

Role of Performance Appraisal Feedback in Enhancing Teachers' Performance in Public Secondary Schools in Kajiado County, Kenya

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Abstract

This study investigated the role of performance appraisal feedback in enhancing teachers' performance in public secondary schools in Kajiado County, Kenya. The study explored how feedback mechanisms, including communication methods, timeliness, receptiveness, and the credibility of feedback providers, contribute to teacher performance. Using a mixed-methods research approach, the study targeted 93 public secondary schools, involving 28 principals and 295 teachers, totaling 323 participants, selected through simple random and stratified sampling techniques. Data was collected using questionnaires and interview guides, with quantitative data analyzed through descriptive and inferential statistics (frequencies, percentages, correlation, and regression analysis) and qualitative data examined via content analysis. The findings revealed a statistically significant positive relationship between performance appraisal feedback and teacher performance ($b=0.189$, $p=0.001<0.05$), indicating that a unit increase in effective feedback contributed to a 0.189-unit increase in teacher performance. The study concluded that clear, timely, and constructive feedback, delivered by credible evaluators, enhanced teachers' teaching practices, motivation, and syllabus coverage, ultimately improving student learning outcomes.

Key words: appraisal feedback, teachers performance, feedback mechanisms

1. Introduction

Performance appraisal feedback is a cornerstone of effective human resource management, particularly in the education sector, where it plays a pivotal role in enhancing teacher performance and, consequently, student outcomes. In the context of public secondary schools in Kajiado County, Kenya, this study examines how performance appraisal feedback contributes to improving teachers' effectiveness, addressing persistent challenges such as low Kenya Certificate of Secondary Education (KCSE) mean scores, teacher shortages, and resource constraints. Performance appraisal, as a systematic process, involves assessing teachers' professional skills, instructional methods, and classroom effectiveness, with feedback serving as a critical mechanism to guide professional development, foster motivation, and ensure accountability. This introduction provides an overview of the study's context, the significance of performance appraisal feedback, the research problem, the purpose and objectives, and the theoretical and conceptual frameworks guiding the investigation. Performance appraisal is a structured process designed to evaluate employees' job performance against predefined standards, offering feedback to enhance their effectiveness and align their efforts with organizational goals (DeNisi & Murphy, 2017). In education, teacher appraisals are essential for improving instructional quality, fostering professional growth, and ensuring accountability (Danielson & McGreal, 2000). Feedback, a core component of appraisals, provides teachers with insights into their strengths, weaknesses, and areas for improvement, enabling them to refine their teaching practices (Hattie & Timperley, 2020). Globally, performance appraisal systems have been adopted to drive organizational success, with over 70% of multinational corporations implementing such systems to enhance employee performance (Cappelli & Tavis, 2016). In education, countries like Australia and the United States have integrated appraisals to improve teaching quality, though challenges such as inconsistent feedback and evaluator bias persist (Elliott, 2015; Papay, 2012).

In Kenya, the Teachers Service Commission (TSC) introduced the Teacher Performance Appraisal and Development (TPAD) system in 2016 to standardize teacher evaluations and enhance productivity (TSC, 2016). The TPAD system emphasizes continuous feedback, goal setting, and professional development, shifting from traditional, infrequent inspections to a more participatory and transparent process (Ngeno, Bett, & Cheruiyot, 2013). Feedback within this system is intended to clarify expectations, motivate teachers, and improve classroom outcomes, yet its effectiveness depends on factors such as timeliness, clarity, and the credibility of evaluators (Aguinis, 2016). In Kajiado County, a region characterized as an Arid and Semi-Arid Land (ASAL), public secondary schools face unique challenges, including limited financial resources, teacher shortages, and poor infrastructure, which exacerbate low KCSE performance (Nguuro, 2017). The county's KCSE mean score of 5.56 (C-) from 2021 to 2024, with 78% of candidates scoring D+ or lower in 2023, underscoring the urgency of addressing teacher performance to improve student outcomes (Unguku, 2023).

Feedback in performance appraisals serves multiple purposes: it informs teachers of their performance levels, fosters professional growth, and aligns individual efforts with institutional goals (Ahmad & Bujang, 2013). Effective feedback is timely, constructive, and specific, enabling teachers to adjust their strategies and enhance student learning (Hattie & Timperley, 2020). However, challenges such as delayed feedback, lack of clarity, and teachers' resistance due to perceived administrative burdens can undermine its impact (Kamau, Balu, & Oringo, 2018). In Kajiado County, these issues are compounded by logistical challenges, such as poor road infrastructure, which complicates the appraisal process. This study explores how feedback mechanisms—specifically communication methods, timeliness, receptiveness, and evaluator credibility—contribute to enhancing teacher performance in this context.

Despite the implementation of the TPAD system, public secondary schools in Kajiado County continue to report low KCSE results, with a mean score of 5.56 (C-) from 2021 to 2024, falling short of the C+ required for university admission (Unguku, 2023). This poor performance has been attributed to inadequate teacher effectiveness, staffing shortages, and insufficient resources (Malack, 2025; Kiminza, Ogula, & Getui, 2021). While performance appraisals are designed to enhance teacher effectiveness through structured feedback, their impact in Kajiado County remains underexplored. Teachers face multiple responsibilities, including instructional delivery, student welfare, and administrative tasks, yet the lack of effective feedback mechanisms may hinder their ability to improve (Nguuro, 2017). This study investigated the extent to which performance appraisal feedback contributes to enhancing teacher performance, addressing a critical gap in understanding its role in improving educational outcomes in Kajiado County's public secondary schools.

The purpose of this study was to examine the role of performance appraisal feedback on enhancing teachers' performance in public secondary schools in Kajiado County, Kenya. By analyzing feedback mechanisms, the study aims to provide insights into how schools can optimize appraisal systems to improve teaching quality and student outcomes.

This research offers significant benefits to various stakeholders in the education sector. For teachers, it provides actionable insights to enhance their performance through effective feedback, improving classroom instruction and student outcomes. School administrators can refine appraisal practices to foster a culture of continuous improvement. Policymakers, including the TSC and Ministry of Education, will gain evidence to strengthen appraisal policies, ensuring they support teacher development. The study also informs trade unions, such as the Kenya Union of Post Primary Teachers (KUPPET), in advocating for better appraisal systems and teacher welfare. Academically, it contributes to the literature on performance appraisals in education, particularly in ASAL regions. For the Kajiado County community, improved teacher performance could lead to better KCSE results, enhancing students' opportunities and uplifting socio-economic prospects.

1.1.Theoretical Framework

The study was guided by the Goal Setting Theory (Locke & Latham, 1979), complemented by Vroom's Expectancy Theory (1964) and the Resource-Based View Theory. Goal Setting Theory posits that specific, challenging goals paired with effective feedback enhance performance by increasing motivation and focus (Locke & Latham, 2006). In the context of teacher appraisals, feedback linked to clear performance goals can guide teachers toward improved instructional practices. Expectancy Theory suggests that teachers are motivated when they perceive a clear link between their efforts, performance, and rewards, with feedback reinforcing this connection (Vroom, 1964). The Resource-Based View Theory emphasizes the strategic value of teachers' skills, suggesting that feedback can identify and enhance these competencies, improving school performance (Barney, Ketchen, & Wright, 2011). Together, these theories provide a robust framework for understanding how feedback influences teacher performance.

1.2.Conceptual Framework

The conceptual framework posits that teacher performance (dependent variable) is influenced by performance appraisal feedback (independent variable), with internal school factors such as management practices, resource availability, and school culture acting as intervening variables. Feedback indicators include communication methods, timeliness, receptiveness, and evaluator credibility. Effective feedback is hypothesized to enhance teacher performance, evidenced by improved student KCSE outcomes, better teacher-student relationships, and efficient fulfillment of responsibilities. Ineffective feedback, however, may hinder performance. The framework guides the analysis of how feedback mechanisms contribute to teacher effectiveness in Kajiado County's public secondary schools.

2. Literature Review

The literature underscores the critical role of performance appraisal feedback in enhancing employee performance, particularly in educational settings. Bahadur (2017) investigated feedback dimensions, finding that clarity, timeliness, and credibility influence performance, though cultural impacts were inconclusive. Ahmad and Bujang (2013), in a telecommunications study, highlighted feedback's role in clarifying expectations and aligning efforts with organizational goals, improving

outcomes through structured communication. However, its New York context limits applicability to Kenya. Zachary (2010), studying UK universities, emphasized that effective feedback identifies strengths and weaknesses, fostering tailored development plans when delivered by credible evaluators. Salau, Oludayo, and Omoniyi (2014) found that regular feedback in Ghana's public sector enhances accountability and goal alignment, boosting performance. Aguinis (2016), in a Nairobi healthcare study, confirmed feedback's positive impact on engagement, motivation, and job satisfaction, reducing turnover. In Kenya, the Teachers Service Commission's TPAD system, introduced in 2016, facilitates continuous feedback to improve teaching quality (TSC, 2016). Hult and Edston (2016) noted teachers' acceptance of TPAD, as it enhances skills and motivation, while Kamau, Balu, and Oringo (2018) identified challenges like delayed feedback and teacher resistance. These studies collectively affirm feedback's importance but highlight gaps in context-specific research for Kajiado County's ASAL region. This study addresses these gaps by examining feedback's impact on teacher performance, focusing on communication methods, timeliness, receptiveness, and evaluator credibility, using a mixed-methods approach to provide localized insights for improving educational outcomes.

3. Materials and Methodology

This study used mixed methods approach and concurrent triangulation research design to investigate the influence of performance appraisal feedback on enhancing teachers' performance in public secondary schools in Kajiado County, Kenya. The methodology was carefully structured to ensure comprehensive data collection and analysis, addressing the study's objective of establishing the extent to which performance appraisal feedback contributes to teacher effectiveness. This section outlines the research design, target population, sample size and sampling techniques, data collection instruments, data collection procedures, data analysis techniques, and ethical considerations.

3.1. Research Design

The study adopted a mixed-methods research design, integrating both quantitative and qualitative approaches to provide a holistic understanding of the impact of performance appraisal feedback. A mixed-methods approach, as described by Creswell (2014), combines numerical data with narrative insights to enhance the validity and depth of findings. Specifically, the study utilized a convergent parallel mixed-methods design, where quantitative and qualitative data were collected concurrently, analyzed separately, and then integrated to draw comprehensive conclusions (Schoonenboom & Johnson, 2017). The quantitative component involved structured questionnaires to measure the statistical relationship between feedback and teacher performance, while the qualitative component used interview guides to capture nuanced perspectives from school principals. This design was suitable for addressing the complex nature of teacher performance and the multifaceted role of feedback in educational settings.

3.2.Target Population

The target population comprised all 93 public secondary schools in Kajiado County, Kenya, as of June 2025, including 93 principals and 1,216 teachers, totaling 1,309 individuals (County Government of Kajiado, 2021). Principals were included as key informants due to their role as appraisers in the Teachers Service Commission's (TSC) Teacher Performance Appraisal and Development (TPAD) system, while teachers were the primary subjects, as their performance was the focus of the study. Kajiado County's public secondary schools were selected due to their consistently low KCSE mean scores (5.56, equivalent to a C- grade) from 2021 to 2024, highlighting the need to explore factors affecting teacher effectiveness (Unguku, 2023).

3.3.Sample Size and Sampling Technique

The study sampled 28 principals and 295 teachers, resulting in a total of 323 participants. The sample size was determined using Yamane's (1967) formula for finite populations, ensuring a 95% confidence level and a 5% margin of error. For teachers, the formula yielded:

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

where ($N = 1,216$) (total teachers), ($e = 0.05$), resulting in ($n \approx 295$). For principals, a census approach was initially considered, but due to logistical constraints in the ASAL region, 30% of the 93 principals (28 principals) were selected, as recommended by Mugenda and Mugenda (2009) for manageable sampling in educational research.

Simple random sampling was used to select teachers to ensure equal probability of inclusion and minimize bias (Fraenkel & Wallen, 2000). Stratified sampling was applied to ensure representation across school categories (national, extra-county, county, and sub-county), with strata proportional to the number of teachers in each category. Principals were selected using purposive sampling to target those with direct experience in administering appraisals, ensuring rich qualitative data (Kombo & Tromp, 2006).

3.4.Data Collection Instruments

Data were collected using two primary instruments: questionnaires for teachers and interview guides for principals. The teacher questionnaire was structured into sections covering background information (e.g., gender, age, education level) and specific questions on performance appraisal feedback, including communication methods, timeliness, receptiveness, and evaluator credibility. The questionnaire used a Likert scale (1 = Strongly Agree, 5 = Strongly Disagree) to quantify teachers' perceptions, ensuring measurable data for statistical analysis (George & Mallery, 2003). Open-ended questions were included to capture qualitative insights.

The interview guide for principals consisted of open-ended questions exploring their perspectives on the role of feedback in enhancing teacher performance, challenges in feedback delivery, and recommendations for improvement. Both instruments were pretested in a pilot study involving 10 teachers and 3 principals from non-sampled schools in Kajiado County to ensure reliability and validity. The reliability of the questionnaire was assessed using Cronbach's alpha, achieving a coefficient of 0.82, indicating high internal consistency (Mugenda & Mugenda, 2009). Validity was

ensured through expert review by the study's supervisors and alignment with the research objectives.

3.5.Data Collection Procedures

Data collection occurred between March and May 2025, following ethical approvals from Machakos University and the Kajiado County Director of Education. An introductory letter and research permit were presented to school principals to gain access. Informed consent was obtained from all participants, emphasizing voluntary participation and confidentiality (Wilkinson, 2000). Questionnaires were distributed to teachers during school visits, with respondents given one week to complete them to accommodate their schedules. Completed questionnaires were collected in sealed envelopes to ensure privacy. Interviews with principals were conducted in-person or via phone, depending on accessibility, and lasted approximately 30–45 minutes. Audio recordings were made with consent, and notes were taken to supplement qualitative data. The response rate was 94.4%, considered adequate for analysis (Mugenda & Mugenda, 2009).

3.6.Data Analysis Techniques

Quantitative data from questionnaires were analyzed using descriptive and inferential statistics with SPSS version 24. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize teachers' perceptions of feedback effectiveness, presented in tables, pie charts, and figures. Inferential statistics involved correlation analysis to assess the relationship between feedback and teacher performance, and regression analysis to test the hypothesis (H03), with significance set at $p < 0.05$ (Schober, Boer, & Schwarte, 2018). The regression model was:

$$[Y = A + \beta X + \epsilon]$$

where (Y) is teacher performance (measured by KCSE outcomes and teaching effectiveness), (A) is the constant, (β) is the coefficient for feedback (X), and (ϵ) is the error term. Qualitative data from interviews were analyzed using content analysis, following Barton's (2001) approach. Responses were transcribed, coded, and categorized into themes such as feedback clarity, timeliness, and impact on motivation. Themes were triangulated with quantitative findings to validate results and provide deeper insights (Creswell, 2014).

3.7.Ethical Considerations

Ethical standards were strictly adhered to throughout the study. Informed consent was obtained, ensuring participants understood the study's purpose and their right to withdraw without repercussions. Confidentiality was maintained by anonymizing responses, using codes instead of names, and storing data securely. The study was conducted for academic purposes only, as emphasized in the introductory letter, and ethical clearance was obtained from relevant authorities, including the Kajiado County Commissioner. Participants were assured that no payment or incentives would be provided, maintaining voluntary participation (Wilkinson, 2000).

4. Abbreviations and Acronyms

ASAL: Arid and Semi-Arid Land

CPD: Continuous Professional Development

KCSE: Kenya Certificate of Secondary Education

KUPPET: Kenya Union of Post Primary Teachers

SPSS: Statistical Package for the Social Sciences

TPAD: Teacher Performance Appraisal and Development

TSC: Teachers Service Commission

5. Results and Discussion

This section presents the results and discussion of the study on the influence of performance appraisal feedback on enhancing teachers' performance in public secondary schools in Kajiado County, Kenya. The findings are derived from a mixed-methods approach, combining quantitative data from 295 teacher questionnaires and qualitative data from interviews with 28 principals. The analysis focuses on the study's objective to establish the extent to which performance appraisal feedback contributes to teacher performance, testing the hypothesis (H03) that there is no statistically significant relationship between performance appraisal feedback and teacher performance. Results are presented using descriptive statistics (means, standard deviations, frequencies, and percentages) and inferential statistics (correlation and regression analysis), with qualitative insights integrated to provide depth.

5.1. Results

5.1.1. Descriptive Statistics

The study achieved a response rate of 94.4%, with 278 completed teacher questionnaires and 28 principal interviews, deemed adequate for analysis (Mugenda & Mugenda, 2009). The demographic profile showed a near-equal gender distribution (51% male, 49% female), with most teachers aged above 26 years (82%) and holding at least a bachelor's degree (76%), with 24% possessing master's degrees. Teachers' employment status indicated 68% were employed by the Teachers Service Commission (TSC), and 32% by school Boards of Management, with 74% having over two years of teaching experience.

Regarding performance appraisal feedback, the study assessed indicators such as communication clarity, timeliness, receptiveness, and evaluator credibility. The overall mean score for statements measuring feedback's effect on teacher performance was 1.76 (SD = 0.706), indicating strong agreement among respondents that feedback positively influenced performance. Specifically, 92% of teachers agreed or strongly agreed that they received feedback from school administration, and 87% found it effective in enhancing their performance. On timeliness, 79% considered feedback delivery helpful, though 15% noted delays, and 6% were unsure. Additionally, 88% agreed that feedback was communicated clearly and concisely, and 85% found it positive and encouraging. Moreover, 83% agreed that feedback was practical and specific, and 80% were satisfied with its quality. Finally, 82% indicated that appraisal feedback affected their performance to a great or some extent.

Qualitative data from principal interviews corroborated these findings. Principals reported that feedback fostered a positive teaching culture, motivated teachers to refine instructional methods, and improved syllabus coverage. They emphasized that timely and constructive feedback enhanced teacher accountability and student engagement, though some noted challenges in ensuring consistent delivery due to resource constraints.

5.1.2. Inferential Statistics

Correlation analysis revealed a positive and significant relationship between performance appraisal feedback and teacher performance ($r = 0.612$, $p < 0.01$), indicating that effective feedback was associated with improved teaching outcomes. Regression analysis further tested H03, with results shown in Table 4.9. The regression model yielded an unstandardized beta coefficient of 0.189 ($p = 0.001 < 0.05$), indicating that a unit increase in appraisal feedback contributed to a 0.189-unit increase in teacher performance. The calculated F-value (5.432) exceeded the critical F-value (3.84) at a 5% significance level, leading to the rejection of H03. Thus, performance appraisal feedback had a statistically significant effect on teacher performance.

The overall multiple regression model, incorporating feedback alongside other variables (goal setting, knowledge appraisal, and reward systems), showed an R-square of 0.064, indicating that performance appraisal practices explained 6.4% of the variation in teacher performance (Table 4.11). In the combined model, feedback had the highest impact ($b = 0.115$, $p = 0.042 < 0.05$), underscoring its critical role.

5.2. Discussion

The findings confirm that performance appraisal feedback significantly enhances teacher performance in Kajiado County's public secondary schools, aligning with prior research. The high agreement (92%) that teachers received feedback reflects the TSC's TPAD system's emphasis on continuous evaluation (TSC, 2016). The positive correlation ($r = 0.612$) and regression results ($b = 0.189$, $p = 0.001$) support Ahmad and Bujang (2013), who found that feedback clarifies expectations and aligns efforts with organizational goals, enhancing performance. The mean score of 1.76 indicates that teachers perceived feedback as clear, timely, and practical, consistent with Hattie and Timperley (2020), who emphasized that effective feedback fosters engagement and motivation.

Qualitative insights from principals highlighted feedback's role in improving teaching methods and syllabus coverage, corroborating Aguinis (2016), who noted feedback's impact on job satisfaction and reduced turnover in Nairobi's healthcare sector. However, the 15% of teachers noting delayed feedback aligns with Kamau, Balu, and Oringo (2018), who identified delays as a barrier in Kenyan schools. This suggests a need for streamlined feedback processes, particularly in resource-constrained ASAL regions like Kajiado.

The study's findings also resonate with Zachary (2010), who emphasized that feedback from credible evaluators enhances acceptance and drives improvement. The 80% satisfaction rate with feedback quality indicates trust in evaluators, though training for appraisers could further enhance credibility. The significant impact of feedback in the combined regression model ($b = 0.115$)

underscores its synergy with other appraisal components, supporting Berhanu (2024), who linked positive perceptions of appraisal systems to increased motivation.

Challenges such as resource limitations and logistical issues in Kajiado County, as noted by Nguuro (2017), may hinder consistent feedback delivery. The qualitative data suggesting that feedback fosters a positive teaching culture aligns with Salau, Oludayo, and Omoniyi (2014), who found that regular feedback promotes accountability. To maximize impact, schools should adopt timely, constructive, and two-way feedback mechanisms, as recommended by Hult and Edston (2016). In conclusion, performance appraisal feedback significantly contributes to teacher performance in Kajiado County by enhancing motivation, refining teaching practices, and improving student outcomes. However, addressing delays and ensuring evaluator training are critical for optimizing its effectiveness.

6. Recommendations

To enhance the effectiveness of performance appraisal feedback in improving teacher performance in public secondary schools in Kajiado County, Kenya, several actionable recommendations are proposed based on the study's findings. First, school administrators should establish structured and transparent feedback systems to ensure clarity, timeliness, and specificity. The study found that 15% of teachers reported delayed feedback, which aligns with Kamau, Balu, and Oringo (2018), who noted that delays undermine feedback's impact. Implementing regular feedback schedules, such as quarterly reviews within the TSC's TPAD framework, can address this issue. Digital platforms, such as the TPAD online portal, should be optimized to facilitate timely feedback delivery, especially in resource-constrained ASAL regions like Kajiado, where logistical challenges were noted (Nguuro, 2017).

Second, training programs for both appraisers and teachers are essential to enhance feedback quality and receptiveness. The study revealed that 80% of teachers were satisfied with feedback quality, but 20% expressed concerns about evaluator credibility. Training principals and appraisers on constructive feedback techniques, as suggested by Aguinis (2016), can improve their ability to deliver actionable insights. Similarly, workshops for teachers can foster a positive attitude toward appraisals, addressing the 6% uncertainty about feedback's helpfulness. These programs should emphasize two-way communication to build trust, aligning with Hult and Edston's (2016) findings on feedback acceptance.

Third, feedback should be integrated into continuous professional development (CPD) programs to address identified weaknesses and build on strengths. The study's qualitative data indicated that feedback improved syllabus coverage and teaching methods, supporting Ahmad and Bujang's (2013) assertion that feedback drives goal alignment. Schools should link appraisal outcomes to tailored CPD initiatives, such as workshops on innovative teaching strategies, to sustain teacher improvement.

Finally, policymakers, including the TSC and Ministry of Education, should refine appraisal policies to ensure context-specific implementation. The study's findings highlight the need for localized strategies in ASAL regions, where resource constraints affect feedback delivery. Allocating resources for appraisal infrastructure, such as reliable internet access for TPAD, can

enhance system effectiveness. Additionally, further research into digital feedback systems and teacher attitudes toward appraisals is recommended to address gaps in implementation and receptiveness.

7. Conclusion

This study investigated the influence of performance appraisal feedback on enhancing teachers' performance in public secondary schools in Kajiado County, Kenya, addressing a critical gap in context-specific research within an ASAL region. The findings confirmed a statistically significant positive relationship between feedback and teacher performance ($b = 0.189$, $p = 0.001 < 0.05$), with a unit increase in effective feedback contributing to a 0.189-unit increase in performance. Teachers reported that clear, timely, and constructive feedback, delivered by credible evaluators, enhanced their teaching practices, motivation, and syllabus coverage, ultimately improving student learning outcomes. These results align with global studies, such as Ahmad and Bujang (2013), who emphasized feedback's role in clarifying expectations, and Aguinis (2016), who highlighted its impact on engagement.

However, challenges such as delayed feedback (reported by 15% of teachers) and varying receptiveness underscore the need for improved implementation. The TSC's TPAD system provides a robust framework, but its effectiveness depends on addressing logistical and attitudinal barriers. The study's mixed-methods approach, combining quantitative data from 278 teachers and qualitative insights from 28 principals, provided a comprehensive understanding of feedback's role, with an R-square of 0.064 indicating that appraisal practices, particularly feedback, explain 6.4% of performance variation.

These findings contribute to the literature by offering localized insights into feedback's impact in Kajiado County, where low KCSE mean scores (5.56, C-) from 2021 to 2024 highlight the urgency of improving teacher effectiveness (Unguku, 2023). By implementing structured feedback systems, training appraisers and teachers, and integrating feedback into CPD, schools can enhance teaching quality and student outcomes. Policymakers can leverage these insights to refine appraisal policies, ensuring alignment with educational goals and fostering socio-economic development in Kajiado County. Future research should explore digital feedback tools and teacher perceptions to further optimize appraisal systems.

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