. Most teachers denied being inducted on performance contracting. The finding concurs with that of Muriithi (2014) who confirmed that teachers’ level of knowledge of performance contracting in Central Laikipia was relatively low. Their main source of
information was media, teachers unions and professional associations. Muriithi view was that teachers could change their stance and accept performance contracting if certain institutional conditions were met. On the other hand, the participating principals acceded that they were prepared to implement performance contracting but though it had major flaws. For instance, the situation was stressful as training took a short duration of 30 minutes on filling the contract online, and then by 9:00am following day the platform was to be closed.

Most principals are not computer literate especially in rural areas and yet were required to fill the information online. To secure their job, some principals had to hire computer literate specialist to fill their contract form. The concerned principals felt the exercise lacked confidentiality since the personal information is exposed to strangers. Those in areas not having networked travelled too far to access internet. Other flaws mentioned included incompetent Teacher Advisory Centre tutor trainers with minimal computer skills. County directors also did not seem to understand some aspects in the evaluations forms, hence could not give a positive guidance to the principals who will in turn induct teachers. Principals were asked to just read the form for themselves and explain to their teachers.

In other counties principals were invited for the meeting where a facilitator took them through the performance contract form. After which they were asked to download the evaluation forms from TSC website, filled the required information and signed in the presence of the witness who also sign and forward them to the Sub-county TSC officer. From the narration of principals, it was clear that even some of the county directors did not fully understand the performance contract form as they did not adequately address pertinent issues. The findings are in agreement with that of Day (2013) who says that putting all the weight of appraisal onto one person to carry out these duties without the necessary training or time to do so is likely to fail.

**Teachers’ responses on Implications of Signing the Performance Contracts and Appraisal**

Teachers were requested to state implications of signing the contracts and their responses were summarised into merits and demerits. On the positive side participating teachers felt that evaluations would enhance their commitment to work or duties by regular attendance and punctuality in class. It can also lead to thorough preparation of the lessons to complete the syllabus on time and adherence to that pertains to good teaching. The total commitment and hard work will help produce better students’ grades in the Kenya National examinations. “It will eradicate ghost teachers in the teaching profession” some participants said. For many years the Kenyan Government through the Teachers Service Commission has incurred huge financial costs paid to ghost teachers. The latter are either deceased or left the teaching profession for more lucrative jobs but are in the payroll. Some teachers noted that the signing of the performance contract will guarantee job security for competent and committed teachers within the agreed period of work before the contract is renewed. They further enjoy fringe benefits on improvement of performance, for instance, salary increment, promotion on merit among others.
On the other hand, teachers felt that performance contracting can be politicised and used as a fault finding by some school administrators to victimize teachers. Other participants argued that appraisal will hike the rate of examination cheating because most teachers will want to prove that they are performers to avoid the breach of the signed contract. Since the employer’s interest is teachers’ performance as indicated in the learners scoring better grades in Kenya National Examinations, teachers are likely to drill learners on examinations while ignoring holistic development as stipulated by the Ministry of Education policies.

**Rationale for Teachers’ Resistance**

The participants were asked to give reasons why they resist signing performance contracts and appraisal. Their responses are presented in Table 1.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Signing performance contract was introduced at the wrong time when teachers were on strike</td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>Teachers view performance appraisal as a punishment tool</td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>TSC did not inform teachers introducing performance appraisal</td>
<td>450</td>
<td>90</td>
</tr>
<tr>
<td>Inadequate provision of induction for the teachers</td>
<td>446</td>
<td>89</td>
</tr>
<tr>
<td>TSC is running away from its responsibility of promoting teachers</td>
<td>300</td>
<td>60</td>
</tr>
<tr>
<td>A lot of literature and very complicated and long appraisal tools</td>
<td>200</td>
<td>40</td>
</tr>
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Table 1 shows all the participating teachers (100%) indicated that performance appraisal is being used as a punishment tool introduced at the wrong time when teachers went on strike and saw it as a punishment tool. This means that teachers lacked adequate knowledge and understanding on performance contracting. Another 90% noted that Teachers Service Commission did not seek the teachers’ opinion before introducing performance appraisal whereas 89% cited inadequate induction as the reasons for resistance to implement the contract. Certain pre-conditions need to exist before organisations introduce performance management systems. That is why Kok, (2007) advocates that managers must mobilise their organisations, communicate the roles and responsibilities of those involved in the change processes and ensure that the processes are inclusive, participatory, transparent, simple, realistic, fair, objective, developmental and non-punitive.

About 60% of the participants viewed TSC as running away from its responsibility of promoting teachers which they have not done for a long time. The teachers’ employer (TSC) has been promising to promote teachers to different job groups but teachers haven’t seen any. Others have retired with their low grade scale which means that their pension is equally low. Although teachers are currently signing the performance contracts, 40% cited a lot of complicated literature and long appraisal and lengthy tools as a cause of resistance. That may imply that teachers feel coerced into signing performance contract for fear of intimidation and termination of their jobs from the employer.
The finding showed that participants resisted appraisals because they lacked ownership. Their concern was that the evaluating tool was drafted without teachers’ involvement in the change process to seek their opinions; instead the Teachers Service Commission took decisions and imposed on them. The findings confirm those of Kennedy (2010) who argues that teachers often reject reforms, not because they do not want to change or improve, but because many attempts at reform do not reflect what is actually happening in schools and ignore the realities of day-to-day teaching. One participant from the Ministry of Education concurred with the teacher participants’ view by saying that reforms are often developed in boardrooms of Educational Administrators and Quality Assurance managers. However, teachers in class are the ones who know what works or what does not work. He was of the opinion that teachers could have been involved in the drafting of the evaluating tools.

All the teacher participants (100%) mentioned that performance contracting and appraisal was introduced after teachers went strike demanding for salary increment. When the strike was over, the Education Secretary declared that performance appraisal should be implemented immediately to tame the conduct of striking teachers. Emphasis was laid on punishing or reprimanding teachers who did not perform teaching duties adequately as reflected in learners scoring poor grades. That is why the teachers associated performance contracting and appraisal with fault finding and punishment that triggered the resistance. One principal concurred with teachers when she lamented, “I have already received a warning letter of poor academic performance in my school from the County Director of Education, yet they are bringing another voluminous work of signing performance contract and evaluating all teachers in my school. Where do I get the time to improve the students overall mean score?” That is why 40% of the teacher participants mentioned complicated and long appraisal tools as the cause of resistance to signing performance contract and appraising of teachers.

Generally the study findings indicate that the school principals’ responses were skeptical about their evaluation of teachers using the tools. They did not see it as achieving either of its intended purposes of promoting accountability and enhancing teacher development. Instead, principals viewed it as an administrative burden that reduces the practice of teacher evaluation to merely a compliance exercise. Performance evaluations of teachers were viewed as unnecessarily cumbersome, time-consuming and distracting attention from the purpose and essence of the entire evaluations exercise.

Commenting on the teachers’ resistance, a member of Teachers Service Commission from one county had a different view when he said; ‘Teachers fear change because they lack competence to cope with the new changes or reforms. It seems teachers question their ability to be effective after the implementing the changes and do not want to be seen as incompetent’. This view is similar to that of (Spillane, Reiser & Reimer, 2002) that teachers’ prior beliefs and practices can pose challenges not only because teachers are unwilling to change in the direction of the policy but also because their extant understandings may interfere with their ability to
interpret and implement the reform in ways consistent with the designers’ intent. This is even more complex when what is at stake is a new policy on teacher signing of performance contract and appraisal.

Teachers Service Commission has given a 10 page evaluation guidelines aimed at achieving improved teacher performance competencies and learning outcomes. Views gathered from teachers, however, indicate that the guidelines are not reliable and valid; they therefore, dissociate their teaching duties and performance from the grades the students attain in the Kenya Certificate of Secondary Education. Data obtained from participants responses concerning their dissociation was analyzed and categorized into two broad areas: In- school factors and out of school factors.

**In school factors**

These refer to the internal factors emanating from within the educational institution, though they can be influenced by the external factors and affect the teaching and learning. The participants said that some schools environments are not conducive for teaching and learning. For instance, in some schools, the physical infrastructure such as classrooms are overcrowded, they cannot accommodate the high enrolment of students after the introduction of Free Day Secondary Education. Teacher movement in class to monitor the learners’ performance of the given learning tasks is thwarted since there is no space. Similarly, marking correctly written exercises for all students and provide quality feedback is equally cumbersome if not impractical.

The study established that in some day schools, the laboratories for conducting experiments in science subjects are non-existent. This means that students can study and complete secondary education without carrying out any appropriate practical. And yet the same students are expected to do practical and compete with their colleagues in well established and stocked schools in their Kenya National Examination. The researcher observed that some schools have constructed laboratories but such facilities are poorly equipped apparatus, specimens and chemicals for carrying out any meaningful practical. It implies that students are not well prepared to carry out Science practical as they lack procedural knowledge, inadequate observation and interpretation skills of the findings. This could be the reason for their scoring low grades in practical papers in the Kenya Certificate of Secondary Education in National Examinations. In such a non-conducive learning environment, the participating teachers were of the opinion that they cannot be blamed entirely for students’ failure by their employer, the Teachers Service Commission and, therefore, cannot peg the evaluation and promotion of teachers on students’ academic performance.

The study found out that the teaching and learning materials are equally inadequate in most secondary schools in Kenya. The Ministry of Education (MoE) officials mislead parents by advising them not to buy any textbook for their children because they are provided by the government to schools. Although the Ministry of Education funds the construction of the schools physical facilities, the participants concern was that the same MoE officials do not disburse funds or capitation grants to schools on time. This delays the school principal in the process of
procurement of students’ text books, the teachers’ guides and delivery of other reference materials used for instruction especially at the beginning of the year. Furthermore, other items such as calculators, mathematical sets, tables, dictionaries are not provided by the Ministry of Education, the cost these items is incurred by the parents. The delay in the provision of these instructional items curtails the students learning which later translates to poor academic performance. The finding corroborate those of Kobia and Mohammed (2006) who found among the challenges encountered in the implementation of performance contracting are lack of resources, high ambitious performance targets which are not realized, unplanned termination of staff and resources not being released on time. Kobia and Mohammed continue to argue that when the resources are not available or availed late, the staff involved in teaching get frustrated. In another study Birgen (2007) added that inadequacy and poor maintenance of school facilities impinge on the provision of services to the students and teachers.

Research studies have shown that among the key influential factor in the students’ success is having an effective teacher in the classroom (Routman, 2012). The finding revealed that in schools teaching staffs are inadequate for all the teaching subjects offered in the curriculum. The few available teachers in school are overloaded with lessons all day to an extent that some have experienced burn out due to work overload. In the new evaluation tool, teachers are expected to regularly produce records of works including lesson plans, notes, teaching aids, report forms or results and experiment records and test papers, among others, used during teaching. Teachers viewed the writing of all these records as not practical, as one participant asked “Where will I find the time to do all these tasks since I revolve daily from one class to another?” This means that teachers were overloaded with lessons the whole day without free lessons; that is why teachers resisted heavily. Other teacher participants teach classes where learners with impediments comprising of hearing, speech and visual are included. The teachers concern was that they lacked communication skills of handling those students because they were not trained in special needs education. Hence cannot claim total responsibility for their poor academic performance.

Out of School Factors

These are external challenges that are beyond the control of the school but negate the teaching and learning process. Participant’s views were classified into political and cultural factors. In politics, the participants observed that in war torn areas, ethnic community clashes, schools remain closed, teaching and learning cease as students and teachers flee for safety. Other schools remain closed during political demonstrations causing delays in syllabus coverage and yet students sit the same national examination. Sometimes Member for County Assembly conflict with principals not giving them tenders to supply materials to schools; this is likely to trigger conflict hence negate their performance. Due to corruption performance contract cannot improve the situation in terms of learning, recognition, promotions. The findings concur with those of Ngigi (2014) who found out that performance measurement and organizational structure as factors that caused teachers’ resistance to sign
the contract. This is because when teachers feel that the discharge of their duties are interfered with and their decisions not valued cannot own accountability.

Cultural stereotypes is another factor that exacerbates teachers’ resistance to performance contracts. As contextualized in this study, cultural stereotypes refer to traditional cultural practises such as gender discrimination; initiation rites, nomadic and terrorism that do not enhance learning of students. Gender discrimination exists in some communities where parents exhibit a negative attitude towards educating the girls. The study established that some of the girls from nomadic communities are often busy beading, adorning themselves in preparation for marriage and that has affected attendance in school. The initiation rites of warriors spread to school time affecting learning. Nomadic life equally affects boys’ learning as they wander with animals in search of pasture and water. The introduction of mobile schools in ASAL areas was found to be ineffective. Radicalized youth spend more time in terrorist activities than schooling; hence poor performance cannot be blamed entirely on the teacher. The findings concur with those of Tuinamuana (2011) who affirms that performance appraisal, teacher standards and professional learning are difficult to isolate, these influences need to be considered as part of a wider, more complex web of factors that impact in significant ways upon the work of teachers, and the learning that happens in schools.

**Suggestions to TSC On Ways to Convince Teachers to Sign The Performance Contract**

Implementing valid performance appraisal systems in schools presents a range of challenges (OECD, 2013a). In order to evaluate and improve teaching, a shared understanding of quality teaching needs to be adopted. Teachers were asked to give suggestions to TSC on what to take into consideration to enable teachers embrace performance appraisals. Their responses are explained as follows:

- Involve teachers in process of developing evaluation tool. Evidence shows that this promotes greater ownership and encourages reflection and review among the teachers themselves (Heathfield, 2017)
- Relocate teachers to schools where they can give their best by not forcing them to teach politically insecure places;
- TSC to implement the pay rise package to motivate teachers to be accountable for the work performance;
- Employ enough teachers to all schools in Kenya to ensure teachers have manageable workload for teachers to be held accountable;
- Performance appraisals should be broken down into manageable units and implemented stages from easy to complex;
- Go back to the drawing board to find root cause of resistance. The findings showed that teachers did not have a clear understanding of performance appraisal. This concurs with Hale (2004) who emphasizes that employees should have a conceptual understanding of what performance appraisal initiative entails and how they can benefit from such a new system before accepting it;
– Address the fears of teachers and assure them that performance is not attached to only results of national examinations but all round performance of both teachers and students. This is because of the individual differences between learners and unequal distribution of teachers and resources country wide.

– Induct teachers’ country wide to develop understanding on the performance appraisal/contract. Train County and Sub count directors, principals on performance appraisal management capturing methods, errors and good appraisal techniques;

– Dispatch the evaluation guidelines to all teachers and principals to read, discuss, make comments to develop ownership before circulation;

– Avoid coercing teachers to sign the contract as it will not ensure sustainable service delivery.

– Deploy enough teachers to all schools in the country to minimise work overload/ teacher burn outs;

From participants views, it can be observed that a process that is seen as a means to ‘manage’ teachers needs to be reconsidered if a credible performance appraisal system is to be accepted by them (Ingvarson, 2012).

8. CONCLUSION

It is clear that teachers’ misunderstanding of what is entailed in performance appraisal and contracts, their inadequate involvement in appraisal tool and viewing it as a punishment, uncertainty as major causes of their resistance. Equipping all schools with enough teachers and facilities, adequate induction of teachers on performance appraisal and contracts, addressing fears of not attaching pay rise to results of national examinations are strategies of minimising teachers’ resistance. Performance evaluation is an important element in education but should serve the interests of both the employer and the employee. From teachers’ perspective, they not opposed to appraisals, but must be properly designed involving teachers views for its acceptance and effective implementation.

9. RECOMMENDATIONS

Based on the findings of the study, the researcher recommends the following to various stake holders

Ministry of Education

– Avail teaching learning facilities and resources to all schools before subjecting teachers to the results of performance contracting and appraisal;

– Involve principals and teachers views on performance appraisals for effective implementation;

– Ensure that all schools have preconditions for implementing performance contracting

– Allocate funds to cater for paperwork of downloading and photocopying teacher evaluation forms. The principals complained of costs of voluminous downloads of evaluation tools.
Principals

- Be proactive in inducting teachers’ on performance appraisal at school level using teachers who have acquired such knowledge from further studies;
- Encourage peer appraisals to evaluate the work of teachers;
- Establish evaluation rating committees to eliminate individual biasness;
- Create strong school culture of trust and support among teachers. This is likely to enhance implementation of meaningful teacher performance appraisal.
- Encourage teachers to develop a positive attitude towards performance appraisal by allowing them to attend workshops where appropriate.

It is important to note that school leadership is a critical factor in driving the practice of teacher performance appraisal; embedding the practice in the everyday life of teachers is only possible with full buy-in from the school’s leadership. When the leadership is effective and shows a strong commitment to teacher appraisal, its implementation and quality is enhanced. This was confirmed by one when she said, “Our experience is that when the process is driven by staff there are full commitments and the staffs themselves become the change agents in the process.” She proposed the establishment a task team to oversee implementation of the performance management process in the school, with the principal as the overall champion.

10. REFERENCES


