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Influence of Performance Appraisal Feedback on Service Delivery among Public Secondary School Teachers in Londiani Sub-County, Kericho County, Kenya

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Abstract:

This study sought to examine the influence of Performance Appraisal Feedback on service delivery amongst public secondary school teachers in Kericho County. The study was based on the Goal Setting Theory. Descriptive research design was adopted. The study was conducted in Londiani Sub-County, Kericho County with a target population of 327 comprising of 285 secondary school teachers employed by the TSC, 41 Principals and the TSC Sub County director. The sample comprised of 71 teachers, 41 principals from all the schools and the TSC Sub County director totalling to 113 respondents. Simple random sampling was used to select the schools and the teachers while purposive sampling was used to select all the principals of the sampled schools and the TSC Sub County director. Data collection was done using questionnaires and interview schedules. The validity of the instruments was determined by seeking opinion from experts in education management. Reliability of the research instruments was measured using Cronbach alpha test of internal consistency. Quantitative data collected were coded and analysed using Statistical Package for Social Sciences (SPSS V.23.0) and presented using bar graphs and frequency tables. Qualitative data were presented as narrations guided by the objectives. From the findings, the study established that the principals and teachers receive performance appraisal feedback after they are appraised although not as frequent as it should be. The study recommends that the ministry of education should empower schools by providing computers and internet connectivity to schools to minimize or eliminate cases of teachers carrying out their appraisal in commercial cyber cafés so as to safeguard confidentiality of the teacher personal details and the process. The study suggests that further studies be conducted to establish the influence of performance appraisal on service delivery among teachers in private secondary schools as well primary schools in Kenya.

Keywords: Performance appraisal, performance feedback, service delivery

1. Introduction and Background

According to Wambua (2016) Performance Appraisal (PA) relates to the structured and periodic process of assessing the job performance and productivity of an employee based on pre-established criteria and organizational objectives. This implies that there must be performance targets that have been established and communicated to the employees and the performance period must be clear to the employees. Performance appraisal then involves the examination the achievement level of the set performance targets. Rao (2005) refers to Performance Appraisal as a method of evaluating the employees' behaviour in their work places; both quantitative and qualitative aspects of job performance are evaluated. Denkyira (2014) states that performance appraisal is the process of identifying, observing, measuring and enhancing human resource performance within an organization.

In the United Kingdom, performance appraisals are undertaken for teachers within learning institutions. The United Kingdom's department of education sets the purpose of performance appraisal as the evaluation of the teachers' performance, supporting their professional development, and detailing the applicable procedures for employees not meeting the set performance standards (Department for Education, 2017). The teachers failing to meet the set standards may be subjected to diverse measures including formal warning and dismissal though there is a structured process of appeal. In Zimbabwe, performance management systems (PMS) were introduced for the teachers along with other civil servants in the 1990s after the government adopted the Economic Structural Adjustment Programs (ESAP) (Dzimiri&Mkosana, 2017). Ncube (2016) indicated that the depth of information provided in performance feedback is important in enabling the employees to know their strengths and weaknesses. Eliphas (2017) found out that teachers would work very hard if there was a chance of promotion through performance appraisal system. He concluded that the

role of performance appraisal feedback is to enable the employees learn their weaknesses to enhance improvement of their performance.

Currently, performance appraisal in the Kenyan context is also anchored in some key pillars of the Kenyan Constitution (2010) namely: accountability, transparency and inclusiveness. On the basis of these pillars, teachers (service providers) are supposed to be accountable to the pupils who can be regarded as the customers in a school situation. Performance Appraisal targets all the TSC teachers (Gichuki, 2015). Mwale (2016) found out that performance appraisal feedback was used to indicate how well the employees are meeting their targets and also act as receipt for formal feedback from the supervisor and that negative feedback does not motivate the employees and may compromise the quality of services delivered by the employee. This study will seek to examine the influence of performance appraisal feedback on service delivery of teachers in secondary schools and use the feedback to craft ways of motivating the teachers for them to offer better services. Quality service delivery is central to performance of secondary schools, as it serves as a contributor to the economic development. The delivery of good service is labour demanding in which teachers are the key determinants. Teachers are the human resources employed in education system to provide proper education or content to the students. Therefore, performance of the education system personnel is key to attaining quality in any education system. Service delivery generally involves the interaction between service providers and their clients. The service provider offers services for instance information or task and the clients find value or fail to find value. Teachers' service delivery has been a concern for education authorities and governments as well as stakeholders all over the world. The main issue of concern in teacher service delivery is teacher absenteeism.

1.1. Statement of the Problem

Various aspects of Performance Appraisal (PA) enhance service delivery among teachers. TSC has reviewed the PA tool a number of times over the years with an aim of improving it to enhance service delivery and hence improve learner performance and other aspects of education. Despite all these efforts, it seems there are still issues with certain aspects of PA manifested in poor learner academic performance, reported cases of learner indiscipline issues and school dropout cases in the country. The scenario in public secondary schools in Londiani Sub County, Kericho County is not any different despite the implementation of PA and its presumed effects on service delivery, leading to a possible disconnect between PA and service delivery. This compels the researcher to conceptualise this study to determine the influence of Performance Appraisal Feedback on service delivery among public secondary school teachers in Londiani Sub-County, Kericho County.

1.2. Research Question

How does Performance Appraisal feedback influence service delivery among public secondary school teachers in Londiani Sub-County, Kericho County?

1.3. Theoretical Review

The study was based on goal-setting theory. The theory was developed by Edwin Locke in 1960's. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance (Locke, 2004). Effective goal setting (including timelines), integrated with a method to track progress and identify obstacles, contributes to success and bottom-line results. The theory further argues that goal setting is effective for any task where people have control over their performance. The theory was relevant to this study since it recognizes that there is some relationship between conscious goal setting and performance to enhance ones urge to strive to achieve set goals. Consciously goals set by teachers in liaison with their appraisers motivate them to work even harder towards achieving them thus leading to improved service delivery among them (Young, 2017). The relevance of the goal setting theory was further supported by Lathan and Locke (1979) in a study that highlights four mechanisms connecting goals to performance namely; goals direct attention to priorities of attaining the goals, goals stimulate effort in that when goals are attached to rewards they prompt employees to work better and effectively, goals challenge workers to bring in new knowledge and skills thus improving performance people exploit their full potential if goals are challenging. According to Bratton and Gold. (2007), achieving goals is a basic expectation of every human activity. Therefore, public secondary schools working with no goals lack vital direction for their effort or destination in their educational journey. They exist functionally with no formal purpose. Thus, goals and goal-setting are therefore the essence of all public secondary schools and their service delivery programmes

1.4. Conceptual Framework

Figure 1: Conceptual Framework

2. Literature Review

2.1. Performance Appraisal Feedback and Service Delivery

Performance feedback is significant since it plays an important part in organizations by availing data on employees work performance as well as quality of service delivery (London, 2003). In school's performance appraisal feedback provides teachers with data related to their level of performance of assigned duties and responsibilities, the extent to which they meet the set objectives and the improvement measures that they need to put in place.

Robert (2003) argues that performance appraisal feedback gives the appraisee a chance to point out the challenges encountered during performance of duties and give suggestions on the remedy needed to address the challenges. Denkyira (2014) conceptualized the performance appraisal as the process of identifying, observing, measuring and developing human resource performance within an organization. On the other hand, Husien (2012) examined performance appraisal as a range of activities in which the organization assess employees' skills and creates platform for development of their competences to further enhance their performance.

Fletcher (2001) defines Performance appraisal as a means by which organizations develop competency, improve employee motivation, and achieve equitable allocation of resources. Obisi (2011) defines Performance appraisal as a method of assessing the capabilities and skills of the human resource as well as identify areas that require improvement. Rao (2005) refers to performance appraisal as a method of evaluating the employees' behaviour in their work places; both quantitative and qualitative aspects of job performance are evaluated. PA helps to identify and overcome the problems faced by the employees in their work (Mackey & Johnson, 2000).

The influence of performance appraisal feedback on service delivery has been examined by diverse scholars worldwide. In a study on schools in Zimbabwe, Ncube (2016) examined the role of performance feedback on service delivery amongst the teaching staff. The study was based in Zimbabwe and the study population consisted of ten public schools and ten private schools derived from five out of the ten provinces in the country. The study utilized purposive sampling to get a sample of sixty respondents comprised of twenty head teachers, twenty heads of departments and twenty senior teachers. The study indicated that the depth of information provided in performance feedback is important in enabling the employees know their strengths and weaknesses. In relation to the frequency of performance feedback, the study found that majority of the respondents rated the frequency of performance feedback to be poor, good, very good and excellent respectively. A majority of the respondents thus complained that the frequency of performance feedback was not assisting them to improve on their performance. The study presented a methodological gap as it undertook a purposive sampling thus influencing negatively on the generalization of the results whereas this study will majorly adopt simple random sampling for teachers. The study was also based in Zimbabwe while the current study was based in Kenya.

Focusing on civil servants in Tanzania, Eliphas (2017) examined the role of performance feedback mechanism in the country. The study utilized a mixed methodology in which both the qualitative and quantitative methodology were utilized. In this context both open ended and closed questions were used. The study engaged a population composed of civil servants in Muheza district and a sample size of 339 derived from Taro Yamane formula. The findings agree that the use of feedback and communication aspect of feedback having an influence on performance. The study concluded that the role of performance feedback is to enable the employee learn of their weaknesses to enable improvement of their performance. The study presents a contextual gap as it was based amongst Tanzanian civil servants as compared to the current study that was based amongst teachers in public secondary schools in Kenya.

In a study on performance appraisal on secondary school education in Tanzania, Karubaga (2015) indicates that majority of the respondents found a relationship between performance appraisal feedback and school performance. This was achieved through teacher attendance of classes and the quality of teaching that need to take place. In a study based in Ghana secondary schools, Sackey (2011) found that Performance Appraisal enhanced teacher's performance through identification of the training needs aspects and enhancement of the employee commitment to their jobs, while Sackey (2011) further linked the teachers' performance and service delivery in Kwahu-South District. These studies, while focusing on the role of performance appraisals on service delivery amongst teachers are based in other African countries hence presenting contextual gaps. The study would fill the gaps through examination of the influence of performance appraisal on service delivery among public secondary school teachers in Londiani Sub County, Kericho County, Kenya.

2.2. Summary

The literature reviewed indicated that there has been a number of studies carried out globally, regionally as well as within the country on performance appraisal. Also, from a number of research outcomes it was clear that the main aim of performance appraisal was to improve employee performance (service delivery). However, some respondents had not embraced PA feedback by arguing that it did not assist them to improve their performance (Ncube 2016) while others were of the contrary opinion (Karubaga 2015).

3. Research Design

The study adopted descriptive research design which according to Kothari (2004), allowed the researcher to make conclusions about the population on the basis of the sample analyzed. The design appropriate in obtaining current information that could answer the research questions. It was also appropriate for this study since the respondents were to be studied in their natural setting.

3.1. Location of the Study

The study was conducted in Londiani Sub-County, Kericho County, Kenya. Londiani Sub-County is made up of six zones namely; Chepseon, Kapcheplanga, Kedowa, Lemotit, Londiani, and Sorget. It borders, Kipkelion and Kericho Sub-counties as well as Baringo, Nandi, Nakuru and UasinGishu Counties. According to Kothari (2004), the most ideal location of a study is one that is directly related to the researcher's interest. Londiani Sub-County was ideal because there had been continued reports of poor service delivery manifested by below par academic performance, low participation in co-curricular activities, reported cases of learner indiscipline and school dropout cases among others in this Sub County as compared its neighbouring Sub-Counties of Kericho and Kipkelion within the County.

3.2. Target Population

The target population of this study comprised of all the public secondary school teachers who are registered and employed by the TSC in Londiani Sub County and the TSC Sub County director. Londiani Sub County has 326 teachers employed by the TSC inclusive of the principals. The target population in this study therefore comprised of all the 285 TSC secondary school teachers, 41 Principals of the 41 public secondary schools in the Sub County and the TSC Sub County director giving a total of 327 respondents. The 326 teachers, principals inclusive comprised of 164 male teachers and 162 female teachers. The teachers are the ones to appraise themselves according to the Teachers' Service Commission act of (2015) thus the teachers were ideal as respondents because they are the ones expected to directly deliver the services in schools thus subjected to performance appraisal according to Teachers Service Commission policy (TSC Act No.20 of 2012). The principals were ideal because they are also teachers as well the immediate supervisors of all teachers in a school. They are also mandated to supervise the performance appraisal of the teachers in their respective schools according to the code of regulations for Teachers (2015) whereas the TSC

Sub County director is the appraiser of the principals as well as the overall supervisor of the implementation of PA in the Sub County.

Respondents	Number
Teachers	285
Principals	41
TSC Sub County director	1
Total	327

Table 1: Target Population

Source: Londiani TSC Sub County director's Office (2018)

3.3. Sampling Procedure and Sample Size

A minimum of 20% of the target population is deemed adequate for academic research (Gay, 1992). The researcher obtained a list of all public secondary schools in Londiani Sub County from the TSC sub-County Office. The list was used to write the names of the schools on slips of papers, which were then placed in 6 containers representing the six zones (strata) in the Sub County namely: - Chepseon, Kapcheplanga, Kedowa, Lemotit, Londiani and Sorget and then mixed thoroughly. The researcher then used simple random sampling to proportionally pick approximately 40% of schools from each zone giving 3, 2, 3, 2, 3 and 3 schools from each container/cluster representing Chepseon, Kapcheplanga, Kedowa, Londiani and Sorget zones respectively one at a time totaling to 16 schools from the 41 public secondary schools which made up 39.02% of the total number of public secondary schools.

Zone	Schools	Sample	Percentage
Chepseon	7	3	42.86
Kapcheplanga	4	2	50.00
Kedowa	8	3	37.50
Lemotit	6	2	33.30
Londiani	8	3	37.50
Sorget	8	3	37.50
Total	41	16	39.02

Table 2: Sample of Schools

Source: Researcher (2018)

Mugenda&Mugenda(2003) note that a sample size of 10-50% is acceptable for descriptive research. For this study the researcher chose to use 25% of the target population of 285 teachers yielding a sample of 71 teachers. The principals of the 41 sampled schools and the TSC Sub County director were selected using Purposive sampling. This yielded a total of 113 respondents. Purposive sampling technique is used when a researcher decides who to include in a sample assuming they may provide the desired information (Oso and Onen (2009). Simple random sampling was used to select individual respondents from each stratum/zone. This was done to ensure that each member of the stratum had an equal chance of being selected thus promoting fairness and ensuring there is no bias during selection (Kothari,2004).

The sample of respondents is presented in the table 3

Respondents	Number	Sample	Percentage
Teachers	285	71	25.00
Principals	41	41	100.00
TSC Sub County directors	1	1	100.00
Total	327	113	34.56

Table 3: Sample Size for Respondents
Source: Researcher (2018)

3.4. Data Collection Instruments and Procedure

The researcher collected primary data for teachers and principals using questionnaires, and interview guides. According Orodho (2003), questionnaires consist of a number of questions printed in a definite order on a form. Given the large number of teachers involved in the study, questionnaires were used since they are effective in reaching a large number of respondents within a short period of time. Questionnaires were also used to collect data on the influence of performance appraisal on service delivery from the principals of sampled schools. An interview guide for principals was used to provide the researcher with comprehensive information on the influence of performance appraisal on service delivery. The use of interview guides was necessary because the principals are the agents of the Teachers Service Commission at school level. The use of the interview guide enabled the researcher to ask questions on areas of interest and compare the interviewee responses and then come up with summarized results. An interview guide for the TSC Sub County director was used provide the researcher with comprehensive information on the influence of performance appraisal on service delivery

3.5. Pilot Testing

The researcher made prior arrangement with the administrations of schools selected for pilot study. Mugenda & Mugenda (2013) asserts that ten percent of the total sample with homogeneous characteristics is appropriate for pilot Study. Thus, a sample of 7 teachers and 2 Principals which was at least 10% of the total sample of teachers and principals respectively was used for pilot study. The schools and teachers selected for piloting were not part of the samples used in the actual study

3.5.1 Validity of the Instrument

The instruments were therefore subjected to scrutiny by experts in education management who gave their opinions on the items they considered to measure what they were meant to. Items that were poorly scored were eliminated from the final questionnaire. The supervisors also analyzed the instruments and provided guidance and recommendations to be considered in the drafting of the final research instruments.

3.5.2. Reliability of the Instrument

Reliability of an instrument is also defined as the consistency of the instrument in producing a reliable result (Kothari, 2004). An internal consistency test was used to determine the degree to which different test items in a measure gave the same attribute (Bergh & Ketchen, 2009). In this context, internal consistency was established using Cronbach's alpha coefficient and the results were presented in the table 4.

Variable	Number of Items	Cronbach Alpha Coefficient
Performance Appraisal Feedback	4	0.713
Service Delivery	4	0.747

Table 4: Reliability of the Instrument
Source: Researcher (2020)

The Cronbach alpha coefficient for all the items was above 0.7 hence reliable. This was deemed appropriate since Mugenda (2003) asserts that Cronbach alpha coefficient of 0.7 and above is a sufficient indicator of reliability of test items.

3.6. Data Collection Procedures

An introduction letter was obtained from Kenyatta University which is a prerequisite for getting a data collection permit from the National Council for Science and Technology (Nacosti). The researcher sought clearance in advance from the principals of the sampled schools to be allowed to administer research instruments in their schools. Before conducting the study, the researcher held a briefing session for the respondents to highlight the purpose of the research and re-emphasized to the respondents the fact that the information obtained was to be used for the study only.

The researcher then issued the study questionnaires to the respondents. Drop Off-Pick up (DOPU) method was used during the questionnaire administration, thus the researcher collected the questionnaires at a later date that was agreed upon between both parties during questionnaire administration. The DOPU method was used with the aim of improving the response rate as sufficient time was given to the respondents to enable them to fill the questionnaires (Chawla & Sodhi, 2011). The researcher then stored the collected questionnaires securely awaiting data analysis. The researcher also conducted interviews with principals and the TSC sub-county director.

3.7. Data Analysis

After collecting the data, the researcher checked the questionnaires to ensure that they were correctly and fully filled. Data analysis was guided by the research objectives, research questions and the data obtained during data collection. Data analysis was both qualitative and quantitative. The raw data from the structured questionnaires was edited to remove any questionnaires that had inconsistencies or were incomplete. After the verification of the questionnaires the data were then coded and analysed using Statistical Package for Social Sciences (SPSS Version 23.0). In order to reveal patterns and enable the researcher to make inferences, descriptive and inferential statistics were used. The descriptive statistics used included mean, standard deviation, frequencies, and percentages while correlations were used for inferential statistics.

The regression model used is shown below:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where; Y = Service Delivery

β_0 = constant

$\beta_1, \dots, \beta_3$ = Coefficients of estimates

X_1 = Performance appraisal Feedback

ε = estimated error of the model.

4. Findings

4.1. Response Rate

Questionnaires were distributed to the sample of 71 teachers and 41 principals among 71 questionnaires distributed to teachers, 63 questionnaires were returned making a response rate of 63 (88.7%). On the other hand, among the 41 questionnaires distributed to principals, 38 questionnaires were returned giving a response rate of 38 (92.7%). This is attributed to the reduction of the non-response error associated with high respondents not returning the questionnaires. The entire responses rate was above 80% leading to the conclusion of the adequacy of the response rate.

4.2. Demographic Information

4.2.1. Age Distribution

Figure 1: Age Distribution

Source: Researcher (2020)

From the findings presented in figure 4.1, 2 (3 %) of the teachers were below 30 years, 49 (78%) of teachers were in the age bracket of 30-39 years, 9 (14%) were in the age bracket of 40-39 years while 3 (5%) were above 50 years. Among the principals 17 (46%) were in the age bracket of 40-49 years while 21 (54%) were 50 years and over. There was no principal who was below 40 years. For the teachers, only a paltry 3 (5%) were 50 years and over. This implies that majority of teachers were in the age bracket of 30-39 years. This implied that most public secondary schools have young teachers who are in their productive period. From the data, majority of principals were above 49 years. Actually, 38 (100%) of the principals were 40 years and above. They are therefore expected to be effective in the performance of their administrative and supervisory duties. It also implied that most principals are appointed to the position after attaining adequate classroom teaching experience.

4.2.2. Teaching Experience

Figure 2: Teaching Experience
Source: Researcher (2020)

From the findings presented in figure 4.2, 33 (53%) of teachers had a teaching experience of 1-3 years, 6 (9 %) had a teaching experience of 4-6 years, 6 (10%) had a teaching experience of 7-9 years while 18(28%) had a teaching experience of more than 9 years. Among the principals 7(18%) had a teaching experience of 7-9 years while 31(82%) had a teaching experience of more than 9 years. This implies all the principals had a teaching experience of 7 years and above. It was clear that majority of teachers 33(53%) had a teaching experience of 1-3 years while majority of the principals had a teaching experience of over 9 years. The high number of principals with teaching experience of more than 9 years can be attributed to the fact that before a teacher is promoted to be a deputy principal or principal; he/she must have worked for some years. Further, the many years of experience among the principals implied that they were able to provide relevant and reliable information on the influence of performance appraisal on teacher Service delivery. Among teachers the low number of teachers 30(47%) with an experience over 3 years can be attributed to the fact that some teachers tend to change career with time while others are promoted to be deputy principals and principals after working for some time.

4.3. Findings and Discussions

4.3.1. Performance Appraisal Feedback and Service Delivery in Public Secondary Schools

Statement		SA	A	U	D	SD	Total	Std
		n %	n %	n %	n %	n %	Mean	
I always receive performance feedback	Teachers	6 9.4	42 67.2	4 6.2	8 12.5	3 4.7	3.64	0.977
	Principals	5 14.3	27 71.4	1 2.4	3 7.1	2 4.8	3.79	0.950
I am always made aware of my weaknesses after performance appraisal	Teachers	15 23.4	38 60.9	3 4.7	6 9.4	1 1.6	3.71	1.100
	Principals	4 11.3	31 81.5	0 0.0	2 4.8	1 2.4	3.92	0.739
Communication aspects of performance feedback	Teachers	4 6.2	47 75.0	5 7.8	7 10.9	0 0.0	3.71	0.777
	Principals	1 2.4	31 81.5	4 11.3	2 4.8	0 0.0	3.71	0.856
Feedback on training requirements	Teachers	10 15.6	45 71.9	1 1.6	5 7.8	2 3.1	3.92	0.841
	Principals	9 23.0	22 57.9	2 4.8	5 14.3	0 0.0	3.92	0.900

Table 5: Performance Appraisal Feedback and Service Delivery
Source: Researcher (2020)

The respondents were asked whether they received performance appraisal feedback. The findings in table 5 shows that majority 42(67.2%) of the teachers agreed that they always received performance appraisal feedback, 6 (9.45%) of the teachers strongly agreed with the statement. A mean of 3.64 and a standard deviation of 0.977 was achieved. The high mean of over 2.5 affirmed that majority 48(76.2%) of teachers agreed that they always received performance feedback. A standard deviation of 0.977 showed that majority of teachers agreed that they receive performance feedback. The high mean and low standard deviation implied that the respondents on average were in agreement that they always received performance feedback. The study finding concurs with Kuymaz (2011) study which notes that teachers often receive performance feedback.

From the principals' perspective the findings revealed that majority 27(71.4%) of principals agreed whereas 2(4.8%) strongly agreed that they always received performance appraisal feedback with a mean and a standard deviation of 3.79 and 0.950 respectively being achieved. The high mean of over 2.5 showed that on average principals agreed that they always received performance feedback. The study findings concur with (Kleinhenz&Ingvarson, 2018) study which notes that teachers are provided with the feedback after the performance appraisal.

Through interviews, Principals were requested to state whether teachers are given feedback after performance appraisal. Majority of them agreed that feedback is given and that the feedback given enhances teaching and other aspects of service delivery among teachers to some extent. When interviewed, the Sub-County Director of Education concurred with the principals and teachers that feedback is given after they are appraised. On further probing, the Sub-County Director of Education observed that the feedback given had led to improved lesson attendance as well as other aspects of service delivery among the teachers in the sub county. The Sub-County Director of Education further reiterated that this has led to improved teacher service delivery in schools.

The respondents were further asked whether they were always made aware of their weaknesses after performance appraisal, the study results revealed that majority of teachers 38(60.9%) agreed while 15 (23.4%) strongly agreed that they are always made aware of their weaknesses after performance appraisal with a mean of 3.71 and standard deviation of 1.100. This enabled them to improve on their service delivery. The study findings concur with that of Olumbe, (2014) who notes that after performance appraisal teachers are informed of their weaknesses and this helps them to improve on teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction which then improves the service delivery. The study findings further concur with Bradgete (2011) study who notes that performance appraisal of the principals identifies the weakness of the principals. The study results also revealed that majority 31(81.5%) of principals agreed while 4(11.8%) strongly agreed while none of the principals was undecided that they are always made aware of their weaknesses after performance appraisal by the TSC sub county. A mean of 3.92 and standard deviation of 0.739 was achieved. Further it is in tandem with Eliphas (2017) who notes that performance appraisal feedback enables employees to learn their weaknesses and thus strive to improve their performance and by extension their service delivery.

On communication aspects of Performance Appraisal feedback, majority 47 (75.0%) of the teachers agreed while 4(6.2%) strongly agreed that the communication aspects of performance appraisal feedback influences service delivery with a mean of 3.71 and a low standard deviation of 0.777 being achieved. In addition, majority of principals 31 (81.5%) agreed while 1(2.4%) strongly agreed that communication aspects of performance feedback enhance service delivery with a mean of 3.71 and a standard deviation of 0.856 being achieved. The high mean scores achieved for the respondents qualifies the approval for the communication aspect of performance feedback as having an influence on service delivery. Principals do not give appraisal feedback on time after performance appraisal of the teachers (Onyaro, 2016). Further he noted that teachers develop negative attitude towards performance appraisal because feedback is not communicated in a friendly manner. Therefore, the communication aspect of performance appraisal feedback was another metric which affects teachers' service delivery. Finally, on feedback on training requirements, majority of the teachers 45 (71.9%) agreed that feedback on training requirements enhance service delivery with a mean of 3.92 and a standard deviation of 0.841. Among the principals, majority 22(57.9%) agreed while none strongly disagreed that feedback on training requirements enhance service delivery. A mean of 3.92 and a standard deviation of 0.900 was achieved. The findings are in line with Ingram, lee, Mazzotti and Lowe (2016) study which reveals that feedback on training improves the work performance of teachers. Among the four statements, the issue of Performance Appraisal feedback is the most outstanding with standard deviation of 0.977 and 0.950 for teachers and principals respectively. The high means of over 2.5 for all the statements on the influence of performance appraisal feedback is a justification that the respondents are generally in agreement that performance appraisal feedback has a positive influence on service delivery.

4.3.2. Service Delivery among Principals and Teachers in Secondary Schools

Statement		SA		A		U		D		SD		Total	
		n	%	n	%	n	%	n	%	n	%	Mean	Std
Teaching and learning	Teachers	1	1.6	53	84.4	2	3.1	7	10.9	0	0.0	3.76	0.660
	Principals	7	18.8	28	74.0	0	0.0	1	2.4	2	4.8	3.97	1.190
Teacher involvement in Learner discipline and behaviour maintenance	Teachers	11	7.2	44	70.3	0	0.0	5	7.8	3	4.7	3.87	0.951
	Principals	6	16.4	25	66.9	1	2.4	5	11.9	1	2.4	4.00	0.725
Teacher involvement in Guidance and Counselling	Teachers	9	14.2	47	74.8	3	4.7	3	4.7	1	1.6	3.95	0.723
	Principals	8	21.1	27	71.7	0	0.0	1	2.4	2	4.8	4.00	0.888
Teacher involvement in Co-curriculum activities	Teachers	7	10.9	36	57.8	8	12.5	10	15.7	2	3.1	3.57	0.988
	Principals	0	0.0	29	77.6	2	4.8	3	7.1	4	10.5	3.90	0.680

Table 6: Service Delivery among Principals and Secondary School Teachers
Source: Researcher (2020)

Table 6 shows that from the teachers' perspective, in respect to the teaching and learning, majority 53 (84.4%) agreed with the statement with a mean and standard deviation of 3.76 and 0.660 respectively being achieved. These results indicated that the respondents were on average in agreement that teaching and learning had improved as a result of the performance appraisal process. According to Swaartbooi, (2016) performance appraisal is used to give feedback on inadequate performance, recognize outstanding performance and identify training needs of the teachers.

A mean score of 3.87 and standard deviation of 0.951 for teachers were achieved in respect to the performance appraisal leading to teacher involvement in learner discipline and behaviour maintenance. The study is in tandem with Muli (2011) study which found that, performance appraisal has been found to have the capacity to directly influence the attitude and behaviour of teachers if properly conducted. Teachers' performance appraisal is important to provide a framework to which teachers can be evaluated in their service delivery as well as identifying the gaps that hinder them from achieving their goals. This helps teachers to improve their disciplines based on the teachers' ethical conduct which in turn improves the discipline of the students.

The study further observed that performance appraisal processes influences teacher involvement in guidance and counselling aspects due to a mean of 3.95 and a standard deviation of 0.723. The mean of 3.95 being higher than 2.5 implies that on average the respondents indicated that performance appraisal influences teacher involvement in guidance and counselling. Finally, the study found that performance appraisal influenced teacher involvement in co curriculum activities on average due to the achieved mean of 3.57 and standard deviation of 0.988.

From the principals' perspective a mean of 3.90 and a standard deviation of 0.680 was achieved for the influence of performance appraisal on teacher involvement in co curriculum activities. The study findings concur with Aquinis (2014), study which notes that performance appraisal contributes to teachers' participation in co-curricular activities.

From the analysis the principals agreed with a mean of 3.97 and a standard deviation of 1.190 being achieved that teaching and learning has improved. From the analysis the study findings revealed that teacher involvement in learner discipline and behaviour maintenance has improved with a mean of 4.00 and a standard deviation of 0.725. In addition, majority of the respondents agreed with a mean of 4.00 and a standard deviation of 0.888 that teacher involvement in guidance and counselling has improved as a result of performance appraisal.

The study further sought to determine some of the notable changes in teacher service delivery from the principals' perspective. The findings revealed that principals appraised teachers to identify areas where performance was below standard and also to discover their strengths and weaknesses. The study sought to determine how performance appraisal influences service delivery of teachers from principals' perspective. From the findings majority of principal stated that performance appraisal influence learner co-curricular activities participation, discipline and behaviour of learners.

4.4. Inferential Analysis and Discussion

4.4.1. Correlation between Performance Appraisal Feedback and Service Delivery

Service delivery amongst public secondary school	Performance Appraisal Feedback	
	Pearson Correlation	.641*
	Sig. (2-tailed)	.014
	N	101

Table 7: Correlation Between Performance Appraisal Feedback and Service Delivery

**. Correlation Is Significant at the 0.05 Level (2-Tailed)

The study established that there exists a strong positive and significant relationship ($r = .641$, $P = 0.014$) between performance appraisal feedback and service delivery among public secondary school teachers in Londiani Sub-county, Kericho County. This is supported by the P-value of 0.014 which is less than correlation of 0.05. This implies that performance appraisal feedback plays a big role in enhancing service delivery among public secondary school teachers in Londiani Sub-county, Kericho County. Feedback is essential for the success of performance appraisal systems on sustainable performance and the cooperation as well as approval of the teachers. Teachers must feel that the assessment process will lead to the improvement of the overall sustainability of the institution. For performance appraisal feedback to be effective, the recipient of the feedback must accept and utilize the information. Acceptance depends on the source of the information, the nature of the message and the disposition of the recipient. The purpose of performance appraisal is generally to provide feedback to the employee on his or her performance in order to correct any deficiencies and create increased opportunities. Some form of assessment is needed to provide feedback for improvement. Recognition of performance levels can serve to motivate workers toward higher levels of performance or more creative solutions to problems. The findings are in line with those of Derven (2010) who notes that if performance feedback is clearly and timely communicated to employees it enhances performance. Similarly, Odhiambo (2015) notes that effective feedback on performance measurement may translate to improved employee performance.

5. Conclusion

From the findings, the study concludes that the principals and teachers receive performance appraisal feedback after they are appraised although not as frequent as it should be. Providing teachers with regular feedback is essential to their professional growth. Further, performance feedback enhances the behaviour effectiveness of the teachers which then leads improved service delivery. After performance appraisal teachers are informed of their weaknesses. This helps them

to improve on teaching and learning through deliberate emphasis on ways and means of instilling excellence in the quality of instruction. Consistent communication between teachers and principals is typically connected to improved service delivery

6. Recommendations

From the findings, the researcher recommends that Teachers Service Commission should ensure teachers understand the process of the appraisal and criteria under evaluation so that they can develop positive attitude towards it. The TSC can accomplish this by organizing performance appraisal sensitization workshops at county and sub county levels for principals and Heads of departments. The sensitized principals and HODS can then cascade the information gathered from the workshops to teachers in their schools. The Ministry of education should empower schools by providing computers and internet connectivity to schools to minimize or eliminate cases of teachers carrying out their appraisal in commercial cyber cafés so as to safeguard confidentiality of the teacher personal details and the process.

7. Suggestions for Further Research

Since the study focused on the influence of performance appraisal on service delivery among public secondary school teachers in Kericho County, a similar study should be conducted in a different County in order to validate the findings of this study.

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