



**TEACHER APPRAISAL AS A PREDICTOR OF TEACHER MOTIVATION IN
PUBLIC SECONDARY SCHOOLS IN KENYA.**

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ABSTRACT

In order to achieve educational objectives world over it requires a motivated teaching work force. However, teachers in Kenya have always expressed lack of motivation in their jobs. This manifests that there is low morale in teaching profession and underperformance could be evident. This study set out to establish whether teacher appraisal could be linked to teacher motivation in public secondary schools in Kwale county Kenya. The study was guided by Vroom's Expectancy Theory. Using *ex-post facto* research design, data was collected from 255 teachers randomly selected from a total population of 752 teachers in the County.

KEY WORDS: Appraise, Teacher Motivation, Teacher Appraisal, Public Secondary School.

INTRODUCTION

Human resource management is considered as one of the fundamental pillars of organisational development. This is because human resources are the key enablers of an organisation's competitiveness in business markets. Securing the right employees and then maintaining them represents the fundamental test to organisations (Smith & Hoy, 2013). This implies that an organisation's employees are the most valuable assets, and their management is the central challenging task. The main objective of human resource management is to ensure greater employee motivation which is necessary for enhancing organisational performance (Aktar, Sachu, & Ali, 2012). The improvement in productivity by employees is indeed the main goal for any organisation where all departments work closely to increase the performance of their organisation through different management strategies. For this reason, employee motivation

has been regarded as an important determinant of employee productivity and continued organisational success.

Irrefutably, several organisations put much emphasis on identifying the approaches that can be adopted by human capital in order to increase the levels of performance among their employees (Leigh, 2012). The majority (organisations) believe that performance of employees can be maximized by enriching their motivation and constructing a positive organisational culture (Kawara, 2014). For example, adequate motivational incentives for employees are among the best ways to manage as well as to reach organisational objectives even in a scenario where both human and material resources are not adequate (Forson, 2012). However, certain de-motivating issues may arise in the work place to the detriment of employee performance and by implication organisational output and competitiveness. Such issue could range from low employee compensation, poor work environment and lack of employee recognition among others (Okumbe, 1998).

There are two main facets of motivation factors which affects employees, namely; intrinsic and extrinsic factors. Intrinsic factors are those which come from within a person whereas extrinsic motivation are those which are determined basically by the level and type of external rewards that are available (Bennell & Akyeampong, 2007). However, Claeys (2011) identified a third factor and called it altruistic. Claeys defined altruistic factor as a love for and desire to work with children and/or young persons, and an inclination to serve society. Although extrinsic factors like higher remuneration and good working conditions tend to attract the most attention, attempts to improve the substance of teachers' work, such as improvement of teaching materials or in-service training, can also be significant incentives according to Bennell and Akyeampong (2007).

When motivation results from within an individual valuing an activity, he/she experiences greater excitement, interest, and confidence, which in turn leads to greater performance, persistence, and creativity in relation to the activity (Deci & Ryan, 2012). Generally, the major challenge for school administrators is to develop highly motivated teachers who are; actively engaged in teaching and learning, open to new ideas and approaches, and also committed to students' achievements. Productivity in any organization is a function of how well the employees perform their various tasks. An individual's performance in the work place is a function of his/her willingness to execute the tasks he/she has been assigned by the employer (Armstrong, 2006). Chapman (2003) argued that the worker's output level is directly related to the level of motivation to fulfil designated organizational role expectations.

Therefore, it can be inferred that motivation among workers is fundamental for effective work performance.

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom to ensure the implementation of educational reforms and feeling of satisfaction and fulfilment. Brady (2016) pointed out that, while teacher motivation is fundamental to the teaching and learning process, most teachers are not highly motivated. This observation is detrimental to the realisation and achievements of educational goals in learning institutions and should be addressed. The success of any organisation is dependent on the extent to which employers' meets workers expectations in terms of pay, productive supervision, job security and involvement in organisational decision making process (Brown, 2010). On the other hand, the quality of organisational output is similarly contingent upon the degree to which workers meet organisational demands by way of playing their role expectations to the desired standards (Khan, Farooq & Ullah, 2010). This observation has the implication that employers have an obligation to motivate workers by creating conditions that will direct workers' behaviour towards fulfilling their organisational roles.

From an organizational perspective, worker's motivation is triggered and sustained by an individual's need to achieve in addition to being recognized for achievement, including the ability to manage a challenging task, being offered responsibilities, and opportunities to advance in his/her career (Brady, 2016). This observation implies that if employees needs are not met, workers' motivation will be compromised thereby lowering their performance (in terms of offering quality services) and consequently organizational output. Organizations, regardless of whether they are in the manufacturing or service provider sectors of an economy, are now realizing the impact of motivated work force who in the past, were considered as just like any another input in the process of production of goods and services (Hoy & Miskel, 2008). As the competition is growing, managers are more concerned in running the organisations more efficiently. Bringing out the best from an employee has the most enduring impact on the organisation and motivation is the way to do so (Baron, 2002). Employees are the engine of any organization and any finely tuned engine plays a crucial role in operating the organisation more effectively and efficiently (Amstrong, 2006).

Teachers play a very important role in the learning process of students who in the course of teaching-learning process idealize teachers and try to copy them. The motivation of teacher is important as it directly affects the students' behaviour and well-being (Brady, 2016). Teacher

motivation plays an important role in the promotion of teaching and learning quality. According to Bennell and Akyeampong (2007), motivation involves both characteristics of the individual and external factors. Robbins and Judge (2009) argued that motivated teachers are more likely to motivate students to learn in the classroom and hence ensure achievement of educational reforms and satisfaction. The importance of job motivation is essential to the long-term growth and development of any educational system all over the world. Notably all teachers go to work in order to achieve their basic needs while constantly agitating for their needs satisfaction (Thomas, 2013).

The provision of quality formal education in developing countries is at a critical point in time. This is primarily because there has been a deliberate effort to galvanize international efforts towards internationally agreed targets to expand and improve education as part of Education for All (EFA) movement (World Bank, 2015). However, teacher de-motivation as has been severally pointed out is impacting negatively on the developing countries' endeavours to achieve these targets (Bennell & Akyeampong, 2007). In many of these developing countries, the teaching force is de-moralized and frustrated owing to low salaries, neglect of their educational and training needs and bureaucracy in the educational systems (Baron, 2002). As a result, the teaching profession is characterized by high attrition rate, lack of confidence among teachers and low levels of professional commitment. It has further been noted that due to dissatisfaction with their profession, some teachers tend to engage in non-teaching privately based activities such as running small scale businesses and engaging in farming with a view to supplementing their income and thus improve their socio-economic status (Barmby, 2006).

The aforementioned teacher de-motivation scenario has the implication that teachers in developing countries are less likely to generate the expected learning output in schools. This will indisputably impact negatively on education quality in these countries. It is an established fact that low education quality represents a waste of public resources invested in an education system (Deci, 2000). Teacher motivation has been linked to higher pay, job autonomy, a chance to contribute to important school decisions, positive interpersonal relations and recognition by supervisors (Chapman, 2003). Other teacher motivation correlates include supportive school leadership, clear promotion policies and collegial support (Evans, 2018). If these needs are accorded low status in the teaching profession, teacher performance is highly likely to be compromised to the detriment of the targeted learning outcomes at the institutional level and consequently at the entire educational system of a country.

In view of the critical role that teacher motivation plays in an effort to raise quality of learning outcomes, researchers have attempted to establish the antecedents of teacher motivation. The overriding theme in teacher motivation studies has consistently been to identify the potential de-motivators and strategies to address them. For instance, a study carried out by Turner (2007) on staff motivation, found out that motivation of staff through provision of better housing at subsidized rates and provision of meals such as breakfast, tea breaks and lunch through the sponsorship of the school Board of Managements (BoMs), had a positive impact on their motivation and indeed the critical factor that gave teachers the impetus to teach extra lessons and give personal attention to the students.

An earlier study by Akali (2010) further revealed that the factors that affected teacher motivation included non-motivating relationship amongst themselves, low level of responsibility within the job, poor students' performance, unreasonable school policies and inadequate performance feedback. Kiprotich's (2013) study revealed that teachers were demotivated by poor school leadership, supervision and poor quality learning and teaching materials. These findings were consistent with the latter findings by Waga and Simatwa (2014). Likewise, a study by Matoke, Okibo and Nyamongno (2015) established that development factors such as in-service training, teacher qualification and poorly developed Teachers Performance Appraisal and Development (TPAD) had a significant effect on teacher motivation. In another study conducted by Njoroge (2011) in Mombasa Municipality-Kenya, nature of school leadership, teacher security and decision making pattern in schools emerged as the most impactful factors on teacher motivation.

By and large, the foregoing findings suggest that teacher management policies in Kenya have gaps insofar as meeting the needs of teachers is concerned. Since teachers are the active agents of curriculum implementation, it cannot be gainsaid that it is a serious omission on the part of the TSC and school managers to ignore the welfare of teachers. This is because the cumulative effect of de-motivated teaching work force is learners' dismal performance in the academic and non-academic realms of learning which in turn translates to loss of public resources invested in their (children) education (Chapman, 2003). This observation justifies the need to carry out a detailed study with a view to finding out the extent to which different job factors could either be motivating or de-motivating teachers in Kenya. It is envisaged that such a study has the potential to offer insights to subsequent researchers and teacher managers in their endeavour to motivate teachers.

PURPOSE OF THE STUDY

The study sought to find out whether teacher appraisal can predict teacher motivation in public secondary schools in Kwale County, Kenya.

RESEARCH HYPOTHESIS

In order to achieve the stipulated purpose of the study, one null hypothesis was developed and stated as follows:

H₀₁: Teacher appraisal has no statistically significant influence on teacher motivation in public secondary schools in Kwale County, Kenya.

LITERATURE REVIEW

Performance appraisal can be defined as a process of measuring how well any organization staffs performs their duties in relation to the set standards and then communicating the results to those employees (Ruddin, 2005). Okumbe (2001) defines performance appraisal as the process of arriving at a judgment about an individual's past or present performance against the background of their environment and their future potential for the organization. Performance appraisal can also be defined as an ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goal (Aguinis, 2009). In the context of teaching, Birgen (2007) too defines performance appraisal as a process of review of teachers by school principals/head-teachers, deputy principals/head-teachers and other senior teachers of individual competencies, performance and professional needs.

Various empirical researches undertaken at different levels have established a link between performance appraisal and employee motivation. For instance, research findings by Swank and Kamphorst (2015), Kumari (2014) Suresh (2013) and Muhammad, Hassan, Saira and Amna (2011) have all supported existence of a strong relationship between performance appraisal, teacher motivation and performance outcomes in the teaching and learning process. However, a study conducted by Guarjardo (2011) revealed that it is not automatic that performance appraisal definitely lead to motivation of employees. The study found out that performance appraisal may have little motivational effect on teachers if the work environment is not conducive. In other words, if teachers lack the necessary working resources including a scenario where they do not relate well with their seniors, then performance appraisal may turn out to be a de-motivator.

Hedge and Teachout (2000) conducted a study among servicemen in Texas, USA. The purpose of the study was to examine whether performance appraisal can predict employee motivation. The study found out that trust associated with raters and the appraisal process were significant predictors of motivation for both job incumbents and supervisors. Similarly, Mani (2002) carried out a study to examine employees' attitude related to performance appraisal in East California University, USA. The study established that trust in supervisors was important for determining teacher motivation with the appraisal system. Davis and Landa's (2001) research findings revealed that during evaluation process, the absence of fair procedures increased distress because the results of performance appraisal were essentially outside the control of the employee. Biswanath's (2010) study also noted that matters discussed during the performance appraisal process should be treated with confidentiality and not as a means of making comparisons against other teachers because the discussion of the evaluation can have both negative as well as positive motivational consequences on the teachers depending on how it is handled.

In Malaysia, Jaafar and Salim (2017) conducted a study on teachers' motivation towards job performance appraisal among secondary school teachers. The study adopted descriptive research design. The sample in the study included 297 teachers from seven secondary school in Sabak Bernam district who were selected using simple random sampling. A questionnaire was used to collect data. The findings from the study revealed that significant relations in positive terms were obtained between aspects of performance appraisal and motivation of teachers. The findings showed that employee skills assessment, fairness and justices in the implementation of performance appraisal were the most dominant aspects which affected the effectiveness of the performance evaluation. These findings were supported by Suhaimi's (2011) study in Pakistan which pointed out that justice is a key element in the performance evaluation that will determine the success and acceptance by employees, which ultimately will ensure organizations achieve their goals.

A study carried out by Rhana & Singh (2014) in Dehradun city, india to investigate the impact of performance appraisal on the motivation of teachers of professional institutions made a remarkable finding that a significant correlation existed between appraisal strategies and motivation of teachers in professional institutions and assessment of their performance. Additionally, the study proved that goal setting and feedback were predictors of teachers' motivation to provide positive educational outcomes.

Locally, a study conducted by Githui (2018) examined the influence of employee assessment methods on employee motivation at Lions Eye Hospital. The study discovered that there

exists a positive correlation between performance appraisal and employee motivation. This finding is supported by a previous study by Ndegwa (2018) which purposed to establish the implication of performance appraisal on staff motivation and performance. The study concluded that the adoption of an effective and a fair system in assessment of employee performance is highly essential for the motivation of employees. In contrast, Mutua's (2005) study observed that although performance appraisal influences employees' work output, it does not necessarily improve their motivation at the work place.

Another study carried out by Owiye (2016) on appraisal practices in public secondary schools in Ugunja demonstrated that performance appraisal systems was fairly perceived in the study area and had a positive impact on teacher motivation. The study also revealed that performance appraisal was positively associated with high performance in the schools. These findings mirror the work of Okoth and Oluoch (2019) which analysed the influence of performance appraisal on motivation of public secondary school teachers in Gem Sub County, Kenya. The study showed that fairness in performance appraisal, performance appraisal feedback, performance rewards and performance goal setting had a significant and positive effect on teacher motivation. According to Ling (2005), appraiser-appraisee discussion prior to and after appraisal, reflection on the entire appraisal process and collaboration at the initiation and conclusion of the appraisal exercise is the hallmark of quality appraisal. This form of appraisal according to Ling has the capacity to improve teacher motivation, commitment to their teaching tasks and attainment of the desired learning outcomes.

Another study by Mwai (2018) in Nakuru, Kenya investigated the influence of performance appraisal on teachers' motivation in Gilgil Sub-county. The study used descriptive survey research design with a sample size of 360 respondents. Data was collected using a questionnaire and an interview schedule. The findings from the study showed that participation in performance appraisal process, performance appraisal evaluation and performance appraisal feedback positively influenced teacher motivation. Based on the findings the study recommended that since TPAD results were used by the teacher employer (TSC) in promotion process, appraisers need to be continuously trained on performance appraisal evaluation so as to enhance their ability to make accurate evaluation and also to improve their judgmental skills in order to make the process effective. The study further recommended that teachers should be given feedback on their performance appraisal in order to improve their professional knowledge and its application. This will make them aware of their competency gaps and improve on them as well as enhance job satisfaction hence teachers' motivation. These findings are in agreement with Hedge and Teachout (2000) who

found that trust associated with ratters and the appraisal process were significant predictors of teacher motivation. Agesa's (2009) study in Teso District, Kenya however observed that performance appraisal was perceived negatively by teachers who participated in the study. Teachers reported that appraisal was an uncomfortable event that generated demotivation, distress and tension between the appraiser and appraisee.

METHODOLOGY

This study adopted *ex-post facto* research design. This is a research design which is applied in a situation where the independent and dependent variables have already interacted (Kerlinger, 1986). In this regard, the researcher cannot manipulate the independent variable(s) with a view to establishing its/their impact on the dependent variable. The design was deemed ideal in view of the fact that the independent variables subsumed in the study (that is, teachers' appraisal systems, promotion policy, compensation, work environment and recognition) had already impacted on teacher motivation, implying that the outcome of their effect could only be explored retrospectively.

INSTRUMENTATION

This study used a questionnaire to collect data from the respondents. The questionnaire was chosen because it is efficient and practical including its capacity to gather data from a large sample in addition to being easy to administer and score responses (Fraenkel & Wallen, 2000). The questionnaire is particularly useful in surveying subjects who are dispersed over a wide geographical area as was the case in this study.

VALIDITY AND RELIABILITY OF THE INSTRUMENT

Instrument validity denotes the degree to which an instrument measures the construct(s) it purports to measure (Cohen, Manion & Morrison, 2007). Content validity was accomplished by requesting the two supervisors of this study to evaluate the instrument in terms of the targeted content validity domains. Changes to the instrument suggested by the two supervisors including those amendments to the instrument that were deemed ideal on the basis of responses to the instrument by the pilot group were effected with a view to enhancing the validity of the instrument prior to mounting the main study. Internal reliability was estimated through Cronbach alpha in which a reliability coefficient of $r = .85$ was generated. This implies that the items were sufficiently correlated. External reliability on the other hand was estimated using test re-test method. Scores from the two instrument administration were correlated using Pearson correlation coefficient. A coefficient of $r = .83$ was generated which implied that the instrument's level of external reliability was high.

RESULTS AND DISCUSSION

Data analysis was conducted at two stages. In the first stage, the influence of performance appraisal on teacher motivation was determined by computing mean scores from the subjects' (teachers) responses to the eight statements on recognition in the instrument. The result of this analysis is summarized in table 1.

Table 1

Respondents' Motivation Mean Scores on Performance Appraisal

Statement	Mean Score	Standard deviation
Clarity of the teacher appraisal instrument (TPAD)	2.06	.755
Timely communication when teacher appraisal is due	2.76	.760
Feedback on performance appraisal	2.88	.789
Clarity of TPAD objectives	2.04	.742
Fairness in teacher performance appraisal	2.59	.794
Application of performance appraisal result during teacher promotion	1.98	.745
Quality of performance appraisal results in terms of indicating appraisee's strong areas and areas that need to be improved	2.19	.776
Confidentiality of performance appraisal results	2.77	.731
Grand Mean	2.41	.745

Source: Field data, 2020

Table 1 reveals that the overall mean score for performance appraisal was 2.41. This implies that the influence of performance appraisal on teacher motivation was moderate. In other words, teachers perceived their performance appraisal as moderately motivating. It can also be inferred from the table that the aspect of performance appraisal that had the highest level of impact on teacher motivation was feedback on performance appraisal (mean=2.88), followed by timely communication when teacher appraisal is due (mean=2.76), fairness in teacher

performance appraisal (mean=2.59) and quality of performance appraisal results in terms of indicating appraisee’s strong areas and areas that need to be improved (mean=2.19). The aspect of performance appraisal that were perceived as less motivating were clarity of teacher appraisal instrument (TPAD) (mean=2.06) and the way performance appraisal results were utilized during teacher promotion whose mean score stood at 1.98.

The mean scores were further subjected to regression analysis. This analysis was done to confirm the truth of the assumption held by the null hypothesis which was formulated as follows:

Ho₁: Teacher appraisal has no statistically significant influence on teacher motivation in public secondary schools in Kwale County, Kenya.

To ascertain the truth of this supposition, the hypothesis was tested using simple regression statistic at .05 alpha level. The result of this analysis is presented in table 2.

The hypothesis thus surmised that the selected appraisal factors captured in the instrument had no statistically significant influence on teacher motivation in public secondary schools. Put differently, the hypothesis held that the factors were not good predictors of teacher motivation in public secondary schools. To confirm this presumption, simple linear regression was carried out in order to establish whether the selected appraisal factors were capable of predicting teacher motivation in public secondary schools. The outcome of the simple regression analysis is summarized in table 2.

Table 2
Summary of Simple Regression between Performance Appraisal and Teacher Motivation

Variable		R ²	Adj. R ²	Constant	df	F	P-value
Dependent	Performance appraisal	.176	.172	2.134	1,239	50.773	.000*
Independent	Teacher motivation		β= .419	Regression coefficient		t= 7.126	.000*
				.390			

(* means significant at .05 alpha level)

An examination of data presented in table 2 reveals that the F value (F= 50.773; df=1,239; p=.000) was statistically significant. This implies that there was a positive significant

relationship between appraisal and teacher motivation. In other words, performance appraisal was capable of predicting teacher motivation. The table further shows that the β value ($\beta = .419$) was positive and statistically significant ($t=7.126$, $P=.000$). This indicates that performance appraisal had a statistically significant influence on teacher motivation. Inferring from the generated R- value ($R^2 =.176$; $R^2_{adjusted}=.172$), it can be deduced that recognition accounted for 17% of the total variation in teacher motivation. Further, simple regression model was fitted and the result is given in equation 1.

$$TM = 2.134 + 0.39X_2 \dots\dots\dots (1)$$

Equation 1 shows that for every unit change in performance appraisal, teacher motivation increases by 39%, keeping other factors constant. Therefore, it can be reasoned that performance appraisal had significant positive influence on teacher motivation.

Drawing from the findings captured in table 2, H_{o1} was rejected and conclusion made that the selected performance appraisal factors and teacher motivation were statistically dependent. In this regard, it can be argued that the selected performance appraisal factors were reliable as far as prediction of teacher motivation in public secondary school was concerned.

The findings that performance appraisal had a positive influence on teacher motivation is in agreement with the studies by Kumari (2014), Suresh (2013), Mutua (2005) and Ndegwa (2018) which *inter alia* observed that performance appraisal has a strong influence on increasing teachers' job motivation and improving teaching practice. The study further showed that when the feedback is constructive and objective, the teacher takes it positively and is able to correct the shortfalls found during the evaluation session. Owiye's (2016) study similarly established that performance appraisal was positively associated with high performance in the work output. These findings are inconsistent with those of Agesa's (2009) study which found out that there exists a negative perception on performance appraisal where the teachers being appraised are uncomfortable, distressed and as a result it becomes a potential cause of tension between the appraiser and the appraisee. Other studies that have revealed a negative link between performance appraisal and teacher motivation include Zatyński (2012) and Robins (2006) which showed that performance appraisal feedback is often not a common occurrence in schools. This is due to the fact that some appraisers fear confrontation when presenting negative feedback after the appraisal exercise.

CONCLUSION AND RECOMMENDATIONS

Performance appraisal factors that had the highest effect on motivation were the feedback on performance appraisal and the timely communication when teacher appraisal is due while the least motivators were the clarity of the teacher appraisal instrument (TPAD) and the clarity of TPAD objectives. For this reason, it can be concluded that issues concerning clarity of TPAD and clarity of TPAD objectives were generating teacher demotivation related issues in the study area.

Given the fact that the clarity of TPAD instrument and the TPAD objectives were rated low in terms of teacher appraisal, there is need for the TSC to review the appraisal tool with a view to making it simple and more user friendly.

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