

## **Influence of Perception of Distributive Fairness on Performance Appraisal practices in Public Secondary Schools in Cherangany Sub-County**

### **ABSTRACT**

**Aims:** This study sought to establish the influence of perception of distributive fairness on implementation of performance appraisal practices in public secondary schools in Cherangany Sub-County.

**Study Design:** The study used concurrent triangulation design.

**Place and Duration of the Study:** Public secondary schools in Cherangany Sub-County.

**Methodology:** The study included 187 respondents. Of these they were 37 (25 male and 12 females principals having an age range of 35 – 51 years). In addition 150 teachers were included. Stratified, simple random and purposive sampling was used to select respondents. Questionnaire were used to provide information and opinions from teachers and interviews from the principals.

**Results:** There was a significant positive influence of distributive fairness on implementation of performance appraisal practices ( $r= 0.506$ ,  $p =0.000$ ). Therefore, the more distributive fairness led to an increase in implementation of performance appraisal practices.

**Conclusion:** The results indicated positive perceptions of distributive fairness in the implementation of performance appraisal practices in public secondary schools in Cherangany Sub-County. To change the negative perceptions from the teachers, the study recommends use of a combination of methods in collection of performance appraisal data such as peer observation, self-evaluation, 360-degree assessment, verbal discussions and external assessment. The teachers should however be involved in selecting of the preferred appraisal methods.

**Key words:** *Distributive, Fairness, Implementation, Performance, Appraisal, Practices*

### **1. Introduction**

Performance appraisal (PA) is one of the most important human resource management functions (1) by which expectations and goals for subordinates are defined, communicated, reviewed and evaluated by comparing it with preset standards (2). Teacher appraisal becomes a perfunctory ritual activity that is disjointed from the process of teaching improvement and teachers' professional development (3). Teachers' performance appraisal has been an integral component of teacher management system in many countries for greater accountability and quality delivery is gaining roots in all sectors.

Teacher appraisal becomes a perfunctory ritual activity that is disjointed from the process of teaching improvement and teachers' professional development (3). Fairness or organizational justice in performance appraisal process and practices is extremely important for organizations because of its relationship with employees' job satisfaction and organizational commitment (3).

According to (5) organizational justice researchers divide the concept of fairness into three primary types the first commonly accepted type of justice is referred to as "distributive" justice. In the distributive-oriented perspective, the fairness of the outcomes of a particular decision is the main consideration. Procedural justice, the second type, concerns about the fairness of the process that lead to the outcome. The majority of research conducted in the organizational justice's field has put these two areas as the foundation in the last twenty years (6). Those studies indicate that people will accept a certain amount of unfairness in distribution if they perceive that the process by which the distribution decisions were made is fair. A third type of justice is often referred to as "interactional" justice.

Employees' perceptions of fairness depend on one or more of their perceptions concerning the various organizational outcomes which they receive from the organization (distributive justice), procedures used to make those decisions (procedural justice) and the treatment which they receive from organization or agents i.e. managers (interpersonal justice) and all the required information related to various outcomes is provided within an organization (informational justice) (7). Fairness perceptions of performance management practices have implications both for the employees and for the organization (7).

Organizational justice deals with fairness perceptions of employees and it refers to a degree to which processes, relations, exchanges and consequences in organization are perceived as fair by employees. In the last decade, focus of organizational researchers has been on fairness as individual and organizational outcomes have been found to be linked to employees' perception fairness (8).

Distributive justice is the first dimension of organizational justice that deals with fairness related to perceived outcomes. It is rooted in the social exchange theory, also referred to as equity theory. It refers to employees' perceptions of rewards received viz-a-viz the efforts put in by employees in relation to the efforts put in by other employees. When employees feel their rewards to be corresponding to their efforts, social exchanges are perceived as being fair (9). The second dimension of organizational justice is procedural justice, which depict employees' perceptions regarding fairness of procedures used in determining their outcomes/appraisal. Apart from the aforementioned two factor (procedural - distributive) model, three factor i.e. distributive, procedural and interactional justice model is yet another model of organizational justice..

In order to test the consequences of employees' fairness perceptions of PAs. (11) used perceptual, affective and behavioral construct model which is consistent with the organizational adoption model proposed by (12) and (13). They applied this interactive framework specifically to PA context by developing a specific scale. The authors found procedural, distributive, interpersonal and informational to be four distinct but highly correlating dimensions of organizational justice. Their research results support earlier assertion of (8) to consider the four justice dimensions separately. In Kenya, the appraisal system was introduced in 2006 and the aim was to enhance efficiency and effectiveness in public service (14). A study by Nyatera (15) revealed that head teachers were not competent enough to conduct the appraisal process for their teachers. The manner in which the exercise was done so much demoralized teachers that the process was perceived negatively. The study recommended thorough training of the appraisers to enable the appraisee develop a positive perception of the process. In Kenya, research has revealed that principals and other school designated appraisers are equally rarely trained on how to manage the TPA process. Conducting teacher's appraisal is an important management activity in Kenya public schools and especially for school managers. Credible teacher performance appraisal however requires an effective system of appraisal. TSC has rolled out some approach improvements to address shortcomings in teachers' performance appraisal. The purpose of performance appraisal is to create an enabling environment for teacher development, it is crucial to investigate the perceptions of the teachers regarding the fairness of implementation of appraisal system. If the system of an organization is not fair, it may result in an employee being dissatisfied with the appraisal system. There is a gap in knowledge concerning what teachers perceive as fair and unfair performance appraisal practices.

Teachers' performance appraisal is notably an important function of performance management process in public secondary schools in Kenya. When it is effectively carried out, TPAD can promote a teacher productivity, accountability and efficiency at work, thus

improving the performance of the students and the school in general. Despite these clear benefits, previous research in Kenya indicates that teachers held negative perceptions about their performance appraisal in public secondary schools (15). Teachers in public schools have consistently indicted their performance appraisal system as having numerous flaws mainly related to the policy implementation process. Kenyan teachers have not been left behind in performance appraisal process (16). (17) Revealed that, in Kenya teacher performance appraisal has only become a considerable issue recently. Although in developed countries such as USA, Australia and New Zealand it is already well established. According to (16), Traditionally Kenya and other developing countries used inconsistent evaluation method based on impulse and incorrect data to evaluate teachers.

Through TSC which is the constitutionally mandated teacher management agency, a new policy framework for appraising teachers was developed and implemented with effect from January 2016. Principally, the appraisal policy aims at providing critical information for coherent, effective and efficient decision-making regarding teacher's performance and establishing training needs to address the identified performance gaps. Notwithstanding the immense determination by TSC to successfully implement this teachers' performance appraisal policy since 2016, there has been a protracted contestation between the TSC and teachers' unions with regard to the effectiveness of Teachers' appraisal and development policy in enhancing teacher management systems in Kenyan schools. (18) carried out a study on teachers' perceptions on performance appraisal system effectiveness in public secondary school. The study established that there was a problem in communication of the performance feedback among the appraisers and appraisee as well as from TSC, the employer of teachers.

Globally, researchers have incorporated all four components of justice (procedural, distributive, interpersonal and informational) along with interactional justice into one framework (19). Although the dimensions of organizational justice in isolation have been used to ascertain the employees' perception of fairness, studies have not examined impact of employees' perception of fairness on their satisfaction using all four types of justice in a single framework. In Nigeria (20) conducted a study on performance assessment across secondary schools. The study results showed that teachers were competent and dedicated and there was need to have a more inclusive performance appraisal goal setting strategy in teacher evaluation. (21) Conducted a survey to determine the correlation between job satisfaction, appraisal methods, and performance assessment using descriptive statistics and Pearson correlation coefficient. The study concluded that performance appraisal influences motivation, employee working relationship and employee happiness to a moderate extent and subsequently job satisfaction. In addition, the performance appraisal feedback should be done objectively so as to be perceived to be fair by employees for it to meaningfully impact behavior and lead to high productivity.

In (22) revealed that performance appraisal is both inevitable and universal because human beings arbitrarily, naturally and formally have a habit of judging oneself and another employee's performance working with them. The judgments are unlawful and may bring serious problem at workplace which may affect employees' motivation negatively due to inaccuracies in such judgments. Organizations should, therefore, have structured performance appraisal to avoid unfair judgment of its employees. According to (23) teachers revealed that performance appraisal is a costly practice that requires money for designing, preparing and conducting training. In terms of teacher's perception of the appraisal process, it was observed that majority of teachers did not consider appraisal process at basic school to be fair. It was only meant to victimize the staff because the feedback did not reflect their performance. Most teachers regarded that the appraisal process as a waste of time because it could not relate to their professional development. (24) Study on Teachers appraisal in Botswana Secondary schools found that the role of performance appraisal in private and public institution was to ground future assignments to a worker based on the performance appraisal data. They noted that an effective performance appraisal system is that which is improvement oriented, because it would enable them gain more knowledge, skills and confidence required for proper service delivery. However, the study revealed that there was negative perception due to its perceived attitude related to the checking of teachers' competencies, having them paid in accordance to performance and disciplinary measures determined by the appraisal instrument.

Further, (25) in Ethiopia noted that the appraisal process changed its intention of enhancing teacher's performance. According to this study, the role of teacher performance appraisal was seen as mere rhetoric. The process indicated that there was a wide gap between the theory and practice of teacher performance appraisal. When teacher's performance appraisal takes place, the process involves an assessment of their individual competencies, performance and professional needs by either the principal, the deputy principal or the senior teacher (25). The process may also be conceptualized as one of those interventions that lead to professional development through in-service training, and focuses on developing the teachers' knowledge, skills and confidence for the sake of better performance to benefit both the teacher and the school (24).

In South Africa performance appraisal is primarily used to give feedback on inadequate performance, recognize outstanding performance and identify training needs of employees (26). Nonetheless, in South Africa, quality of teaching is generally poor despite efforts of government and the private sector (CDE, 2015). The integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED, 2011-2021) also referred to as the 'Plan', delinks teacher appraisal for development from appraisal for remuneration and salary progression. The appraisal system was marred with lack of consensus on the implementation between teachers and the government (CDE, 2015). In Uganda due to their administrative culture which is hierarchical and rigid, open discussion between manager and staff member tend not to happen during the appraisal process (27).

## **2. MATERIAL AND METHODS**

This study was based on pragmatic philosophical research paradigm whose approach applies pluralistic means of acquiring knowledge about a phenomenon. (13) Supports this and argues that, pragmatism makes it possible to work within the positivist and interpretivist approach. Pragmatism is generally regarded as the philosophical partner for the mixed methods approach. Pragmatic research philosophy is suitable for this study because it allowed the researcher to use whatever combination of methods necessary to find answers to research questions. According to (29), a mixed method is one in which both quantitative and qualitative methods are used to answer research questions in a single study or a multiphase study.

The study adopted descriptive survey research design. This design was appropriate because it gives conclusive results among the research variables. The study was carried out in Cherangany Sub-County. The county has an area of 556.9 km<sup>2</sup>. Cherangany Sub-County is a county with rich socio-economic endowment basically hinged on maize production and other agricultural activities. There is also notable variation in how schools perform KCSE.

Target population was all secondary school teachers in Trans-Nzoia County, while the target population consists of the 71 public secondary schools in Cherangany Sub-County. The target population was 539 respondents comprising of 71 principals and 468 teachers from 71 public secondary schools. The sample size was drawn from 468 respondents comprising of 71 principals and 468 teachers from 71 public secondary schools in Trans-Nzoia County. Yamane (1967) provides a simplified formula for calculating the sample size of the respondents. From the target population of 539 respondents, the researcher used proportionate sampling to select 86 respondents.

The study applied stratified sampling to create strata comprising of five Sub counties. The strata ensured representation of subjects by school type in the sample. Purposive sampling was used to select principals in national or extra county school in the sample. Principals were selected using stratified random sampling after establishing the number of schools per category in each school category. Teachers sampled through proportionate simple random sampling to ensure representation in the sample of teachers from different school strata. The sampling technique gave employee in the population an equal probability of being in the sample

The study used both primary and secondary data using questionnaire, interviews and document analysis. The study used questionnaire to collect primary data from respondents. The questionnaire contained close ended questions based on study objectives. The questionnaire employed the five –point Likert scale where 1 represents Strongly Disagree 2

represents Disagree 3 represents Neutral 4 represent Agree and 5 represents Strongly Agreed. Principals were guided through a scheduled interview in order to get an in-depth opinion about the use of TPAD in their schools.

The collected data was analyzed using descriptive and inferential statistics with the help of statistical package for social sciences (SPSS). Data collected from the field were cleaned, coded, and analyzed using descriptive statistics and Statistical Package for Social Sciences (SPSS V. 26). Results were presented in the form of frequency and percentages. Correlation analyses were done to determine relationship between variables.

### 3. RESULTS AND DISCUSSION

#### 3.1 Teacher Performance Appraisal Practices

The dependent variable was the application of Teacher Performance Appraisal Practices in public secondary schools in Cherangany Sub-County was examined using various statements as in Table 1.

**Table 1: Teacher Performance appraisal practices**

|  | SA |      | A  |      | UD |      | D  |      | SD |      |
|--|----|------|----|------|----|------|----|------|----|------|
|  | F  | %    | F  | %    | F  | %    | F  | %    | F  | %    |
| Enabled teachers to improve their professional knowledge and its application e.g. maintenance and use of approved professional documents etc | 8  | 5.3  | 30 | 20.0 | 12 | 8.0  | 48 | 32.0 | 52 | 34.7 |
| Enhanced teachers' ability to manage teaching time e.g. punctuality at duty station and lesson attendance etc                                | 12 | 8.0  | 30 | 20.0 | 12 | 8.0  | 44 | 29.3 | 52 | 34.7 |
| Enhanced teachers' innovativeness and creativity at work e.g. Integration of ICT in teaching and learning etc                                | 8  | 5.3  | 24 | 16.0 | 32 | 21.3 | 52 | 34.7 | 34 | 22.7 |
| Enhanced teachers' knowledge on learner protection, safety, discipline and teachers conduct e.g. Compliance with Children's Act              | 16 | 10.7 | 26 | 17.3 | 20 | 13.3 | 50 | 33.3 | 38 | 25.3 |
| Enhanced teachers' involvement in promotion of co-curricular activities e.g. Sports, music, drama etc.                                       |    | 0.0  | 28 | 18.7 | 32 | 21.3 | 30 | 20.0 | 60 | 40.0 |
| Enabled teachers to engage in their own professional development e.g. Enrolment in teacher professional development courses etc              |    | 0.0  | 32 | 21.3 | 26 | 17.3 | 26 | 17.3 | 66 | 44.0 |
| Facilitated teachers to collaborate with parents, guardians and other education stake holders to   | 15 | 10.0 | 70 | 46.7 | 14 | 9.3  | 36 | 24.0 | 15 | 10.0 |

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|  |    |     |    |      |    |      |    |      |   |     |
|--|----|-----|----|------|----|------|----|------|---|-----|
| promote education  |    |     |    |      |    |      |    |      |   |     |
| Helped maintain records of teaching and learning performance for decision making | 14 | 9.3 | 66 | 44.0 | 35 | 23.3 | 26 | 17.3 | 9 | 6.0 |

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The findings indicated that the performance appraisal feedback does not enable teachers to improve their professional knowledge and its application in maintenance and use of approved professional documents. Majority of the respondents 52 (34.7%) tended to disagree that performance appraisal feedback enhanced teachers' ability to manage teaching time e.g. punctuality at duty station and lesson attendance, although 12 (8%) were undecided and 8 (5.3%) strongly agreed and 30 (20%) agreed with the same statement. This implies that performance appraisal feedback does not always enhance teachers' ability to manage teaching time e.g. punctuality at duty station and lesson attendance.

Majority of the respondents disagreed 52 (34.7%) on the statement performance appraisal feedback enhanced teachers' innovativeness and creativity at work e.g. integration of ICT in teaching and learning, with 24 (16%) agreeing and 32 (21.34%) being undecided. The findings indicated that the performance appraisal feedback does not enhance teachers' innovativeness and creativity at work. Majority of the respondents 50 (33.3%) tended to disagree that performance appraisal feedback enhanced teachers' knowledge on learner protection, safety, discipline and teachers conduct e.g. compliance with children's act although 54 (17.3%) undecided and 26.6% disagree with the same statement. This implies that performance appraisal feedback do not always enhance teachers' knowledge on learner protection, safety, discipline and teachers conduct.

Most of the respondents 60 (40%) disagree with the statement performance appraisal feedback enhanced teachers' involvement in promotion of co-curricular activities e.g. sports, music and drama, with 28 (18.7%) agreeing and 32 (21.3%) undecided. This indicated that performance appraisal feedback does not always enhance teachers' involvement in promotion of co-curricular activities. Most of the respondents 66 (44%) disagree with the statement that appraisal has enabled teachers to engage in their own professional development e.g. Enrolment in teacher professional development courses, with 32 (21.3%) agreeing and 17.3% undecided. This indicated that performance appraisal does not enable teachers to engage in their own professional development.

Most of the respondents 70 (46.7%) agree with the statement that appraisal has facilitated teachers to collaborate with parents, guardians and other education stake holders to promote education, with 36 (24%) disagreeing. This indicated that performance appraisal does not facilitate teachers to collaborate with parents, guardians and other education stake holders to promote education. Most of the respondents 66 (44%) agree with the statement that appraisal has helped maintain records of teaching and learning performance for decision making, with 26 (17.3%) disagreeing. This indicated that performance appraisal does not help maintain records of teaching and learning performance for decision making.

The performance appraisals have not enabled teachers to improve their professional knowledge and its application, enhanced teachers' ability to manage teaching time and enhanced teachers' innovativeness and creativity at work. Performance appraisal feedback have not enhanced teachers' knowledge on learner protection, safety, discipline and teachers conduct, teachers' involvement in promotion of co-

curricular activities, enabled teachers to engage in their own professional development courses. Most of the respondents agree that appraisal has facilitated teachers to collaborate with parents, guardians and other education stake holders to promote education and have helped maintain records of teaching and learning performance for decision making.

From the interview schedule one of the principals stated that: *The teacher's perceptions of fairness of the appraisal practices are very critical aspects that contribute to effectiveness of the performance appraisal process. In scenarios where the performance practices are seen to be partial and teachers become dissatisfied with the process"*

On the overall rating of processes adherence of TPAD programmes at various levels in public secondary schools in Trans Nzoia County, most of the teachers rated the adherence at school level and TSC Headquarter to be effective, while the sub-county and County Level to be moderately effective. These findings agree with (30) who found out that PA makes the teachers to lack what to improve on due to unawareness caused by a lack of feedback. It concurs with (31) that teachers need constructive feedback from skilled practitioners in order to improve their teaching. The findings agree with Teacher Service Commission (2016) which pointed out at the inception of the performance and appraisal tool, that, innovation and creativity in teaching is demonstrated by preparing teaching/ learning aids and ICT integration in teaching and learning. These findings concur with those of (32) who asserted that inadequate content, shallow coverage and lack of infrastructures were negative effects of digital content utilization in secondary schools in Kenya.

These findings agree with the Teacher Services Commission (2016) which suggested that a teacher's performance and appraisal tool be set up so as to maintain collaborative relationships with the school stakeholders and the society at large. As such the study concludes that collaboration of parents has a positive influence on teacher's job performance. These findings concur with those of (33) who observed that PTA ensures quality standards and academic excellence through engagements with school board of management in Nigeria.

### **3.2 Teachers' perceptions of distributive fairness in the implementation of performance appraisal practices**

The respondents were asked to rate on a five-point Likert scale their level of agreement on several statements describing their perceptions of distributive fairness in the implementation of performance appraisal practices in public secondary schools in Cherangany Sub-County and their response were summarized in Table 2.

The findings indicated that majority of the teachers 42 (28%) felt that other teachers may not be receiving the appraisal outcome they deserve. On the other hand a few 18 (12%) felt that other teachers were receiving the appraisal they deserved. These results indicate that the appraisal practices may not be practices as they should. Further findings indicated that 39 (26%) of the teachers strongly agreed that their efforts in the school had been recognized and fairly rewarded by the school and TSC (Teachers Service Commission), 42 (28%) agreed, 34 (22.7%) disagreed while 11 (7.3%) strongly disagreed. The findings shows that majority of the teachers felt that their efforts had been rewarded fairly.

In regard to rewarding teachers whose appraisal ratings are low and are unfairly rewarded 13 (8.7%) of the respondents strongly agreed, 38 (25.3%) agreed, 24 (16%) disagreed while 13 (8.7%) strongly disagreed. These results show that the

perception of teachers is that they should be awarded in regard to whatever they score in the appraisal in order to reflect the fairness that TPAD espouses.

Table 2 further indicated that 40 (26.7%) of the teachers indicated that there is an incentive scheme for those who have exemplary appraisal rating, 52 (34.7%) agreed, 18 (12%) disagreed while 8 (5.3%). Further information indicated that 41 (27.3%) of the respondents strongly agreed that there is meritocracy in promotions and only those who deserve get it according to performance appraisal, 50 (33.3%) agreed while 21 (14%) disagreed and 16 (10.7%) strongly disagreed. These data indicates that the well-deserved teachers as per the TPAD were promoted.

In regard to POYA, TOYA & iTOYA reward schemes in the school and region in relation to their distribution 32 (21.3%) of the teachers strongly agreed that they well distributed, 43 (28.7%) agreed on the other hand 33 (22%) disagreed while 15 (10%) strongly disagreed. It is important to mention that this reward scheme is based upon the TPAD appraisal thus the perceptive distribution indicated that there is fairness.

**Table 2 Teacher's perceptions of distributive fairness of TPAD**

|   | SA   |      | A   |      | UD   |      | D   |      | SD  |      |
|---|------|------|-----|------|------|------|-----|------|-----|------|
|   | Freq | %    | Fre | %    | Freq | %    | Fre | %    | Fre | %    |
| In general, I have been receiving the appraisal outcome I deserve                                     | 22   | 14.7 | 41  | 27.3 | 23   | 15.3 | 52  | 34.7 | 12  | 8.0  |
| Other teachers in my school have been receiving the appraisal outcome they deserve                    | 18   | 12.0 | 37  | 24.7 | 45   | 30.0 | 42  | 28.0 | 8   | 5.3  |
| My efforts in this school have been recognized and fairly rewarded by the school and TSC              | 39   | 26.0 | 42  | 28.0 | 24   | 16.0 | 34  | 22.7 | 11  | 7.3  |
| Teachers whose appraisal ratings are low are not unfairly rewarded                                    | 13   | 8.7  | 38  | 25.3 | 62   | 41.3 | 24  | 16.0 | 13  | 8.7  |
| There is an incentive scheme for those who have exemplary appraisal rating.                           | 40   | 26.7 | 52  | 34.7 | 32   | 21.3 | 18  | 12.0 | 8   | 5.3  |
| The is meritocracy in promotions and only those who deserve get it according to performance appraisal | 41   | 27.3 | 50  | 33.3 | 22   | 14.7 | 21  | 14.0 | 16  | 10.7 |
| The POYA, TOYA & iTOYA reward schemes in my school and region are fairly distributed.                 | 32   | 21.3 | 43  | 28.7 | 27   | 18.0 | 33  | 22.0 | 15  | 10.0 |

|  |    |      |    |      |    |      |    |      |    |     |
|--|----|------|----|------|----|------|----|------|----|-----|
| The TPAD policy has clear mechanisms to recognize and reward teachers commensurately both in school and from TSC | 43 | 28.7 | 46 | 30.7 | 26 | 17.3 | 21 | 14.0 | 14 | 9.3 |
|--|----|------|----|------|----|------|----|------|----|-----|

The findings indicated that perceptions of distributive fairness in the performance appraisal and development policy in public secondary schools in Trans Nzoia County, most of the teachers agreed that their efforts in school have been recognized and fairly rewarded by the school and TSC and there was an incentive scheme for those who have exemplary appraisal rating. Most of the teachers agreed that there was meritocracy in promotions and only those who deserve get it according to performance appraisal and TPAD policy has clear mechanisms to recognize and reward teachers commensurately both in school and from TSC. Sometimes the POYA, TOYA & iTOYA reward schemes in school and region were fairly distributed, teachers have been receiving the appraisal outcome they deserve. Whether employees consider a particular appraisal as fair or unfair can depend on their perceptions of the rater's goals.

### 3.3 Correlation Results

The researcher conducted correlation analysis in order to establish the relationship between variables. To achieve this Pearson's correlation product moment was carried out because all the variables were in interval scale and results presented in Table 3.

**Table 3 Correlation Results**

|              |                     | TPAD   | Distributive |
|--------------|---------------------|--------|--------------|
| TPAD         | Pearson Correlation | 1      |              |
|              | Sig. (2-tailed)     |        |              |
| Distributive | Pearson Correlation | .506** | 1            |
|              | Sig. (2-tailed)     | .000   |              |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

c. Listwise N=312

There was a significant positive influence of distributive fairness on implementation of performance appraisal practices ( $r = 0.506, p = 0.05$ ). Therefore, the more distributive fairness led to an increase in implementation of performance appraisal practices. The results indicated positive perceptions of distributive fairness in the implementation of performance appraisal practices in public secondary schools in Trans Nzoia County. Most of the teachers agreed that their efforts in school have been recognized and fairly rewarded by the school and TSC and there was an incentive scheme for those who have exemplary appraisal rating.

Most of the teachers agreed that there was meritocracy in promotions and only those who deserve get it according to performance appraisal and TPAD policy has clear mechanisms to recognize and reward teachers commensurately both in school and from TSC. Sometimes the POYA, TOYA & iTOYA reward schemes in school and region were fairly distributed; teachers have been receiving the appraisal outcome they deserve. This finding agrees with (34) that distributive justice relates with the fairness of allocation of resources distributed to employees.

Perception of fairness of distribution may lead to emotional feelings and emotional behaviors. The findings agree with (35), unfair treatment of individuals tends to produce negative attitudes and behaviors than those who are treated fairly.

#### **4. Conclusion**

The distributive justice had a significant influence on implementation of performance appraisal practices. The distributive justice is more closely related to specific, person-referenced outcomes such as performance evaluation. The appraiser gives the same ratings to all teachers in order to avoid resentment. The teachers had academic qualification differences never affect appraisal rating and there was no appraiser treatment differently during the appraisal process.

#### **5. Recommendation**

To change the negative perceptions from the teachers, the study recommends use of a combination of methods in collection of performance appraisal data such as peer observation, self-evaluation, 360-degree assessment, verbal discussions and external assessment. The teachers should however be involved in selecting of the preferred appraisal methods. The study suggests that there is need to organize in-service training for the school administrators to equip them with requisite skills, knowledge and attitude relevant to performance appraisal process as a way of improving the current teachers' perceptions about appraisals.

#### **Ethical Approval**

Research permit was sought from the National Commission for Science, Technology & Innovation (NACOSTI). Upon being granted permission the researcher visited the County Education offices where authorization was granted to visit individual schools.

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