Teachers' perceptions of relationship between performance appraisal policy and accountability in public secondary schools in Njoro Sub County

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Abstract: *This study was conceived to help determine the teachers' perceptions of relationship between performance appraisal policy and accountability in Kenyan secondary schools.The study population included teachers in public secondary schools infive wards of Njoro Sub-county. The study used multistage sampling procedure which included proportionate, purposive and simple random sampling. The first stage involved obtaining 30% of the total population in each ward, thereafter purposive sampling was carried out to select teachers who had been employed for at least 2 years and finally simple random sampling to pick 109 teachers for the questionnaires as the sample size. For the interview, 15 principals were randomly selected from the 5 Wards. Two instruments, namely, Teachers' questionnaire and Principals interview schedule were used. The instruments were pilot tested on teachers in public secondary schools in one ward of Molo Sub-County. Reliability was estimated using Cronbach's alpha coefficient. The level of significance for testing the hypothesis was .05. The relationship was obtained using correlation between Performance appraisal indicators and accountability. The results of this study indicated a statistically significant relationship between all indicators of performance appraisal policy and accountability in public secondary schools of Njoro Sub-County. It is, therefore, recommended that the government through its agent TSC to significantly improve the current performance appraisal document to reflect fully on accountant ability and good governance in general in order that learners may fully benefit from the education they receive.*
Key words: *-Governance, perceptions, Accountability, Policy, Performance appraisal*

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I. Introduction

Performance Appraisal (PA) is one of the key elements that derive an organization towards competitive advantage for continuous performance improvement, (Bratton & Gold, 2003). In Kenya, performance appraisal came as a result of performance contracting which was introduced by the National Alliance Rainbow Coalition (NARC) government in 2003. In the period before 2005 appraisal was mainly carried out by Quality Assurance and Standards Officers (QASO) and head teachers in a confidential report whereby teachers did not have access to the evaluation report as it was sent directly to the TSC.

From 2005, following the publication of the revised Code of Regulation for Teachers (TSC, 2005), teacher appraisal policy changed from confidential reports to an open appraisal system. The performance appraisal policy became effective in Kenya in January 2016. This delay was witnessed in the whole country when teacher unions mobilized its members not to comply with TSC (Kamuri, 2012). The inception of PA policy is a proof of the Government of Kenya commitment towards the provision of quality education and training at all levels in accordance with the task force Report (2012). The competency areas in the performance appraisal together with the whole process should promote good governance. Good governance is characterized by adherence to constitutional values and principles such as accountability, transparency, effectiveness, efficiency (Ojok, 2016).

Accountability refers to taking responsibility for oneself (Goetz, 2004). Employees' true motivations or capabilities for producing a desired outcome should be known by being answerable to all stakeholders affected. The PA policy is designed in a way that every teacher fills his /her form and is appraised against pre-set targets by their senior. This will enable teachers to understand what they are supposed to do as pointed out by Ackerman (2005) who also describes accountability as a practical process by which public officials such as teachers, justify their plans of action, their behaviour and results, and are sanctioned accordingly. In accountability-oriented PA, high levels of scrutiny are expected and judgement clearly made including regulatory compliance of standards, and procedures (World Bank, 2007). Accountability is a greater aspect in

good governance therefore the teachers' perceptions are very crucial in understanding the relationship so as to inform future policy directions. This, therefore, creates a need to fill the knowledge gap.

II. Literature Review

The history of PAdates to the beginning of instructional supervision in1642 up to 1950 in America. In 1654, teachers were appraised by clergymen and superintendents based on sound faiths and morals. Any teacher found deficient of the criteria was dismissed. Then came other criteria like pupil achievement in subjects taught, management of school funds and pupils conduct. By 1936, educators who assumed the role of supervisors/appraisers were called inspectors and appraisal was done to improve teacher effectiveness in the classroom (Okumbe, 1999). In Kenya,Kamuri (2012) notes that performance appraisal system is a product of performance contracting which was introduced in Kenya in 1990 but was never implemented until the National Alliance Rainbow Coalition (NARC) government came to power in 2003. Currently all the public sectors have embraced performance appraisals starting with cabinet secretaries down the ladder of hierarchy to the Counties. Teachers Service Commission (TSC) embraced an open performance appraisal during the year 2005/2006 financial year.The appraisal system role is to provide feedback, improve communication and clarify roles and responsibilities hence expected to achieve accountability(Wamari,2012). It can be noted that there exists little literature on the relationship between PAP and accountability.

Purpose of the Study
The purpose of this study was to determine teacher's perceptions of relationship between performance appraisal policy and accountability in public secondary schools in Njoro Sub County.
Hypothesis
The study tested the following hypothesis; There is no statistically significant relationship between teachers' perceptions on performance appraisal policy and accountability.

III. Methodology

The study was undertaken in Njoro, Nakuru County of Kenya. The population of interestcomprised of teachers and principals in public secondary schools in Njoro Sub-county. Convergent parallel mixed methods research design was used to gather data. In this approach, a researcher collected both quantitative and qualitative data at the same time.

The study adopted multistage sampling procedures; - proportionate sampling, purposive sampling and simple random sampling respectively. From a study population of 365 teachers, a sample size of 30% which is equivalent to 109 teachers was a representative of the population to be studied (Kerlinger, 1983).Data collection was through the use ofquestionnaires where 109 teacher's questionnaires were administered. The data were analysed using Statistical Package for Social Science (SPSS).

IV. Results and Discussion

Three key indicators were used to measure Performance Appraisal Policy (PAP). These include; institutionalization (PAPINS), team building (PAPTB) and collaboration (PAPCOLLA). The relationship between Performance Appraisal Policy (PAP) and Accountability was tested using Pearson's Correlation Coefficient (r). Hypotheses were tested at $\alpha = 0.05$ level of significance.

First, to understand how each performance appraisal policy indicator had relationships with accountability, each performance appraisal indicator was correlated with accountability. Secondly, the average mean for all the performance appraisal indicators was calculated and named (PAP), this was then correlated with accountability and the results discussed.

Respondents Response Rate
The study had a sample size of 109 respondents. The researcher however, managed to issue 99 questionnaires to the respondents that were there at the time of the research. This was 91% turn out of the respondents hence excellent. The data is as shown in the Table 1

Table 1 Respondents Response Rate

Response Rate	Frequency	Percentage
Response	99	91
Non – response	10	9
Total	109	100

Distribution of the Respondents by Gender

The analysis of gender distribution of the respondents shows that the number of male respondents was 52 which forms 52.5% of the total number of respondents whilst that of female respondents was 47 which forms 47.5% of the total number of respondents. This means that there was high male response rate in the study compared to their female counterparts. This distribution is shown in the Table 2 and Figure 1;

Table 2 Distribution of the Respondents by Gender

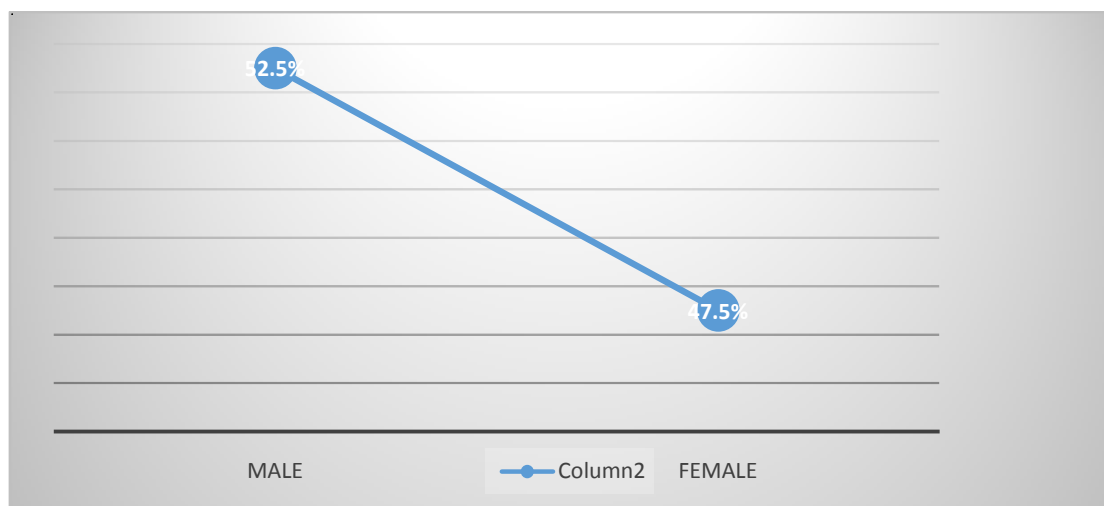|	Frequency	Percent
male	52	52.5
female	47	47.5
Total	99	100.0

Figure 1: Distribution of the Respondents by Gender

Distribution of the Respondents by Year of Service

According to Table 3 and Figure 2 below, 35.4% of the respondents had worked between 2-4 years, 38.4% had worked between 5-7 years, while 26.3% had worked for 8 years and above. From the study it can be inferred that majority of the respondents had worked between 5-7 years.

Table3 Showing Distribution of Respondents by Year of Service

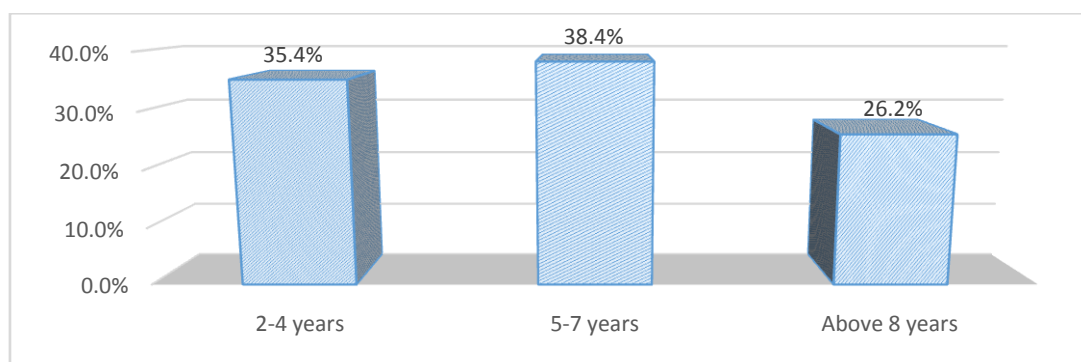| Years of Service	Frequency	Percent
2 - 4 years	35	35.4
5 - 7 years	38	38.4
8 years and above	26	26.2
Total	99	100.0

Figure2: Distribution of Respondents by Year of Service

Distribution of the Respondents by Age

According to Table 4 and Figure 3 below, 18.2% of the respondents were between below 26 years, 38.4% were between 26-35 years, 29.3% were between 36-45 years while 14.1% were 46 years and above. From the study, it can be inferred that majority of the respondents were between 26-35 years.

Table 4 Distribution of the Respondents by Age

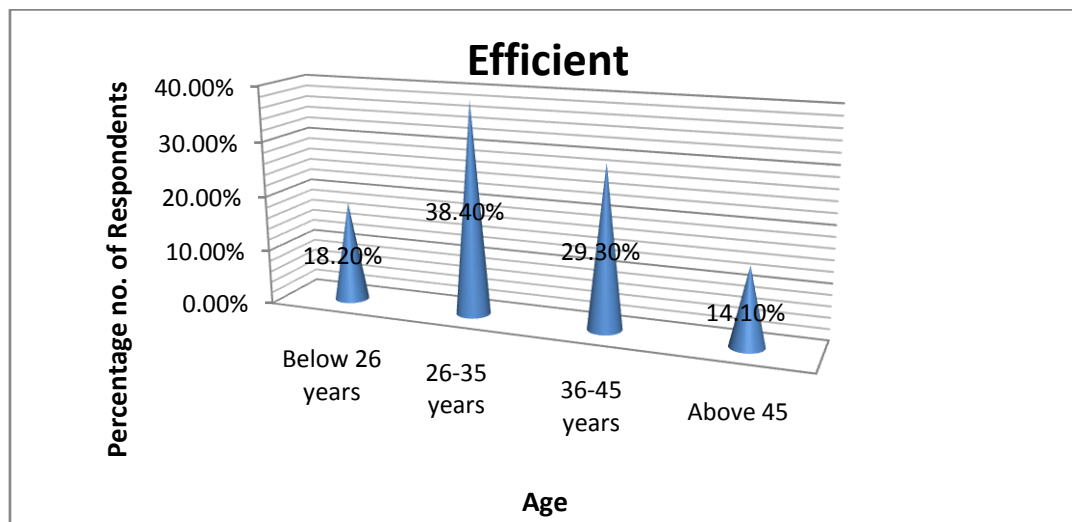| Age	Frequency	Percent
Below 26 years	18	18.2
26-35 years	38	38.4
36-45 years	29	29.3
46 years and above	14	14.1
Total	99	100.0

Figure 3: Distribution of the Respondents by Age

Correlation of Performance Appraisal Policy Indicators with Accountability in Public Secondary Schools of Njoro Sub County

Table 5 Correlation of Performance Appraisal Policy Indicators with Accountability in Public Secondary Schools of Njoro Sub County

Area of Study	Indicators of Performance Appraisal Policy	Accountability Pearson Correlation Coefficient Values	Sig. (2-tailed)
Njoro Sub County	PAPINS	.693*	.000
	PAPTB	.355*	.000
	PAPCOLLA	.046	.653

From table 5, there was a statistically significant relationship of institutionalization (PAPINS) and accountabilitywhere the Pearson correlation coefficients was .693, with the P-values less than .05. The coefficients (r) was astrong positive correlation, which mean that an increase in PAPINS in public secondary schools leads to significant increase in accountability.

There was a statistically significant relationship between team building (PAPTB) and accountabilitywhere the Pearson correlation coefficients was .355, with the P-values less than .05. The coefficients (r) was medium positive correlations, which mean that an increase in PAPTB in public secondary schools leads to significant increase in accountability.

There was however no statistically significant relationship between collaboration (PAPCOLLA) and accountability, where the Pearson correlation coefficients was .046, with the P-value of .653, being greater than .05 hence no significant relationship at 5% level.

In summary, institutionalization and team building had statistically significant relationship with accountability except collaboration that had no significant relationship with accountability in public secondary schools of Njoro Sub-County.

Analysis of the Hypotheses
Ho1 There is no statistically significant relationship between PAP and Accountability in Public Secondary Schools of Njoro Sub-County.

In this section, the respondents were asked to indicate whether or not Performance Appraisal Policy (PAP) had relationship with Accountability. Results are given in Table 6.

Table6 The test of hypothesis one (Ho1)

Area of residence	Performance Appraisal Policy (PAP)	Accountability	Pearson Correlation Coefficient Values	Sig. (2-tailed)
Njoro Sub-County			.451*	.000

* - Means significant at 5% level

From table 6, there was a statistically significant relationship between PAP and Accountability in Public Secondary Schools of Njoro Sub-County where the Pearson correlation coefficient was .451 (medium positive correlation) with a P-value less than .05. The coefficient (r) was a medium correlation, which means that an increase in PAP practice in public secondary schools leads to significant increase in accountability. Therefore, the null hypothesis (Ho), 'There is no statistically significant relationship between PAP and Accountability in Public Secondary Schools of Njoro Sub-County' was therefore rejected and alternative hypothesis (Ha) accepted.

V.   Conclusion

The objective of this study was to determine teachers' perception of relationship between performance appraisal policy and accountability. The study therefore tested the hypothesis that, there was no statistically significant relationship between PAP and Accountability in Public Secondary Schools of Njoro Sub-County.It was established that there wasa statistically significant relationship between PAP and Accountability in Public Secondary Schools of Njoro Sub-County where the Pearson correlation coefficient was .451 (medium positive correlation) with a P-value less than .05.

From this study, it was concluded that the PAP has a relationship with accountability, this implied that, in order to improve on performance management, the PAP document should be polished to reflect more aspects of good governance.

VI.   Recommendations

Based on the results of this study, the following recommendations are therefore proposedto stakeholders in education in Kenya, such as the government of Kenya, Ministry of Education, County Education administrators, school administrators, teachers, guardians of the learners as well as TSC.
  i. The MOEST and TSC should train the teachers on the need to uphold the integrity of education through respecting and adhering to PAP as required by the government.
 ii. The MOEST and the TSC should establish proper communication channels where the administration of various schools is notified in advance for easier preparation of the exercise.
iii. The government should put in place a structure which ensures that the teachers are taken through what is required through pre-appraisal meetings to help avoid last minute rush that normally brings confusion.
 iv. Teachers should be encouraged and educated on the need to have high level of trust and good attitude as well as to see the exercise as a corrective action but not a punishing instrument.
  v. The principals should also be educated on the need to be honest and objective when submitting reports about his or her teachers.
 vi. The parents and guardians should be encouraged to collaborate with teachers to achieve holistic learning.

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