

Factors Affecting Management of Performance Appraisal among Public Secondary Schools in Trans Nzoia West Sub County

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Abstract: This study sought to establish factors affecting management of performance appraisal among public secondary schools in Trans Nzoia West Sub-County. The study sought to find out effects of training, professional ethics practices, monitoring and evaluation capacity in performance appraisal and the effect of ICT use on performance appraisal. The study used a cross sectional survey research design. Data was collected from a sample of 42 schools out of 94 schools. The respondents were 42 Principals, and 122 teachers who are committee members. Likert scale questionnaire contained closed ended questions whereas the open ended questions solicited more answers from the respondents. Data analysis was done using Statistical Package for Social Sciences (SPSS). Descriptive analysis was used as well as inferential statistics which included Pearson's correlation coefficient and ANOVA. Data which was categorical was presented as frequencies with their corresponding percentage. This study has described a number of topical issues related to performance appraisal in public secondary schools in Trans Nzoia West Sub-County. In summary, the first objective revealed that the committees of public schools within Trans Nzoia West Sub-County have inadequate training on performance appraisal regulations and procedures. The committee members highlighted that vigorous training be conducted on performance appraisal. For the second objective, the findings showed that professional ethical practices ought to be entrenched among members of the committee. On the third objective, the researcher concludes that even though ICT use has never been fully adopted for performance appraisal in public schools, its implementation would lead to proper functioning of appraisal functions and speeds up performance appraisal activities and hence brings efficiency and integrity. On the fourth objective the findings was adopting Monitoring and Evaluation frameworks for performance appraisal in schools, the Ministry of education should ensure that the functions of performance appraisal are monitored and evaluated frequently and appropriately.

Keywords: Training on appraisal, professional ethics practices, monitoring and evaluation capacity and information communication technology.

I. INTRODUCTION

Background:

Organizational commitment has been termed as a highly valuable factor that influences employee performance in a great manner. Thereby in an indirect manner, organizational commitment is related to performance levels of an organization. This improvement in performance in relation to organizational commitment stems from the fact that a committed employee will work in accordance to the values and goals that have been defined by an organization (Wallace, 2000). Cole (1991) defines performance appraisal as a formal and structured system by which management measures, evaluates and

accesses an employee's job related attribute, behaviors' and outcomes. PA is undertaken to discover how productive an employees is and whether the employee can continue to perform in future to help achieve the organizations goals. Studies have shown that there is a direct relationship between morale of employees, their levels of competencies, and organizational commitment; leading to organizational success. In this case, it has been argued that if managers within an organization work on relationship based leadership, there are chances of an increase in core competency levels of the employees throughout an organization. This strategy can in turn cause an improvement in employee retention rates with an increase in job involvement (Hosie, Sevastos, and Cooper, 2006).

Nowadays the relationship between employees and employers may be seen upside down. Since there the number of job opportunities available for employees has been increasing in a growing worldwide economy, not just employees but also employers need to readjust themselves in order to cope up with the dynamics of business life. Therefore, HR executives need to consider new strategies for recruiting and retaining best fit talents for their organizations. Higher salaries and compensation benefits may seem the most likely way to attract employees. However, quality of the physical workplace environment may also have a strong influence on a company's ability to recruit and retain talented people Some factors in workplace environment may be considered keys affecting employee's engagement, productivity, morale, comfort level etc. both positively and negatively. Although convenient workplace conditions are requirements for improving productivity and quality of outcomes, working conditions in many organizations may present lack of safety, health and comfort issues such as improper lightening and ventilation, excessive noise and emergency excess. People working under inconvenient conditions may end up with low performance and face occupational health diseases causing high absenteeism and turnover. There are many organizations in which employees encounter with working conditions problems related to environmental and physical factors. Wyne (1995) emphasizes 'Performance Appraisal Mechanism play a crucial role in overall performance of an organization and its manpower'. Systematic performance appraisal techniques came into being during and immediately after World War 1 it was used to evaluate performance of US military officers. Before appointing an officer for duty, they would thoroughly investigate his potential and capabilities for the assignment. Prime importance would be given to the honesty and integrity of the officer. During the 1920's and 1930's, the appraisal was used to decide whether or not the salary or wage of an individual employee was justified. In 1950's appraisal as a tool for motivation and development was gradually recognized. Performance appraisal has over the years progressed from a biased and largely discredited bureaucratic system owned by the personnel public secondary schools to a more modern participative approach of performance management. Many organizations have recognized the need to have highly productive workforce who are motivated and committed to the achievement of organizational goals. Public secondary schools have not been left out either. As stated by Armstrong (2012) 'performance management is a more strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing capabilities of teams. Performance appraisal is an effective system that assesses work accomplishment and evolves plans for development. The exercise is conducted regularly to evaluate subordinate staffs work performance over a given period of time in an organization. This exercise is usually conducted on regular basis ranging from six months to one year. Human Resources are the most important assets in any organization as proposed by Cole (1997). People are the greatest single asset available in the institution – in fact the organization is people, unfortunately, however, people are the only asset that can actually work against organizational goals. In public secondary schools in Trans Nzoia West Sub-County, there has been increasingly high level performance in terms of means score and stiff competition among schools. One of the reasons of achievement of high mean scores is the adoption of good management practices on teams by the school principals Risher (2003). Committee is one of the teams.

Statement of the Problem:

There are various factors affecting management of performance appraisal in an organization. These include training on appraisal, professional ethics management, monitoring and evaluation capacity and ICT use. The essence of performance appraisal is to checkmate the contribution made by every employee and to know how well they are going on with their task. Appraisal help to identify the skilled and performing employee of an organization to increase their salary and other benefits that can make them satisfied on their job (Leigh, 2012).

Through performance appraisal teachers receive promotions, are given responsibilities and move from one job group to another. However, in addition, the school management seldom has reward schemes for their employees. The usefulness of evaluation is undermined by the lack of an optimal style in all situations.). This project reinforces the usefulness of

training to provide the appropriate style that can be employed according to varying circumstances. There is therefore need for a study to be conducted in line with the above factors influencing the management of the performance appraisal. Consequently, the current study aims at addressing factors affecting management of the performance appraisal among public secondary schools in Trans-Nzoia West Sub County in particular.

Objectives of the Study:

General objectives:

The purpose of this study was to investigate the factors that affect management of performance appraisal in Public Secondary Schools, in Trans Nzoia West Sub-County, Kenya

Specific objectives of the study:

1. To evaluate the effect of training on management of performance appraisal in Public Secondary Schools in Trans Nzoia West Sub-County.
2. To determine the effect of professional ethics practices on management of performance appraisal in Public Secondary Schools in Trans Nzoia West Sub-County.
3. To evaluate the effect of monitoring and evaluation capacity on management of performance appraisal in Public Secondary Schools in Trans Nzoia West Sub-County.
4. To investigate the effect of ICT use on management of performance appraisal in Public Secondary Schools in Trans Nzoia West Sub-County.

Research Questions:

1. What is the effect of training on management of performance appraisal in Public Secondary Schools in Trans Nzoia West Sub-County?
2. What is the effect of professional ethics practices on management of performance appraisal in Public Secondary Schools in Trans Nzoia West Sub-County?
3. What is the effect of monitoring and evaluation capacity on in management of performance appraisal in Public Secondary Schools Trans Nzoia West Sub-County?
4. What is the effect of introducing ICT use on management of performance appraisal in Public Secondary Schools in Trans Nzoia West Sub-County?

Justification of the study:

The rationale of the study refers to the relevance of the study that highlights the contributions of research to other researchers, practitioners and government policy formulators in Kenya. It is hoped that the Principals of schools found it useful in performance appraisal in secondary schools within Trans Nzoia West Sub-County and the entire country. It will also be useful to academicians, researchers informing a basis for further studies in effective management of performance appraisal. It is hoped that the study will be expected to improve performance appraisal of committees in secondary schools and other institutions. Similarly, it is expected to improve professional ethics practices, provide appraisal skills for the committee and finally improve monitoring and evaluation of performance appraisal functions in schools.

2. LITERATURE REVIEW

Theoretical Framework:

There research established the following theories relevant to the study: Expectancy theory, Goal setting theory and The 'equity' or justice theory.

Expectancy theory:

Expectancy theory by Robbins (2005), states that individuals will be motivated to act provided they expect to be able to achieve and that the rewards on offer are valued. It implies that an employee will be motivated to apply a higher level of effort when she/he believes that appraisal effort will lead to a good performance. These reflect that, an individual achieves organization objectives through achieving his own objective (Ngirwa,2000). Armstrong (2006) indicates that,

performance management is essentially about the management of expectations. It creates a shared understanding of what is required to improve performance and how this will be achieved by clarifying and agreeing what people are expected to do and how they are expected to behave. It uses these agreements as the basis for measurement and review, and the preparation of plans for performance improvement and development. Following the expectancy mode of motivation, if the objectives that employees are expected to achieve are unclear, if the criteria for measuring those objectives are vague, and if the employees lack confidence that their effort will lead to a satisfactory appraisal of their performance, obviously individual can work below their potential.

Goal setting theory:

It is argued that clarity of goals is the key foundation of performance management which enabling the employee to understand what is expected from them and the order of priorities by considering aligning of organization goals and the individual, performance may suffer as described by the goal setting theory originally developed by Locke in 1968, In his 1968 article "Toward a Theory of Task Motivation and Incentives," Locke states that employees are motivated by clear goals and appropriate feedback .Armstrong (1984) state that, The fundamental purpose of performance management is to get better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. It is a process for establishing shared understanding about what is to be achieved, and an approach to managing and developing people in a way that increases the probability that it will be achieved in the short and longer term.

Research to date suggests that for the goals to be motivating they must be sufficiently specific, challenging and set participative. People will do better when they get feedback on how well they are progressing towards their goal because feedback helps to identify the discrepancies between what they have done and what they want to do (Robbins, 2005). On the other hand, participative set goals bring out superior performance. If people participate in goal setting, they are more likely to accept even a difficult goal than if they are arbitrarily assigned it by their boss. The reason is that individuals are more committed to choices in which they have a part (Ali et al, 2002). Feedback helps to identify the discrepancies between what employees have done and what they want to do, therefore people will do better when they get feedback on how well they are progressing towards their goal (Robbins, 2005). On the other hand, participative set goals bring out superior performance. If people participate in goal setting, they are more likely to accept even a difficult goal than if they are assigned it by their boss. The reason is that individuals are more committed to choices in which they have a part (Ali et al, 2002).

The 'equity' or justice theory:

John Stacey Adams (1963), a workplace and behavioral psychologist, put forward his Equity Theory on job motivation. The theory states that, individuals are motivated to achieve subjectively perceived fairness. There are similarities with Charles Handy's extension and interpretation of previous simpler theories of Maslow, Herzberg and other pioneers of workplace psychology, in the theory acknowledges that slight and variable factors affect each individual's assessment and perception of their relationship with their work, and thereby their employer. However, awareness and cognizance of the wider situation - and crucially comparison -feature more strongly in Equity Theory than in many other earlier motivational models. People mentally calculate the benefits and costs for them in relationship. If their behavior is then affected by whether they feel there is equity or inequity they will act to restore equity if there is inequity.

In addition to the supervisor's perception of the importance of the Performance Appraisal, also affect the effort the supervisor puts into competing the Performance Appraisal accurately. Anderson (2002) ,supported that, a supervisor's perception of justice in the Performance Appraisal process is positively correlated with a supervisor accurately completing the Performance Appraisal process.' The 'psychological contract' is the term used to describe the 'deal' between employer and employee, not the legal contract, but the bargain implicitly struck about what each party can expect from each other, and about the obligations each has to the other. The central features are the notions of 'exchange' and the reciprocity of a personal relationship. Some employers are reluctant to promise careers, but can offer learning opportunities, which improve the employee's chances of employability, and they can sometimes offer flexibility in working arrangements. In return they may expect flexibility and commitment on the part of the employee; (Shaun 2006).

Conceptual Framework:

The conceptual framework is a summary in diagrammatic manner of all variables that a researcher is interested to investigate in a systematic way (Oseno, 2012). Similarly Mugenda and Mugenda (2003), explain that Conceptual framework is about relationship between variables in the study used to show constructs that the researcher is investigating. Oso and Onen (2009), say that conceptual framework is a scheme of concepts (variables) which the researcher operational in order to achieve set objectives. The study variables were conceptualized as follows: The variables of interest were: training on performance appraisal, professional ethics practices, monitoring and evaluation capacity and ICT use. On the other hand the intervening variables were school appraisal policies, and government appraisal policies which are factors which may have effects on the independent and dependent variables. The school performance appraisal exists to achieve objectives through the collective efforts of variables which included; training, professional ethics practices and monitoring and evaluation capacity. Effective performance appraisal can be explained as a product of these variables within the education system.

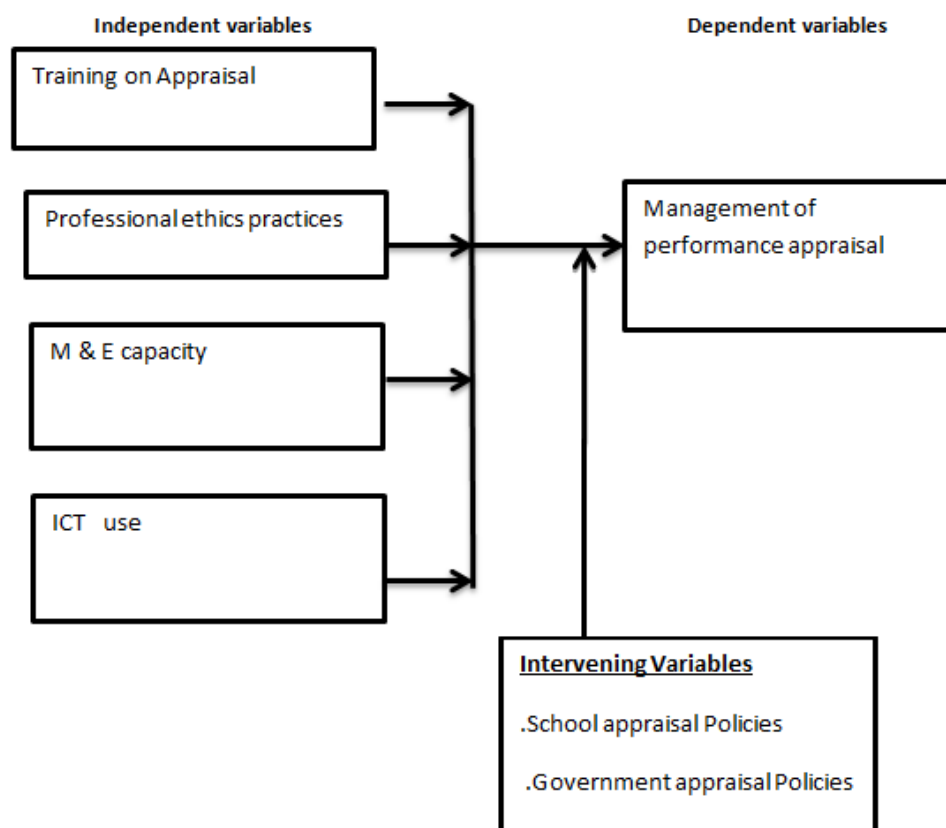


Figure 1.0 Conceptual Framework

Training on Management of performance appraisal:

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon1992).The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001).Mulwa (2013) asserts that training influence success of any public institution. Similarly Makori (2008) noted that training is a vital feature in implementation of new methods that require different skills. Thus, proper orientation and training of all those responsible for implementation of performance appraisal in a public institution. In public secondary schools in Kenya implementation of appraisal activities is determined by the experience and training of the Principals and other committee members. As observed by Eshiwani (1987), secondary schools Principals are appointed without any form of procurement of performance appraisal skills. It was also noted that school principals are deployed to managerial positions without induction (Education Reports Kakamega, 1988). Maleavy

and Hencley (1970) observed that in secondary schools there was inadequate knowledge and lack of necessary skills in performance appraisal. According to Olivero (1982), as cited in Morubasi (1982), Principals need refresher courses as well as new sound managerial skills to help them to be more effective in their daily duties as the custodian of the school duties. If provided with relevant skills, such as training in performance appraisal will however ensure compliance to the appraisal procedures, hence a realization of proper implementation of proper appraisal regulations. Lack of training may lead to malpractices in the implementation of secondary schools performance regulations.

As stipulated in the reports of the Republic of Kenya (1988), in-service training and support services in Kenya, however the County Education boards have authority in consultation with the Kenya Secondary Heads Association to organize induction courses to the Boards of Management. Eshiwani (1993) observes that lack of induction affects performance of Principals in school administration and management. Induction provides training so that it facilitates effective management and this concurs with Mullins (2008), who noted that training and retraining are important aspects of compliance in implementation when an organization adopts new operating methods which require different skills, managerial approaches. Thus, proper induction and training of the appraisal committee members on performance appraisal regulations is likely to enhance implementation of performance appraisal, in compliance on regulation and hence, lack of induction of appraisal committee members may adversely influence implementation of performance appraisal. Barney (2001), is of the opinion that all management functions should be carried out by officers with proper skills, knowledge and attitudes.

Professional Ethics Practices:

A study done by Grierson and Needham (2006), found out that responsibility and transparency reduces unethical behavior and malpractices and therefore creates confidence among the stakeholders. Similarly appraisal committees in secondary schools are expected to be accountable in their performance appraisal in order to command confidence among all school stakeholders. All public secondary schools in Kenya, receive funds from the government in form of tuition, activity, and grants, whereas parents and other donor partners contribute towards infrastructure facilities and assets like buses. All these funds must be accounted for by the Principals and the Board of management. During the end of the year general annual meeting the Principals are expected to table before the parents the expenditure schedule which is approved before parents are asked to donate more money. According to Otieno (2004), malpractices in secondary schools are as a result of unethical activities. Furthermore, it is noted that in most secondary schools, annual audit of finance indicates mismanagement of school funds and this is an indication of unethical behaviors by school management. Wee (2002), suggests that fraud, theft and other unethical practices could be eliminated by acting ethically. This is exactly what happens to Auditors and Accounts clerks in Kenyan Secondary Schools, whom after gaining skills leave the school for well-paying organizations.

Monitoring and Evaluation:

Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. Armstrong (2006) Managers and individuals monitor performance, ensure that feedback is provided or obtained and analyzed, and agree on any further actions that may be necessary at this stage the results should be communicated and discussed with the employees. According to Tripathi (1997) performance appraisal has formal procedures used in working of organizations to evaluate the personal contribution and potential of group members. He states that performance appraisal serves as a basis for change or promotion by identifying the strengths and weaknesses of the employees. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

ICT use in performance appraisal Management:

As per Davila, Gupta and Palmer (2003), IT is a term that covers all types of technology used to exchange store and use of information in its various forms. ICT is designed to facilitate the performance appraisal that the school needs over the Internet. As per Mburu, & Njeru (2014), manual systems have been a source of major ineptitudes in the regulation and operations. In view of this there is need to adopt ICT in order to ensure proper functioning of the appraisal system in schools. Most of the public institutions in Kenya are turning to ICT to improve the services in order to lower operating costs and improving performance. The use of ICT is seen to be an effective method to reduce corrupt use of funds.

Appraisal officers are expected to practice the best ethics and integrity in order to be transparent and accountable in the performance appraisal and therefore attract good reputation from the stakeholders. Unless the appraisal officers are well trained on the performance appraisal, they may not use the scarce resources allocated to them effectively and efficiently. As per Passey, Forsyth, Hutchison, Scott, and Steadman, (2000) most recently the implication for management in terms of personnel needs, financial needs, and other needs have been studied and reported. It is becoming clear that from their findings that as ICT use pervades to greater extents, so the range of roles and responsibilities shifts and the importance of managing finance and appraisal becomes all the greater. It has been also noted that Berger and Humphrey (2007) opined that use of technology has not been fully embraced in the practice of undertaking appraisal activities in Kenya. They observed that while there are up to date systems such as reverse system for undertaking process in appraisal, in most private and public sector the process is still being undertaken manually giving room for manipulation and corruption. Manual process also takes longer thus thereby affecting appraisal activities.

Critique of Existing Literature Relevant to the Study:

The aim of the above literature review was to analyze the studies carried out on performance appraisal planning with a special focus on, need assessment and cost estimation In Kenya, there is lack of a specific study that highlights how government training institutions should improve on appraisal policies in order to create a guiding framework for implementing effective appraisal practices. Armstrong (1999) states that performance can simply be regarded as the outcomes achieved but hastens to add that a more comprehensive view of performance is achieved if it is defined as embracing both behavior and outcomes. Goals can stimulate employee effort, focus, attention, increase persistence and encourage employees to find new and better ways to work (Locke et al 1981). It is also quite clear that goals which are specific, difficult and accepted by employees will lead to higher levels of performance than easy vague goals or no goals at all. (Harris DiSimone 1994). There is regular feedback on performance and discussion about potential which encourages better performance from staff. Mullins (1999) identifies several benefits of an appraisal. These benefits include identification of individual strength and weakness and explanation of how much strength may be utilized and how to do away with weaknesses. Performance appraisal also provides managers with data which they may use to determine future job assignments and compensation and also help managers identify suitable recommendations (Rens, 2002). The empirical review shows that the awareness and implementation of effective performance appraisal is still comparatively low in most developing countries and no measures have been made to promote implementation of efficient appraisal practices in Kenya government Education sector. Recognizing the important role that factors affecting management of the performance appraisal can play in promoting realization of increased organizational performance; this study addressed the major critical issues of factors affecting management of performance appraisal in Secondary schools in Kenya.

Research Gaps:

A number of empirical studies have been done on appraisal activities in various organizations and educational institutions in various countries as well as in Kenya. Armstrong (1999) states that performance can simply be regarded as the outcomes achieved but hastens to add that a more comprehensive view of performance is achieved if it is defined as embracing both behavior and outcomes. In Kenyan secondary schools little or scanty literature is available in management especially in Trans Nzoia West Sub-County. Therefore there is a research gap on the factors affecting management of performance appraisal which the researcher intends to investigate among Public Secondary Schools.

3. RESEARCH METHODOLOGY

Research Design:

The study used cross-sectional descriptive survey design. A descriptive study was undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation. The design also enabled the researcher to gather information on the respondents' opinions, ideas, perception and attitudes (Sekaran&Bougie, 2010). Kothari (2008), explains that descriptive studies may include present facts, existing conditions concerning the nature of persons, a number of class of events and may entail procedures of enumeration, indication analysis, classification details and measurement. Kothari (2008), states that descriptive studies may include present facts, existing conditions concerning the nature of persons, a number of class of events and may entail procedures of enumeration, indication analysis, classification details and measurement.

Target Population:

Target population refers to the total number of subjects, or the total environment of interest to the researcher (Oso, 2009). Kombo and Tromp (2013), defines population as a group of individuals, objects or items from which samples are taken for measurement. Population refers to an entire group of persons or elements that have at least one thing in common. The target sub-county was chosen purposively. The target population was 94 secondary schools in Trans Nzoia West Sub-county and from each school 3 performance appraisal committee was selected totaling up to 282 respondents. Therefore, the total respondents from the sampled public secondary school were 376.

Sample Frame:

Sampling is the procedure a researcher uses to gather people, places or things to study (Kombo and Tromp, 2013). This is a description of the strategies which the researcher used to select representative respondents from the target or accessible population (Oso, 2009). This study used simple random sampling to select the schools into the sample after computation of the desired sample size. The simple random sampling method gives every member of the population an equal opportunity of being included in the study. Sample size was computed using the finite population method since the sampling frame (total number of secondary schools) is known. The finite population method is presented as; to determine the sample size n for the target population N , the study used a formula simplified by Yamane (as cited by Israel 1992) as shown below.

$$n = \frac{N}{[1 + N(e)^2]}$$

Where,

n = sample size

N = population size (94)

e = accepted margin of error (5%)

Substituting the values in the formula yields;

$$n = \frac{94}{[1 + 94(0.05)^2]} = 76, \text{ schools}$$

Since the calculated proportion is larger than 5% ($n/N > 0.05$) of the target population (schools) the sample size will further be adjusted using the finite population correction (FPC) formula indicated below (Naing et al. 2006);

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where;

nf = desired sample size with finite population correction.

n = 384.16

N = target population

$$nf = \frac{76}{1 + \frac{76}{94}} = 42$$

Therefore, the desired sample size will be 42 secondary schools. Simple random sampling was used to pick the 42 schools out of the 94 schools in total. Each school had an equal opportunity of being picked into the sample. The sample comprised of 42 Principals from each the school, while the performance appraisal committee members who are Heads of Department are three in each school, totaling up to 126 respondents. Therefore, the total respondents from the sampled public secondary school are 168.

Sample and sampling technique:

For the sampling procedure, each of 94 schools was allocated a number from 1 to 94. The numbers corresponding to the schools were written on pieces of papers, then rolled into balls and put into a container. The researcher then picks each piece of paper at a time and records it. The practice is continued until the last 42 paper is picked. The 42 papers then form a sample for study. Sekaran (2010), advises that the probability of any of each of the element chosen is one in the number

of population, and each single element in the container has the same or equal probability of being chosen. Sekaran further adds that, simple random sampling has the least bias and offers the most generalize ability. Table 3.1 shows present the sample size

Table 3.1: Sample Size Sector

Strata	Frequency	%
Number of schools	42	25.0
Number of appraisal members	(42*3)=126	75.0
Total	168	100

Instruments:

The tools used in this study were questionnaires. There are two questionnaires; one for Principals and one for appraisal committee members who are heads of departments in their respective schools. The questionnaire consisted of closed ended and open ended questions. Closed ended questions gave the respondent a set of choice or options. Open ended questions are free response type questions. They allow the respondent to answer in their own words (Kombo and Tromp, 2013).

Data Collection:

The questionnaire was prepared mathematically on the basis of the research questions and divided into six sections. The first section A measured demographic characteristic of the respondents, Section B - measured the variable on training on appraisal, Section C- measured variable professional ethics practice, Section D- captured variables on use of Information Communication Technology , Section E –captured information on variables on effects of appraisal management function and Section F –consisted of dependent variables on the effective management of performance appraisal functions in Trans Nzoia West Sub-County. At the same time, the researcher made appointments for questionnaire with selected schools. The period for filling was agreed upon between the researcher and the participants. The researcher collected the filled questionnaires physically on the agreed date. The researcher made notes that was later organized and analyzed.

Data Processing and analysis:

According Kombo and Tromp, (2013), data analysis refers to examining what has been collected in a survey and making deductions and inferences. According to Oso (2009), data analysis entails separation of data into constituent elements, and examination of the data to distinguish its component parts or elements separately and in relation to the whole. The presentation of data refers to ways of arranging data to make it clearly understood. Data analysis was done with the help of Statistical Package for Social Sciences (SPSS). Descriptive statistics was used and included the use of frequency and percentages. Data, which was mainly categorical, was presented as frequencies with their corresponding frequencies. Both the qualitative and the quantitative data were analyzed by obtaining information from the questionnaires. The study also used inferential statistics which included correlation analysis to test the relationship between the independent variable and the dependent variable as well as ANOVA to test the hypotheses of the study.

4. RESEARCH FINDINGS AND DISCUSSIONS

Socio-Demographic Characteristics:

The study sought to find out socio-demographic characteristics of the selected respondents. The findings based on the response of performance appraisal committee members and Principals are summarized in table 4.1.

Table 4.1: Socio-Demographic Characteristics of the respondents

Characteristics	Appraisal committee members		Principals	
	Frequency	Frequency (%)	Frequency	Percent
Age (years)				
26-35	23	19%	11	26.7%
36-45	56	46%	16	37.5%

Above 46	43	35%	14	35.7%
Gender				
Female	49	40%	16	40%
Male	73	60%	25	60%
Job title				
Principals	30	25%	-	-
Teachers	92	75%	-	-
Education				
Diploma	18	15%	4	10%
Degree	82	67%	28	68%
Masters	22	18%	9	22%
Experience (years)				
<5	73	60%	2	4%
5-10	31	25%	22	55%
>10	18	15%	17	41%
Performance appraisal qualification				
No	104	85%	36	87%
Yes	18	15%	5	13%

Most of the performance appraisal committee members 81% were post-youthful age (>35 years), this implies that the performance appraisal members have substantive years of experience at their work place. On the other hand 37.5% Principals were post-youthful age (>35 year), few were aged between 26-35 years old therefore it can be seen from the finding that most of the Principals had basic years in school management and have been in the appraisal environment for quite some time, 60% as shown in table 4.2 were male, indicating that a sixth of those in appraisal committees are male. In terms of gender composition, 40% constituted female Principals while 60% were male Principals. This indicates that more male Principals participated in the study. The school management is recommended to include more of female to participate in performance appraisal activities. As shown in table 4.1, two-thirds of the appraisal committee members 67% had attained an undergraduate degree, pointing to the fact that two-thirds of those in the appraisal committees have substantive education level that ought to translate to better understanding of performance appraisal procedures and functions. In request the Principals indicated their educational background. According to the findings, 68% of the respondents had Bachelor of Education degrees, 22% had Master Degree and 10% had Diploma in Education qualification. According to the findings, we can deduce that majority of the Principals were graduate teachers and therefore would be in great need of incentives in their careers which they had taken time to nurture and therefore understand the content of the questionnaires and gave reliable information. Of the 122 teachers from appraisal department 60% of them had less than five years of experience in performance appraisal, 25% had between while the rest 15% teachers had >10 years. On the other hand 87% of the Principals indicated that they have no appraisal professional qualification while only 13% of them indicated that they have no performance appraisal professional qualification. Despite the majority of the appraisal committee members and Principals having adequate education level and being in the teaching profession for quite some time, the fact that they had less appraisal experience may impact on performance appraisal procedures within the county. Most of the respondents had not obtained any skills on appraisal therefore may affect the performance appraisal management negatively.

Findings based on objectives:

Effect of training on Management of Performance appraisal:

The study sought to investigate the effect of training on Management of Performance appraisal. The responses of the Principals are summarized in table 4.2.

Table: 4.2. Effects of training on managing performance appraisal

Factors	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Training conducted on appraisal	4(11%)	8(19%)	7(16%)	16(39%)	6(14%)
Need to sensitize the school appraisal committee on appraisal regulations	31(75%)	10(25%)	0(0%)	0(0%)	0(0%)
Ministry to train appraisal committee upon appointment	20(48%)	7(16%)	2(5%)	4(11%)	8(20%)
Training on key areas of appraisal procedures	40(95%)	1(5%)	0(0%)	0(0%)	0(0%)

Among the 42 Principals given the questionnaire to fill; only 41 answered the questions fully. Out this more than half 55% are of the opinion that there hasn't been sufficient training on the performance appraisal. Nonetheless, all of them either agree or strongly agreed that there is need to sensitize the school appraisal committee on performance appraisal regulations and need for training on key areas of appraisal procedures. Equally, a majority 75% are of the opinion that, the Ministry of Education should embark on training the appraisal committee once they are appointed. Also out of the 41 Principals 64% of them agreed that ministry of education, science and technology to train appraisal committees upon appointment while 31% disagreed. The findings also showed that 95% Principals strongly agreed that they have been trained on key areas of appraisal procedures whereas 5% disagreed. On the other hand the study sought information from the appraisal committee, table 4.3 summarizes their response.

Table: 4.3. Performance appraisal committee response on factors that affect management of performance appraisal

Factor	n (%)
Training before appointment as committee member	
No	84(69%)
Yes	38(31%)
Performance appraisal procedures strictly followed	
No	21 (17%)
Yes	101 (83%)
What to be done to improve performance appraisal in schools	
Training	74 (61%)
Follow appraisal laws	39 (32%)
Incorporate ICT	9 (7%)
Other knowledge required by appraisal committee members	
ICT integration	16 (13%)
Appraisal procedures	56(46%)
Knowledge on legal matters	39 (32%)
Knowledge on appraisal rates	11 (9%)
Challenges faced in appraisal	
Few or no applicants	26 (21%)
Delays	31 (25%)
Undue influence & conflict of interest	13(11%)
Lack of knowledge on appraisal procedures	31 (25%)
Fluctuations in rates	13 (11%)
Poor quality of services provided	8 (7%)

Among the 122 members of appraisal committee interviewed (non-Principals), 69% alluded that training on appraisal process was not carried out before being appointed as a committee member. However, 83% confirmed that performance appraisal procedures and regulations were strictly followed in appraisal procedures. A sixth of members of the appraisal committee cited training as important issue that needs to be addressed to improve appraisal in the school. Knowledge on the appraisal procedures and knowledge on legal matters governing appraisal were mentioned mostly as knowledge

required by the committee members to perform their work effectively (46% and 32% respectively). Most challenges faced in the performance appraisal were delays in appraisal (25%), lack of knowledge on appraisal procedures (25%), and few or no applicants (21%). The study went further and carried out the correlation analysis with the aid of SPSS version 20. Counts from principal were combined to form four attributes that were used to run correlation analysis. The strength of the correlation was based on the distance from +1 or -1, the closer the value, the stronger the correlation (Archambault, 2002). Using Spearman's correlation analysis of the four factors revealed the magnitude and direction of the association between the variables that are on an interval or ratio scale (Archambault, 2002).

Table 4.4 Correlation between Training on management and performance appraisal

		Appraisal practices
Training on management	Pearson Correlation	-0.095
	<i>p</i> -value	0.487
	N	41

During the study a Pearson's product-moment correlation was performed to look into the relationship between training on management and appraisal practices. There was a weak negative correlation between training on management and performance appraisal practices, $r(54) = -0.01$, $p > 0.05$, with training on management explaining (r^2) 1% of the variation in the performance appraisal functions. One-way ANOVA analysis was carried out to test the study hypotheses. The first null hypothesis was stated as: there is no significant relationship between management training and performance appraisal practices in Public Secondary Schools in Trans Nzoia West Sub-County, Kenya. Table 4.5 summarizes ANOVA statistics.

Table 4.5 ANOVA on Training on management and performance appraisal

Appraisal practices (Dependent variable)					
	Sum of Squares	df	Mean Square	F	<i>p</i> -value.
Between Groups	.007	1	.007	.004	.95
Within Groups	95.350	40	1.766		
Total	95.357	41			

Table 4.5 shows the output of the one-way ANOVA analysis which was used to test whether there is a statistically significant difference between our group means. We can see that the significance level is 0.95 ($p = 0.95$), which is above 0.05, and, therefore null hypothesis is accepted that there is no significant relationship between management training and appraisal practices in Public Secondary Schools in Trans Nzoia West Sub-County, Kenya

Information on Professional Ethics Practices in performance appraisal in public secondary schools in Trans Nzoia West Sub-County:

The study further sought to find out information on professional ethics practices in appraisal in public secondary schools in Trans Nzoia West Sub-County from the Principals. Their responses are summarized in table 4.6:

Table 4.6 Information on Professional Ethics Practices in performance appraisal in public secondary schools

Factors	Strongly agreed	Agreed	Neutral	Disagree	Strongly disagree
Members face conflicts between opportunities for personal financial gains	6(5%)	31(25%)	13(11%)	41(34%)	31(25%)
Partiality towards the appraised preferred by top management	5(11%)	9(24%)	5 (11%)	5 (11%)	18 (43%)
Appraised offer gifts/bribes to appraisal committee members.	0 (0%)	5(11%)	14 (34%)	10(25%)	13 (30%)
Members reveal confidential appraisal to appraise.	2 (5%)	4 (9%)	15 (35%)	6 (16%)	15 (35%)
Ethical behaviors can reduce the cost of managing risks of improper behavior	31 (75%)	8 (20%)	0 (0%)	0 (0%)	2 (5%)

Most of the Principals 60% strongly disagreed that members of the appraisal committee face conflicts between opportunities for personal financial gains. A few Principals agreed 11% that appraise offer gifts/bribes to appraisal committee members to influence the appraisal process. Equally, 14% either agreed or strongly agreed that appraisal committee members reveal confidential appraisal. Three-quarters 42 strongly agreed that ethical behavior can reduce the cost of managing risks associated with fraud, corruption and other improper behavior and enhance confidence in the public administration.

On the other hand the study sought information on Professional Ethics Practices in performance appraisal in public secondary schools from appraisal committee. Their findings are summarized in table 4.7

Table 4.7. Effects of Professional ethics practice in appraisal management

Factor	F (%)
Compliance to ethical practices as enshrined in the constitution	
No	17(14%)
Yes	105 (86%)
Appraised offer gifts/bribes to appraisal committee members	
No	84(69%)
Yes	38 (31%)
Management tends to influence award of appraisal to some specific appraise	
No	98(80%)
Yes	24 (20%)

Among the members of appraisal committee, (86%) confirmed that ethical practices as enshrined in chapter 6 of the constitution of Kenya was complied. On the other hand a third (31%) of the respondent indicated that some appraise tend to offer gifts and bribes to be considered for award. On the second objective the correlation analysis matrix was presented in table 4.8

Table 4.8 Correlation between Professional ethics and performance appraisal

		appraisal practices
Professional ethics	Pearson Correlation	0.010
	<i>p</i> -value	0.940
	N	41

The Pearson's product-moment correlation was performed to look into the relationship between Professional ethics and appraisal practices. There was a weak positive correlation between professional ethics and appraisal practices, $r=0.01$, >0.05 , with training on management explaining (r^2) =0.01% of the variation in performance appraisal practices

The study also in effort to test the second null hypothesis which was stated; as there is no significant relationship between professional ethics practice and management of performance appraisal in Public Secondary Schools in Trans Nzoia West Sub-County, the ANOVA was performed. The statistics are summarized in table 4.9

Table 4.9 ANOVA on Training on management and appraisal

Management of performance appraisal (Dependent variable)					
	Sum of Squares	d.f	Mean Square	F	Sig.
Between Groups	0.134	4	.034	.125	.973
Within Groups	13.705	37	.269		
Total	13.839	41			

Table 4.9 shows that the significance level is 0.973 ($p=0.973$), which is above $\alpha=0.05$, and, therefore null hypothesis is accepted that there no significant relationship between professional ethics practice and management of performance appraisal in Public Secondary Schools in Trans Nzoia West Sub-County, Kenya.

Monitoring and Evaluation capacity in appraisal Management practices:

The Principals were asked to state how monitoring and evaluation capacity influence appraisal management practices. The responses are summarized in table 4.10.

Table 4.10 Monitoring and Evaluation capacity in appraisal Management

Factors	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Appraisal procedures are well monitored and evaluated by the ministry	6 (16%)	22 (52%)	5 (11%)	7 (16%)	2 (5%)
Audit of books of Accounts regularly monitored and evaluated	13 (31%)	24 (58%)	0 (0%)	5 (11%)	0 (0%)
Appraisal committee members exposed to seminars and workshops	5 (11%)	9 (21%)	7 (16%)	12 (31%)	9(21%)
Appraisal procedures are time consuming	5 (11%)	11 (26%)	11(26%)	9(21%)	6 (16%)
Proper planning and budgeting by proper controls to facilitate effective performance	28 (67%)	8 (18%)	4(10%)	2 (5%)	0 (0%)
Appraisal function is cost effective when there are effective internal controls	29 (68%)	11 (27%)	0 (0%)	0 (0%)	2 (5%)

It was agreed by the Principals that appraisal procedures are well monitored and evaluated by the Ministry of Education, Science and Technology (69%). Majority of the Principals (90%) agreed or strongly agreed that audit of books of accounts are regularly monitored and evaluated by the county schools Audit office. When asked on whether appraisal committee members are exposed to seminars and workshops to enhance the capacity on appraisal function as well as whether appraisal procedures are time consuming, the Principals couldn't out rightly agreed or disagreed.

Table 4.11 Correlation between Monitoring and Evaluation capacity and Performance appraisal Management

	Performance appraisal
Monitoring and Evaluation capacity	Pearson Correlation .037
	<i>p</i> -value .786
	N 41

As shown in table 4.11 there was a weak positive correlation between monitoring and evaluation capacity and procurement functions, $r=0.037$, $p >0.05$, with monitoring and evaluation capacity (r^2)=0.16% of the variation in performance appraisal.

The study also test the third null hypothesis which was stated as, there is no significance relationship between monitoring and evaluation capacity and management of performance appraisal in Public Secondary Schools Trans Nzoia West Sub-Count, Kenya. The statistics are summarized in table 4.12 below.

Table 4.12 ANOVA test on Monitoring and Evaluation capacity and Performance

Performance appraisal (dependent variable)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.721	4	.180	.701	.595
Within Groups	13.118	37	.257		
Total	13.839	41			

Table 4.12 shows that the significance level is 0.595 ($p=0.595$), which is above $\alpha=0.05$, therefore null hypothesis is accepted that there is no significance relationship between monitoring and evaluation capacity and management of appraisal in secondary Schools in Trans Nzoia West Sub-County, Kenya. This means that monitoring and evaluation capacity on management of appraisal function is inadequate among the selected secondary schools in Trans Nzoia West Sub-County

Information on ICT use in performance appraisal

An item was included in the questionnaire which sought information on the role of information on ICT use in appraisal management function form the Principals. Their responses are summarized in table 4.6

Table 4.13 Information on ICT use in Performance appraisal in public secondary schools in Trans Nzoia West Sub-County

Factors	Strongly agreed	Agree	Neutral	Disagree	Strongly disagree
ICT reduces the likelihood of unethical behavior in school appraisal	25 (60%)	5 (11%)	5 (11%)	65(11%)	2 (7%)
ICT promotes accountability, transparency and integrity	25 (60%)	15 (35%)	2 (5%)	0 (0%)	0 (0%)
ICT is more reliable compared to manual process	17 (40%)	17 (40%)	86(14%)	0 (0%)	2 (5%)
ICT minimizes instances of misplaced records in the school	35 (84%)	7 (16%)	0 (0%)	0 (0%)	0 (0%)

Among the Principals, 72% either agreed or strongly agreed that ICT reduces the likelihood of unethical behavior in the school performance appraisal and 95% either agreed or strongly agreed that ICT promotes accountability, transparency and integrity. All of them either agreed or strongly agreed that ICT minimizes instances whereby records are misplaced in the school whereas 80% either agreed or strongly agreed that ICT in performance appraisal is more reliable compared to the manual appraisal process.

The responses from the appraisal committee showed that out of 72% of appraisal committee thought that the use if ICT will reduce appraisal malpractices e.g., corruption, bribery, fraud etc (results shown in Figure 4.1 below).

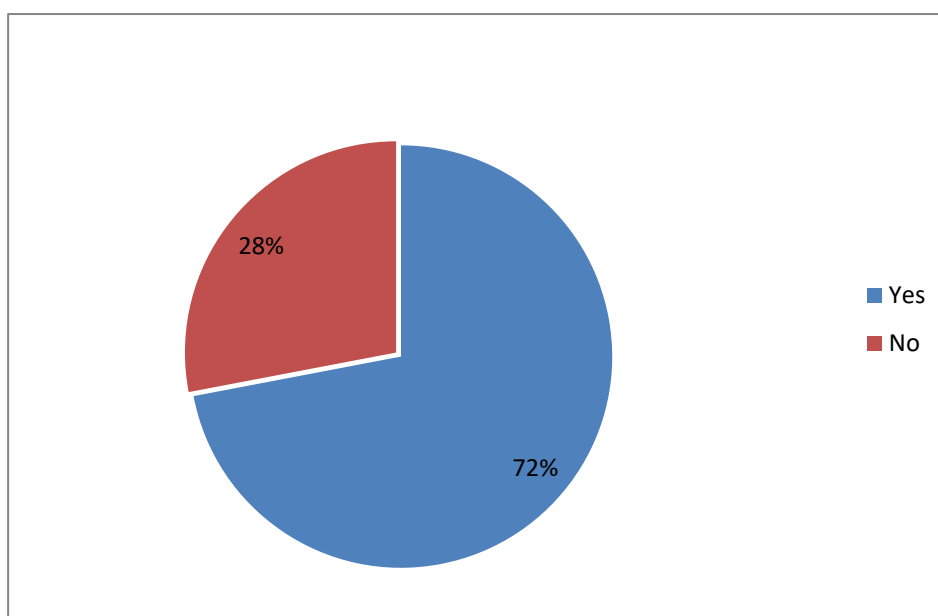


Figure 4.1 ICT use reduce appraisal malpractices

From the 72% percent appraisal committee members who indicated that ICT has reduced appraisal malpractices indicated that ICT has ensured that those who apply for appraisal has be able to get those appraisal awards online. This will therefore reduce malpractices like corruption and fraud in secondary schools in Trans Nzoia West Sub-County.

Similarly, 80% consider that ICT in performance appraisal has reduced costs and time taken for appraisal process (results are shown in Figure 4.2). It is evident that the view point of non-Principals on ICT use in performance appraisal agrees with those of the Principals.

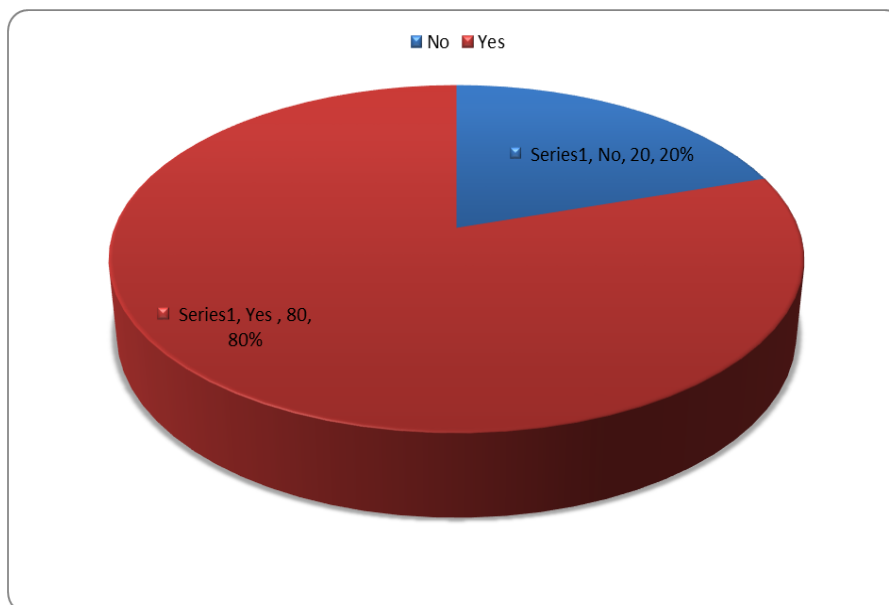


Figure 4.2. ICT use reduce costs and time taken for appraisal processes

The reason as to why ICT has reduced cost is that most of the appraisal will be online and can be downloaded at any time without the cost of travelling and purchase of forms.

A Pearson product-moment correlation was run to determine the relationship between ICT use and performance appraisal. The correlation matrix is presented in table 4.14

Table 4.14 Correlation between ICT use and Performance appraisal

		Performance appraisal
ICT use	Pearson Correlation	0.085
	<i>p</i> -value	0.534
	N	41

It was noted that there was a weak, positive correlation between ICT use and Performance appraisal which was not statistically significant ($r = 0.085$, $n = 56$, $p > 0.05$). From the coefficient of determination r^2 it was noted that 0.7%, which means that 0.7% of the variation in performance appraisal is explained by ICT use.

The study also carried out one-way ANOVA in order to test fourth null hypothesis which was stated as there is no significant relationship between use of ICT and management of performance appraisal in Public Secondary Schools Trans Nzoia West Sub-County, Kenya. The statistics are summarized in table 4.15

Table 4.15 ANOVA on ICT use and Performance appraisal

Performance appraisal (Dependent Variable)					
	Sum of Squares	df	Mean Square	F	<i>p</i> -value.
Between Groups	0.939	4	0.235	0.928	0.455
Within Groups	12.900	37	.253		
Total	13.839	41			

Table 4.15 shows that the significance level is 0.455 ($p=0.455$), which is above $\alpha=0.05$, therefore null hypothesis is accepted that there is no significant relationship between use of ICT and management of performance appraisal in Public Secondary Schools Trans Nzoia West Sub-County, Kenya

5. SUMMARY AND RECOMMENDATIONS

This section presents the discussion of the research findings. This study sought to find out factors affecting management of performance appraisal a case of public secondary schools in Trans Nzoia West Sub-County, Kenya.

Effect of training on Management of performance appraisal:

In as far as the first objective is concerned; the results suggest that there is need to conduct training to sensitize the school appraisal committee on management of performance appraisal regulations and on legal matters pertaining to appraisal processes. While few percent of the managers had a formal training and other with informal training on how to conduct performance appraisal, the majority of the employees had neither formal no informal training in conducting. Performance appraisal rather than partial training concerning the evaluation process. According to Ngirwa (2000), In particular, it becomes evident from the results that training appraisal still remains a mirage among appraisal committee. Equally, sensitization on appraisal procedures and regulations should be prioritized considering the results showed that most of the committee members had less years of experience in management of performance appraisal. From ANOVA it was noted that there is no significant relationship between management training and performance appraisal in Public Secondary Schools in Trans Nzoia West Sub-County, Kenya ($p>0.05$).

Effect of professional ethics practices on management of performance appraisal:

For the second objective, the study reveals that professional ethical practices ought to be entrenched among members of the appraisal committee. This, in essence, has been able to combat such vices as partiality, conflict of interest as well as accepting gifts/bribes to influence appraisal processes. With performance appraisal ethics made a culture among appraisal committees in schools, the findings suggest that, members will refrain from revealing confidential appraisal reports to appraised and equally, ethical behaviors has reduce the cost of managing risks of improper behavior. Test of hypothesis showed that there was no significant relationship between professional ethics practice and management of performance appraisal in Public Secondary Schools Trans Nzoia West Sub-County, Kenya ($p>0.05$).

Effect of monitoring and evaluation capacity on management of performance appraisal:

From the third objective, it became clear from the respondents, that ICT use, if adopted and enhanced, would promote accountability, transparency and integrity in appraisal processes. In addition, ICT is reliable and reduces the likelihood of unethical behavior in the school performance appraisal management. This is a clarion call to the Ministry of Education, Science and Technology and all the stakeholders to ensure that ICT is fully entrenched in management of performance appraisal in Kenyan schools. The researcher agrees with Bashuna (2013), Kenya Government Ministries should adopt ICT to enhance the process in an effective and transparent manner. It was also noted there is no significance relationship between monitoring and evaluation capacity and management of performance appraisal in secondary Schools in Trans Nzoia West Sub-County, Kenya ($p>0.05$).

The effect of ICT use on management of performance appraisal:

Lastly, from the fourth objective, it was evident, that there is need for routine audit of books of accounts by ministry of education on the management of performance appraisal. The ministry of education through the relevant department should ensure that performance appraisal within schools are monitored and evaluated frequently and appropriately. The ministry should, as well, amicably address all the challenges faced in appraisal if the standards and best practices in performance appraisal are to be realized in public schools. It was noted that there was no significant relationship between use of ICT and management of performance appraisal in Public Secondary Schools Trans Nzoia West Sub-County, Kenya ($p>0.05$).

6. CONCLUSIONS

This study has described a number of topical issues related to management of performance appraisal in public secondary schools in Trans Nzoia West Sub-County. The results are outlined below.

In summary, the first objective revealed that appraisal committees of public schools within Trans Nzoia West Sub-County have inadequate training on management of performance appraisal regulations and procedures. The appraisal committee members highlighted that rigorous training be conducted on appraisal procedures.

For the second objective, the findings showed that professional ethical practices ought to be entrenched among members of the appraisal committee. From the findings the respondents agreed that this would go a milestone in combating such vices as partiality, conflict of interest as well as accepting gifts/bribes to influence appraisal processes

On the third objective, the researcher concludes, based on research findings, that even though ICT use has never been fully adopted for performance appraisal in public schools, its implementation would lead to proper functioning of performance appraisal and speeds up appraisal activities and hence bring efficiency and integrity.

On the fourth objective the findings indicated that, while adopting Monitoring and Evaluation frameworks for management of performance appraisal in schools, the Ministry of education should ensure that the management of performance appraisal are monitored and evaluated frequently and appropriately.

7. RECOMMENDATIONS

The Principals of Secondary Schools and other educational Institutions should comply with the performance appraisal policy documents. Therefore, the management appraisal Committee in Secondary Schools should establish appraisal committee in accordance to the Regulations. In addition, the Ministry of Education, Science and Technology, should regularly ensure that the school management appraisal Committee comply with the performance appraisal policy and Regulations as they discharge their duties on regular basis.

Secondly, the Ministry of Education, Science and Technology, should avail training opportunities for management appraisal committee members to enable them acquire knowledge and skills so as to be effective in performance appraisal. The study indicated that a higher percentage of respondents have little or no skills or knowledge in performance appraisal. Thirdly, the Ministry of Education, Science and Technology, should sensitize the appraisal committee on professional ethics as they perform their duties. Adequate controls should be put in place to reduce opportunities for corruption and other malpractices. Performance incentives need to be offered to employees to reward good performance.

Ministry of Education should also emphasize to the schools the need to avail code of conduct and ethics to all appraisal committee and teachers so as to reduce malpractices in performance appraisal. Ethical behavior encompasses the concept of honesty, integrity, probity, fairness, trust, respect and consistency in the management of the performance appraisal. Ethical behavior supports openness and accountability in appraisal process and gives appraisals confidence to participate in the performance appraisal activities. Furthermore, ethics training and seminars should be provided periodically to improve appraisal activities.

It is also recommended that the Ministry of Education, Science and Technology, should regularly on quarterly or yearly basis monitor and audit the appraisal process by the secondary schools so as to take action in controlling any anomaly caused. From the study, it was noted that, by adopting the use of ICT in the management of the performance appraisal enhances the process of effective appraising, potential for cost saving and reduction in corruption activities compared to manual processes. Similarly, by adopting ICT shall contribute to professionalism, accountability and efficient appraisal systems.

Finally, it has been of interest to conduct a similar study in other counties so as to compare the results. The study examined empirically the opinion of appraisal committee members on the training needs on appraisal procedures, monitoring and evaluation and ICT adoption for the management performance appraisal in public secondary schools in Trans Nzoia West Sub-County

Areas of Further Research:

Even as we give recommendation for further research, it is equally important to outline a few limitations encountered while doing this study. The study only focused on management of performance appraisal in public secondary schools in Trans Nzoia West Sub-County. It has been of interest to conduct a similar study among private secondary schools in Trans Nzoia West Sub-County and compare the results. This study examined empirically the opinion of appraisal committee members on the training needs on appraisal procedures, monitoring and evaluation and ICT adoption for the management of performance appraisal in public secondary schools in Trans Nzoia West Sub-County.

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