

**EFFECT OF TALENT MANAGEMENT ON THE RELATIONSHIP BETWEEN
PERFORMANCE APPRAISAL AND PRODUCTIVITY OF SECONDARY SCHOOL
TEACHERS IN KISUMU COUNTY, KENYA**

BY

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**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY IN BUSINESS ADMINISTRATION**

SCHOOL OF BUSINESS AND ECONOMICS

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DECLARATION

I certify that this thesis has not been previously presented for a degree in Maseno University, or in any other University. The work that is reported herein was carried out by me and all the sources of information were acknowledged by means of references.

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DEDICATION

I dedicate this work to my father Samuel Odayo for the great support and push to be the better man, to my mother Alice Odayo to whom I owe inspiration that burns within, to my son Trevor Odayo and Terry Angela whose very being lights up my life and to the dyslexic community.

ABSTRACT

Human resources are important to any organization's success. Productivity in organization remains key in achieving its goals. Globally teacher productivity is an ongoing concern. In Kenya, teacher productivity is below expectation with 11.37% and 13.77% students obtaining minimum university entry qualifications (C+) in 2017 and 2018 respectively. Performance appraisal is a means of achieving productivity. The Teachers Service Commission introduced Teacher's Performance Appraisal and Development in 2016 to address low productivity. However, teacher productivity remained poor. Prior studies on teacher productivity concentrated on aspects of PA like the tools and systems of appraisal and never explored the effect of PA in terms of the process, standards and criteria, feedback and satisfaction on teacher productivity. Studies have revealed both positive and negative relationship between Performance appraisal and Teacher productivity suggesting existence of a moderator. Reviewed studies have not focused on the role of talent management as a possible moderator. The purpose of the study was to determine the effect of talent management on the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County, Kenya. This study sought to: determine the effect of performance appraisal on productivity of the secondary school teachers in Kisumu County, determine the effect of talent management on productivity of secondary school teachers and to establish the moderating effect of Talent Management on the relationship between Performance Appraisal and Teacher productivity of the secondary school teachers in Kisumu County. Herzberg two-factor and the expectancy theories guided the study. A cross-sectional correlation survey design was employed on 1647 teachers and 312 were selected using stratified random sampling technique. Reliability of the instrument was achieved at 0.930 on Cronbach's Alpha. Expert reviews and factor analysis were used achieve content validity and construct validity respectively. Findings revealed that performance appraisal has a positive significant contribution on teacher productivity ($R=.480$, $p=.000$), ($R^2=.230$, $p=.000$). Talent management has a significant positive contribution on teacher productivity ($R=.673$, $p=.000$), ($R^2=.453$, $p=.000$). Talent management significantly and positively moderated the relationship between performance appraisal and teacher productivity ($R=.804$, $p=.000$). ($\Delta R^2=.170$, $p=.000$). Talent management accounted for 17.0% change in teacher productivity. The study concludes that performance appraisal and talent management significantly affected teacher productivity. The study recommends that performance appraisal and talent management should be enhancement in school to improve teacher productivity. The findings will be useful to Ministries of Education in development of performance appraisal and talent management policies to improve Teacher Productivity and a basis for further research.

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ABBREVIATION AND ACRONYMS

BOM	Board of Management
CQASO	County Quality Assurance and Standards Officers
DEO	District Education Officer
DHRO	District Human Resource officers
EPM	Electronic Performance Monitoring
HOD	Head of Department
HR	Human Resource
HRM	Human resource management
MOE	Ministry of Education
MBO	Management by Objectives
OCBS	Organizations Citizenship Behaviors
PA	Performance Appraisal
PM	Performance Management
SCEO	Sub county educational officers
SCQASO	Sub County Quality Assurance and Standards Officers
SHRM	Strategic Human Resource Management
TE	Teacher Evaluation
TM	Talent Management
TPA	Teacher Performance Appraisal
TSC	Teachers Service Commission

OPERATIONAL DEFINITION OF TERMS

Career management is the process by which individuals collect information about values, interests, skill strengths and weaknesses, identify a career goal, and engage in career strategies that increase the probability that career goals to be achieved.

Educational Productivity is the ratio between the contribution made by education to general development and the cost of education.

Employee Productivity Quality or volume of the major product or services that an organization provides.

Feedbacks are periodic discussions between the supervisor and the subordinates to monitor the latter's` progress in achieving the standards and making plans for any required developments.

Performance Appraisal is examining or assessing the performance of an employee over a certain period of time for the purpose of evaluation in order to institute change where necessary or to correct possible errors and making future development plans.

Productivity is a measure of how efficiently a given set of resources is utilized to achieve objectives of an organization.

Talent is the manifestation of exceptional ability by an individual's knowledge and competences in a given field of human endeavour. How is it determined?

Talent Management is a systematic process of identifying, developing and retaining individual employees with the necessary knowledge and high level of competence in an area of strategic importance to the business, for the purpose of achieving competitive advantage.

Teacher productivity is the outcome of the teachers' efforts in teaching students-usually shown through the number of students proceeding to university and colleges, value added to students.

Training is the planned and systematic modification of behavior through learning events activities and programs which results in the participants achieving the level of knowledge, skills, competencies and abilities to carry out their work effectively.

Value-addition is an estimated contribution to student test scores made by teachers.

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CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study and builds its case. It reviews the concepts of performance appraisal, productivity, talent management and teachers' performance appraisal in Kenya. This section also contains the statement of the problem, objectives of the study, hypothesis of the study, justification of the study and lastly the conceptual framework.

1.1 Background of the Study

The success of any organization depends on the quality and characteristics of its employees. Employees become a significant factor in any organization since they are the heart of the company. Organizations simply cannot achieve their goals and objectives without them. However, it is a fact that any employee for that matter needs something to induce him or to look forward to so that he is motivated to work at the best interest of the company (Liza, 2012). Annual performance appraisals enable management gauge and monitor whether institutional standards, expectations and objectives, and delegation of responsibilities and tasks are achieved. Staff performance appraisals also establish individual training needs and enable organization to identify training needs analysis and planning.

In today's competitive business world, it is understood that organizations can only compete with their rivals by innovating. Organization can only innovate by managing their human resources well. The human resource system can become more effective by having a valid and accurate appraisal system used for rating performances of the employees. Unfortunately, the number of organization using an effective performance appraisal system is limited (Yalcin, 2002). Stockley (2007) states that the talent management is a very conscious, deliberate approach adopted by the organization to attract, develop and retain people who possess right competencies, attitude and aptitudes to meet the strategic objectives of the organization. It focuses on people who got the right potential for achieving high performance levels. For an organization to achieve maximum utility of employees, it requires to manage their talent, and conduct performance appraisals to determine their productivity at regular intervals.

The necessity for implementation of human resources management (HRM) is increasingly acknowledged in academic institutions world over. Specifically, HRM holds the potential of

increasing teacher productivity through the increased involvement, empowerment and motivation of teachers. In educational literature, however, little empirical attention is paid to the ways in which different HRM practices could be bundled into a comprehensive HRM system (content) and how HRM could best be implemented to attain positive teacher and student outcomes (Runhaar, 2016).

Education and training has continued to take a very high priority in the countries developmental plans in order to educate Kenyans and prepare them to fill the job vacancies in the mid and high level positions in the private and public sectors of the economy. This therefore can only be attained through effective performance appraisal that can ensure teachers perform effectively in relation to the set objectives (Gichuhi, 2008). The secondary schools form the basis of placement at the universities and tertiary institutions. It is at this point that the future human resource is introduced into good work ethics and interest in different fields is born (Cappelli, 2008). Secondary school teachers form a fundamental basis in igniting and nurturing the different ambitions of this important resource to the production line. At the highest level of productivity, the country is assured of competent workforce to offer continuation to the production process (Hammond, 2001).

Kenya has been in a reform mode since independence in the 1960s, initially guided by sessional Paper No. 10 of 1965 on African Socialism and its application to planning. The first reforms were to address the challenges the young nation faced namely: disease, poverty and ignorance. However due to ineffective implementation of policies and inequitable governance structures that have span most of Kenyans post-independence period, there are still many Kenyans wallowing in poverty, ignorance and disease (Luke, 2014).

Kenya's reforms were categorized into two generations (GOK-ERS, 2004). The first generation reforms came soon after Systems applications products (SAPs) with the primary focus to deal with the globalization challenges and aftershock waves of SAPs. In 1993, the Kenyan Government responded to these challenges by formulating and implementing Civil Service Reform Programme (CRSP). The first phase (1993-1998) focused on cost containment through staff rightsizing initiatives such as voluntary early retirement. The second phase (1998 -2001) focused on performance improvement through rationalization of government ministries for effective performance and budgetary limits. The third phase dealt with reforming the civil service and specifically employee productivity. Logically, the

primary focus of the first generation reforms was to deal with the emerging economic challenges brought about by globalization. The reforms were about dealing with issues that needed both immediate attention and solution, and reshaping the state for long term goals (GOK-ERS, 2004). The second generation reforms came in 2004 when there was the launch of Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC). It supported initiatives that would efficiently and effectively sustain improved employee performance, productivity and service delivery (GOK-ERS, 2004). The government shifted from a concern to do, towards a concern to ensure things are done to give speedy results. This was and is still considered a managerial shift that is the strongest in developed countries and slow in developing countries.

Kenya Educational system has expanded significantly since independence. Secondary education has played a significant role in supplying man power needed for economic growth and development in Kenya by creating a class of educated leaders. Planners expect secondary schools and institutions of higher learning to produce the critically needed middle and higher level man power for enhancement of socio – economic development (herbison and Myers 1964). This explains why Kenya spends substantial amount of Money in Education. The Government continues to increase resources allocated to Education thus in 2004 / 2005 financial year gross expenditure for Ministry of Education estimated to be Kshs. 86,123.14 Million. Ten years down the line, in 2015/2016 financial year, the expenditure rose to 299. In 2016/2017 financial year, this figure stands at 339 Billion. This expenditure has however not been reflected on the productivity of the teachers as the results of the students continued to be of great concern to the country.

Performance appraisal has been defined in several ways by different authors. (Lansbury, 2002) defined performance appraisal as the process of identifying, evaluating and developing the work performance of employees in the organization, so that the organizational goals and objectives are more effectively achieved, while at the same time benefiting employees in terms of recognition, receiving feedback, catering for work needs and offering career guidance. Erdogan (2002), defines performance appraisal as the formal process of observing and evaluating an employee's performance. According to DeNisi *et al.* (2006) "Performance appraisal" is a discrete, formal, organizationally sanctioned event, usually not occurring more frequently than once or twice a year, which has clearly stated performance dimensions and/or criteria that are used in the evaluation process. Furthermore,

it is an evaluation process, in that quantitative scores are often assigned based on the judged level of the employee's job performance on the dimensions or criteria used, and the scores are shared with the employee being evaluated (DeNisi *et al.*, 2006).

Most modern organizations rely upon some forms of performance appraisal system to provide employees with feedback about their performance and to help the organization make decisions about such things as pay increases and promotions (Cleveland *et al.*, 1989; Landy and Farr, 1980; Oshionebo, 2000). Research on performance appraisal dates back at least as far as the early 1920's, and has continued to the present day. Therefore, it would seem reasonable to assume that practitioners could look to this research and find out how to design and implement performance appraisal systems that would help organizations improve individual performance. Yet this is not the case. In fact, practitioners continue to complain about how academic research in this area has been of limited usefulness, and how academic continues to bemoan the state of affairs on the practice front (Colquitt *et al.*, 2001; Smither and Walker, 2004).

Performance appraisal has gained popularity in schools as a systematic process of determining the merit, value, and worth of a teacher's current productivity and estimating his/her potential level of performance with further development (Maina, 2014). This has been attributed to the lots of research done in this area by researchers and practitioners who have been interested in measuring human performance for a long time. The performance appraisal system can have a significant impact on the attitudes and behaviors of teachers, which in turn affect the performance of teachers and the learning outcomes of students. It has therefore been viewed as a critical process in schools for raising the competency of teachers and thereby the quality of education (Esther and Kremer, 2015).

The success of any organization depends on the quality and characteristics of its employees. Employees become a significant factor in any organization since they are the heart of the company. Organizations simply cannot achieve their goals and objectives without them. However, it is a fact that any employee for that matter needs something to induce him/her or to look forward to so that he/she is motivated to work at the best interest of the company (Liza, 2012). Annual performance appraisals enable management gauge and monitor whether institutional standards, expectations and objectives, and delegation of responsibilities and tasks are achieved. Staff performance appraisals also establish

individual training needs and enable organization to identify training needs analysis and planning.

Productivity in the educational sector can be taken as a measure of the success of operations of the activities that would lead to the realization of the goals and objectives of the sector in the economy just as applicable to other forms of the business or corporate organizations (Jensen, 2010). Teachers occupy a central role as the principal resources in productivity in terms of application and effectiveness. Teacher productivity is one factor that could determine a teacher's effectiveness in the profession. Productivity, in its simplest essence, is defined as the result of the efforts exerted and the resources utilized (Bernolak, 2009). One measure of productivity shows how much a person can produce in a certain period of time with available resources. The better an individual makes use of resources, the higher his productivity will be and the better off he becomes in his career. An important measure of productivity is: the labour-input. Thus, teachers as labour-input are a very important measure of productivity (Chetty *et al.*, 2014).

Teacher productivity is measured in terms of student academic performance (Maina, 2014). Students' are expected to exhibit high academic integrity in form of good grades from schools and have good job performance after school. The rate at which students are preceding to the higher level of education and the quality of the courses is a major pointer at the productivity of a teacher, Knuver and Brandsma (1993). In Kenya, there is a big number of students who complete the secondary education level and there are more secondary schools than university and tertiary institutions. This means that there are many students who are competing for the few posts in secondary and tertiary institutions which call for better results if one is to successfully compete. In addition to this less than half of secondary schools candidates obtain poor grades to take them to secondary schools and one wonders why. Teacher productivity can also be measured by value addition (Chetty *et al.*, 2014). Like any other value-adding system, the educational system also needs to be well managed, that is concerned with the productivity of the system, measuring and improving the productivity (Arudo, 2008). Despite the many measures put in place to improve students' performance, poor grades at National Exams are still prevalent in Kenya.

Talent is the capability that individuals have, to make a significant impact on current and future performance of the company. According to Goffee and Jones (2007), talent is handful

of employee whose knowledge, skills and ideas give them the potential to produce value from the resource they have available for them. Talent is used as an encompassing term to Human resource that organizations want to acquire, retain and develop in order to meet their business goals (Cheese *et al.*, 2008). The concept of talent management emerged after McKinsey & Company in 1997 created the now legendary catchphrase “War for Talent” to describe the contemporary business world as permeated by the scarcity of talent and the struggle of the firms to attract and retain human capital – their most important asset (McDonnel, 2011). Talent management has since then developed and come to mean and encompass a multitude of things. Talent management is the systematic attraction, identification, development, engagement/ retention and deployment of those individuals who are of particular value to an organization, either in view of their ‘high potential’ for the future or because they are fulfilling business/operation-critical roles. (McCartney, 2006). Talent management includes complete set of process of recognizing and managing people for successful business strategy that the organization uses (Cappelli, 2008)

Education and training has continued to take a very high priority in the countries developmental plans in order to educate Kenyans and prepare them to fill the job vacancies in the mid and high level positions in the private and public sectors of the economy. This therefore can only be attained through effective performance appraisal that can ensure teachers perform effectively in relation to the set objectives (Gichuhi, 2008). The secondary schools form the basis of placement at the universities and tertiary institutions. It is at this point that the future human resource is introduced into good work ethics and interest in different fields is born (Cappelli, 2008). Secondary school teachers form a fundamental basis in igniting and nurturing the different ambitions of this important resource to the production line. At the highest level of productivity, the country is assured of competent workforce to offer continuation to the production process (Cheese *et al.*, 2008).

The input of the country in terms of revenue allocation should be commensurate to the outcomes of the teacher’s efforts in teaching students as shown by the number of students proceeding to the next level of learning, and value addition to the students. The trends of university entry grade minimum attainment in Kenya is however poor.

Table 1.1: Trends in University minimum grade attainment in Kenya.

	2015	2016	2017	2018	2019
Registered Candidates	525882	577,253	611,952	660,204	679,222
Above C+	169492	88,929	70,073	96,377	125,746
Percentage students above C+	32.23	15.41	11.45	13.77	18.51

Source – TSC-County Director Kisumu October, 2019

From Table 1.1 above, the teacher productivity is poor. Teacher's performance Appraisal policy was introduced in 2012, due to the poor performance of students which affected everyone in the society. Teachers however bear the greatest responsibility. The teacher productivity as indicated by the number of students qualifying for the next level of education is very low. Their productivity is squarely judged by the performance of the students in National examinations, the value added to the students who pass through their hands and the transitional rate to the next academic levels (Iraki 2014).

Studies have been conducted on performance appraisal and employee productivity. These studies while making conclusion of a positive relation between performance appraisal and employee productivity raised serious concerns like employee being unable to get feedback, evaluation criterion lacking in details (Omusebe *et al.*, 2013; Namuddu, 2010). When a similar study is carried out in the Education sector by Wanjiru (2014) and Iraki (2014) they both conclude that performance appraisal and an insignificant effect on teacher productivity. The study by Wanjiru 2014, concluded that "It is quite interesting to note that employees realize little benefit after a performance appraisal, there is little reward as far as performance appraisal is concerned. It appears that there are no significant benefits employees get after an appraisal has been conducted.

The purpose of the appraisal needs to be investigated" (Wanjiru *et al.*, 2012). The same conclusion is reached by Iraki (2014) who raises several issues on why the performance appraisal was not effective in secondary schools. It further points out teacher perception as a major hindrance. "Something should be done to change this perception. The study the principal agents of the appraisal process who are the principals were rarely engaged in the appraisal and instead delegated the appraisal, some even to the students" (Iraki 2014). Iraki found out that the appraisals lacked a follow up effect. There was rarely a direct influence of the appraisal results on the career development of the teacher. Studies on performance

appraisal and productivity have majorly focused on systems of appraisal. While Mwema, (2014) and Nyongesa (2014) focused on the appraisal systems. Iraki (2014) concentrated on the nature of the tools that were used for appraisal. Namuddu (2010) similarly studies the appraisal systems concentrating on the teacher based evaluations. Abraham (2014) only considered feedback on his study. All the reviewed studies have not brought out the effect of performance appraisal on productivity and none have studied the effect of performance appraisal on productivity of secondary school teachers. This study seeks to look at this effect.

Studies carried out on the effect of talent management on performance indicate a strong correlation between talent management and performance. But the component of individual productivity is consistently missing, Rita (2014) looked at the concept of talent attraction and performance. Results of inferential statistics showed that talent attraction which is a component of talent management had a positive correlation with performance. Silvana's (2014) study was more of an exploratory study. It sought to determine if Talent management was practiced in the Multinational Corporation. It concentrated on the practice of talent management especially on talent acquisition. James (2012) on the other end studied concentrated on talent management schemes and its application to the entire cadre of employees. All the studies reviewed did not look at the effect of Talent Management on an individual productivity. The studies gave emphasis to finding out the extent of talent management practices. These studies sought to determine extents of practice of talent management. The results to the studies carried out to determine the relationship between performance appraisal and productivity of employees are dissimilar and has made the management of the institutions and the policy makers unable to achieve full productivity through performance appraisal. There is no study that looks at the effect of talent management on Productivity. The current study sought to determine the effect of talent management on productivity of individual teachers of secondary school.

As findings mature, researchers' often go beyond the simple account of the bivariate cause-and-effect relationship, and attempt to understand what bridges the causal relationship and what alters the magnitude or direction of the causal relationship (Frazier *et al.* 2004). A mediator is a third variable that links a cause and an effect. A moderator is a third variable that modifies a causal effect. A moderation effect is a causal model that postulates "when" or "for whom" an independent variable most strongly (or weakly) causes a dependent

variable (Baron and Kenny 1986; Frazier *et al.*, 2004; Kraemer *et al.*, 2002). In essence, a moderator modifies the strength or direction (i.e., positive or negative) of a causal relationship.

Khan *et al* (2017) studied Impact of Performance Appraisal on Employee's Performance Including the Moderating Role of Motivation; noted that the relationship between Performance appraisal and employee Productivity required moderation, they however found out the employee motivation was not the positive moderation factor. A similar dilemma is faced by Aydın and Tiryaki (2013) in their study of the Impact of Performance Appraisal on Employee Motivation and Productivity in Turkish Forest Products Industry. Kuvaa (2006) studied performance appraisal satisfaction and employee outcomes mediating and moderating roles of work motivation The study revealed that there was a mediating and moderating effect on the relationship between performance appraisal, satisfaction and work performance They found out that there was a negative effect of the practices of PA on employee motivation, while there was no significant impact on employee productivity.

The studies on the relationship between talent management and productivity generally agree that talent management positively influences productivity. These studies concur on the importance of talent management as a moderator of the firm's performance. However none of them has looked at the effect Talent management has on the relationship between performance appraisal and employee productivity. All these studies have been conducted in countries away from Kenya and none of them has been conducted in the Education sector while performance appraisal is agreeably necessary, there is a clear need to moderate it with a factor that would improve Employee productivity, this study looks at the at Talent management as a possible suitable moderator to the relationship between Performance Appraisal and Employee Productivity.

1.2 Statement of the Problem

Kenya Educational system has expanded significantly since independence. Secondary education has plays a significant role in supplying man power needed for economic growth and development in Kenya by creating a class of educated leaders. Planners expect secondary schools and institutions of higher learning to produce the critically needed middle and higher level man power for enhancement of socio – economic development. This explains why Kenya spends substantial amount of Money in Education. In the financial year 2019/2020 the expenditure is at 497.7 Billion accounting for 26.7% of the countries whole budget. This expenditure has however not been reflected on the productivity of the teachers. Teacher productivity in the country is low with very few students proceeding to the universities and tertiary collages after leaving high school. Teachers Service Commission (TSC) introduced teachers performance appraisal tool (TPAD) in 2015 to ensure teachers attend to their duties effectively and efficiently hence improve teacher productivity. This has however not been the case as the productivity of the teachers is still low. The reviewed studies have not brought out the effect of performance appraisal on productivity particularly on secondary school teachers. Further, reviewed studies carried out to determine the relationship between performance appraisal and productivity of employees are dissimilar and have made the management of the institutions and the policy makers unable to achieve full productivity through performance appraisal. None of the studies has looked at the effect talent management has on the relationship between performance appraisal and employee productivity. The contribution of talent management to the relationship between performance appraisal and teacher productivity therefore remains largely unknown. Studies done have not targeted the effect of talent management on the relationship between performance appraisal and productivity; the inclusion of talent management as a moderator variable in the allusive teaching quality and general teacher's productivity that should be exploited. All these studies have also been conducted in countries away from Kenya and none of them has been conducted in the Education sector. While performance appraisal is agreeably necessary, there is a clear need to moderate it with a factor that would improve employee productivity, this study looks at the at talent management as a possible suitable moderator to the relationship between performance appraisal and employee productivity.

1.3 Objectives of the Study

The general objective of this study was to determine the effect of talent management on the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County.

Specific Objectives

- i) To determine the effect of performance appraisal on productivity of secondary school teachers in Kisumu County.
- ii) To determine the effect of talent management on productivity of the secondary school teachers in Kisumu County.
- iii) To establish the moderating effect of talent management on the relationship between performance appraisal and productivity of the secondary school teachers in Kisumu County.

1.4 Hypotheses for the Study

This study was guided by the following hypotheses;

- H₀₁: Performance appraisal has no significant effect on productivity of secondary school teachers in Kisumu County
- H₀₂: Talent management has no significant effect on productivity of secondary school teachers in Kisumu County
- H₀₃: Talent management does not have a moderating effect on the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County.

1.5 Significance of the Study

Effective talent management is essential in achieving organizational excellence and is a driving force for business success (Tanton, 2007). Johnson (2000) asserts that the days when ready-made, well-trained and culturally acceptable successors who knew the business intimately were waiting in the wings have gone. At its heart, talent management is a matter of anticipating the need for human capital and then setting out a plan to meet it. Current responses to this challenge in most schools are to do nothing: anticipate no needs at all; make no plans for addressing them (rendering the term “talent management” meaningless). This reactive approach relies overwhelmingly on outside hiring and has faltered now that the surplus of management talent has eroded.

Kisumu County has a mix of cosmopolitan and rural setting. The schools intended for the study therefore offer a wider range of all schools at all levels and clusters, Public schools, Private schools, Sub county, county extra county and National schools. While the trend of poor results at KCSE has been recorded in the entire nation, Kisumu County has shown a remarkably lower performance with only 20.12% in 2016, 13.43% in 2017 and 12.54% in 2018 obtaining university entry grades. The county provides a great mix of academic performance, having the high performing schools and the very low performing schools. It also gives a good mix of the infrastructural developments in the schools. It has schools with very good infrastructures and those with very poor infrastructure. Similarly the county offers a mix of urban and rural setting. It hosts a Kisumu city, but also hosts some very economically challenged regions. It provided a perfect representation and great depth for the study.

Academicians may use the findings of this study as a preamble for further research studies in the field of Human Resource Management. The practitioners and the managers of the academic institutions might find this study useful in understanding employee better hence enabling them to make sound professional development decisions concerning the teachers for better and quality delivery. Policy makers may find the study useful in their decision making process with regard to formulation of policies that would support high levels of teacher's productivity and enforcing legislature that promotes adoption of talent management in appraisal.

1.6 Scope of the Study

This study explored the moderating effect of talent management on the relationship between performance appraisal and teachers' productivity of secondary school teachers in Kisumu County. Kisumu County is one of the new devolved counties of Kenya. Its borders follow those of the original Kisumu District, one of the former administrative districts of the former Nyanza Province. Its headquarters is Kisumu City located at -0.097, 34.767. It has a population of 968,909 (according to the 2009 National Census). The land area of Kisumu County totals 2085.9 km². Kisumu County's neighbors are Siaya County to the West, Vihiga to the North, Nandi to the North East and Kericho County to the East. Its neighbor to the South is Nyamira County and Homabay County is to the South West. The county has a shoreline on Lake Victoria, occupying northern, western and a part of the southern shores of the Winam Gulf. Kisumu County is divided into seven Sub-Counties namely, Kisumu East,

Kisumu Central, Kisumu West, Muhoroni, Nyakach, Nyando and Seme. The study was done in Kisumu County between 2016 and 2019 focusing on Secondary School Administrators at the level of Dean of studies, Deputy Principals, Principals and the teachers employed by the Teachers Service Commission. The variables involved included performance Appraisal, Teacher productivity and talent management.

1.7 Conceptual Framework

The study was guided by the Herzberg's two factor theory and Vroom's expectancy theory. The two factor theory is based on the notion that the presence of one set of job characteristics or incentives lead to worker satisfaction at work, while another and separate set of job characteristics lead to dissatisfaction at work. From this, the standards and criteria for the performance appraisal needs to be appreciated by the employees. If these standards are not appreciated by the employees, there is no guarantee they will recognize and accept any shortcomings identified by evaluators (Bladen, 2001). The appraisal system should also provide feedback to the employees. When the supervisors provide employees with useful information that enables the latter to learn, develop, and improve their performance, the appraisal will be motivational. In the absence of the feedback, many employees will be likely to be apprehensive and, consequently, may decide to put something of a show to impress evaluators (Norfarizal, 2014). The system should also be satisfying. Expectancy theory suggests that, although individuals may have different sets of goals, they can be motivated if they believe that there is a positive correlation between effort and performance, and that favourable performance will result in a desirable reward (Lawler *et al.*, 1973). In this study the teacher has a particular goal; some behavior must be produced in order to achieve that goal. This requires the organization to organize for training and development, retention and career management. The teacher will weigh the likelihood that various behaviors will achieve the desired goals and if certain behavior is expected to be more successful than others, that particular behavior will be preferred by the individual (Vroom, 1964).

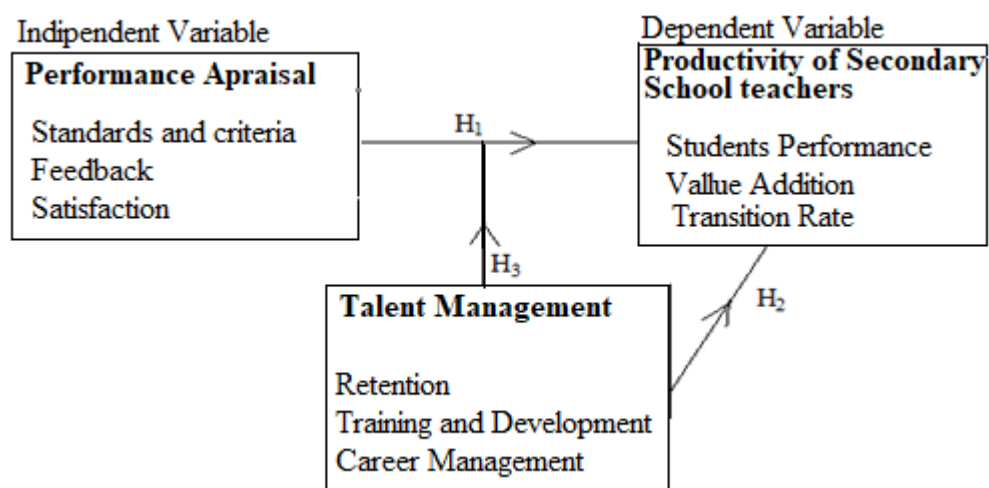


Figure 1.1: Conceptual framework showing the relationship between talent management performance Appraisal and Productivity of staff.

Source: Adapted and Modified from TSC Teacher Performance Appraisal and Development Tool (2017).

There are various aspects of HR policies that can be considered in relation to employee productivity in an organization. The conceptual framework was used to illustrate the specific performance appraisal elements that were selected for the purpose of this study that might influence employees' output in a school system. The framework similarly illustrated the measurable components of productivity and the components of talent management that would affect the relationship between performance appraisal and productivity. The performance appraisal had three major elements that were studied in this research; Performance Appraisal (PA) standards and criteria, PA feedback and PA satisfaction. All the three components of performance appraisal must be well taken care of for the Appraisal to be considered a success. The standards set for the appraisal must be sound and the criteria acceptable to the appraised. The appraised must thereafter be given correct feedback with possible ways of improvement. Finally, the entire process must be perceived as satisfactory by both the management and the employee. Productivity on the other hand was measured from the students' performance, value addition to the students and the number of students who successfully graduate to the next level of academic work. This study covered performance appraisal as the independent variable, productivity as the dependent variable; and talent management as a moderating variable between performance appraisal and productivity. This was illustrated in figure 1.1.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews literature related to the study. It reviews the theoretical foundations on which the study is based and the theoretical literature. It looks at the comparative empirical studies which assist in exposing the gaps that the study attempted to address. The literature discussed was specifically concerned with Performance appraisal, employee productivity, talent management and their relationships. The review finally gave a summary of the gaps to be addressed in the study.

2.1 Theoretical Literature Review

2.1.1 The Herzberg Two-Factor Theory

The two-factor theory was proposed by Frederick Herzberg, a behavioural scientist in 1959. It is based on the notion that the presence of one set of job characteristics or incentives lead to worker satisfaction at work, while another and separate set of job characteristics lead to dissatisfaction at work. Thus, satisfaction and dissatisfaction are not on a continuum with one increasing as the other diminishes, but are independent phenomena. The two factors of the theory include: the Hygiene factors and the Motivators factors.

Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent / if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. Hygiene factors are what causes dissatisfaction among employees in the workplace. In order to remove dissatisfaction in a work environment, these hygiene factors must be eliminated (Bladen, 2001). The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Eliminating dissatisfaction is only one half of the task of the two factor theory. The other half would be to increase satisfaction in the workplace. This can be done by improving on motivating factors. Motivation factors are needed to motivate an employee to higher performance.

Because satisfaction and dissatisfaction are independent, there are four possible outcomes for company managers who try to influence employee behaviour: High satisfaction + low dissatisfaction = employees have few complaints and are highly motivated, high satisfaction

+ high dissatisfaction = employees have many complaints but are highly motivated. Low satisfaction + low dissatisfaction = employees have few complaints but are not motivated. Low satisfaction + high dissatisfaction = employees have many complaints and are not motivated.

The Employee appraisal systems form a key hygiene factor. The expectation that it will be satisfying specifically to the employees and do not make them dissatisfied. Performance appraisal should be fair and clear. It should include standards that the employees understand and are familiar with. Those standards must not be compromised and should give teachers a chance to disapprove inappropriate policies, harsh and unfriendly teacher-inspector relationship lack of sufficient teacher support will result in the teachers being demotivated in their work. If these standards are not appreciated by the employees, there is no guarantee they will recognize and accept any shortcomings identified by evaluators. The appraisal system should also bring feedback to the employees. When the supervisors provide employees with useful information that enables the latter to learn, develop, and improve their performance, the appraisal will be motivational. In the absence of the feedback, many employees will be likely to be apprehensive and, consequently, may decide to put something of a show to impress evaluators.

The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. Employees find these factors intrinsically rewarding (Bladen, 2001). The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include, Recognition; the employees should be recognised when their performance appraisal ratings match or exceed the expectation. They should be praised and recognized for their accomplishments by the Superiors. This brings a sense of achievement. There must be a fruit of some sort in the job growth and promotional opportunities and their career management should be well taken care of. There must be growth and advancement opportunities in an organization to motivate the employees to perform well.

This theory is applicable to this study because the study focuses on productivity of the secondary school teachers regardless of their varying age, marital status, rank, health status and experience. Other factors might determine satisfaction and dissatisfaction levels too, for example, organization culture, management style etc. the hygiene factors that include the

standards and criteria and feedback when well handled by the teachers employers, they will be motivated to work and improve on their productivity. Similarly the Motivation factors that include retention, training and development and career management would further improve the teachers' inclination to good work hence improving on teachers' productivity.

2.1.2 Vroom Expectancy theory

Expectancy theory was proposed by Vroom in 1964, is also known as the valence, instrumentality and expectancy (VIE) theory. It also means the depth of the needs of an employee for extrinsic reward (such as money, promotion, time-off, benefits, etc.) or intrinsic (such as work satisfaction) reward. Management must discover what employees' values are (Norfarizal, 2014). Vroom realised that an employee's performance is based on individual level factors, such as personality, skills, knowledge, experiences and abilities. The theory suggests that, although individuals may have different sets of goals, they can be motivated if they believe that there is a positive correlation between effort and performance, and that favourable performance will result in a desirable reward (Lawler *et al.*, 1973). The reward will eventually satisfy the need and the desire to satisfy the need is strong enough to make the effort worthwhile. The theory explains that people are motivated to do something because they think their actions will result to their desired outcome (Redmond, 2009). "Expectancy theory proposes that work motivation is dependent upon the perceived association between performance and outcomes and individuals modify their behaviour based on their calculation of anticipated outcomes" (Fang, 2008). In other words, it can help explain why a person performs at a particular level.

An organisations ability to understand expectancy as related to the expectation performance linkage can be extremely useful in the workplace. The supervisors need to present a reasonably challenging assignment to the employee. Challenging work allows for self-confidence, education, ability development, training, skills and experience, among other things. The Organisation must consider the employee's ability. People differ on experience, knowledge, training, skill, educational level, tasks need to be assigned based on the individual's level of competence. The Organisation also needs to provide the necessary skills to the individual in order for them to be successful (Redmond, 2009). The managers need to determine and specify which outcomes constitute acceptable performance, and which do not. The outcomes need to be communicated clearly with précised goals that need to be accomplished. Both the employee and the manager need to reach a mutual agreement on the

behaviour that represents a successful outcome for each of them. The preparation for performance appraisal and criteria to be utilised, the feedback and the satisfaction of the employee on the appraisal procedure will improve the employees leaning towards great productivity. Most individuals want to feel useful, competent, involved once this is done, their productivity would improve (Fang, 2008).

Expectancy suggests that employees have different expectations and levels of confidence about what they are capable of doing and management must discover what resources, training or supervision employees need. This would involve training and development plans for the employee. Whereas, 'instrumentality' means the perception of employees as to whether they will actually get what they desire, even if it has been promised by a manager. Management must ensure that promises of rewards are fulfilled and that employees are aware of that. Vroom suggested that an employee's beliefs about expectancy, instrumentality, and valence interact psychologically to create a motivational force such that the employee acts in ways that bring pleasure and avoid pain (Tanton, 2007). According to expectancy theory, a person's motivation towards an action at any time is determined by an individual's perception that a certain type of action would lead to a specific outcome and his personal preference for this outcome.

This theory is applicable to the study since teachers employee has a particular goal, some behavior must be produced in order to achieve that goal. This requires the organization to organize for training and development, retention and career management. The teacher will weigh the likelihood that various behaviors will achieve the desired goals and if certain behavior is expected to be more successful than others, that particular behavior will be preferred by the individual (Vroom, 1964). The teachers are motivated to put more effort so as to produce better results because of the expected reward and the when the performance of the students and hence productivity is enhanced. However, in a school set up the teacher may lack the necessary skills and training to believe that his extra efforts will lead to better productivity. The management should re-evaluate the appraisal techniques and formulate policies that strengthen performance-reward relationship as just and equitable.

2.1.3 Teacher Performance Appraisal

Performance Appraisal is concerned with identifying, measuring, influencing and developing job performance of employees in the organization in relation to the set norms and standards for a particular period of time in order to achieve various purposes Kemi *et al*

(2016). This involves getting optimum use of the available knowledge, skills and abilities in the workforce to optimize employee productivity and give an organization a competitive advantage. Previously, researchers like Bartlett and Kang (2004); Schuler *et al* (2008) and Seifert *et al* (2003) opined that performance appraisal is a step where the management finds how effective it has been at hiring and placing employees. Formal appraisal has become a widespread instrument of human resource management. According to Bladen (2001), performance appraisal is the process of evaluating the performance and qualifications of the employee in terms of the requirement of the job for which he is employed, for the purpose of administration including placement, selection for promotion, providing financial rewards and other actions. Coens and Jenkins (2000) described performance appraisal as a measurement of how well someone performs job relevant tasks.

Teacher performance appraisal is a mechanism for improving teaching and learning. Teachers' professional competence and conscientiousness are the keys to the delivery of quality education in schools. In a well-designed staff appraisal system, the instruments and procedures can constitute valuable professional development for teachers and enable the school management to assess teachers' performance. The teacher appraisal system assists in recognising and encouraging good performance, identifying areas for development, and improving overall performance of teachers (Decenzo & Robbins, 1998). Performance implies a combination of doing a job effectively and efficiently, with a minimum degree of employee created disruptions (Decenzo & Robbins, 1998).

The practice of teacher appraisal has evolved rapidly in the world in recent years. Traditionally, in Kenya, local principals have evaluated the performance of individual teachers using procedures that are fairly superficial, perfunctory, and relatively unstructured (Weisberg *et al.*, 2009). The usual results of such "drive by" assessments are simply to classify individual teachers as either satisfactory or unsatisfactory. These binary designations have typically implied few, if any, direct and meaningful outcomes for teachers (i.e., for compensation, advancement, or professional development). In fact, under these less structured approaches, nearly all teachers are usually rated as satisfactory (Weisberg *et al.*, 2009).

Teacher performance appraisal can be a key lever for increasing the focus on teaching quality. An understanding of the various aspects of successful performance appraisal is

essential. This study will look at three key aspects; Standards and criteria of performance appraisal, feedback and satisfaction with the appraisal process.

2.1.3.1 Standards and criteria of performance appraisal.

Performance standards refer to the major duties performed. According to Stronge (2011) there are seven performance standards for all teachers. These include Professional Knowledge. The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. The second is Instructional Planning. The teacher plans using the authorized Standards of Learning, curriculum, syllabus, effective strategies, resources, and data to meet the needs of all students. The next is instructional Delivery. The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. The fourth is the Assessment of Student Learning. The teacher systematically gathers, analyses, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. Then there is the Learning Environment. The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centred environment that is conducive to learning. At number six is Professionalism. The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. The final is Student Academic Progress. The work of the teacher results in acceptable, measurable, and appropriate student academic progress (Stronge, 2011)

Teacher appraisal systems are dramatically changing as a result of the push by the government not to leave any child behind. The government is demanding that the schools prove an increase in student achievement with the use of highly effective teachers. New teacher performance appraisal tools are being developed and implemented to assure that the best possible teachers are educating students. Supervision and evaluation is linked through identifying, planning, and providing professional development to increase teacher effectiveness and student achievement (DiPaola & Hoy, 2008). The performance standards laid down by Stronge (2011) form a huge basis for those laid down by the teacher's service commission in its Performance appraisal and development tool (TPAD, 2016). The tool lays down seven performance competency areas.

The first is the Professional knowledge and Application. This area requires the teacher to demonstrate an ability to prepare; Schemes of work, lesson plans and lesson notes based on current curriculum and syllabi, records of work, Teaching/learning aids, assess learners and provide feedback, and prepare and maintain learners' progress records. The performance indicators for this competency include Availability and use of: Approved schemes of work, lesson plans, lesson notes, records of work, text books teaching/learning aids, Test/examinations, marking scheme, learners marked exercise book/marked test papers and learners progress records; mark sheet . The teacher should demonstrate individualized education programs including timely syllabus coverage and score highly on the lesson observation rating (TPAD, 2016).

The Second competency involves time management, here the teacher should demonstrate ability to manage teaching time through consistent class attendance, observance of the school time table, attendance of other school activities and staff meetings. The performance indicators of this competency include: Punctuality in reporting to duty and lesson attendance, Records of teacher presence, lesson taught/ missed, lesson recovered records, records of remedial lessons, staff meeting attendance. Timely preparation of professional records (TPAD, 2016). The third competency include Innovation and creativity in teaching. Here the teacher should demonstrate the Ability to improvise and use locally available resources for effective teaching and learning outcomes. The performance indicators for this competency include Evidence of use of; teacher prepared teaching/learning aids, ICT to access Online Educational Resources, ICT integration in teaching and learning in order to improve knowledge content and curriculum delivery.

The fourth competency is the Learner protection, safety, discipline and teacher conduct. This involves; Knowledge of matters related to sexual, mental/ psychological, physical harassment/ abuse and the appropriate solutions, Adherence to legal and professional provisions. The indicators here include; Evidence of compliance with Cord of regulations for teachers, Code of conduct, and Children's Act and other statutory regulations regarding Children's Rights, use of teaching/learning aids that support learners safety and promote self-awareness, create child friendly learning environment, Sensitization programs, Records of learners discipline cases and interventions. Evidence of parental involvement in learner's discipline (TPAD, 2016). The fifth competency deals with Promotion of Co-curricular activities. Here the teacher needs to demonstrate the ability to organize and guide co-

curricular and life skills learning activities to realize and nurture unique talents and develop them to their full potential. The indicators includes; availability of approved co-curricular schedules, membership lists, certificate of participation at different levels, evidence of awards, officiating, coaching, and training in co-curricular activities (TPAD, 2016).

The sixth is in Professional Development, here the competency include Identify individual performance gaps, and training needs and seeking solutions through professional development courses. The teacher should demonstrate; Enrollment for teacher professional development courses, have Certificates for courses attended. Have an Evidence of involvement in peer learning at school, zonal and or cluster levels. Be involvement in subject panels in different levels and participation in training and marking of exams at different levels (TPAD, 2016). The final competency area is in Collaboration with parents/guardians and stakeholders. The teacher should establish and maintain collaborative relationships with Educationalists, parents/guardians, and the local communities. In this area, the teacher should have records of parental involvement. The indicators include; Evidence of involvement in community development based activities. Records of involvement in exchange programs and national initiative Evidence of involvement and networking with educational bodies e.g. Kenya National Examination Council (KNEC), Kenya Institute of Curriculum Development (KICD), Ministry of Education Science and Technology (TPAD, 2016).

The teachers performance appraisal and development tool has been widely accepted as a step in the right direction in teacher appraisal in the Kenyan schools. It is expected to evaluate the teachers on pedagogy, preparation and use of professional documents like the scheme of work, lesson plans and notes. The direct relation of this appraisal and the teacher's productivity is an area of study that should be explored to determine the effectiveness of teacher appraisal. This would help improve on it where possible. This study examines the present teachers performance appraisal criteria and seeks to establish how as a component of performance appraisal, it affects the teachers productivity in secondary schools.

2.1.3.2 Feedback

Feedback strategy is the amount of information employees receive about how well or how poorly they have performed. It acts as a channel between the employee and the employer. Employers can provide either positive feedback or negative feedback to employees (Zhou, 2003). This feedback helps the employee assess their performance and identify the improvement areas. Without the policy of providing feedback the employees get demotivated and lead to employee absenteeism. Input from employer's side is necessary as it help employees to improve their performance and increase efficiency (Joo and Park, 2010). The process of communication is incomplete without the feedback (Joo and Park, 2010). According to Zhou (2003), developmental feedback refers to the extent to which supervisors provide employees with useful information that enables the latter to learn, develop, and improve their performance. Furthermore, developmental feedback provides information about how well employees meet organizational expectations and work requirements for the purpose of future improvement (Joo and Park, 2010). Kennedy and McGarthy (2013) note that feedback is the process in which part of the output of a system is returned to its input in order to regulate its further output, and should be an essential part of education, training and personal development. Effective performance feedback between employees and supervisors is the key to successful organization productivity. Regular feedback helps employees focus their work activities so the employees, the department, and the organization to achieve their goals (Joo and Park, 2010).

A well designed performance appraisal system should develop criteria for successful performance, give performance feedback and enable a more equitable reward system. Performance criteria form the basis of evaluating the employees' performance and their contribution towards the organization goal. It consists of the desired outputs expected of employees. Performance criteria should be aligned with goals, relevant to given roles, specific and measurable, under employees control and understood and accepted by participants (Dattner, 2010). It also important to provide clear, performance based feedback to employees (Caroll and Schneier, 2002). Providing employees with feedback is widely recognized as a crucial activity that may encourage and enable self-development and thus may be instrumental for the organization as a whole (Blass, 2009). According to Dattner (2010), if participants in appraisal perceive the system to be unfair, the feedback to be inaccurate or the sources to be incredible, they are likely to ignore the feedback they receive. Feedback is least useful when it is inaccurate or untrue, biased due to favoritism or politics.

Performance management is a means of increasing the engagement and motivation of people by producing positive feedback and recognition (Armstrong, 2008). Kessler (2002) contend that employees are motivated by having specific goals to work for and they perform better when they are aiming at difficult goals which they have accepted therefore, when they receive feedback of performance and hence a difficult goal that is important to an individual is a constant reminder to keep exerting effort in the appropriate direction. The evaluation of employee's performance reveals the contribution of an individual in the organization's objectives. People do not learn unless they are given feedback on the results of their actions. For corrective actions to take place feedback must be provided regularly and it should register both successes and failures (Pattanayak, 2009).

Feedback is necessary for measuring progress towards the goal. Feedback makes it possible to know whether the level of efforts is adequate and in the proper direction or needs corrections (Asamu, 2013). According to Muli (2010), performance appraisal entails the systematic, organized and formalized process of evaluating individual employee's job related strengths and weaknesses with a view to providing feedback on which performance adjustment can be made. From the individual's point of view, feedback satisfies a need for information about the extent to which personal goals are met as well as a need for social comparison information about one's relative performance (Bernolak, 2009). Second, feedback potentially can influence future performance (DeNisi and Kluger, 1996). Third, it is believed to play a significant role in the development of job and organizational attitudes, (Carrol and Schneir, 2002).

These various implications of satisfaction with feedback make it a significant determinant of future behavior and job and organizational attitudes. The central role of the rater to the feedback process has been acknowledged by Ondoro, (2014). Therefore, satisfaction with rater was included as a potential predictor of satisfaction with appraisal feedback. Asamu, (2013) warns that never should unsatisfactory performance be ignored. The manager must be sure that unsatisfactory performance is identified and discussed. Experts believe that 50 per cent of performance problems in business occur because of lack of feedback. An employee will see no reason to change performance if it appears acceptable to the supervisor and the organization. Performance appraisal feedback should provide information on how to improve performance, along with information about what areas of performance need

improvement. The frequency of feedback is also important. The rating scales should focus on results as much as on processes. Thus, feedback is not only important to individuals but also to organizations because of its potential influence on employee performance and variety of attitudes and behaviors of interest to organizations. The effect of performance appraisal feedback on employee productivity was an area of interest in this study.

2.1.3.3 Satisfaction

Performance appraisal satisfaction is the extent to which the employee perceives performance ratings as accurately reflecting his/her contribution to the organisation (Giles and Mossholder, 1990). It is considered the most consequential among all the variables that measure reactions to appraisal feedback. For performance appraisal to positively influence employee behaviour and future development, employees must experience positive appraisal reactions. If not, any appraisal will be doomed to failure (Cardy and Dobbins, 1994).

Researchers have emphasised that appraisal reactions play a crucial role in the development of favourable job and organisational attitudes and enhance motivation to increase performance (Lawler, 1973). Of all the appraisal reactions, the satisfaction of performance appraisal system has been the most frequently studied (Decramer *et al.*, 2013). Even though performance appraisal has many beneficial uses to the organisation, there seems to be a negative attitude and considerable dissatisfaction with the appraisal systems from both employees and managers (Cardy and Dobbins, 1994). Satisfaction with the performance appraisal matters since it is a critical link that exists between satisfaction with the appraisal process and appraisal effectiveness (Huselid, 1995).

Since appraisals are designed to help organizations retain, motivate and develop their employees (Guest, 2006) there can be little hope that these outcomes will occur if individuals are dissatisfied with the process. If appraisals are not satisfied or perceive a system as being unfair, they will be less likely to use performance evaluations as feedback to improve their performance (Harvat, 2009). With regards to satisfaction with performance ratings, higher ratings usually elicit positive reactions to the appraisal (Cohen, 1994) and are related to satisfaction with the appraisal process (Chua *et al.*, 2008). The level of performance ratings is an important characteristic of the feedback message (DeNisi and Kluger, 1996) and, since it is often the basis for many important administrative decisions, appraisals are more likely to be satisfied with higher ratings than lower ones.

Dissatisfaction with appraisal procedures has a potential of leading to high employee turnover, decreased motivation and feelings of inequity. An appraisal process may be designed to motivate employees and inspire their continuous efforts toward goals, but, unless its participants are satisfied with and support it, the system will ultimately be unsuccessful (Lawler, 2008). If the performance appraisal is seen and believed to be biased, irrelevant and political, it may be a source of dissatisfaction with the system. Thus, employee reaction to the appraisal system is a critical aspect of the acceptance and effectiveness of the system. Huge dissatisfaction and perceptions of unfairness and inequality in the ratings may lead to the failure of the system. Satisfaction with the performance appraisal is therefore a key component. This study looked at how performance appraisal satisfaction as a component of performance appraisal would affect the productivity of employees.

2.1.4 Teacher Productivity

Productivity is viewed from different perspectives. One useful perspective views it as the relationship between output of goods and service and resource inputs (human and material) which are utilized in the production of goods and services (Amadi. 1991). Productivity is a measure of how efficiently a given set of resources is utilized to achieve success of an organization. Employee Productivity is an economic measure of output per unit of input. Employee productivity measures may be examined collectively (across the whole economy) or viewed industry by industry. Employee performance is usually closely associated with employee productivity. Productivity concentrates on the output whereas performance is often activity based, quantitative or qualitative. Performance is the process of carrying out or accomplishing an action, task, or function. Doing more doesn't mean you're more productive. You may be performing better, but at the expense of increasing effort (Productivity). In organizational context, performance usually is explained as the length to which a member of an organization puts in his efforts towards the achievement of the objectives of that organization. Güngör (2011) identifies the performance of employees to basically include, promptness of output, diligence to work, cooperativeness. Performance doesn't mean that you produced anything. It means you did something to a particular standard.

Teacher productivity is a measure of the success of operations of the activities that would lead to the realization of the goals and objectives of the sector in the economy just as applicable to other forms of the business or corporate organizations (Bernolak, 2009). Productivity is one factor that could determine a teacher's effectiveness in the profession. Productivity, in its simplest essence, is defined as the result of the efforts exerted and the resources utilized (Bernolak, 2009). Productivity per se, is a set of tools to measure the effectiveness and competence of teachers in their teaching profession. Bernolak further mentions that productivity may differ due to many factors, such as a person's ability and efforts, the tools available and the organization of the work.

Students are the subjects or input to institutions. Therefore, the quality of students incoming reflects the quality of the output. That is, different quality of students can produce different quality of graduates. The value addition to the student's grade form a great part in productivity measurement. The purpose of the educational process is to help students understand certain subjects and to develop the ability to approach real world problems effectively and efficiently (Sunity, 2005). The output of an educational institution can be measured quantitatively and qualitatively. In quantitative terms, producing number of graduates to the next educational levels and the Value addition to the students is the measure. In qualitative terms, production of graduates that meets the need of the community is more preferred (Aja-Okorie, 2015).

While teachers significantly impact student achievement, the variation in teacher productivity is still largely unexplained by commonly measured teacher characteristics. Recent work in labor economics suggests, for example, that personality traits such as conscientiousness play an important role in determining worker productivity (Aja-Okorie, 2015). But the relative predictive value of cognitive and non-cognitive factors is hard to assess due to the difficulty in obtaining measures of both cognitive and non-cognitive skills and labor productivity. Unraveling the factors associated with teacher productivity could yield valuable insights into the most appropriate policies for selecting and training teachers. This study looks at the three aspects of the teacher's productivity namely the student's performance, value addition and the graduates per year.

2.1.4.1 Student's performance

The measure of the success of a school, otherwise known as the productivity level is hinged on the efficiency and effectiveness of the teachers which, in turn, is greatly measured in terms of the students' achievement in internal and external examinations, the value addition to the students as well as the ability of the schools' products to defend their certificates (Kemi, 2016). The quality of the output of educational system is measured by results of examinations of given standards. Student's examination results are always used because it allows for easy comparison. Thus if a school has higher points or scores in such examinations, the school is judged to be of higher quality. Students' are expected to exhibit high academic integrity in form of good grades from schools and job performance after school. In Kenya, there is a big number of students who complete the secondary education level and there are more secondary schools than University and tertiary institutions. This means that there are many students who are competing for the few posts in University and tertiary institutions which calls for better results if one is to successful compete. In addition to this less than half of secondary schools candidates obtain poor grades to take them to secondary schools and one wonders why (Arudo, 2008). For this study, the students' performance in KCSE 2018 was considered. The respondents were asked to base their response on KCSE 2018 as it was the most recent examination done by the time of the study.

2.1.4.2. Value addition

Teacher productivity, as measured by value-added scores, has been shown to have substantial, long-term effect on student outcomes (Chetty *et al.*, 2014). Value- addition is an estimated contribution to student test scores made by teachers. However, how teacher productivity changes in response to evaluations and feedback that use value-added scores is still unknown. Additionally, with the increased technological accessibility and demand for school and teacher accountability, performance ratings of schools and teachers are increasingly common and are often publicly available. As value-added ratings of teachers become increasingly common and public, information on how these ratings affect teachers is needed. Effective performance evaluations and feedback policies may be particularly valuable in public schools, where few low-cost strategies have been found to enhance teacher productivity. (Arudo, 2008). Like any other value-adding system, the educational system also needs to be well managed, that is concerned with the productivity of the system, measuring and improving the productivity.

There are six national goals of education in Kenya are outlined by the Kenya Education Commission which are expected to be fulfilled by education system in Kenya as explained by the Kenya Institute of Education (KIE). The goals are as follows; to promote economic, social, industrial and technological needs for national development, to promote patriotism, Foster nationalism and national unity, to promote responsibility and social equality, to promote self- fulfilment and individual development, to foster positive attitudes and international consciousness towards other nation, to promote religious and sound moral value, to promotes positive attitudes towards environmental protection and good health and to promote respect for and development of Kenya's varied and rich cultures (Kamau, 2018). These values should be improved on the students as they pass along the education system. Value-added measures are estimated contributions to student test scores made by educators.

2.1.4.3 Transition rate

Academics is like a ladder, one step always lead to another (Arudo, 2008). In Secondary schools, the aim of a student is to later pursue a course at a higher level of learning i.e. the Universities and other tertiary collages. The rate at which students are preceding to the higher level of education and the quality of the courses is a major pointer at the performance of the institution, Knuver and Brandsma (1993). A high school graduate is perhaps the closest thing to a "product" that the Kenyan high school education produces. If a student successfully passes through those four years of education and proceeds to a University or a tertiary collage, he or she might be thought to come off the education assembly line as a finished product of the Kenyan education system. The Kenyan government is currently working on 100% transition rate; it has therefore opened up several TVET collages and offer the students who join HELB loans. Transition to a higher academic level is frequently used as a goal of Secondary school education (Chow *et al.*, 2000). It is therefore possible to use graduation rates as an output in education productivity measures.

2.1.5 Talent Management

Talent refers to a selection of individuals who have demonstrable exceptional ability and the capability to do better than others. Kemi *et al* (2016). In an exploration of the term "talent" in languages other than English, Holden and Tansly (2007) note that in European languages talent is associated with outstanding accomplishment in a particular field of endeavour. For the purpose of this study, talent will be regarded as the manifestation of exceptional ability

by an individual's knowledge and competences in a given field of human endeavour. In the corporate world we may say that individual employees in a firm in effect embody sets of skills, knowledge and competences which can be "rented out" to employers (Ehrenberg and Smith, 1994).

The concept of talent management emerged after McKinsey & Company in 1997 created the now legendary catchphrase "War for Talent" to describe the contemporary business world as permeated by the scarcity of talent and the struggle of the firms to attract and retain human capital – their most important asset ((McDonnel, 2011). Talent management has since then developed and come to mean and encompass a multitude of things – not without academic dispute on what it really is. Talent Management is a set of integrated organizational HR processes designed to attract, develop, motivate, and retain productive, engaged employees. The goal of talent management is to create a high-performance, sustainable organization that meets its strategic and operational goals and objectives.

Though talent management has become a priority for the top management, it lacks a strong conceptual underpinning and there is no agreed definition of talent management (Lewis and Heckman, 2006). This has to a large extent consequently led to talent management being viewed as a mere repackaging of traditional HR practices. According to Morton's (2006) there are eight elements of talent management: recruitment, retention, professional development, leadership development, performance management, feedback/measurement, workforce planning and culture.

The definition of talent management adopted for the purpose of the present research has four components: identifying, attraction, developing and retaining individual employees with demonstrable exceptional ability and a high degree of potential to excel in a particular area of the business. There are several elements of talent management Morton (2006), Heckman (2006) Mendez *et al.*, (2011), (Echols, 2007). This study considered Talent retention, Training and development and career management.

2.1.5.1 Talent Retention

Talent retention aims to take measures to encourage employees to remain in the organization for the maximum period of time. Talent turnover is harmful to a company's productivity because costs of attraction are high. Direct cost refers to turnover costs, replacement costs and transitions costs, and indirect costs relate to the loss of production, reduced performance levels, unnecessary overtime and low morale (Echols, 2007). Vaiman and Vance, (2008) define two classifications of retention tool to suffice employee's expectation: extrinsic and intrinsic incentives. Extrinsic incentives include different sorts of monetary rewards which can satisfy employees 'physiological needs, while intrinsic incentives refer to non-monetary rewards that can fulfil employees 'psychological needs. The monetary reward is admitted as an essential tool to retaining talent (Vaiman & Vance, 2008).

Mendez *et al.* (2011) further emphasizes the needs for a company to invest in employee retention in order to be successful. A good compensation package is important in retaining employees, offering an attractive, competitive benefits package with components such as life insurance, disability insurance and flexible hours motivates employees to commit themselves to an organization (Lockwood, 2006).

Losing talented employees entails a significant cost to an organisation (Lawler, 2008a). According to Lawler, there are numerous studies that have addressed what people value about work. These studies show that development opportunities, pay, promotion and supervision are among the main features. Accordingly, Holland *et al.* (2007), infer that talented employees, also known as "gold-collar" workers because of their status in the labour market, are career-minded. However, owing to the managerial focus on the outcomes of investments in human capital, most employees leave an organisation without any knowledge of the career opportunities available to them (Lawler, 2008). The firms should take an interest in finding out what employees' value is in order to create an environment that provides those values, which in turn may lead to greater employee commitment.

Talent retention by its nature tends to encompass succession planning. Retention of talented individuals to enable a firm to build an inimitable source of competitive advantage is arguably one of the main purposes of TM According to Holland *et al.* (2007), the attraction and retention of employees has become an increasingly significant aspect of building

organisational capabilities to ensure sustained competitiveness. This is true in the case of the education field, if teachers are developed and retained for a long period of time; they accumulate knowledge of systems within the school, organisational know-how and competences which are specific to that school. This enables these teachers to deal with challenging situations within their roles. In addition if non-human resources are generally available to all schools, then competent teachers would be the major factor in producing enduring differences in sectors' productivity.

2.1.5.2 Training and Development

Training is a systematic development of the knowledge, skills and behaviour required by employees to do adequately on confirmed task job. It is also learning that is provided in order to improve performance on the present job (Amin *et al.*, 2013). Elnaga and Imra (2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities. It can take place in numerous ways, on the job or off the job; in the organization or outside organization. Regardless of the view, the term training draws elements of acquiring new knowledge to help manage both current and future situations. The effect of training on employee and organizational performance may be both direct and indirect. Sahinidis and Bouris (2008) notes that directly the role of training programs is seen as a measure of improving employee capabilities and organizational capabilities i.e. when the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees.

While indirectly they highlight that as companies train their employees so as to enable them to handle both current and future issues, the training can lead to high levels of motivation and commitment by the employees, who actually see the opportunity they are given hence the appreciation of the investment their organization is making in them and is shown in their hard work and their contentment in being a member of such an organization. The recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Sultana *et al.*, 2012). Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions.

There is therefore a continual need for the process of staff development, and training fulfils an important part of this process (Sultana *et al.* 2012).

One of the key factors in the retention of skilled employees is the provision of training and development. In a study of those aspects of HRM that are particularly important to employees, Edgar and Geare (2005) found that training and development was considered to be of paramount significance. In another study, conducted by Boxall, Macky, & Rasmussen, (2003), a lack of training opportunities was identified as one of the major reasons determining employees' decisions to leave their employers. In the light of these studies, TM as a means of developing employees' competences, knowledge and skills has the potential to lead to the retention of high-potential employees. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Research indicates that investments in training employees in problem-solving, decision-making, team work, and interpersonal relations result in beneficial firm level outcomes (Russell *et al.*, 1985). Training also has a significant effect on employee performance. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Indeed, research indicates that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes (Russell *et al.*, 1985).

Effective training programs are systematic and continuous. In other words, training must be viewed as a long term process, not just an infrequent and/or haphazard event (Tannenbaum & Yukl, 1992). Assessments of employee and organizational needs as well as business strategies should be conducted and then used in selecting training methods and participants. Training programs that are consistent with employee and organizational goals and needs and fit with the business strategy will meet with greater success than those that are not (Wexley and Latham, 1991). Preferably, employees will be trained based on the results of assessments of their work. Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development geared towards helping organizations realize their vision. In the contemporary dynamic corporate world, employees are increasingly required to keep up to the upcoming changes (Russell *et al.*, 1985). Training is important for employees' development as it enables them achieve self-fulfilling skills and abilities; reduce operational costs, limits organizational liabilities. Properly trained employees are highly motivated and have more sense of responsibility

hence requiring less supervision which in-turn increases the organization's ability in attaining its mission.

Training and development are an essential element of every business if the value and potential of its people is to be harnessed and grown. The implementation of training and development programs are critical factors that most organizations need in order to enhance employee performance. This is similarly true in the educational sector. Therefore, for effective use of teachers as a human resource, the level of training and skills of a teacher is very critical for any School. The education sector can reap the rewards of providing training to their teachers because well-trained teachers help increase productivity.

2.1.5.3 Career Management

Career management with relation to succession planning is a key ingredient of any talent management process. Grobler *et al.* (2006) explains that in the presence of well planned and executed career management programs, employees are likely to stay motivated to perform at peak levels so that their career goals may be accomplished. There are several elements of career management including career development and planning which focuses on planning of employee growth and progression; Career planning seeks to provide guidance and encourage employees to fulfil their potentials and ensure better use of human resources through more satisfied and productive employees. Career planning facilitates expansion and growth of the enterprise. The employees required to fill job vacancies in future can be identified and developed in time. A planned program of career progress provides a higher level talent from within the organization. It also helps in the optimum utilization of the managerial resources. By meeting their growth aspiration, it ensures satisfactory employees performance (Dargham, 2013).

If the organization is to survive and prosper in an ever changing environment, its human resources must be continuously developed. Sturgeins *et al.* (2002) observed that organizational career management enhances employee commitment and hence organization performance. Career management help can be seen as one form of perceived organizational support. Van Dam (2004) found that people who experience more organizational support have a higher employability orientation. Kraimer *et al.* (2003) defined perceived career support as the employee's belief that the organization cares about his or her career needs and goals. They noted that promotional opportunities and informal organizational career

management activities, namely informal career discussions with a manager, participation in challenging job assignments and mentoring relationship(s) with senior colleagues, are positively related to perceived career support. Career development is therefore an important aspect of talent management that may have a great impact on the productivity of an employee. It therefore deserves to be studied in the context of the productivity of teachers.

Talent management therefore represents an important management function given that superior talent is increasingly recognized as the prime source of sustainable competitive advantage in high performance organizations (Hiltrop, 1999). Schools must target these individuals who can give the students in their institution an edge above the rest. The purpose of performance appraisal is to assess employees' performance as objectively as possible. The results of the performance appraisal are used in setting the direction for the individual performance development by bringing out both performance strengths and weaknesses and subsequently developing action plan to facilitate the desired development (Education Insight Document, 2007). Talent management can be means of developing teacher's competences, knowledge and skills. This study therefore proposed to look at how talent management of the teachers relates to their productivity.

2.2 Empirical Literature Review

2.2.1 Performance Appraisal and Teacher Productivity

Mwema *et al* (2014), studied the influence of performance appraisal on employee productivity in organizations: A case study of selected WHO offices in East Africa. For the purpose of the study, descriptive design was adopted. The study population was the 410 employees of the World Health Organization of Kenya and Sudan Country Offices and Garissa sub-offices. Stratified sampling was used to select the sample of the study. Sample size of 105 was used in this study. The data was gathered through the use questionnaires to collect both quantitative and qualitative information while the top management was interviewed. Secondary data was collected from the WHO website and manuals (Mwema *et al.*, 2014). The study found out that most employees preferred graphic rating scale to behaviourally anchored rating scale systems. It also found out that management by objective (MBO) was an effective management system.

This study concentrated on the performance appraisal systems. It looked at the graphic rating scale (GRC) and the behaviourally anchored rating scale (BARS). While concluding that performance appraisal provided an opportunity for identification of training needs and improvement areas, it did not undertake any research on this. The research in its entirety was a comparison between Graphic rating scale and behaviourally anchored scale, concluding that 79% of the employee preferred the graphic rating scale to the behaviourally anchored rating scale. The study also looked at Management by objective and concluded that most employees preferred it as a management system. Mwema and Gachunga's study therefore missed the entire important components of Performance appraisal; it similarly fails to study any component of productivity. This current study proposed to deal with performance appraisal in its entirety and consider the effect that it has on employee productivity. The current study explores the three major components of performance appraisal. These components include, the standards and criteria of the appraisal process, the feedback of the appraisal and the satisfaction of the appraisee with the performance appraisal.

Omusebe *et al.* (2013) studied the effect of performance appraisal (PA) on employee productivity in Mumias Sugar Company Limited in Kenya. The study was a case study design and targeted a total of 877 Unionisable employees, 422 supervisory level employees, 182 middle level management and 9 top level management. She used simple random sampling to select 149 employees. The research instruments used for data collection were the questionnaires and interview schedules. The research sought to investigate the effect of performance appraisal on service quality at Mumias Sugar Company Limited in Kakamega County and to find out the effect of performance appraisal on customer satisfaction at Mumias Sugar Company Limited, Kakamega County (Omusebe *et al.*, 2013). Regression analysis conducted on the effect of performance appraisal and service quality revealed a positive and significant correlation between these two variables. This signified that PA if conducted well in an organization leads to improved service quality. Study findings also showed that PA had a positive and significant association on customer satisfaction and this indicated that there was a positive and significant relationship between these two variables (Omusebe *et al.*, 2013).

From the study, it was recommended that the Human Resource teams to create policies along with performance management program that have a positive correlation with employee productivity and hence overall organizational improvement and to engage employees in a constructive goal forming sessions so that expectations are matched while performance appraisal is done. It was also recommended that the Human Resource Department should provide feedback after PA has been conducted since lack of PA feedback can cause negative attitude towards the appraisal system. The study finally noted that the findings had managerial implications for training, motivation and provision of resources for effective PA so that the process of PA is conducted fairly and objectively (Omusebe *et al.*, 2013).

Omusebe *et al.* (2013) studied performance appraisal as a whole package. In the study they left out fundamental process of criteria and the standards applied. The study further only looked at the feedback component of the appraisal. The study looked at the customer satisfaction as the only component of measure of an employee's productivity. But the satisfaction of a customer was not shown to have a direct dependency on individual employee's efforts. The satisfaction could be as a result of other components of the company independent of individual employee. The study did not demonstrate the value addition of each employee or the volume of sales that is a fundamental component of productivity. This study sought to study the criteria, standards, feedback and satisfaction as components of performance appraisal and weighing it against specific productivity on an individual employee.

Iraki (2014) studied the Teachers' perceptions of the role of performance appraisal in enhancing teaching and learning: a case of public secondary schools in Kiambu County, Kenya in 2014. The study was guided by Performance Appraisal Model by Yee and Chen (2009). The objectives of the study were: to establish the nature and types of tools used in teachers' performance appraisal; to find out how performance appraisal has enhanced teaching and learning; to establish the challenges and issues in teachers' performance appraisals and to find out teacher characteristics affecting teachers' performance appraisal, like gender and qualifications. The research adopted a descriptive research design targeting all the 3,457 teachers and 225 head teachers employed by the Teachers' Service Commission (TSC) in the 225 public secondary schools in Kiambu County (Iraki, 2014).

The study also established that most common hindrances to effective performance appraisal were; some teachers viewed the process of performance appraisal as a tool for victimization and intimidation, teachers were not ready to admit their weakness and instead they blame students, school heads had fear of categorizing teachers and students can get biased towards their teacher. The study further established that both male and female teachers' did not differ significantly in their responses on performance appraisal and there was a significant relationship between teachers' work experience, academic qualification and teachers' responses on performance appraisal (Iraki, 2014).

The study findings revealed that majority (71.4%) of the principals were not aware of the action to take after evaluating teachers' performance. Over 50.0% of them further reported that; some teachers viewed the process of performance appraisal as a tool for victimization and intimidation (65.7%), teachers are not ready to admit their weakness and instead they blame students (60.0%) and school heads had fear of categorizing teachers (54.3%). This shows that majority of the teachers had negative perceptions towards performance appraisal methods applied by the principals in their respective schools. Iraki concentrated on the perception of the teachers towards performance appraisal. It did not study the extent to which the appraisal affected the individual's productivity. The study however noted that the major challenge which hindered performance appraisal was teachers' perception that performance appraisal was a tool for victimization and intimidation and recommended that other studies should be conducted to investigate whether there are school and community factors which affect performance appraisal. This current study sought to move further and look at the standards and criteria of performance appraisal, the appraisal feedback and satisfaction of the appraisal process.

Namuddu (2010) carried out a study on staff appraisal systems and their effect on teacher performance in Aga Khan Schools in Kampala District. The research was guided by two objectives which aimed at establishing the relationship between teacher-based evaluations on teacher performance and establishing the relationship between the school evaluation criteria on teacher performance. It used cross-sectional approach where 78 teachers were used in the study. It was noted that emphasis was lacking on teacher-based evaluations, the school's evaluation criteria lacked more detail, organization and emphasis on individual activities. It was therefore necessary that emphasis be put on the appraisal process whereby teacher evaluations would be given priority so that teachers feel empowered. In addition, the

general school's evaluation need to be detailed enough in order to measure practical and specific items of performance and also collective action was needed to improve transparency of the system.

Namuddu's study was basically a comparison of the teacher-based performance evaluations and school evaluation criteria. It concluded that the criteria lacked details and no emphasis was put on teacher based evaluations. This current study intended to determine the effect of the current performance appraisal criteria and standards on productivity. It intended to look at the entire appraisal process to its conclusion including feedback and satisfaction.

Abraham (2014) studied the effectiveness of Teachers' Performance in Secondary Schools. The methods used include qualitative and quantitative approaches to collect and analyze data. The study reported that there was poor feedback management, where appraisal results are not used for staff promotion, professional development or determining remunerations. Poor feedback has also bred into negative results like demotion, abuse and reduced salary.

All the above have therefore resulted into staff failing to fill appraisal forms or when filled they fail to submit them to the Ministry of Education to use the appraisal results for staff promotion, job improvement and counseling sessions to improve staff competence. The reviewed study was carried out in schools within municipality in Uganda while the current study will be carried out in public schools within Kisumu County, Kenya and both countries have dissimilar education systems. Abraham concentrated on feedback. It did not consider the appraisal in its entirety leaving out standards, criteria and the satisfaction. The current study intended to look at all these dimensions and in a wider perspective.

Nyongesa *et al.* (2014) study in Bungoma County, Kenya, indicated that TSC performance appraisal system is not adhered to during the appraisal as stated in the TSC manual on performance appraisal. Aspects like self-appraisal, joint objective setting, and providing feedback are not carried out as stated in the manual on performance appraisal. From the study, it is recommended that the TSC should train the principals on how to effectively carry out Performance Appraisal, especially delivering feedback to the appraisers and encouraging teachers to carry out a self-appraisal. The study only focused on principals while the current study focused on all cadre of teachers from principals to assistant teachers. In addition, the

former study was carried out in Bungoma County while the current study will be carried out in Kisumu County. The current study integrated conceptual and theoretical framework to guide it while the former study only used theoretical framework.

Jensen (2011) studied effect of teacher appraisal on effective curriculum implementation among teachers in Australia. Teachers were found to be lagging behind in vital areas of curriculum implementation. The study revealed that student performance had stagnated in Mathematics and fallen sharply in reading. The study further revealed that more effective teachers are the key to producing higher performing students. The conservative estimates revealed that students with a highly effective teacher learn twice as much as students with less effective teacher. The study further revealed that the Australians system of teacher appraisal and feedback are broken, and students are suffering as a result. The study recommended need for change because the pace of syllabus coverage is low. This study however focused on the implementation of Teacher appraisal policy on curriculum implementation in public secondary schools in Kenya. In addition, the present study bridged the knowledge gap by using both qualitative and quantitative techniques in data analysis while Jensen (2011) relied on quantitative techniques only which lacked in-depth Qualitative data. Furthermore, the system of education and curriculum in Australia is arguably different from the one in Kenya. The study used balanced score card as a tool to determine performance while the present study used performance appraisal guide already developed by the Teachers Service Commission.

Onyije (2015) investigated the effect of appraisal system on employee productivity in Niger Delta University. The methodology employed was a survey study design. The population of study comprises about 3478 Academic and non-academic staff. In course of investigation, instrument used were self-developed questionnaire distributed to 104 respondents of which 102 were retrieved. There was a significant relationship between performance appraisal and employee productivity and that effective appraisal system could boost the morale of workers especially when they are rated adequately. The findings also revealed that performance criteria also affect the relationship between performance appraisal and employee productivity. The study established that performance appraisal provides an opportunity to identify staff training needs therefore providing them the necessary training, helps employees meet performance targets in the organization, offers poor performers are chance to improve, helps employees on time management through planning and setting of

deadlines, managers to make informed decisions about promotions and assignments based on applicable facts, improves employee's synergies.

There viewed study investigated effect of appraisal system on employee productivity in Niger Delta University, while the present study explored influence of teacher performance appraisal among public secondary schoolteachers in Kenya. Onyije considered performance appraisal in its entirety. The study did not look at the individual components of performance appraisal that would affect productivity of an individual employee. It did not consider the inputs to the system of productivity and neither did it consider the outputs of the system. This current study intended to consider the individual components of appraisal, the inputs and the outputs of the system as well as looking at the feedback and satisfaction with the process.

Oshode *et al.* (2014) examined the impact of performance appraisal on employees' productivity in the Nigerian banking industry, with a sample of one hundred and ninety-five (195) drawn from banks with branches in Ado Ekiti. They employed regression analysis for data analysis and F-statistics for the hypothesis testing and found out that sound management of performance appraisal (PA) system will guarantee good employee productivity, with R value of 0.842, adjusted R² of 0.701. That is, a very strong and positive relationship exists between performance appraisal and employee productivity. Also, a very good PA system will explain 70% of degree of changes in employees' productivity. The F-ratio statistics was 86.268. The study concluded that, for Nigerian banks to earn sound employees' performance, a conscious effort towards an improved Performance Appraisal system is required (Oshode *et al.*, 2014).

Wanjiru *et al.* (2012) studied the effect of performance appraisal on employee productivity in 2012. Their study took a case study of Supermarkets in Nakuru Town. The purpose of this study was to establish the impact of performance appraisal criteria, feedback, reward and frequency of appraisals on employee productivity in these supermarkets. This study employed a cross-sectional survey design. The population of the study was 1560 employees distributed among the 7 main supermarkets operating in Nakuru Town. A sample of 308 respondents was selected using multi-stage sampling technique. A total of 178 filled questionnaires were returned. Multiple regression models were used to analyze the data collected (Wanjiru *et al.*, 2012). The study concluded that "It is quite interesting to note that

employees realize little benefit after a performance appraisal. Further where performance appraisal indicate negative results and establishes some weaknesses the employees are agreed to a low extent that they are taken for further training. There is little reward as far as performance appraisal is concerned. From regression analysis and testing of the study hypotheses, it was found out that criteria, frequency of appraisal and feedback significantly explained variation in employee productivity. However, the study found out that employee reward does not significantly explain variation in employee productivity. It appears that there are no significant benefits employees get after an appraisal has been conducted. The purpose of the appraisal needs to be investigated (Wanjiru *et al.*, 2012).

From the reviewed studies above, a significant shift in results is however noted when the studies of performance appraisal are conducted in the education sector. Iraki M. studying the Teachers' perceptions of the role of performance appraisal in enhancing teaching and learning: a case of public secondary schools in Kiambu County, notes that findings revealed that majority (71.4%) of the principals were not aware of the action to take after evaluating teachers' performance. Over 50.0% of them further reported that; some teachers viewed the process of performance appraisal as a tool for victimization and intimidation (65.7%), teachers are not ready to admit their weakness and instead they blame students (60.0%) and school heads had fear of categorizing teachers (54.3%). This shows that majority of the teachers had negative perceptions towards performance appraisal methods applied by the principals in their respective schools. The study noted that the major challenge which hindered performance appraisal was teachers' perception that performance appraisal was a tool for victimization and intimidation (Namuddu, 2010).

This study raises several issues on why the performance appraisal was not effective in secondary schools, it points out teacher perception as a major hindrance. It indicates that something should be done to change this perception. The study the principal agents of the appraisal process who are the principals were rarely engaged in the appraisal and instead delegated the appraisal, some even to the students. It pointed out that the academic qualification and the teaching experience were a major factor that influenced the teacher's attitude towards performance appraisal. Finally the study found out that the appraisals lacked a follow up effect. There was rarely a direct influence of the appraisal results on the career development of the teacher (Namuddu, 2010).

Mwema and Gachunga while studying the influence of performance appraisal on employee productivity in organizations conclude that there is a significant positive relation between performance appraisal and productivity (Mwema *et al.*, 2014). The sentiments of Mwema and Gachunga are a reflection of the study that Omusebe carried out in Mumias sugar company employees (Omusebe *et al.*, 2013). While he indicates that performance appraisal greatly influenced employee productivity, they note that the findings from the interview schedules indicated that some employees were unable to obtain feedback after PA was conducted. This could explain why the regression values were lower than 0.5, an indication of some dissatisfaction among employees (Omusebe *et al.*, 2013).

Namuddu while concluding that performance appraisal significantly influenced teachers performance, noted that the schools' evaluation criteria was based on a designed appraisal grid/rubric that had different categories of rating points based on major elements of personal presentation (appearance), schemes of work, lesson plans, employee relations and class room performance. She therefore concludes that "the evaluation criteria lacked more detail, organization, and emphasis of individual activities such as; Actual teaching, public relations/employee relations and extra school activities" (Namuddu, 2010).

These studies while making conclusion of a positive relation between performance appraisal and employee productivity raised serious concerns like employee being unable to get feedback, evaluation criterion lacking in details (Omusebe *et al.*, 2013; Namuddu, 2010). When a similar study is carried out in the Education sector by Wanjiru (2014) and Iraki (2014) they both conclude that performance appraisal and an insignificant effect on teacher productivity. The study by Wanjiru 2014, concluded that "It is quite interesting to note that employees realize little benefit after a performance appraisal, there is little reward as far as performance appraisal is concerned.

It appears that there are no significant benefits employees get after an appraisal has been conducted. The purpose of the appraisal needs to be investigated" (Wanjiru *et al.*, 2012). The same conclusion is reached by Iraki (2014) whose raises several issues on why the performance appraisal was not effective in secondary schools. It further points out teacher perception as a major hindrance. "Something should be done to change this perception. The study the principal agents of the appraisal process who are the principals were rarely engaged in the appraisal and instead delegated the appraisal, some even to the students"

(Iraki 2014). Iraki found out that the appraisals lacked a follow up effect. There was rarely a direct influence of the appraisal results on the career development of the teacher.

Studies on performance appraisal and productivity have majorly focused on systems of appraisal. While Mwema (2014) focused on the appraisal systems, Nyongesa (2014) also focused on the systems and aspects like self-appraisal and joint objective setting. Omusebe on the other hand studied the process as a whole. Iraki (2014) concentrated on the nature of the tools that were used for appraisal. Namuddu (2010) similarly studies the appraisal systems concentrating on the teacher based evaluations. Abraham (2014) only considered feedback on his study. All the reviewed studies have not brought out the effect of performance appraisal on productivity and none have studied the effect of performance appraisal on productivity of secondary school teachers. This study seeks to look at the effect of performance appraisal on productivity and none have studied the effect of performance appraisal on productivity of secondary school teachers.

2.2.2 Talent Management and Employee Productivity

Rita (2014) studied the effect of talent management on organizational performance in Companies Listed in Nairobi Securities Exchange in Kenya in 2014. The study sought to determine the effect of talent management on organizational performance in companies listed in the Nairobi Security Exchange (NSE) in Kenya. The study specifically aimed at analyzing the effect of talent attraction, talent retention, learning and development and career management on organization performance in firms listed in NSE in Kenya. Cross-sectional survey designs was used and stratified simple random sampling technique was employed to enable select the respondents from the ten stratum of NSE listed companies. The study population was 534 top managers of NSE listed companies. A sample size of 224 respondents was picked from the ten stratum of the NSE listed companies (Rita, 2014).

The study found out that talent attraction had a positive influence on the organization performance. Results of inferential statistics such as ANOVA showed that talent attraction which is a component of talent management had a positive and significant effect on the organization performance in companies listed in NSE. The findings further indicated that firms listed in the NSE had practiced talent attraction and this had an effect on organizational performance. The study recommended that organizations should offer favorable working conditions to their employees as the best talented employees who

contribute to good organization performance, will be attracted to work for an organizations that they think will be more able to satisfy their needs by providing job security, good pay package and career progression (Rita, 2014).

The content analysis results indicated that there could be other component of talent attraction, talent retention, learning and development and career management that may contribute positively to the organization performance in companies listed in NSE. The study therefore recommended that future studies may use additional components of the variables of talent attraction, talent retention, learning and development and career management on organization performance (Rita, 2014). From the study, it was recommended that more components of talent managements should be studied. The study concentrated on performance of an organization. This current study while introducing more components of Talent management including retention, development and career management seeks to determine the effect these would have on an individual employee's productivity. While an organization may perform at acceptable level, the productivity of each members when appraised and improved would result into a better performance.

Silvan (2014), studied the Talent Management and its Contributions to the Performance of the Multinational Organizations in 2014. The research was done on a representative sample made up of 94 multinational organizations from Sibiu, Romania. The respondents were managers or human resources executives working for these multinational organizations. Survey as research method was employed and the questionnaire as investigation tool. The aim of the study was to determine the contribution that talent management has in achieving the performance of multinational organizations. Its specific objectives included; to establishing the extent to which talent management practices are present within the Human Resources management system in multinational organizations, Identifying the extent to which detecting and keeping talented employees within multinational organizations contributes to their increased performance, and to analyzing the main effect of the activities performed by talent management in multinational organizations (Silvana, 2014).

The study concluded that most organizations, in general, and multinational organizations, in particular, struggle to develop and retain talented people in the organization to fulfill their aims. He considered that talent management in an organization, especially in a multinational organization, is the one that can establish the way in which the system of Human Resources

Management is perceived, implemented and applied, so that the same activity could lead to a different, but efficient action and result according to each organization and to its development strategy.

The study indicated that identifying and maintaining talented human resources within multinational organizations, especially with some complex positions on a globalized labor market, can generate a major competitive advantage of the organization and increase its performance (Silvana, 2014). Silvana's study was more of an exploratory study. It sought to determine if Talent management was practiced in the Multinational Corporation. It did not look at the effect of the Management practices on individual productivity which the current study looks at. Further it was restrictive to the multinational corporation. Education sector is a national sector and affects an entire nation, with diverse conditions. This current study sought to determine the effect that talent management would have on individual productivity of teachers.

James (2012) studied the effect of talent management on organizational performance in 2012. The purpose of the study was to examine the effect of talent management on organizational performance. A questionnaire was used as the survey method of collecting primary data for the study. Correlation coefficient, t-student distribution and the descriptive analyses was used to analyze the data gathered.

The analyses revealed that talent management has positive impact on the organizational overall performance. It also revealed that talent management scheme has impact on the performance of the multinational and the national firm but the small and medium scale firms have not been gaining from this new technique within the Nigerian business environment. The study therefore recommends that talent management scheme should be used for all categories of staff within the firm that have special talent and that firms should separate between their talent management scheme and the total human resources management style of the firm (James, 2012).

The study by James concentrated on talent management schemes and its application to all the cadre of employees. The study similarly concentrated on the Nigerian business environment. This current study unlike the one conducted by James seeks to look at the effect that talent management would have on the productivity of individual employee. The

study by James did not look at how the overall talent management would affect an individual employee. It just suggested that the same scheme should be use for all the employees, irrespective of the effect it had on productivity.

Aja-Okorie (2016) studied teacher's personnel management as determinant of teacher productivity in secondary schools in Delta State, Nigeria. The purpose of the study was to investigate teacher's personnel management as determinant of teachers' productivity in secondary schools. The study investigated contribution of teacher personnel management to teacher productivity in Delta State Secondary School. The study adopted co-relational survey research designed. A total of 204 teachers from the 32 Senior Secondary Schools were sampled using stratified random sampling technique. Data was collected through a validated and well-structured instrument.

Result show that determinant variables (Teachers' Personnel Management and Management strategies) significantly predict teacher productivity (Aja-Okorie, 2016). The study concluded that the education sector charts the course, and generates the energy and speed with which a nation grows. Education is the foundation stone of development of all nations, and that many of the countries that have been able to do so, is as a result of their sound educational system. Therefore, if we must achieve a great feat in education, then teacher's personnel management must be given attention, to boost their productivity (Aja-Okorie, 2016). It recommended that the government and the host communities of institutions should provide conducive atmosphere for teachers, to boost their productivity at work. The school management and the government should ensure that teachers get their salaries and promotion as at when due to boost their motivation. The management of institutions should provide all motivational incentive to aid the work performances of teachers in secondary schools.

These studies indicate a strong correlation between talent management and performance. The purpose of performance appraisal is to assess employees' performance as objectively as possible. But the component of individual productivity in consistently missing. The results of the performance appraisal are used in setting the direction for the individual productivity by bringing out both performance strengths and weaknesses and subsequently developing action plan to facilitate the desired development (Education Insight Document, 2007). Talent management can be means of developing teacher's competences, knowledge and

skills and is therefore a possible moderator in the relationship between performance appraisal and productivity.

Rita (2014) majorly looked at the concept of talent attraction, he results of inferential statistics showed that talent attraction which is a component of talent management. Silvana (2014) on the other end Silvana's (2014) study was more of an exploratory study. It sought to determine if Talent management was practiced in the Multinational Corporation. It concentrated on the practice of talent management especially on talent acquisition. James (2012) on the other end studied concentrated on talent management schemes and its application to all the cadre of employees. The study by James did not look at how the overall talent management would affect an individual employee. It just suggested that the same scheme should be use for all the employees, irrespective of the effect it hand on productivity. Aja-Okorie's (2016) work gave emphasis to finding out the extent teacher's personnel management operational framework determines of teachers' productivity. The current study sought to determine the effect of talent management on productivity of individual employee.

The results to the studies carried out to determine the relationship between performance appraisal and productivity of employees are dissimilar and has made the management of the institutions and the policy makers unable to achieve full productivity through performance appraisal. All the studies reviewed did not look at the effect of Talent Management on an individual productivity. The studies gave emphasis to finding out the extent of talent management practices with none seeking to the effect of talent management on employee productivity. The current study sought to determine the effect of talent management on productivity of individual teachers of secondary school.

2.2.3 Talent Management, Performance appraisal and Teacher Productivity.

Abdussalaam *et al.* (2019) carried out a cross-sectional survey study on the moderating effect of management support on the relationship between HR practices and employee performance in Nigeria. The sample is composed of state-owned polytechnics in Nigeria. A partial least squares method algorithm and bootstrapping techniques were used to test the study's hypotheses. The study results signify that recruitment and selection, training and development, performance appraisal and succession planning are strong and positive predictors of employee performance, and management support is a moderator in training

and development employee performance relationship, and in compensation, employee performance connection.

Kuvaa (2006) studied performance appraisal satisfaction and employee outcomes mediating and moderating roles of work motivation. The study was carried out in Norway. The target population was 64 Norway saving banks. The researcher used a cross sectional survey of 593 employees. The study revealed that there was a mediating and moderating effect on the relationship between performance appraisal, satisfaction and work performance. However the form of the moderation was a negative relationship for employees with low intrinsic motivation and a positive relationship for those with high intrinsic motivation.

Khan *et al.* (2017) studied impact of performance appraisal on employee's performance including the moderating role of motivation: a survey of commercial banks in Dera Ismail, Khyber Pakhtunkhwa, Pakistan. The study focused on the association between performance evaluation and employees' performance and motivation as a moderator. A total of one hundred and fifty (150) employees of banks were studied in Dera Ismail. The study concluded that the motivation which is the moderating variable can change the performance of employees' and was considered as a deciding variable in employee performance.

The study further identified the issues of job performance through the moderating variable and calculated the impact of motivation on the performance among the employees' in the Banking sector especially in Dera Ismail. The result of the study showed that the respondents viewed employees performance are increased through financial emoluments. Such evaluation of employee performance generates the motivation and ensure efficiency. The results demonstrate that there is critical association between performance evaluation and performance of employees. The inspiration makes it more solid and explained the relationship between performance evaluation and worker performance of employees in the banks of Dera Ismail. (Khan *et al.*, 2017). From the results given by Khan *et al.* (2017) it was observe that although the interaction between performance appraisal and employees motivation accounted for more variance than just performance appraisal and employees motivation level by themselves, R^2 change = .006 however it is insignificant with $p = .168$, indicating that there is no moderation effect of employees motivation on the relationship between performance appraisal and employees performance and their hypothesis # 3 which

stated that “Motivation which is moderating variable explains the impact on Criterion Variables” was not substantiated.

Aydın and Tiryaki (2013) studied the Impact of Performance Appraisal on Employee Motivation and Productivity in Turkish Forest Products Industry using a Structural Equation Modeling Analysis. They sampled 432 people that work in 14 forest products industry businesses operating throughout Turkey. A total of nine hypotheses were established to determine the relationship between performance appraisal and employee motivation and productivity. The results indicated that five hypotheses were accepted, while four of them were rejected. When the results of the model were analyzed, it was seen that five of the nine hypothesis ($p < 0.05$) were accepted, while four of them were rejected. Aydın and Tiryaki's H11 examines the relationship between the purpose of performance appraisal and employee motivation. According to the model, there is no significant effect of the purpose of performance appraisal on employee motivation. (Estimate=0.156; $p > 0.05$). Therefore their H11 hypothesis is rejected. H14 examined the relationship between the feedback of PA and employee motivation. According to the model, there was a positive and significant impact of the feedback of performance appraisal on employee motivation (estimate= 0.278; $p < 0.05$). Therefore, H14 hypothesis was accepted. Accordingly, an increase of a standard unit in the feedback of PA constitutes an increase of 0.276 standard unit on employee motivation.

The H16 examined the relationship between the criteria of performance appraisal and employee productivity. According to their model, there was no significant effect of the criteria of performance appraisal on employee productivity (estimate=0.005; $p < 0.05$). Therefore, H16 hypothesis was rejected. H17 examined the relationship between the practices of performance appraisal and employee productivity. According to the model, there was no significant effect of the practices of performance appraisal on employee productivity (estimate=0.074; $p < 0.05$). Therefore, H17 hypothesis was rejected. H18 examines the relationship between the feedback of performance appraisal and employee productivity. According to the model, there is no significant effect of the feedback of performance appraisal on employee productivity (estimate=-0.022; $p < 0.05$). Therefore, H18 hypothesis is rejected. H19 examined the relationship between employee motivation and employee productivity. According to the model, there is a positive and significant impact of employee motivation on employee productivity (estimate= 0.365; $p < 0.01$). Therefore, H19

hypothesis was accepted. Accordingly, an increase of a standard unit in employee motivation constitutes an increase of 0.365 standard units on employee productivity.

Their study concluded that in this study, the effect of performance appraisal applications applied in businesses that operate in the forest products industry on employee motivation and productivity were examined by means of a structural equation model. Upon analyzing the obtained results, it could be seen that the PA had a positive impact on employee productivity, while it did not have a significant impact on employee motivation. There was a positive effect of the criteria of performance appraisal on employee motivation, while there was no significant impact on employee productivity. There was a negative effect of the practices of performance appraisal on employee motivation, while there was no significant impact on employee productivity. (Aydın and Tiryaki, 2013)

Glaser *et al.* (2017) carried out a study to investigate the link between HRM practices, talent management, and firm performance and examines the role of HRM/business strategy alignment in an emerging market context. The study was done through survey evidence gathered from 198 respondent firms. The results validating the mediation effect of talent management practices indicated that the effect of human resource management practices on firm performance was fully contingent upon the mediation effect of talent management practices, that is, HRM practices only become effective on firm performance through its effect on talent management practices. The overall findings of the hypothesized model indicated that firms' HRM practices are positively related to TM practices. In line with hypothesized path relationships, talent management practices were positively associated with firm performance.

In the study, the results of the moderation analyses suggested that human resource management-strategy alignment moderated the relationship between human resource management practices and talent management practices in such a way that human resource management practices have a stronger positive impact on talent management practices for firms higher on human resource management-strategy alignment as compared to those who are lower on human resource management-strategy alignment. It indicated that for those firms higher on human resource management-strategy alignment, talent management practices have a significant positive effect on firm performance whereas for the ones with lower human resource management-strategy alignment this effect becomes insignificant.

Oduor, (2018) studied the Moderating Effect of Company Factors on the Relationship between Talent Management Strategies and Employees' Productivity. He looked at the private sugar companies in Kakamega County, Kenya. The study used cross-sectional survey research design. Stratified sampling and simple random sampling techniques were employed to enable the researcher to select the respondents from the two private sugar companies in Kakamega County that is, West Kenya Sugar Company Limited and Butali Sugar Company Limited. A sample size of 178 respondents was selected. Interview schedules and questionnaires were used as instruments for data collection. Study findings showed that in the presence of company factors, each talent management strategy is highly positively and significantly related to employees' productivity in private sugar companies. The study concluded that company factors play an important role in moderating the effect of talent management strategies and employees' productivity. For a higher employees' productivity to be realized, organization financial muscle and management effective leadership is needed in formulating, development and implementation of talent management strategies.

These studies concur on the importance of talent management as a moderator of the firm's performance. However none of them has looked at the effect Talent management has on the relationship between performance appraisal and employee productivity. When Khan *et al* (2017) studied Impact of Performance Appraisal on Employee's Performance Including the Moderating Role of Motivation; they concluded that performance there was no moderating effect of employee motivation on the relationship between Performance Appraisal and employee performance. So while noting that the relationship between Performance appraisal and employee Productivity required moderation, they found out the employee motivation was not the positive moderation factor. They stated that "Motivation which is moderating variable explains the impact on Criterion Variable was not substantiated" Khan *et al*. (2017).

A similar dilemma is faced by Aydın and Tiryaki (2013) while studying the impact of performance appraisal on employee motivation and productivity in Turkish forest products industry. They concluded that while there was a positive effect of the criteria of performance appraisal on employee motivation, there was no significant impact on employee productivity. They found out that there was a negative effect of the practices of performance

appraisal on employee motivation, while there was no significant impact on employee productivity.

All these studies have been conducted in countries away from Kenya and none of them has been conducted in the education sector. The sector is tasked with the production of the human resources for all the other industries. The level of productivity in the education sector therefore needs to be raised. Employee productivity is the hall mark pointer of the profitability and viability of a company, while performance appraisal is agreeably necessary for a company, there is a clear need to moderate it with a factor that would improve employee productivity, this study looks at the at talent management as a possible suitable moderator to the relationship between performance appraisal and employee productivity.

The results to the studies carried out to determine the relationship between performance appraisal and productivity of employees are dissimilar and has made the management of the institutions and the policy makers unable to achieve full productivity through performance appraisal.

The studies on the relationship between talent management and productivity generally agree that talent management positively influences productivity. Talent management may therefore be a plausible moderator in the relationship between performance appraisal and productivity of teachers. This moderator relationship has not formally been considered empirically in its likely effect on the relationship between performance management and individuals' productivity. Its contribution to this relationship remains largely unknown. No study has been conducted on any industry that targets the effect of talent management on the relationship between performance appraisal and productivity. The inclusion of talent management as a moderator variable in teacher productivity is a gap that should be exploited. It is on this that the current study proposed to investigate the moderating effect of talent management on the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter provides the methodology the study adopted. It highlights the overall research paradigm and design that guided the study. It presents the research design, the research area, the target population, sampling frame, sampling techniques, instrumentations, reliability and validity tests, analysis and presentation of data. The diagnostic approaches to the model used in the study were also highlighted.

3.1 Research Design

The research design is a systematic plan to study a scientific problem. It encompasses the methods and procedures employed to conduct a scientific research by defining the study type, data types and collection techniques and the methods of analysis of data (Kothari, 2004). Dill and Romiszowsky (1997) highlighted the function of research design as that of defining how the world works, how knowledge is extracted from the world, and how one is supposed to think, write and talk about the knowledge and; defining the types of questions to be asked and the methodologies to be used in answering them.

This study followed the quantitative paradigm as it is in agreement with the main purpose of the study (Creswell, 1994). The quantitative paradigm is the traditional, positivist, experimental or empiricist paradigm (Schiffman and Kanuk, 2009). The positivists assume that a single objective reality exists independent of what an individual perceive. Utilising a positivist quantitative paradigm this study explored the relationship between performance appraisal and productivity of staff as well as the moderating effect of talent management.

This study adopted a cross sectional correlation survey design. This design was expected to test the hypotheses and meet the objectives of the study. Cross-sectional surveys have been used in previous studies dealing with performance appraisal and performance (Serut, 2013). According to Good (1963), the purpose of survey research design is to secure information and evidence on existing situations and to identify ways to compare present conditions in order to plan how to take the next step. The study sought to assess the moderating effect of talent management on the relationship between performance appraisal and staff productivity. The appropriateness of a cross sectional survey design in this study was from the backdrop that conclusions about the research problem would be based on the information provided at the time of enquiry, records concerning events that have already taken place (Nachmias and

Nachmis, 2008). The correlational approach helped to determine if, and to what extent a relationship exists between the quantifiable variables (Mugenda and Mugenda, 2003).

3.2 Area of Study

This study was conducted in Kisumu County, Kenya. Kisumu County is one of the new devolved counties of Kenya. Kisumu County is one of the 47 Counties in Kenya. It lies within longitudes 33° 20'E and 35° 20'E and latitudes 0° 20' south and 0° 50'SouthIts borders follow those of the original Kisumu District, one of the former administrative districts of the former Nyanza Province in western Kenya. Its headquarters is Kisumu City. It has a population of 968,909 (according to the 2009 National Census). The land area of Kisumu County totals 2085.9 Km². It has seven sub-counties, Kisumu West, Kisumu Central, Kisumu East, Seme, Muhoroni, Nyando and Nyakach. Kisumu County neighbours Siaya County to the West Vihiga County to the North, Nandi County to the North East and Kericho County to the East. Its neighbour to the South is Nyamira County and Homa Bay County is to the South West.

The county has a shoreline on Lake Victoria, occupying northern, western and a part of the southern shores of the winam gulf. Kisumu County has several colleges and Universities. It has 706 primary schools and secondary education is provided by 254 public secondary schools, and 29 private secondary schools; (total of 283 secondary schools). The enrolment in primary school and secondary school stood at 240, 538 and 38, 815 as of 2009. The teacher to pupil ratio was 1:51 for primary and 1:30 for secondary. Kisumu Polytechnic provides several technical courses for young adults and also professionals, including some diploma courses. 5 youth polytechnics also exist in various parts of the county.

3.3 Target Population

According to the TSC Kisumu County Director of Education, there are 254 Public Secondary schools in Kisumu County with a teacher population of 1647 teachers. The target population of the study was the 1647 secondary school teachers in Kisumu County, The teachers were expected to be well placed to articulate the issues of this study as they were majorly the target for performance appraisal and were the curriculum implementers in education sector (Datche, 2007). This view is also supported by Crew and Nunez (1984) who argued that the productivity of an academic institution is shaped by the perceptions and opinions of the teachers.

3.4 Sampling Technique

3.4.1 Sample size determination for teachers

Kothari (2004) defines a sample size as the number of Items to be selected from the universe to constitute a sample. The sample size for the teachers was determined by a rearrangement of the formula due to Mugenda *et al* (1999).

$$n_f = \frac{Z^2 pq / d^2}{(1 + \frac{Z^2 pq / d^2}{N})} \quad \text{..... Equation 3.1}$$

Where.

n_f is the desired sample size for a population less than 10,000 and

Z is the standard normal deviate at the required confidence level. (1.96)

p is the proportion in the targeted population estimated to have the characteristics being measured (50%),

$q=1-p$,

d is the level of statistical significance set (0.5),

N is the population size.

The desired sample size was therefore given by:-

$$n_f = \frac{[(1.96)^2 \times 0.5 \times 0.5] \div (0.05)^2}{\left\{ 1 + \frac{[(1.96)^2 \times 0.5 \times 0.5] \div (0.05)^2}{1647} \right\}} = \frac{384.16}{1 + \frac{384.16}{1647}} = \frac{384.16}{1.233} = 311.57$$

3.4.2: Sampling Procedure

After determining the sample size of 312 for teachers, Stratified random sampling method was used to obtain a sample from each sub county. Kisumu County is divided into seven Sub-Counties namely, Kisumu East, Kisumu Central, Kisumu West, Muhoroni, Nyakach, Nyando and Seme. Proportional allocation was used to determine the number of teachers per sub county. Finally, simple random sampling was used to select respondents each sub county. Stratified random sampling facilitated achievement of the desired representation of various sub groups within a population of distinct categories of different sizes (Mugenda, 2008

Table 3.1: Sampling Procedure

Source: Research Data 2019

The Table 3.1 shows how the number of teachers in each sub county was arrived at. The

Sub County	Number of Teachers	Teacher Proportion	Sampled Proportion	Sampled Teachers
Kisumu East	256	0.155	48.495	48
Kisumu Central	271	0.165	51.337	51
Kisumu West	241	0.146	45.654	46
Muhoroni	209	0.127	39.592	39
Nyakach	231	0.140	43.760	44
Nyando	235	0.143	44.517	45
Seme	204	0.124	38.645	39
Total	1647	1		312

proportion of the number of teachers in each sub county was calculated and an equal proportion was obtained for the sample. Once the sample size of each sub county was obtained, simple random sampling was used to get the individual teacher for the study.

3.5 Data Collection Methods

The process of data collection involved several activities. These included: sourcing of data, data collection procedures and validation of data collection instruments.

3.5.1 Data Types and Sources

Primary data was collected on the different aspects of talent management, teacher performance appraisals and its likely impact on the productivity of the teachers. The primary data was generated from the survey conducted through the administration of structured. Survey research is appropriate for collecting primary data since it allows for collection of robust information on behaviour, feelings and attitudes (Tull and Hawkins, 2004). Secondary data was used including published reports.

3.5.2 Data Collection Procedures

The researcher obtained a letter of introduction from the University. This process was preceded with recruitment and training of three research assistants who served in different sub counties. A reconnaissance visit was made to the sub counties to identify any challenges and the ways to handle them. This also served as declaration of intent to serve the research instruments and obtain relevant permission from the concerned schools. The questionnaires

were then mostly delivered to the teachers in their schools with the help of research assistants. In some areas, the questionnaires were sent via courier services to the teachers who sent them back.

3.5.3 Data Collection Instrument

According to Kathuri and Pals (1993) most techniques for measuring psychology and sociology environment rely on verbal material in the form of questionnaire and interviews. The study employed two research instruments for data collection. These were questionnaires for the teachers.

Questionnaire is a tool containing a set of questions designed to generate data necessary to accomplish the objectives of the research project, (McDaniel & Gates, 2001). The questionnaire is preferred for data collection because as Kiess and Bloomquist (1985) observe, it offers considerable advantages in the administration it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1976) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions.

The researcher preferred to use a questionnaire since it enhances confidentiality and gives the respondents time to answer the questions asked. The questionnaire was self-administered. For respondents who were accessible, the researcher delivered the instrument to them and later picked the filled up questionnaires. For the respondents who were inaccessible the researcher sent and received back the filled up questionnaires through email. This method of data collection was appropriate for this study because of the distribution of the population, cost effectiveness and the resulting higher sample size.

3.5.4 Reliability Tests

A pilot survey was conducted with a sample 31 teachers who did not take part in the final study. According to Connelly (2008), a pilot study sample should be 10% of the sample projected for the larger parent study. Reliability indicates the stability and consistency with which the data collection instrument measures the concept (Zikmund, 2000). Data collected from the questionnaires was analyzed to determine the reliabilities of the variables. According to George and Mallery (2003), the variables whose reliabilities are low should be deleted to improve the overall validity of the instrument. According to (Melody and

Herztog, 2008) there is no rule for determining the number to be used. The instrument had 53 items with an overall Cronbach's alpha of 0.897.

3.5.4.1 Reliability test results for Performance Appraisal

The table below gives a summary of reliability of Performance appraisal items.

Table 2.2: Cranach's Alpha reliability test results for Performance Appraisal

	Scale	Number of Items	Cronbach's Alpha
Performance Appraisal	Standards and criteria	5	0.823
	Feedback	5	0.814
	Satisfaction	5	0.832
	Total	15	0.823

Source: Survey Data, 2019

The items in the Performance appraisal instrument were 15 and had an overall Cronbach's alpha of 0.823 which was above the recommended threshold of 0.7 (Peterson, 1994),

3.5.4.2 Reliability test results for Teacher Productivity

The table below shows a summary of reliability of Performance appraisal items.

Table 3.3: Cronbach's Alpha Reliability Test Results for Teacher Productivity

Construct	Scale	Number of Items	Cronbach's Alpha
Teacher Productivity	Students Performance	5	0.924
	Value addition	5	0.941
	Graduates per year	5	0.936
	Total	15	0.937

Source: Survey Data, 2019

The items in the Teacher productivity questionnaire were 15 with an overall Cronbach's alpha of 0.937. This was above 0.7 which is the recommended threshold least value (Peterson, 1994).

3.5.4.3 Reliability test results for Talent Management

The table below gives a summary of reliability of Talent Management items.

Table 3.4: Cronbach's Alpha Reliability Test Results for Talent Management

Construct	Scale	Number of Items	Cronbach's Alpha
Talent Management	Talent Retention	7	0.912
	Training and Development	7	0.939
	Career Management	7	0.942
	Total	21	0.93

Source: Survey Data, 2019

The items in the Talent Management questionnaire were 21 with an overall Cronbach's alpha of 0.930 this was above 0.7 which is the recommended threshold least value (Peterson, 1994).

3.5.5 Validity Tests

Validity is the degree to which the results obtained from data actually represent the phenomenon under study (Silvan, 2008). According to Joppe (2000), validity determines whether the research truly measures that which it was intended to measure, or how truthful the research results are.

3.5.5.1 Face and Content Validity

Face and content validity ensures that there is a logical link between research objectives and research hypothesis. Kumar (2011) observes that face and content validity is crucial in ensuring that each question or item on the sub-scale has a logical link with an objective of the study. This concurred with Amin (2005) assertions that face and content validity is determined by expert judgment. In this study the validity of the instruments was calculated by using the Content Instruments were determined to be valid by considering whether they gave information on the effect of talent management on the relationship between performance appraisal and productivity of secondary school teachers. The researcher involved 10 post graduate students in the School of Business and Economics of Maseno University who were asked to rate the research instruments into either good or bad.

The number 10 was in line with suggestions by Mason (2010) who had indicated that at 6 to 10 experts is adequate for face and content validity. The formula: $CVR = [(G - (N / 2)) + (N / 2)] / N$ was used; N represents the total number of experts and G the number who rated the

object as good. 8 participants indicated that the instruments were good. The Content Validity Index was found to be 0.8. Kathuri and Palls (1993) argue that instruments with validity confident of at least 0.7 are accepted as valid in research. However, the suggestions that were given by the experts were used to revise and improve the research instruments. Face validity is the degree to which a test seems to measure what it reports to measure (Boliger *et al.*, 2012). This was determined by expert judgement and supervisor's assessment.

3.5.5.2 Construct Validity

This is the degree to which a test measures what it claims to measure (Brown, 1996). It is the appropriateness of inferences made on the basis of observations or measurements. Convergent and discriminant validity are two types of construct validity. While Convergent Validity defines the degree to which two measures of constructs that that theoretically should be related are actually related. Discriminant validity tests whether the measurements that are supposed to be unrelated are actually unrelated. Construct validity was examined by assessing the convergent validity and discriminant validity.

Convergent validity is the extent to which observed variables of a particular construct share a high portion of the variance in common (Hair *et al.*, 2010). Factor loadings of construct and average variance extracted (AVE) estimations are used to assess the convergent validity of each of the constructs. Hair *et al.* (2010) further suggested that the ideal standardized loading estimates should be 0.7 or higher, but noted factor loading with score of 0.50 and greater as very significant. The AVE estimation should be greater than 0.5 to show adequate convergent validity. The Average variance extracted measures the amount of variance captured due to measurement error.

Table 3.5: Average Variance Extracted (AVE) and discriminate validity

	Standards Criteria	Feedback	Satisfaction	Retention	Training Development	Career Management
Standards Criteria	.522					
Feedback	.553	.544				
Satisfaction	.525	.455	.541			
Retention	.531	.617	.514	.611		
Training Development	.504	.636	.554	.597	.513	
Career Management	.672	.547	.570	.671	.694	.552

Source: Research Data 2019

From the Table 3.5, all loadings were greater than 0.50 and considered to be significant; thus, convergent validity was established, as Dunn, *et al.* (1994) suggested that ‘if the factor loadings are statistically significant, then convergent validity exists’. The results therefore demonstrate a high level of convergent validity of the constructs used.

Discriminant validity was assessed by the average variance extracted (AVE) for each construct. From Table 3.6, the results indicate that the AVE estimates a high level of discriminant validity.

Table 3.6: Inter Correlation for constructs

Inter Construct Correlation						
	Standards Criteria	Feedback	Satisfaction	Retention	Training Development	Career Management
Standards Criteria	1.000					
Feedback	.678	1.000				
Satisfaction	.525	.573	1.000			
Retention	.526	.612	.762	1.000		
TrainingDevelopment	.614	.721	.568	.678	1.000	
Career Management	.641	.678	.483	.714	.412	1.000

Source: Research Data 2019

3.6 Data Analysis and Presentation.

Data analysis is the process of bringing meaning to raw data collected (Mugenda and Mugenda, 2003). After the data was collected, there was a cross-examination to ascertain their accuracy, competences and to identify those items that were wrongly responded to, spelling mistakes and blank spaces. The collected data was processed, coded then analysed to facilitate addressing the research objectives and testing of the hypothesis. Qualitative data was analysed using descriptive statistics while quantitative data was analysed using inferential statistics. This approach was adopted since descriptive methods tend to be stronger in validity but weak in reliability whereas inferential statistics tend to be stronger in reliability but weak in validity (Bando, 2015). Babbie (1986) indicates that the use of both methods aids the researcher in gaining a higher degree of reliability and validity.

The first objective of the study was to determine the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County. This was analyzed using frequencies, mean, standard deviation and percentages. A regression analysis was carried out to determine the relationship between performance appraisal and Teacher productivity. The second objective was to determine the relationship between Talent management and productivity of the secondary school teachers in Kisumu County. This too was analysed using frequencies, mean and standard deviation and percentages. A regression analysis was also carried out to determine the relationship between Talent management and Teacher productivity. The third objective was to establish the moderating effect of talent management on the relationship between performance appraisal and productivity of the secondary school teachers in Kisumu County. Moderator regression analysis was used to determine the moderating effect of talent management on the relationship between performance appraisal and and teacher productivity. However, care was taken to test for multi-collinearity in the final regression output through use of Variance Inflation Factor (VIF) where values less than 10 were treated as acceptable. Furthermore, other regression diagnostic tests such as test for normality of independent variables and linearity were performed to establish the reliability and validity of the regression model.

3.6.1 Regression Models

This model contains variables that constitute performance appraisal as generally agreed in many Service Quality (SERVQUAL) modelling studies. The model utilises cross-sectional data to explore the hypothetical relationship between performance appraisal and teacher productivity in specific objective one.

Model 1

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \varepsilon_i \dots \dots \dots \text{Equation 3.2}$$

Y_i is the dependent variable (Teacher productivity)

X_{1i} is the Standards and criteria

X_{2i} is the feedback

X_{3i} is the Satisfaction

β_0 is the constant or intercept

β_i ($i=1, 2, 3$) is the regression coefficients or change induced in Y by each X

ε_i is the Error assumed to have a normal distribution and constant

Model 2

The model utilises cross-sectional data to explore the hypothetical relationship between talent management and teacher productivity in objective two.

$$Y_i = \beta_0 + \beta_1 M_{1i} + \beta_2 M_{2i} + \beta_3 M_{3i} + \varepsilon_i \dots \dots \dots \text{Equation 3.3}$$

Y_i is the dependent variable (Teacher productivity)

M_{1i} is Talent retention

M_{2i} is Training and Development

M_{3i} is Career Management

β_0 is the constant or intercept

β_i ($i=1, 2, 3$) is the regression coefficients or change induced in Y by each W

ε_i is the Error assumed to have a normal distribution and constant

3.6.2 Moderator Regression Model

The moderator regression analysis was used to address objective three, by determining the moderator effect of talent management on the relationship between performance appraisal and productivity. According to Cohen (1978), the model for moderator analysis is not an additive like in the case of the other regression models. The product represents the interactions only when its components have been patrialed out. Leaving out the individual components in the regression model confounds the additive and multiplicative effect producing biased and misleading results, (Ondoro, 2014). For this reason, interpreting the coefficients in the model is based on un-standardised coefficients rather than standardised coefficients (Whisman and Mc Clelland, 2005). The moderator analysis was adopted to determine the effect of talent management on the relationship between performance appraisal and staff productivity of teachers. The model for the regression was as below.

Model 3

$$Y_i = \beta_0 + \beta_1 X_i + \beta_2 W_i + \beta_3 XW + \varepsilon_i \dots \dots \dots \text{Equation 3.4}$$

Where;

Y_i is the dependent variable (Teacher productivity)

X_i is the independent variable (Performance appraisal)

W_i is the Moderator variable (talent management)

XW is the interactive term

β_0 is the standardised Y intercept

ε_i is a random variable, error term that accounts for the variability in Y_i that cannot be explained by the linear effect of the i predictor variables.

The coefficients (β_{1-p}) of the variables (Independent variables) indicate the magnitude of the respective relationship between that independent variable and the dependent variable. The values of these coefficients is critical in the interpretation of the relationships (that is, to establish the variables whose variation yields the largest impact on the first independent variable).

3.6.3 Hypothesis Testing

To establish the factors that can be used to predict teacher productivity, regression analysis was used. The independent variables which performance appraisal was first inter-correlated with the dependent variable which is teacher productivity. Multiple regression analysis using step wise approach was used to test the moderating influence of talent management on the relationship between performance appraisal and teacher productivity.

In order to correctly interpret the subsequent statistics, the following considerations were made. When: $r = -1$ implied a perfect negative linear relationship $r = -0.70$ implied a strong negative linear relationship $r = -0.50$ meant a moderate negative relationship, $r = -0.30$ indicated weak negative linear relationship, $r = 0$ meant that there is no linear relationship, where $r = +0.30$ meant a weak positive linear relationship, $r = +0.50$ meant a moderate positive linear relationship $r = +0.70$ indicated a strong positive linear relationship and $r = +1$ implied a perfect positive linear relationship. *Fort*-value of greater than 1.96 with p less than 0.05 indicates that the independent variable is a significant predictor of the dependent variable. The greater the t -statistics, the greater the relative influence of the independent variable on the dependent variable. A t -statistics of less than 1.96 with p significance greater than .05 indicates that the independent variable is not a significant predictor of the dependent variable beyond the sample and Coefficient of Determination $R^2 = 1$ meant a perfect fit and $R^2 = 0$ implies no variation.

3.7 Tests for Assumptions of Regression Model

There was need to test that the variables were normally distributed. Tests for collinearity and homoscedasticity were therefore conducted to identify any violation of the assumption that the variables were normally distributed.

3.7.1 Testing for Normality Assumption

Regression assumes that variables have normal distributions and this can be determined through visual inspection of data plots, skew and kurtosis. Normality of data distribution was tested for all the variables measuring teacher productivity, performance appraisal and also for talent management. Response scores for each case on items measuring each of these variables were averaged to yield a typical response score for case on the variable. The point to point (P-P) plots were used to examine normality of data distribution for each variable. According to Tabachnick & Fidell (2013), in these probability plots, a normal distribution produces a straight diagonal line which is then compared to the plotted data. Data points close to the diagonal line either side would then imply non-violation of normality requirement.

3.7.1.1 Normality Test for Standards and Criteria Variable

Standards and criteria were conceptualized as the first aspect of performance appraisal. The Q-Q plot displayed in figure 3.1 has data points distributed along the diagonal line. This implies that data measuring Standards and criteria was normally distributed. Hence normality assumption was not violated.

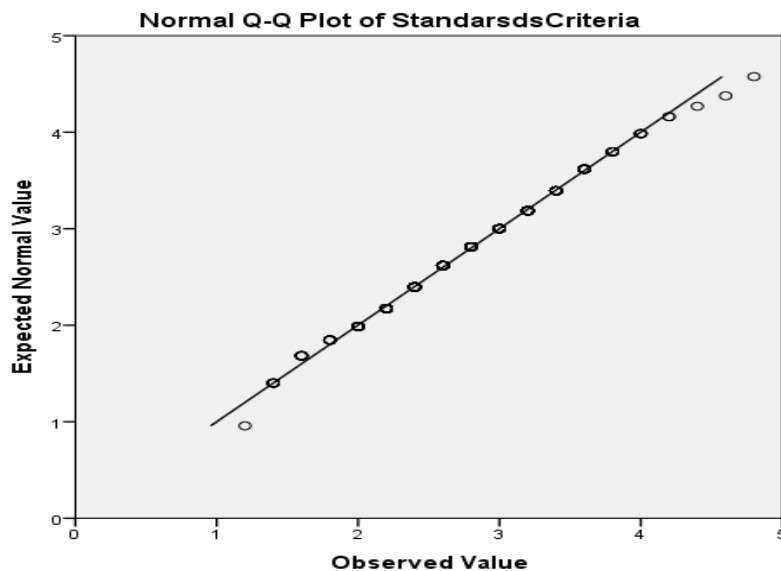


Figure 3.1: Normal Q-Q Plot of Standards and Criteria

3.7.1.2 Normality Test for the Feedback Variable

Feedback variable was conceptualized as the second aspect of Performance appraisal. A total of five items were used to measure feedback. The P-P plot shown in figure 3.2 below

confirms that data for Feedback were normally distributed since data points were close to the diagonal line.

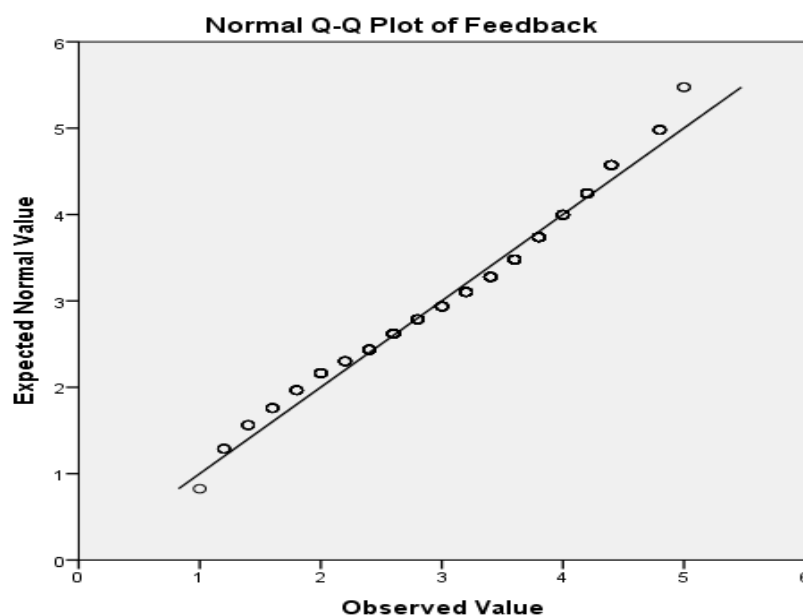


Figure 3.2: Normal Q-Q Plot of Feedback

3.7.1.3 Normality Test for Satisfaction variable.

Satisfaction was conceptualized as the third Performance appraisal aspect. The Q-Q plot for satisfaction displayed in figure 3.3 indicates that data for Satisfaction was normally distributed.

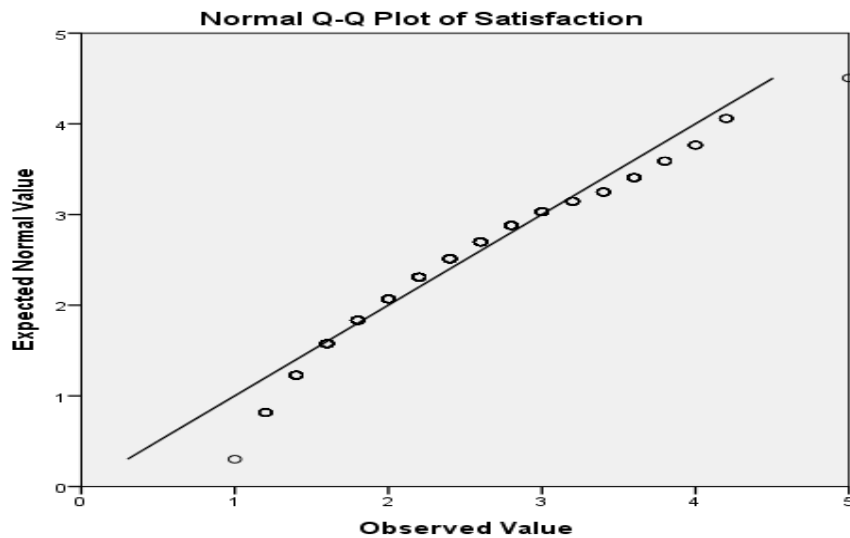


Figure 2.2: Normal Q-Q Plot of Satisfaction

3.7.2.1 Normality Test for Teacher Retention

Teacher retention was conceptualized as the first aspect of Talent Management. The Q-Q plot displayed in figure 3.4 has data points distributed along the diagonal line. This implies that data measuring Teacher Retention was normally distributed. Hence normality assumption was not violated.

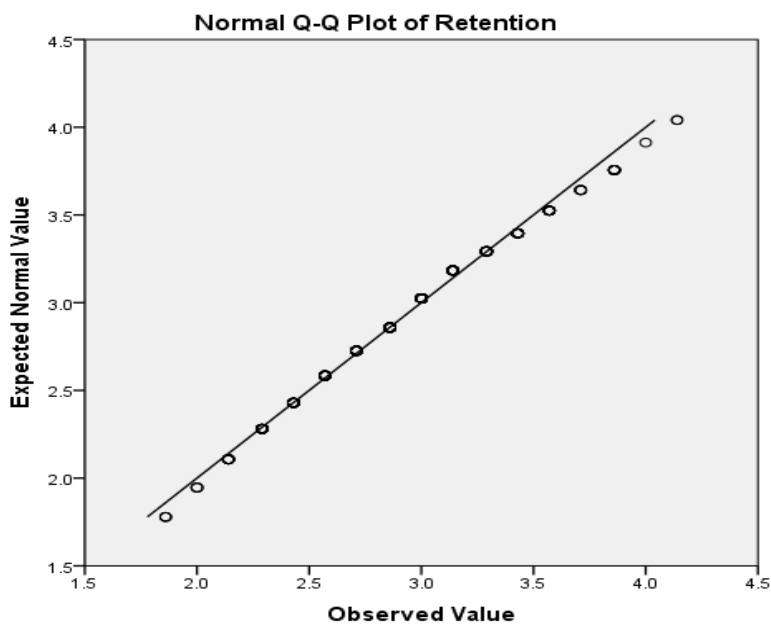


Figure 3.3: Normal Q-Q Plot of Teacher Retention

3.7.2.2 Normality Test for the Training and Development

Training and Development was conceptualized as the second aspect of Performance appraisal. A total of seven items were used to measure feedback. The Q-Q plot shown in

figure 3.5 below confirms that data for Training and Development were normally distributed since data points were close to the diagonal line.

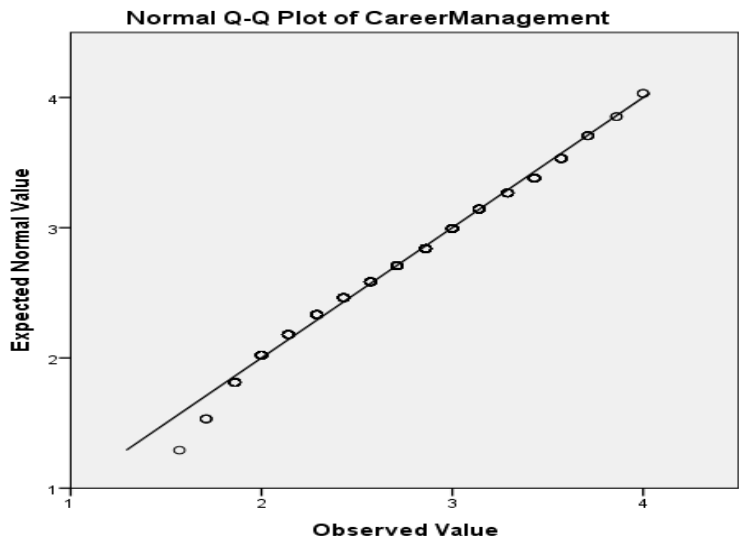


Figure 3.4: Normal Q-Q Plot of Training and Development.

3.7.2.3 Normality Test for Career Management

Career Management was conceptualized as the third Performance appraisal aspect. The Q-Q plot for satisfaction displayed in figure 3.6 indicates that data for Career Management was normally distributed.

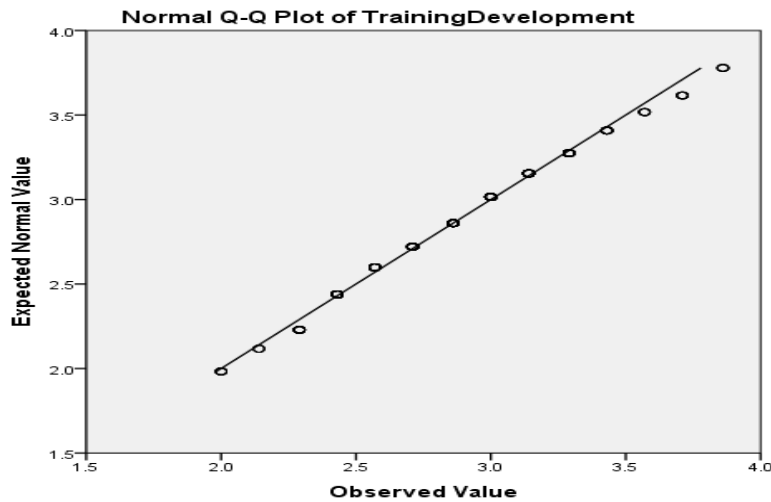


Figure 3.5: Normal Q-Q Plot of Career Management.

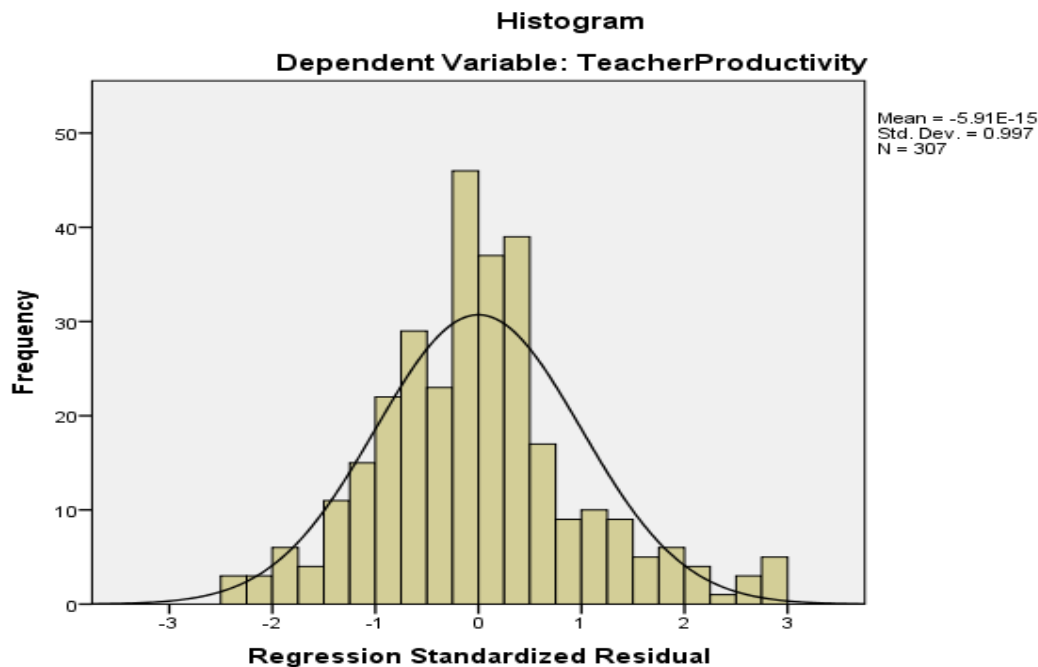


Figure3.6: Histogram of regression standardized residual for Teacher Productivity.

3.7.2 Heteroscedasticity test

Heteroscedasticity test was also done after regression and the scatter plot in figure 3.5 shows the results. This test was done to determine if the variance of the residual from the model was constant and unrelated to the independent variable or if it was non-constant and related to the independent variable; constant variance is called homoscedasticity, while non-constant variance is called heteroscedasticity. A scatter plot with standardized residuals on the Y-axis and the standardized predicted values of the dependent variable on the X-axis was hence produced.

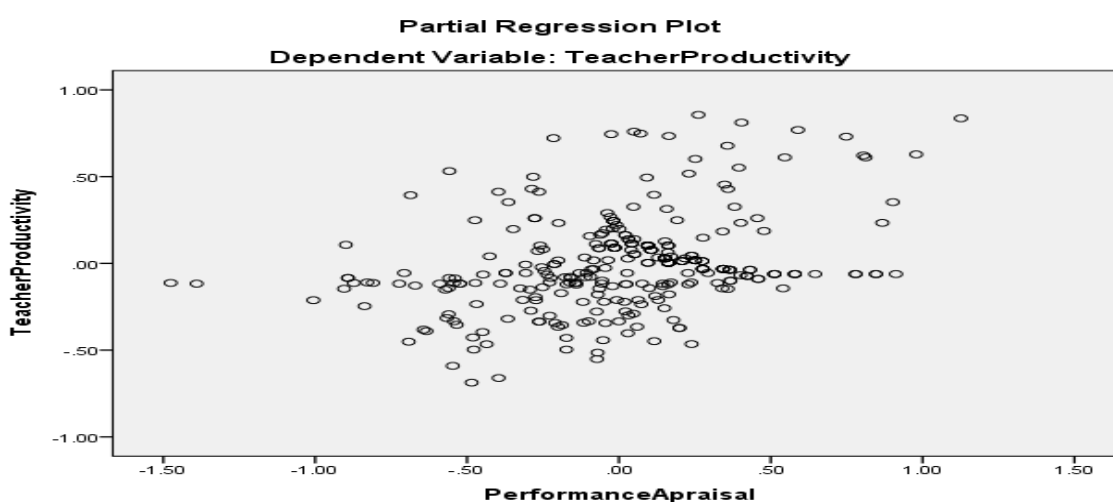


Figure 3.7: Heteroscedasticity test using

g a two way scatter plot for Performance Apraisal

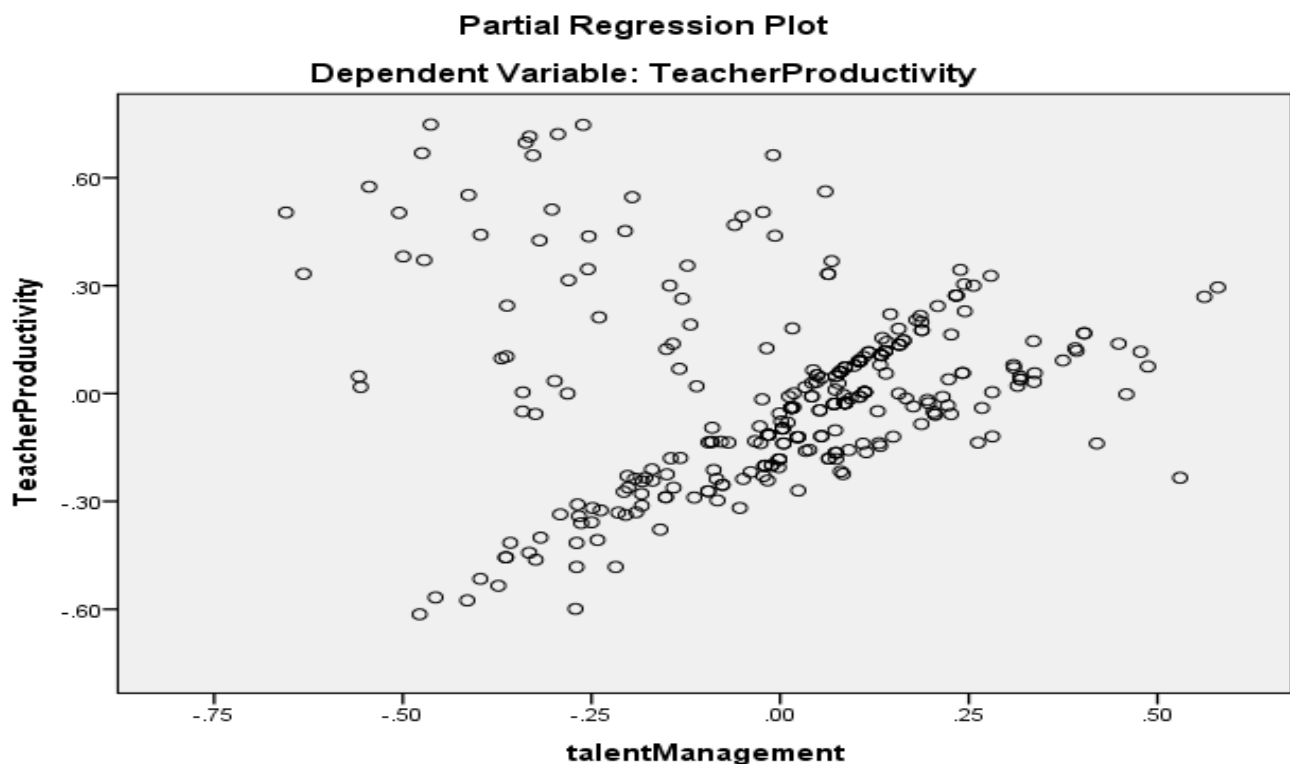


Figure 3.8: Heteroscedasticity test using a two way scatter plot for Talent Management

Basing on the study findings from Figure 3.8 and 3.9, there were no changes in the vertical spread among the residuals across the figure from left to right. In this case, the vertical spread of the residuals is randomly distributed. There is no overall pattern in the variance of the residuals, meaning that there appear to be no evidence of heteroscedasticity; hence there is homoscedasticity. According to the SAGE Research Methods Datasets, affects the estimated standard errors for the coefficients of a linear regression model. It can make them either too large or too small, but most often it makes them too small.

The standard error of any statistic is calculated to provide an estimate of how much that statistic might change if it were calculated again on another random sample of data of the same size taken from the same population. Therefore, in this study, because there was no heteroscedasticity but instead there was homoscedasticity, the relationship between teacher productivity and performance appraisal and the relationship between teacher productivity and Talent Management in the secondary schools within Kisumu County will remain the same if another random sample of data (of teachers and students) is taken from the same population. This implies that these study findings can be generalized to all the secondary schools in Kisumu County.

3.7.3 Testing for Presence of Multicollinearity

Multicollinearity relates to high correlations among predictor variables. The presence of multicollinearity as observed by Vatchera *et al* (2016) can result in unstable and biased standard errors. This may in consequence lead to unrealistic and untenable interpretations of findings. Presence of multicollinearity was tested using Variance Inflation Factors (VIF). According to Tabachnick and Fidell (2013), VIFs assess the increase in the Variance of estimated regression coefficients in case of correlations among predictors. The threshold for existence of multicollinearity was set as a minimum value of '5' basing on suggestions by Ringle *et al.* (2015). Consequently any VIF value beyond 5 signified existence of multicollinearity.

3.7.3.1 Test for Collinearity among the Constructs of Performance Appraisal

Table 3.7: Test for collinearity among the constructs of performance appraisal

Collinearity Statistics			
		Tolerance	VIF
Model 1	Standards and Criteria	0.692	1.446
	Feedback	0.954	1.048
	Satisfaction	0.719	1.390
a. Dependent Variable: Teacher Productivity			

Source, Survey 2019

For all the constructs of Performance appraisal namely: Standards and criteria. Feedback and Satisfaction, had a VIF of less than 10. According to Field (2005), VIF values of less than 10 indicates that there is no multicollinearity

3.7.3.3 Test for Collinearity among the Constructs of Talent Management

Table 3.8: Test for co linearity among the constructs of Talent Management

Collinearity Statistics			
		Tolerance	VIF
Model 2	Retention	0.312	3.203
	Training and Development	0.529	1.89
	Career Management	0.480	2.083
a. Dependent Variable: Teacher Productivity			

Source; Survey 2019

For all the constructs of Talent Management: Retention, Training and Development and Career Management had a VIF of less than 10. According to Field (2005), VIF values of less than 10 indicates that there is no multicollinearity

A multicollinearity test was also carried out to find out if the dependent and independent variables were highly correlated; in this case Talent management and teacher productivity. And as stated by Tabachnick, & Fidell (2001), the simplest way to test for multi-collinearity is by testing for correlation between the dependent and the independent variables, then check for the strength of the relationship. Basing on the study findings in Table 3.6 and 3.7 there was no multi-collinearity between talent management and teacher productivity. There was therefore no reason for removing any of the variables. Table 3.9 shows the results for the multi-collinearity test between the talent management and teacher productivity.

Table 3.9: Correlation output for Performance Apraisal and Teacher productivity

Correlations			
Teacher Productivity	Pearson Correlation	Teacher Productivity	Performance Apraisal
	Sig. (2-tailed)	1	.474**
	N	307	307
Performance Apraisal	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.000	
	N	307	307

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

Table 3.10 shows the results for the multi-collinearity test between the talent management and teacher productivity

Table 3.10: Correlation output for Teacher productivity and Talent management

Correlations			
Teacher Productivity	Pearson Correlation	Teacher Productivity	Talent Management
	Sig. (2-tailed)	1	.673**
	N	307	307
Talent Management	Pearson Correlation	.673**	1
	Sig. (2-tailed)	.000	
	N	307	307

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

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter contains the findings obtained from the field and their discussion as per the objectives of the study which were: To determine the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County, to determine the relationship between talent management and productivity of the secondary school teachers in Kisumu County, and to establish the moderating effect of talent management on the relationship between performance appraisal and productivity of the secondary school teachers in Kisumu County.

4.2 Response rate

The first thing the researcher did was to determine the response return rate from the questionnaires that were administered to the study respondents. From the 312 questionnaires that were administered, 310 were returned to the researcher. Of these, 307 were adequately filled. Therefore, three inadequately filled questionnaires were discarded. In total, 307 out of 312 questionnaires were used for data analysis, representing 98.4% return rate. This is an excellent return rate according to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a response rate of 70% and over is excellent.

4.3 Demographics

This section presents the demographic information of respondents which were of importance in the interpretation of the responses given. These factors included; age, length of service, gender, whether the respondents took part in appraisal, position in school and type of school the respondents were teaching in. Table 4.1 shows the results for demographic characteristics of respondents.

Table 4.1: Demographic characteristics of respondents

Character	Category	Frequency	Percentage
Age	26-35	51	16.61
	36-45	238	77.52
	46-55	18	5.86
Length of service	0-5	53	17.26
	6-10	24	7.82
	11-15	87	28.3
	16-20	25	8.14
	21-25	118	38.44
Gender	Male	182	59.28
	Female	125	40.71
Take part in appraisal	Appraisee only	153	49.84
	Appraiser only	0	0
	Both	154	50.16
Position in school	Teacher	153	49.84
	HOD	84	27.36
	Deputy Principal	46	14.98
	Principal	24	7.82
Type of school	National	2	0.65
	Extra County	83	27.03
	County	222	72.31

Source: Research data (2019)

The results in Table 4.1 revealed that a majority of the respondents (238, which constitutes 75%) were of ages 36-45, 51 (16.6%) were of ages 26-35, and 18 (5.9%) were of ages 46-55. Concerning the length of service, the results in Table 4.1 showed that 118 (38.4%) of the teachers had been in service for 21-25 years, 87 (28.3%) for 11-15 years, 53 (17.3) for 5

years and below, 25 (8.1%) for 16-20 years, and 24 (7.8%) for 6-10 years. In addition, it was evident that majority of the respondents, 182 (59.3%), were males while 125 (40.7%) were females. The demographics results also indicated that the respondents were split into nearly half between those who had participated on the appraisal as appraisee only and those who had participated both as appraiser and appraisee. 154 (50.16%) respondents had participated both as an appraiser and an appraisee. 153 (49.84%) had only participated as appraisee. In terms of the position of the respondents in school, a majority of the respondents, 153 (49.83%), were teachers, 84 (27.36%) were head of departments, 46 (14.98%) were deputy principals, while 24 (7.82%) were principals. This indicated that the HOD's, the Deputy Principals and the principals were active appraisers even though they too were appraised. Lastly, the results showed that majority of the sampled schools, 222 (72.3%), were county schools, 83 (27.0%) were extra county, and 2 (0.7%) were National schools.

The respondents in this study were, therefore, representative of the teachers in Kisumu County. This is from the spread of age, sex, and length of service. The spread is the general representation of the teacher demographics in the nation. The divide between those who have participated as both appraisee and appraiser also gives a balanced view of the questions of the study from both perspectives. The responses are, therefore, not biased to those who have only been appraisee or to those who have only appraised. The type of schools is equally well represented. There is no bias towards a particular type of school. It is believed that the general perception of issues vary with the type of school a teacher teachers in. This has been well spread in the demographics of the teachers respondents.

4.4: Performance Appraisal in Schools in Kisumu County

The study's main objective was to determine the effect of talent management on the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County. To achieve this, the respondents were asked to give their opinions about the current performance appraisal in their schools rated on a five-point Likert-type scale. Three aspects of performance appraisal were looked at, with each of the aspects having five questions. The first aspect involved the standards and criteria of performance appraisal. In this area, questions concerning the respondents understanding of the appraisal criteria, contribution of the criteria in effectiveness of the appraisal, the scale of the appraisal, and whether or not the appraisal was only done to satisfy policy requirements were asked. The second aspect was dealing with feedback of the teacher performance appraisal process. In

this aspect, the respondents were asked questions concerning; the process of communicating the appraisal results, the regularity of the feedback, if the feedback was used in improvement of productivity, and if they believed in the necessity of the feedback. The results were presented in the form of percentages and frequencies, as shown in Table 4.2

Table 4.2: The current performance appraisal in secondary schools in Kisumu County

	Questions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std dev
811	I have a good understanding of the appraisal criteria.	3(1.0)	30(10.0)	3(1.0)	246(80.0)	25(8.0)	3.85	0.74
812	Overall, I am fully satisfied with criteria used in the current appraisal system	72(23.5)	111(36.2)	63(20.5)	27(8.8)	34(11.1)	2.48	1.25
813	The present appraisal system contributes to my overall effectiveness.	72(23.5)	125(40.7)	43(14.0)	34(11.1)	33(10.7)	2.45	1.26
814	The current format of rating scales used in the appraisal form is an effective measure of my productivity	91(29.6)	141(45.9)	38(12.4)	19(6.2)	18(5.9)	2.13	1.09
815	My current appraisal is done just for the sake of compliance with policies	62(20.2)	89(29.0)	19(6.2)	82(26.7)	55(17.9)	2.93	1.44
821	My school has a clear processes of evaluating and communicating to a teacher how they are performing their job	39(12.7)	49(16.0)	25(8.1)	114(37.1)	80(26.1)	3.48	1.36
822	I receive regular feedback from management registering both successes and failures.	39(12.7)	42(13.7)	20(6.5)	122(39.7)	84(27.4)	3.55	1.35
823	Management provides Teachers with feedback that enables the latter to learn, develop, and improve their performance.	44(14.3)	82(26.7)	22(7.2)	80(26.1)	79(25.7)	3.22	1.44
824	This feedback helps me assess my performance and identify the improvement areas.	42(13.7)	67(21.8)	26(8.5)	92(30.0)	80(26.1)	3.33	1.41
825	I believe that constructive feedback does more to improve their performance than positive feedback.	79(25.7)	113(36.8)	24(7.8)	44(14.3)	47(15.3)	2.57	1.40

831	The appraisal criteria (general) in which I am evaluated is fair	91(29.6)	141(45.9)	38(12.4)	19(6.2)	18(5.9)	2.13	1.09
832	In general, I received the appraisal outcome that I deserved	58(18.9)	110(35.8)	13(4.2)	85(27.7)	41(13.4)	2.81	1.37
833	Performance Appraisal is fair to me.	44(14.3)	75(24.4)	72(23.5)	63(20.5)	53(17.3)	3.02	1.31
834	My School has strategies in place that satisfies Teacher needs to prevent or reduce anxiety, insecurity and stress among them.	137(44.6)	118(38.4)	27(8.8)	10(3.3)	15(4.9)	1.85	1.04
835	My current performance appraisal system is very effective	106(35.4)	121(39.4)	18(5.9)	34(11.1)	28(9.1)	2.21	1.28
OVERAL							2.81	1.26

Source: Research data (2019)

The first set of questions sought to determine the standards and criteria used in teachers' performance appraisal. The questions were intended to determine the teachers' understanding of the appraisal criteria and general feeling about the appraisal tool. Basing on the study findings in Table 4.2, it is evident that many teachers in Kisumu county had a good understanding of the appraisal criteria as indicated by 246 (80.0%) of the respondents who agreed, and 25 (8.0%) who strongly agreed with having a good understanding of the appraisal criteria, ($M=3.85$, $SD= 0.74$). However, few teachers did not have a good understanding of the appraisal criteria, as indicated by 30 (10.0%) of the respondents who disagreed and 3 (1.0%) who strongly disagreed that they had a good understanding of the appraisal criteria. On the same matter, 3(1.0%) of the respondents did not know if they had a good understanding of the appraisal criteria. On the overall satisfaction with the appraisal system's criteria, most of the respondents, 111 (36.2%), disagreed and 72 (23.5%) strongly disagreed having and being satisfied with the appraisal criteria. ($M=2.48$, $SD=1.25$); however, few, 34 (11.1%), of the respondents strongly agreed and 27 (8.8%) agreed with being satisfied with the appraisal criteria. In as much as some agreed and others disagreed, 63 (20.5%) were undecided whether they were fully satisfied with the criteria used in the current appraisal system or not.

The study findings showed that 72 (23.5%) and 125 (40.7%) of the respondents strongly disagreed and disagreed, respectively, that the appraisal system contributed to their overall effectiveness. Only a few of the respondents, 34 (11.1%), agreed, and 33 (10.7%) strongly agreed that the appraisal system contributed to their overall effectiveness with 43 (14.0%) were not sure if the appraisal system improved their effectiveness. As pertains measure of effectiveness, most of the respondents disagreed on the rating scale as an appropriate measure of their productivity. A majority of the respondents, 232 (75.5%) either strongly disagreed or disagreed with the rating scale as an effective measure, and only 37 (12.1%) agreed or strongly agreed while 38 (12.4%) were undecided on whether the current rating scale format used in the appraisal form was an effective measure of their productivity. The respondents had mixed opinions on whether the performance appraisal was only done for the sake of compliance with policy whereby 62 (20.2%) strongly disagreed, 89 (29.0%) disagreed, 82 (26.7%) agreed, and 55(17.9%) strongly agreed that the performance appraisals was only done to comply with the policy. On the same matter, 19 (6.2%) of the respondents were neutral. ($M=2.93$, $SD=1.44$).

The second set of questions was intended to determine if there was feedback on the teacher performance appraisal and the feedback quality. From table 4.2, About feedback, in terms of clarity of the evaluation and communication system to teachers concerning their performance, the majority of the respondents, 114(37.1%), agreed, and 80 (26.1%) strongly agreed that there were clear processes of evaluating and communicating to teachers about their job performance in their schools. On the contrary, 49 (16.0%) and 39 (12.7%) disagreed and strongly disagreed, respectively, while 25 (8.1%) were neutral about the clarity of the evaluation and communication processes in their schools to teachers concerning their job performance. Similarly, the majority of the respondents, 122(39.7%), also agreed, with 84 (27.4%) strongly agreeing that teachers in their schools received regular feedback from the management registering both successes and failures ($M=3.22$, $SD=1.35$); 42 (13.7%) disagreed with 39 (12.7%) strongly disagreeing that they received regular feedback from the management for both their failures and successes.

It was evident from the study findings that respondents had mixed opinions about the feedback that they received from the management being able to help teachers develop, learn and improve their performances. In this case, 82(26.7%) of the respondents disagreed that the feedback made teachers to learn, develop and improve their performances while 80(27.1%) agreed and 79(25.7%) strongly agreed that the feedback the teachers received from the management enabled them to learn, develop and perform better, ($M=3.22$, $SD=1.44$). From the study findings, it was revealed that the feedback the teachers received from the management enabled the teachers to assess their performance and identify the improvement areas. This was indicated by 92(30 and 80(26.1%) who agreed and strongly agreed respectively that the feedback the teachers received from the management enabled them to assess their performance and identify the improvement areas. On the contrary, 67(21.8%) of the respondents disagreed and 42(13.7%) strongly disagreed that the feedback the teachers received from the management enabled them to assess their performance and identify the improvement areas, ($M=3.33$, $SD=1.41$).

The study findings in Table 4.2 also indicated that majority of the teachers negated with the fact that teachers believed that only constructive feedback did more to improve their performance than positive feedback. This was evident as shown by majority of the respondents 113(36.8%) who disagreed and 79(25.7%) who strongly disagreed with the

idea; however, 47(15.3%) strongly agreed and 44(14.3%) agreed that teachers believed that constructive feedback did more to improve their performance than positive feedback.

The third set of questions sought to determine the teacher's satisfaction with the performance appraisal. From Table 4.3, 141(45.9%) of the respondents disagreed with 91(29.6%) disagreeing strongly that the appraisal criteria they were evaluated in was fair. On the contrary, there were few respondents 19(6.2%) who agreed and 18(5.9%) who strongly agreed that the appraisal criteria was fair to them; 38(12.4%) did not know if the criteria was fair to them or not. The study findings also revealed that 110(35.8%) of the respondents disagreed while 58(18.9%) of them strongly disagreed they had generally received the appraisal outcome they deserved. However, 85(27.7%) of the respondents agreed with 41(13.4%) agreeing strongly that they generally had received the appraisal outcome they deserved. Concerning the fairness of the performance appraisal for all employees supervised, 75(24.4%) of the respondents disagreed, 72(23.5%) were undecided, 63(20.5%) agreed, 53(17.3%) strongly agreed and 44(14.3%) of the respondents strongly disagreed that performance appraisal is fair for all employees supervised, ($M=3.02$, $SD=1.31$).

On strategies that prevent or reduce anxiety, insecurity and stress among during appraisal, 137(44.6%) strongly disagreed while 118(38.4%) disagreed that such strategies existed. 83% therefore disagreed on the existence of the strategies. 27(8.8%) of the respondents were not sure if the strategies existed. Some of the respondents agreed that the strategies existed. This included 10(3.3%) agreeing while 15 (4.9%) strongly agreeing that the strategies existed. In addition to that, majority of the respondents 106(34.5%) strongly disagreed with 121(39.4%) disagreeing that the current performance appraisal system was very effective, ($M=2.21$, $SD=1.27$).

In all cases, the responses from teachers showed mixed reactions and this was evident from the standard deviations that were more than 1.00. Generally from the study findings, it could be depicted that in majority of the teachers had a good understanding of the appraisal criteria with 88% agreeing or strongly agreeing that they understood the appraisal criteria as opposed to 33(11.0%) who disagreed and strongly disagreed with the fact that they did not understand the appraisal criteria. From the responses of teachers, even though performance appraisal criteria was understood, it could be concluded that it was not embraced or valued by majority of the teachers because most were not satisfied with the appraisal system and

neither did they think the appraisal contributed to their overall effectiveness. More than half of the respondents (60%) of the respondents were not satisfied with the criteria used with 20% undecided on whether they were satisfied or not. This gives a total of 80% of the teachers not appreciating the performance appraisal. Similarly 64% of the teachers did not think the performance appraisal criteria improved on their overall effectiveness. Most of the respondents (75%) did not agree with the rating scales as an effective measure of their productivity. There is a mixed opinion on whether the performance appraisal was only done to comply with the ministry of education policies. A number of respondents (49%) disagreed that it is only done for policy compliance. They thought the appraisal could be there to serve in improving their productivity. Some of the respondents (44%) however agreed that the appraisal was only to comply with the policies.

From the study, there was feedback on the teacher performance appraisal. Most of the teachers 61% agreed that there was clarity of the evaluation and communication system to teachers in relation to their performance. On regular feedback, (68%) of the respondents agreed that teachers in their schools received regular feedback from the management registering both successes and failures. There was mixed opinions about the feedback that they received from the management being able to help teachers develop, learn and improve their performances. The Feedback that the teachers received from the management enabled the teachers to assess their performance and identify the improvement areas this was supported by 56% of the respondents. The most of the (61%) respondents believed that constructive feedback did more to improve their performance than positive feedback.

Most teachers are not satisfied with performance appraisal. On fairness of the appraisal criteria, 75% of the respondents did not agree that the appraisal criteria they were evaluated in were fair. The study findings also revealed that 54% of them disagreed they had generally received the appraisal outcome they deserved. Concerning the fairness of the performance appraisal for all employees supervised, 48% did not agree that the performance appraisal was fair. There were no strategies that prevent or reduce anxiety, insecurity and stress among during appraisal, this was demonstrated by 82% of the respondents who disagreed that such strategies existed. On reduction of anxiety, 83% therefore disagreed on the existence of the strategies that prevent or reduce anxiety, insecurity and stress among during appraisal finally, majority of the respondents 78% did not agree that the current performance appraisal system was very effective.

If performance appraisal is to succeed, the appraisee must be well versed with the appraisal criteria and relate to the criteria (DeNisi and Murphy, 2017). The low productivity experienced by the schools in Kisumu County may be as a result of the teachers not appreciating the performance appraisal criteria employed by the Teachers Service commission. The dismal performance in these schools could be because of the unfairness of the appraisal systems and the fact that teachers were not satisfied and did not understand them. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e, principal, assistant principal) reasonably understand the job expectations (Stronge, 2011). Because the teachers in the schools in Kisumu County rated the appraisal systems to be unsatisfactory and not effective in measure of their productivity, it means it did not provide accurate and sufficient detail. Research has also demonstrated that satisfaction with the appraisal process has an impact on factors such as productivity, motivation and organisational commitment (Cawley, *et al.*, 1998) and an appraisal process may be designed to motivate employees and inspire their continuous efforts toward goals, but, unless its participants are satisfied with and support it, the system will ultimately be unsuccessful (Mohrman and Lawler, 1981).

Joo & Park (2010) stated that input from employer's side is necessary as it help employees to improve their performance and increase efficiency. Similarly, Baruch, (1996) said that providing an employee with feedback is widely recognized as a crucial activity that may encourage and enable self-development which is instrumental for the success of the whole organization. In Kisumu county 62 % of the respondents agreed that there was feedback on how the teachers were performing their job, 38% disagreed with provision of the feedback. Majority of the teachers similarly agree that the feedback given both covered areas of success and failures with 67% agreeing there was therefore a clear communication channels to teachers about the outcome of the appraisal which included both their successes and failures. The quality of the feedback however derived a mixed feeling with 40% disagreeing with the feedback provided enabling the teachers to learn and improve on their work while 50% agreed that the feedback enabled them to identify their improvement areas. The respondents however believed that the constructive feedback was more important than positive feedback. In general there is evidence that there was feedback given to the teachers on the performance appraisal.

This is similar to what was stated by Carroll and Schneier (1982), that it is important to provide clear, performance based feedback to employees and by Pattanayak (2009) that for corrective actions to take place feedback must be provided regularly and it should register both successes and failures. The feedback from the management enabled teachers to learn, develop and improve their performance by identifying their improvement areas. Therefore, the feedback these teachers received from appraisals can be said to be developmental feedback. According to Zhou (2003), developmental feedback refers to the extent to which supervisors provide employees with useful information that enables the latter to learn, develop, and improve their performance. According to Joo & Park (2010), developmental feedback provides information about how well employees meet organizational expectations and work requirements for the purpose of future improvement).

Ilgen *et al.* (1979), stated that if appraisals are not satisfied or perceive a system as being unfair, they will be less likely to use performance evaluations as feedback to improve their performance and according to Kacmar *et al.* (1996), with regards to satisfaction with performance ratings, higher ratings usually elicit positive reactions to the appraisal and are related to satisfaction with the appraisal process (Jordan and Jordan, 1993). Performance appraisal in Kisumu County was however considered by most of the teachers as unfair as 75% of the respondents either disagreed or strongly disagreed that the appraisal system was in general fair. Only 25% were either unsure or agreed that the criterion was fair. Further, the respondents were split on whether they got the outcomes they deserved from the appraisal. While 40% agreed, the other 40% disagreed. On the issue of effectiveness of the appraisal system, 75% of the respondents disagreed. In general, the teachers of Kisumu County are not satisfied with the performance appraisal. According to Mohrman and Lawler (1981), if the performance appraisal is seen and believed to be biased, irrelevant and political, it may be a source of dissatisfaction with the system. Thus, employee reaction to the appraisal system is a critical aspect of the acceptance and effectiveness of the system. Huge dissatisfaction and perceptions of unfairness and inequality in the ratings may lead to the failure of the system.

4.5: Relationship between performance appraisal and productivity of secondary school teachers in Kisumu County

The first objective of the study sought to determine the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County. This was closely tied to the first hypothesis “Performance appraisal has no significant effect on productivity of secondary school teachers in Kisumu County”. To achieve this objective, and test the hypothesis, the researcher first sought to find out the teacher productivity in Kisumu County from the respondents. Their responses were measured on a five point Likert scale. The respondents were required to respond to questions relating to three aspects of teachers productivity. The first aspect was students’ performance. Under this, the respondents were asked the percentage of their students that obtained different grades in KCSE. The second was on value addition. On this, the respondents were asked on different measures of value addition including the skills, knowledge and aptitudes acquired by the students while in school. The third aspect was the students’ transition to the next level of learning. The respondents were asked the percentage of their students that proceeded to different levels of post-secondary school education after leaving high school. The study findings were presented using frequencies and percentages as shown in Table 4.3

Table 4.3: Teacher productivity

Questions		0%-25 %	26%-50%	NOT SURE	51-75%	76-100%	Mean	Std dev
		1	2	3	4	5		
911	What percentage had a mean of E plain?	125(40.72)	87(28.34)	15(4.89)	70(22.80)	10(3.26)	2.20	1.28
912	What percentage had a mean between D- and D+	97(31.60)	56(18.24)	6(1.95)	67(21.82)	81(26.38)	2.93	1.65
913	What percentage had a mean between C- and C+	75(24.43)	111(36.16)	3(0.98)	96(31.27)	22(7.17)	2.61	1.34
914	What percentage had a mean between B- and B+	184(59.93)	83(27.04)	0(0)	33(10.75)	7(2.28)	1.68	1.07
915	What percentage had a mean between A- and A	296(96.42)	11(3.58)	0(0)	0(0)	0(0)	1.04	0.19
921	What percentage had a higher grade in KCSE than KCPE	163(53.11)	91(29.36)	20(6.51)	23(7.49)	10(3.26)	1.78	1.07
922	At the end of form four, how many students leave with newly acquired games/ sports skill?	40(13.03)	51(16.61)	27(8.79)	115(37.46)	74(24.10)	3.43	1.36
923	At the end of form four, how many students have positive attitudes towards environmental protection and good health?	42(13.68)	41(13.36)	33(10.75)	117(38.11)	74(24.10)	3.46	1.35
924	At the end of form four, how many students have improved religious and sound moral values?	46(14.98)	79(25.73)	25(8.14)	85(27.46)	72(23.45)	3.19	1.43
925	At the end of form four, how many students have an appreciation for Kenyans varied and rich culture?	124(40.39)	85(27.69)	11(3.58)	71(23.13)	16(5.21)	2.25	1.33

931	What percentage qualified to join University after KCSE	134(43.65)	84(27.36)	16(5.21)	39(12.70)	34(11.07)	2.20	1.40
932	What percentage qualified to join Diploma colleges after KCSE	89(28.99)	90(29.32)	39(12.70)	48(15.64)	41(13.36)	2.55	1.40
933	What percentage qualified to join certificate collages after KCSE	58(18.89)	76(24.76)	42(13.68)	72(23.45)	59(19.22)	2.99	1.41
934	What percentage of your students joining form one sat for KCSE	4(1.30)	10(3.26)	31(10.10)	167(54.40)	95(30.94)	4.10	0.81
935	What percentage of your students did not join any collage after finishing form four	39(12.70)	65(21.17)	21(6.84)	121(39.41)	61(18.87)	3.33	1.34
OVERAL							3.03	1.27

Source: Research data (2019)

The first set of questions was intended to determine the student's performance in KCSE. The respondents were asked to base their response on KCSE 2018 as it was the most recent examination done by the time of the study. From the **Table 4.3**, most of the respondents, 125 (40.72%) indicated that between 0-25% of their students registered a mean grade of E plain. Some 87(28.34%) had between 26% and 50% registering and E plain. At the same time 70(22.80%) recorded the between 51% and 75% of their students had an E plain. Few respondents' 10(3.26%) registers a mean of E plain for between 76% to 100% of their students. Some respondents were however not sure of the percentage E plains in their school. The students results between D- and D+ was evenly distributed with 97(31.60%) and 56(18.24%) registered a mean of between D – and D+ at between 0% to 25% and between 26% and 50% respectively. Those that registered between 76% and 100% were 81(26.38) while 67(21.82%) had between 51-75% of their students having between D- and D+.

Many of the respondents had students scoring between C- and C+ with 111(36.16%) of the respondents having between 26% to 50% of their students obtaining grades between C- and C+. Between 51% and 75%, 96(31.27%) of respondents had their students obtaining between C- and C+ while 75(24.43) registered only 0-25% with a mean grade between C- and C+ while 22(7.17%) had more that 75% of their students obtaining between C- and C+. The number of the respondents not sure of the grades similarly fell to 3(0.98%) of the respondents. Very few schools 7(2.28%) had more that 75% of their students obtaining a mean grade between B- and B+. Majority, 184(59.93%) had less than 26% of their students obtaining the grades between B- and B+. Some schools 83(27.04%) and 33(10.75%) had their between 26% to 50% and 51% to 75% of their students respectively obtaining a mean of B- to B+. it's noted that all the respondents were sure of the percentage of their students who obtained these grades. Most of the schools had less than 26% of their students obtaining grades between A- and A Plain. This is indicated by 296(96.42%) of the respondents. Similarly only 11(3.58%) of the schools reported between 26% and 50% with an A- or A plain. No school had more than 50% of their students obtaining above A- and everyone was sure of this.

The second set of questions was intended to determine the value addition that the students had at the end of KCSE. From the results on Table 4.3. Very few students had a better grade in their KCSE than KCPE. A majority, 163(53.11%) had less than 26% of their students

obtaining a better grade in KCSE than KCPE. Some 91(29.36%) had between 26% and 50% of their students obtain better grade, while 20(6.57%) of the schools had between 51% to 75% of their students scoring more. Finally, 10(3.26%) of the respondents indicated that between 76% to 100% of their students got a higher grade at KCSE. On acquisition of a new games or sports skill, a huge number of the respondents indicated that their students learned a new skill. Some 115(37.46%) had between 51% to 75% of their students learning a new sport or game while 74(24.10%) had more that 75% of their students with a new skill in games and sports. Some 27(8.79%) were not sure while 40(13.03%) had less than 26% of their students learning a new game and sports. The remaining 51(16.16%) had between 26% and 50% of their students learn a new skill and games.

From the research results, a great number of students also developed a positive attitude towards environmental protection and health, 117(38.11%) of the respondents indicated that between 51% and 75 % of their students developed a positive attitude towards environmental protection and health. While 74(24.10%) of the respondents indicated that more that 75% of their students had this positive attitude, some 42(13.68%) of the respondents however had below 26% of their students develop a positive attitude towards environmental protection and health with 41(13.36%) saying they had between 26% to 50% develop the positive attitude. Improved religious and sound moral values drew a mixed reaction with 46(14.95%) of the respondents indicated that less than 26% of their students developed improved religious and sound morals. On improvement on religious improvement 79(25.73%) of the respondents indicated that between 26% and 50% showed improved religious and moral values. Some 85(27.69%) of the respondents indicated that between 51% and 75% of their students had the improvement while 74(24.10%) of the respondents said they had more that 76% improvement. Some respondents, 25(8.14%) were not sure of the number of students who had an improved religious and sound moral values.

The final question on this category was on the appreciation of Kenya's Varied and Rich cultures. According to the results, 124(40.39%) of the respondents indicated that less than 26% of their students ended up appreciating the varied and rich culture, some 85(27.69%) of the respondents placed the percentage of the students with this appreciation at between 26% and 50% while 71(23.13%) placed it at between 51% and 75%. A few of the respondents, 11(3.58%) of indicated that above 75% of their students had an appreciation of Kenyans varied and rich culture while 16(5.21%) of the respondents however were not sure.

The next set of questions in this category was dealing with the transition of the students to the next level of academic and tertiary institutions. From table 4.3, the study findings revealed that in most schools as shown by 134(43.6%) respondents, a small percentage of students (0-25%) qualified to join university after KCSE, in 84(27.36%) schools, (26-50)% students qualified to join the University after KCSE, in 39(12.70%) schools, there were (51-75)% students who qualified to join University while in a few schools as shown by 34(11.07%) respondents, (76-100)% students qualified to join the University. The study findings also revealed that in most schools in Kisumu County; 89(28.99%) schools had (0-25) % students proceeding to Diploma Colleges, 90(29.32%) schools had (26-50) % students proceed to Diploma Colleges and 45(14.7%) schools had (51-75) % students proceed to Diploma Colleges while 48(15.64%) schools had (76-100) % students proceed to Diploma Colleges. From these responses, it was shown that in most schools in Kisumu County, an average number of students were proceeding to Diploma Colleges as compared to schools where students proceeded to the University. Lastly from the study findings, it was evident that the schools where students proceeded to Certificate Colleges after KCSE were evenly distributed in Kisumu County. For instance, in 58(18.89%) schools, (0-25)% students proceeded to certificate Colleges, in 79(25.73%) schools, (26-50)% students proceeded to certificate Colleges, in 76(24.76%) schools, (51-75)% students proceeded to certificate colleges and in 52(16.94%) schools, (76-100)% students proceeded to certificate colleges.

From the research finding, it was also noted that many students did not join a tertiary of higher academic institution at the end of secondary school. This was indicated by 39(12.70%) of the respondents indicating that less than 26% did not join while 121(39.41%) indicating that between 51% - 75% of their students did not join any collage after secondary school. On joining collage after high school, 61(19.87%) of the schools registered more than 75% of their students not joining a collage after secondary school. The transition from form one to form four was above the average with 167(54.40%) having between 51% to 75% of their students who joined form one completing form four. In 95(30.94%) of the schools, above 75% of their students completed form four having joined form one. Very few schools 4(1.30%) and 10(3.26%) had less than 25% completing and between 26% and 50% completing respectively.

In general, from the study findings, teacher productivity was below average in most secondary schools in Kisumu County. This was shown by majority of the schools having a small percentage of students obtaining grades that are above C plain. From the results, 34% of the respondents indicated that in KCSE 2018, more than 50% of their students obtained a mean grade of E. Of the respondents, 49% of the respondents indicated that most of their students, above 50% had a mean grade of between D- and D+. Among them, 40% of the schools had less than 50% of their students score between C- and a C+. 60% of the schools had less than 26% of their students obtain a mean grade of between B- and B+ while more than 96% of the schools had less than 26% of their students score an A- or an A plain. As a measure of teacher productivity, student's performance in KCSE 2018 indicates that the productivity of teachers was very low. According to Ndungu (2014) the productivity of a teacher is measured by the student's academic performance in examination.

The study also found out that very few students score higher grades in KCSE than in KCPE. The value added to the students score between the time they joined secondary school and when they left was therefore very little with 54% of the schools had below 26% of their students scoring a higher grade in KCSE than KCPE. The acquisition of new sporting or games skill was better with 65% of the respondents indicating that more than 50% of their students acquired a new skill. This was also reflected on environmental and good health positive attitude acquisition with close to 65% having above 50% developing a positive attitude towards environmental protection and health. Religious and moral values however had a lower rating as only 54% of the schools reports above 50% improvement on moral and religious values. Appreciation of culture was poorly performed in the schools in Kisumu County, 68% of the schools reported that less than 50% of their students appreciated the varied and rich culture of Kenya. This therefore indicates that productivity as measured by value addition was average. While most students did not score grades better than their KCPE in KCSE, there was an improvement on acquisition of new skills, protection of environment and appreciation of the Kenyan culture.

In many schools more students proceeded to Diploma and certificate Colleges as compared to those who proceeded to the University. But a great number of the students proceeded to the next level of learning i.e. Universities, colleges and tertiary institution. The number of students dropping out of secondary school was also quite large, 3% of the respondents indicated that less than 50% of the enrolled students at form one sat for KCSE. In 86% of

the schools, the rate of completion was estimates at around 87% of the students who joined. On students not joining institution of higher learning and tertiary collages, 60% of the respondents indicated that more than 50% of their students did not join the collages. The productivity as measured by student's transition to the next level is therefore average in Kisumu County. The number of students dropping out of school is still a concern given the 100% transition policy of the government.

The study findings in Table 4.3 showed that even if performance appraisal strategies were in place, PA was not embraced or valued by majority of the teachers because they did not have an understanding and satisfaction of the appraisal systems and neither were the systems fair, effective nor did they bring out the expected outcome. From the results of table 4.3, the productivity of the teachers of Kisumu County was low. From these results, there seemed to be a relationship between PA and Teacher productivity. The low standard deviation indicated that the responses from the teachers were clustered around the mean, and high standard deviation indicates data are more spread out. A standard deviation close to zero indicates that data points are close to the mean. Because of this, it was necessary to determine if there was any relationship between performance appraisal and teacher productivity. A linear regression model was used to carry out the analysis whereby the independent variable was performance appraisal while the dependent variable was teacher productivity.

For regression analysis, the mean of teacher productivity was regressed against the mean of performance appraisal and the summary findings presented as shown in Table 4.4

Table 4.4: Regression model on the effect of performance appraisal on teacher productivity

Model	Model Summary ^b									Durbin-Watson
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.480 ^a	.230	.223	.37091	.230	30.229	3	303	.000	2.015

a. Predictors: (Constant), Satisfaction, Feedback, Standards Criteria

b. Dependent Variable: Teacher Productivity

Source: Research data (2019)

The study findings in Table 4.4 indicate the relationship between performance appraisal and teacher productivity. The model summary shows that there was a positive and statistically significant correlation between performance appraisal and teacher productivity in schools in Kisumu County ($R=.480$, $p=.000$). This is an implication that if performance appraisal is reinforced and conducted well in the schools in Kisumu County, teacher productivity would improve and if the performance appraisal is not reinforced, and then teacher productivity would be poor. From these findings, performance appraisal is necessary for teacher productivity to be achieved. Students' performance would improve whereby there will be value addition to them and many of them will proceed to the university or other higher learning institutions.

In addition to that, performance appraisal accounts for 23.0% change in teacher productivity, ($R\text{ Square}=.230$). An adjustment of the R square value after shrinkage which is also a control of underestimation or over estimation of the R square value revealed a value of 0.223. This implied that there was a difference of 0.007, which is 0.2%, thus a small adjustment to show the true population estimate. The findings are significant ($p=.000$), implying that the overall model was well fit and the results are not by chance. Hence, with other factors remaining constant, performance appraisal is statistically significant factor for teacher productivity. The study further sought the effect of performance appraisal on teacher productivity through the standardized coefficient values from the result output. The results indicated the unique contribution of the independent variable on the dependent variable. The findings were presented as shown in Table 4.5

Table 4.5: Unique contribution of performance appraisal on teacher productivity in Kisumu County schools

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients		Co-linearity Statistics		
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.418	.132		10.705	.000		
	Performance Appraisal	.439	.047	.474	9.400	.000	1.000	1.000

a. Dependent Variable: Teacher Productivity

Source: Research data (2019)

From Table 4.5, the study findings revealed that performance appraisal has a positive and statistically significant contribution on teacher productivity ($\beta=.474$, $p=.000$). This implies that performance appraisal influences teacher productivity positively such that the more performance appraisal is conducted, the better the teacher productivity. The unique contributions of the individual constructs of performance appraisal are given on Table 4.6. The results show a statistical significance for the effect of performance appraisal on teacher productivity ($t= 9.400$, $p=0.00$). This implies that for every unit change in performance appraisal, there is a positive statistically significant change in Teacher productivity.

Table 4.6: Unique contribution of performance appraisal constructs on teacher productivity in Kisumu County schools

		Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics		
Model		B	Std. Error	Beta	T	Sig.	Tolerance VIF
1	(Constant)	1.364	.141		9.672	.000	
	Standards and Criteria	.156	.040	.233	3.847	.000	.692 1.446
	Feedback	.177	.026	.352	6.823	.000	.954 1.048
	Satisfaction	.116	.034	.202	3.403	.001	.719 1.390

a. Dependent Variable: Teacher Productivity

Source: Research data (2019)

From Table 4.6 the established regression equation for predicting teacher productivity from performance appraisal was as depicted in Equation 4.1 (SEE in parentheses):

$$\hat{Y} = 1.364 + 0.156 X_1 + 0.177 X_2 + 0.116 X_3 \quad \text{..... Equation 4.1}$$

(.1410) (.040) (.026) (.036)

The regression equation above established that at the null model, there were other factors that contributed to teacher productivity, (1.364). This consistent with the nature of teacher productivity. even without performance appraisal, there would be some productivity. When Performance appraisal included, the results also show that performance appraisal constructs have a positive and statistically significant contribution on teacher productivity. Standards and criteria contribute up to 23.3% ($\beta=.233$, $p=.000$), Feedback ($\beta=.352$, $p=.000$) and satisfaction ($\beta=.202$, $p=.000$). The results show a statistical significance for the effect of the individual constructs of performance appraisal on teacher productivity. Standards and criteria is statistically significant with ($t=3.847$, $p=.000$), feedback is statistically significant ($t=6.823$, $p=.000$) while Satisfaction is also statistically significant ($t=3.403$, $p=.000$). This

implies that for every unit change in Standards and criteria, feedback and satisfaction with of performance appraisal, there is a corresponding change in Teacher productivity.

From the equation, the standards and criteria that is acceptable by the teachers when complimented with good feedback from the appraisal process would result into satisfaction in the entire process. From the two factor theory and the expectancy theory, these constructs would lead to more motivation for the teachers. Performance appraisal should be done in all schools in Kisumu County in order for teacher productivity to improve. These results provided sufficient evidence to reject the hypothesis that there is no statistical significant effect of performance appraisal teacher productivity of teachers in Kisumu County, Kenya. This study therefore negated the first hypothesis that indicted that. Performance appraisal has no significant effect on productivity of secondary school teachers in Kisumu County. It instead confirmed that performance appraisal has a significant positive effect on productivity of secondary school teachers in Kisumu County.

These study findings are similar to those by Mwema and Gachunga (2014) who while studying the influence of performance appraisal on employee productivity in organizations concluded that there is a significant positive relationship between performance appraisal and productivity (Mwema *et al.*, 2014). Similarly, Oshode *et al.* (2014) discovered a very strong and positive relationship between performance appraisal and employee productivity. The current study findings also concur with the findings by Onyije (2015) who found out that there was a significant relationship between performance appraisal and employee productivity and that effective appraisal system could boost the morale of workers especially when they are rated adequately. The findings also revealed that performance criteria also affect the relationship between performance appraisal and employee productivity. The study established that performance appraisal provides an opportunity to identify staff training needs therefore providing them the necessary training, helps employees meet performance targets in the organization, offers poor performers are chance to improve, helps employees on time management through planning and setting of deadlines, managers to make informed decisions about promotions and assignments based on applicable facts, improves employee's synergies.

However, the study findings contradicted with Wanjiru *et al.* (2012), who said "It appears that there are no significant benefits employees get after an appraisal has been conducted

and therefore the purpose of the appraisal needs to be investigated” and Namuddu, (2010), according to whom there was rarely a direct influence of the appraisal results on the career development of the teacher. This study shows the importance of performance appraisal on teacher productivity while the previous studies done prior like the studies by Wanjiru *et al.*, (2012) and Namuddu, (2010) to whom it was not clear if performance appraisal affected employee performance.

4.6: Relationship between Talent management and teacher productivity

The second objective of the study sought to determine the relationship between talent management and productivity of the secondary school teachers in Kisumu County. This was closely tied to the second hypothesis that suggested that “Talent management has no significant effect on productivity of secondary school teachers in Kisumu County”. The respondents were required to respond to questions on three aspects of talent management. The first involved retention of the teachers. In this section the researcher asked questions involving retention and deliberate measures to retain the exceptional teachers by the employee. The respondents were also asked questions on teacher turn over and plan to exit employment if an opportunity arose. The second aspect involved Teacher training and development. In this section the researcher asked questions that related to the post qualification policies of the school and on the job training. The third section involved career management. The respondents were asked questions that relate to staff development, professional growth, career opportunity and planning. The views of the respondents were measured on a five point Likert type scale and the results were presented in Table 4.7.

Table 4.7: Talent management in secondary schools in Kisumu County

	Questions	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Mean	Std dev
1011	My school retains the teachers who score favorably on performance appraisal	91(29.62)	99(32.25)	51(16.63)	43(14.01)	23(7.52)	2.37	1.25
1012	My School retains teachers so as to nurture a sound School memory.	165(53.73)	91(29.61)	18(5.94)	10(3.33)	23(7.52)	1.81	1.17
1013	My employer has succession planning programs that strongly influences staff retention	34(11.12)	48(15.63)	96(31.32)	56(18.25)	73(23.82)	3.28	1.29
1014	Some good teachers have exited the service in the last one year	38(12.4)	60(19.5)	82(26.7)	86(28.0)	41(13.4)	3.10	1.22
1015	Given the opportunity, I would exit TSC	39(12.7)	39(12.7)	126(41.0)	51(16.6)	52(16.9)	3.12	1.21
1016	The teacher turn over in our school is high	38(12.4)	58(18.9)	100(32.6)	63(20.5)	48(15.6)	3.08	1.23
1016	Some good teachers have transferred to other schools	32(10.4)	50(16.3)	53(17.3)	106(34.5)	66(21.5)	3.40	1.27
1021	My employer has a clear plan of my improvement	92(30.0)	80(26.1)	50(16.3)	61(19.9)	24(7.8)	2.50	1.31
1022	My employer offers in service training to Teachers.	114(37.1)	72(23.5)	64(20.8)	27(8.8)	30(9.8)	2.31	1.31
1023	My employer makes a planned effort to facilitate Teachers to learn job related competencies.	62(20.2)	76(24.8)	71(23.1)	60(19.5)	38(12.4)	2.79	1.30
1024	My employer ensures that Teachers with the qualifications and experience are available when needed.	69(22.5)	30(9.8)	115(37.5)	55(17.9)	38(12.4)	2.88	1.29

1025	My employer improves Teacher talents and aligns their talents with the needs for their current position.	33(10.7)	67(21.8)	74(24.1)	52(16.9)	81(26.4)	3.26	1.34
1026	My employer has systematic succession plans, enabling Teachers to effectively perform their roles	47(15.3)	33(10.7)	63(20.5)	84(27.4)	80(26.1)	3.38	1.37
1027	My employer focuses on the promotion and development needs.	58(18.9)	74(24.1)	70(22.8)	36(11.7)	69(22.5)	2.95	1.42
1031	My School fosters professional growth and development.	112(36.5)	88(28.7)	28(9.1)	55(17.9)	24(7.8)	2.32	1.13
1032	My School is learning orientated towards personal development.	72(23.5)	71(23.1)	56(18.2)	70(22.8)	38(12.4)	2.78	1.36
1033	My School implements staff development provisions.	81(26.4)	97(31.6)	23(7.5)	61(19.9)	45(14.7)	2.65	1.43
1034	My employer identifies and prepares suitable high potential Teachers to replace key players within the School as their terms expire.	100(32.6)	110(35.8)	26(8.5)	43(14.0)	28(9.1)	2.31	1.30
1035	Career development opportunities is an important variable in my School.	34(11.1)	55(17.9)	62(20.2)	80(26.1)	76(24.8)	3.36	1.32
1036	My employer coaches me in my career planning.	102(33.2)	76(24.8)	85(27.7)	20(6.5)	24(7.8)	2.31	1.22
1037	My employer has an on-going/long life process of developing my career.	66(21.5%)	106(34.5%)	53(17.3%)	50(16.3%)	32(10.4%)	3.24	1.04
OVERALL							2.82	1.28

Source: Research data (2019)

Table 4.7 shows the responses from the study participants on their views concerning talent management in their schools. The questions were centred on three aspects of talent management. The first set of question looked at Retention of teachers. The study findings from Table 4.7 clearly indicated varied opinions from the respondents concerning the school retaining teachers who score favourably on performance appraisal ($M=2.37$, $SD=1.25$). This can be shown by 99(22.25%) respondents who disagreed and 91(29.62%) who strongly disagreed while 43(14.01%) agreed that the school retaining teachers who score favourably on performance appraisal. On the same issue, it was recorded by 51(16.63%) of the respondents that they were undecided about it. On the issue of the school retaining teachers so as to nature a sound school memory, most of the respondents either disagreed strongly or disagreed as indicated by 165(53.73) and 91(29.61%) respectively. While 18(5.94) were not sure, 10(3.33%) agreed and 23(7.52%) strongly agreed. There were varied opinions from respondents whereby 73(23.82%) respondents strongly agreed and 56(18.25%) of them strongly agreed and 48(15.63%) disagreed and 34(11.12%) strongly disagreeing that the employer had a succession planning programme that strongly influenced staff retention.

On the question of some good teachers exiting TSC, 82(26.7%) were not certain of this fact. However 86(28.0%) and 41(13.4%) agreed and strongly agreed respectively that some good teachers had exited the service in the last one year. Similarly, 38(12.4%) of the respondents strongly disagreed while 60(19.5%) of the respondents disagreed with the fact that that some good teachers had exited the service in the last one year. Majority of the respondents, 126(41.0%) expressed indecision whether would exit TSC when given an opportunity or not. However, 52(16.9%) strongly agreed with 51(16.6%) agreeing that they would exit. On the contrary, 39(12.7%) both disagreed and strongly disagreed with that fact. Majority of the respondents again were not sure of the teacher turnover in their school. Of the respondents, 100(32.6%) of were undecided whether there was a high turnover or not while 63(20.5%) agreed that the teacher turn over in their school was high with 48(15.6%) of the teachers strongly agreed there was a high teacher turnover 38(12.4%) and 58(18.9%) however strongly disagreed and disagreed respectively that there was a high teacher turn over. The issue of good teachers transferring to other school was largely agreed on by most of the respondents with 106(34.5%) agreeing while 66(21.5%) strongly agreed that some good teachers had transferred to other schools. While 53(17.3%) were not sure, 50(16.3%) disagreed and 32(10.4%) strongly disagreed.

The next set of questions was centered around Training and development. There were mixed reactions from the respondents about the employees plan for improvement ($M=2.50$, $SD=1.31$). This is shown by 92(30.0%) and 80(26.1%) respondents who strongly disagreed and disagreed respectively while 61(19.9%) of them agreed that the employer had a clear plan for their development and 24(7.8%) strongly agreeing. Of the respondents, 50(16.3%) were not sure whether their employee had plan for their improvement. It was evidently shown from the study findings indicated by 114(37.1%) of the respondents who strongly disagreed and 72(23.5%) who disagreed that their employer offered in service training to the teachers. ($M=2.31$, $SD 1.31$). A few of the respondents 30(9.8%) strongly agreed and 27(8.8%) agreed that their employer offered in service training to the teachers. 64(20.8%) of the respondents were neutral about the idea.

The respondents were then asked of their opinion on whether their employer made planned effort to facilitate teachers to learn job related competencies, this drew a mixed reaction as shown by a $M=2.79$ and $SD= 1.30$. While 62(20.2%) and 76(24.8%) strongly disagreed and disagreed respectively, 60(19.5%) and 38(12.4%) agreed and strongly disagreed respectively while 71(23.1%) were not sure if their employer made planned effort to facilitate teachers to learn job related competencies. Concerning availability of qualified teachers, 115(37.5%) respondents were neutral concerning their employees ensuring teachers with qualifications and experience are available when needed. On the same issue, 69(22.5%) respondents strongly disagreed while 55(17.9%) agreed with 38(12.4%) strongly agreeing that their employers ensured that the teachers with qualifications and experience were available when needed. Furthermore, 81(26.4%) of the respondents strongly agreed and 52(16.9%) agreed while 67(21.8%) respondents disagreed that TSC improves teachers talent and aligned their talents with their need for the current position. Finally, 74(24.1%) of the respondents were neutral concerning this while 33(10.7%) strongly disagreed.

Majority of the respondents 84(27.4%) and 80(26.1%) agreed and strongly agreed that their employer has a systematic succession plans enabling teachers to effectively perform their role. However, 47(15.3%) strongly disagreed and 33(10.7%) disagreed with the idea while 63(20.5%) were neutral, ($M=3.30$, $SD=1.47$). The study findings in Table 4.7 also indicated varied opinions from respondents concerning promotion and development needs ($M=2.95$, $SD=1.42$). This was seen from 74(24.1%) respondents who disagreed and 58(18.9%) who strongly disagreed while 69(22.5%) strongly agreed and 36(11.7) agreed that their employer

had systematic succession plans, enabling Teachers to effectively perform their roles; 70(22.8%) were undecided about the issue.

The last set of questions concerned career management. Majority of the respondents 112(36.5%) strongly disagreed with 88(28.7%) disagreeing that their employee fostered professional growth and development; 55(17.9%) of the respondents agreed with 24(7.8%) strongly agreeing that their employee fostered professional growth and development ($M=2.32$, $SD=1.33$). A few of the respondents, 28(9.1%) were not sure if the employee fostered professional growth and development. The study findings indicated mixed opinions concerning schools being learning oriented towards personal development ($M=2.78$, $SD=1.36$). This was shown clearly by 72(23.5%) respondents who strongly disagreed and 71(23.1%) who disagreed that their schools were learning oriented towards personal development. On the same matter, 70(22.8%) agreed and 56(18.2%) respondents were neutral while 38(12.4%) strongly agreed that their schools were learning oriented towards personal development.

From the study findings, majority of the respondents 110(35.8%) and 100(32.6%) disagreed and strongly disagreed that their employer identifies and prepares suitable high potential to replace key players within the School as their terms expire ($M=2.31$, $SD=1.30$). Only 43(14.0%) and 28(9.1%) agreed and strongly agreed respectively that their employer identifies and prepares suitable high potential to replace key players within the School as their terms expire. From Table 4.8, it was also evident that respondents had mixed reactions concerning career development opportunities in their schools ($M=3.36$, $SD=1.32$). This was shown by 80(26.1%) respondents who agreed and 76(24.8%) of them who strongly agreed with 55(17.9%) disagreeing and 34(11.1%) strongly disagreeing that career development opportunities was an important variable in their schools; 62(20.2%) were showed indecisiveness about that matter.

The study findings showed clearly that in most schools, the employers did not coach teachers in their individual career planning ($M=2.31$, $SD=1.22$). This is evident as shown by the majority, 102(33.2%) respondents who strongly agreed and 76(24.8%) who agreed that their employer did not coach teachers in their individual career planning. However, a good number of respondents 85(27.7%) showed indecisiveness about their employers coaching teachers in their areas of career planning. The study findings clearly indicated as shown by

the majority of the respondents 106(34.5%) who disagreed and 66(21.5%) who strongly disagreed, that the teachers employer had an on-going/long life process of developing one's career. On the contrary, 53(17.3%) were neutral, 50(16.3%) agreed and 32(10.4%) strongly agreed that their employers did not have an on-going process of developing one's career. Similarly, this showed varied opinions from respondents ($M=3.24$, $SD=1.04$).

From the study, it can be concluded that talent retention is poorly done in the secondary schools in Kisumu County. This is from the fact that only 18% of the respondents agree that the school they were in retained the teachers who scored favourably in the performance appraisal. The need to nature sound school memory equally did not score better with 84% of the respondents did not agree that their school retained teachers to nature sound school memory. It was also observed from the study that some good teachers had exited the service with 40% of the respondents agreeing to this. Similarly when given an opportunity to leave, only 25% of the respondents indicated that they would stay, 33% indicated that they would leave while 41% were not decided on this. Some good teachers were also observed to have transferred to other school with the rate of turnover observe to be high. Good teachers of valuable input are lost and therefore the school memory and good practices go with them, the number of teachers willing to leave is also high. As a measure of talent management, teacher retention is therefore very poor in Kisumu County.

In terms of training and development as a measure of talent management, secondary schools in Kisumu County faired averagely. There is no clear plan by the employee for improvement. 56% of the respondents disagreed with the existence of the plan with 16% not sure if the plans existed at all. There was clearly no in service training of the teachers as 60% of the teachers polled disagreed with the fact that their employee provided in service training for the teachers. Only 18% of the teachers agreed that the training existed. Learning of Job related competencies was also missing. According to 45% of the respondents, the employer did not make any planned effort to facilitate teachers to learn job related competencies. Of those interviewed, 23%, could not make commitment on the existence of the facilitation. There was a mixed reaction on whether the employer ensured that teachers with the qualification and experience were available when needed. A huge proportion (38%) of those interviewed were not sure the employee ensured availability of qualified and experienced teachers with 31% disagreeing and 30% agreeing.

Most of the interviewed teachers agreed that the employer improved teacher's talent and align them with the need for the current position. Comparatively, 43% agreed while 32% disagreed. Systematic succession plan that enabled teachers to perform their role was available and was supported by 52% of the teachers. Whether the employee focused on the employee's promotion and development need was opposed by 43% of the teachers who disagreed against 34% that agreed. In overall, Training and development as a measure of talent management was average in Kisumu county secondary schools. Whereas there was no clear plan for improvement, little in service training or planned effort to facilitate teachers to learn job related competencies, there was a succession planning and improvement of talent to align with the needs of current position.

Career management was found to be poor in Kisumu County. While 52% of the respondents agreed that career development opportunities were an important variable in the school, 65% disagreed with the fact that the employer was fostering professional growth and development, 47% did not agree that the employer was learning oriented towards personal development of the teachers, in fact 60% of the respondents indicated that the employer did not implement staff development provisions. On preparation of suitable high potential teachers to replace key players within the school as their terms expire, 68% of the respondents disagreed with the existence of such preparation with only 23% agreeing that there was preparation of suitable high potential teachers to replace those whose terms were expiring. While 58% of the respondents said that their employer did not coach them on career planning, 41% indicated that the employer has an on-going/long life process of developing their career. All these indicate that career management was poorly undertaken in Kisumu County. The standard deviation was 1.28. This implied that the responses were more spread out. This is consistent with the diverse demographic backgrounds of the respondents.

From the study findings in general, talent management was not well carried out in majority of the schools in Kisumu County. However, there was talent retention, career management and training and development in a few schools within Kisumu County. In these few schools, training and development led to improvement in employee capabilities and organizational capabilities whereby the improved knowledge and skills of teachers resulted to more productive and effective employees, (Sahinidis and Bouris 2008).

Training also ensured an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions, (Sultana *et al.*, 2012). Career management resulted in the motivation of teachers to perform at peak levels so that their career goals are accomplished as explained by Grobler *et al.* (2006). Similarly, as observed by Sturgeins *et al.* (2002) organizational career management enhances employee commitment and hence organization performance.

Because majority of the schools suggested that talent management was not embraced and there was dismal performance within majority of the schools in the county, there seemed to exist a relationship between talent management and teacher productivity. Because of this, it was necessary to carry out a linear regression analysis to determine if there was any relationship between talent management and teacher productivity. Regression analysis was also conducted and the results were as shown in Table 4.8

Table 4.8: Regression model on the effect of Talent management on teacher productivity

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				Durbin-Watson
						F Change	df1	df2	Sig. F Change	
1	.673 ^a	.453	.451	.31167	.453	252.568	1	305	.000	1.921

a. Predictors: (Constant), talent Management

b. Dependent Variable: Teacher Productivity

Source: Research data (2019)

From the study findings in Table 4.8, the results revealed that there was a positive and statistically significant relationship between talent management and teacher productivity. ($R=.673$, $p=.000$). This implied that the more talent management is embraced among teachers, the more their productivity improved and if talent management is not embraced among teachers, they will have lower productivity. Therefore, talent management is important in any organization for employee productivity.

Furthermore, talent management accounts for 45.3% change in teacher productivity (R Square=.453). When R square was adjusted to control for the underestimation or overestimation of R Square value, a value of .451 was revealed. This revealed that there was

a difference of 0.002, which is 0.2%, therefore a small adjustment to show the true population estimate. The findings were significant at $p=.000$, indicating that the overall model was well fit and the results were not by chance. Therefore from the model, 45.3% is a significant value; talent management has an effect on teacher productivity considering other factors kept constant.

Lastly, the study sought the effect of talent management on teacher productivity through the standardized coefficient values from the result output. The results showed the unique contribution of the independent variable on the dependent variable. The findings were as shown in Table 4.9

Table 4.9: Unique contribution of talent management on teacher productivity

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
Model		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
2	(Constant)	.494	.137		3.621	.000		
	Talent Management	.763	.048	.673	15.892	.000	1.000	1.000

a. Dependent Variable: Teacher Productivity

Source: Research data (2019)

From Table 4.9, the study findings revealed that talent management has a strong, positive and significant unique contribution on teacher productivity ($\beta=.673$, $P=.000$). This is an implication that talent management has a positive effect on teacher productivity such that the more talent management is embraced, teacher productivity will improve.

The unique contributions of the individual constructs of performance appraisal are given on Table 4.10 below.

Table 4.10: Unique contribution of talent management constructs on teacher productivity in Kisumu County schools

		Coefficients ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients				
Model		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
2	(Constant)	.421	.145		2.897	.004		
	Retention	.089	.073	.092	1.215	.225	.312	3.203
	Training Development	.377	.066	.332	5.735	.000	.529	1.890
	Career Management	.327	.052	.384	6.317	.000	.480	2.083

a. Dependent Variable: Teacher Productivity

Source: Research data (2019)

The established regression equation for predicting teacher productivity from talent management constructs was as depicted in Equation 4.2 (SEE in parentheses):

$$\hat{Y} = 0.421 + 0.089 W_1 + 0.377 W_2 + 0.327 W_3 \quad \text{..... Equation 4.2}$$

(.145) (.073) (.066) (.052)

The regression equation above established that taking into account talent management to be constant at zero, there were other factors that contributed to teacher productivity, (0.421). The results also show that talent management constructs have a positive and statistically significant contribution on teacher productivity. Retention contribute up to 9.2% ($\beta=.092$, $p=.225$), Training and development 33.2% ($\beta=.332$, $p=.000$) and career management 38.4%, ($\beta=.384$, $p=.000$). Retention on its own is not statistically significant. This could be explained by the fact that it is not broadly in the mandate of the schools to influence transfers. The teachers therefore appear not to be concerned with their transfers. The results show a statistical significance for the effect of the individual constructs of performance appraisal on teacher productivity. Retention ($t=1.125$, $p=.225$).which was statistically insignificant. Training and development is statistically significant ($t=5.735$, $p=.000$) while career management is also statistically significant ($t=6.317$, $p=.000$). Again retention has no significant impact on teacher productivity. This implies that for every unit change in, training and development, and career management components of talent management there is a corresponding change in Teacher productivity.

The results showed that teachers do not consider where they work as a factor in their productivity. the teachers sign a contract with their employers stating that they would work anywhere within the nation. This prior knowledge could be a factor in retention not being

considered a significant construct of the talent management. Overall, talent management process should be done in all schools in Kisumu County in order for teachers productivity to improve. These results provided sufficient evidence to reject the hypothesis that there is no statistical significant effect of talent management on teacher productivity of teachers in Kisumu County, Kenya. This study therefore negated the second hypothesis that indicted that: talent management has no significant effect on productivity of secondary school teachers in Kisumu County. It instead confirmed that talent management has a significant positive effect on productivity of secondary school teachers in Kisumu County.

From this, it was concluded that talent management is important and should be reinforced in all schools in Kisumu County in order to realize improvement in teacher productivity. The second hypothesis was therefore rejected by the study findings that demonstrated that “Talent management has a significant effect on productivity of secondary school teachers in Kisumu County”.

These study findings concur with Aja-Okorie, (2016) whose result showed that determinant variables (Teachers' Personnel Management and Management strategies) significantly predict teacher productivity. The study concluded that the education sector charts the course, and generates the energy and speed with which a nation grows. Education is the foundation stone of development of all nations, and that many of the countries that have been able to do so, is as a result of their sound educational system. Based on that, he suggested that if we must achieve a great feat in education, then teacher's personnel management must be given attention, to boost their productivity.

Similarly, for the case of the schools in Kisumu County, if there should be improvement in teacher productivity where there will be value addition to students and having more students proceed to higher learning institutions, then talent management should be taken into account. In this case, schools should facilitate Teachers to learn job related competencies in order to improve performance, offer systematic training to Teachers, improve Teacher talents and align their talents with the needs for the current position and have effective and dynamic workforce resulting from career training. The schools should also foster professional growth and development among teachers, implement staff development provisions, retain the teachers who score favorably on performance appraisal and the

employer must have systematic succession plans, enabling teachers to effectively perform their roles as well as motivate them by encouraging them hence improving their morale.

4.7: Moderating effect of talent management on the relationship between performance appraisal and productivity of the secondary school teachers in Kisumu County

The last objective of the study sought to establish the moderating effect of talent management on the relationship between performance appraisal and productivity of the secondary school teachers in Kisumu County. Tied to this was the third hypothesis that suggested that “Talent management does not have a moderating effect on the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County”.

Basing on the study findings of talent management verses teacher productivity and the findings of the current performance appraisal verses teacher productivity in the schools in the Kisumu County, it was found out that talent management and performance appraisal affect teacher productivity. From this, there seemed to be a relationship between talent management, performance appraisal and teacher productivity; in this case, a moderating effect of talent management on the relationship between performance appraisal and teacher productivity. This is because, in many schools in the County, performance appraisal was not embraced and similarly, talent management was not considered in majority of the schools within the County; and the performance of students which reflects teacher productivity, (Adu 2015), was very dismal. Therefore, if there is talent retention, career management and training and development, the performance appraisal outcomes will be of high rates hence high teacher productivity; on the contrary, if there is no talent retention, career management and training and development, the performance appraisal outcomes will be of low rates hence low teacher productivity. Therefore, talent management and performance appraisal are vital aspects for employee productivity.

The study tested the hypothesis that that there is no significant moderating effect of talent management on the relationship between performance appraisal and teacher productivity. To test this hypothesis, the moderating effect was computed using the method proposed by Baron and Kenny (1986). A moderator is a variable that specifies conditions under which a given independent variable is related to an outcome. The moderating effect is measured in

terms of how the effect of the explanatory variables changes when the moderator variable is introduced.

A three-step stepwise regression analysis was then used to test this hypothesis

Step 1: Dependent variable is regressed on the independent variable.

Step 2: Moderating variable is added to the regression equation.

Step 3: The interaction term between independent and moderator variables was introduced to the regression model.

All the variables comprising Performance appraisal, talent management and teacher productivity and the interaction term were entered in the regression model. To confirm the moderation, the interaction term should be significant ($p < 0.05$). The results of stepwise regression predicting that the effect of quality management on access to water and sanitation services is moderated by strategy formulation are presented in Table 4.11.

Table 4.11: Model summary on moderation

Model Summary ^e										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				Durbin-Watson
						F Change	df1	df2	Sig. F Change	
1	.474 ^a	.225	.222	.37106	.225	88.366	1	305	.000	
2	.688 ^b	.474	.470	.30623	.249	143.825	1	304	.000	
3	.802 ^c	.644	.640	.25236	.170	144.626	1	303	.000	1.942

a. Predictors: (Constant), Performance Appraisal

b. Predictors: (Constant), Performance Appraisal, Talent Management

c. Predictors: (Constant), Performance Appraisal, Talent Management, Interactive Term

d. Dependent Variable: Teacher Productivity

Source: Research data (2019)

From the study findings on the moderation results in the three models.

In the first model, the Performance Appraisal showed a positive and statistically significant correlation, ($R = .474$, $p = .000$), with teacher productivity. The R square value, ($R^2 = .225$), indicated performance appraisal accounted for 22.5% change in teacher productivity while the adjusted R square value ($\text{Adjusted } R^2 = .222$), indicated a slightly lower value due to the true population measure. These results were significant ($p = .000$), implying the overall model one was statistically significant and the results were due to clear model fit.

In Model 2, the findings indicated that performance appraisal and talent management accounted for 68.8% significant change in teacher productivity ($R^2 = .688$, $p = .000$). The R^2 value, ($R^2 = .474$, $p = .000$), increased from the initial ($R^2 = .225$, $p = .000$) to ($R^2 = .474$, $p = .000$) with an R^2 change of .249. This implies that when both performance appraisal and talent management are carried out, teacher productivity increases by 47.4%. The adjusted R^2 value (Adjusted $R^2 = .470$), indicated a slightly lower value due to the true population measure. These results were significant ($p = .000$), implying the overall model one was statistically significant and the results were due to clear model fit.

In Model 3, When the interactive term is now introduced into the model, the interactive term, performance appraisal and talent management accounted for a further statistically significant 17.2% change in teacher productivity (R^2 change = .172, $p = .000$). This implies that talent management moderated the relationship between performance appraisal and teacher productivity positively.

Table 4.12: Model coefficients on moderation

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.418	.132		10.705	.000		
	Performance Appraisal	.439	.047	.474	9.400	.000	1.000	1.000
2	(Constant)	.339	.142		2.393	.017		
	Performance Appraisal	.156	.045	.169	3.456	.001	.728	1.375
	Talent Management	.663	.055	.585	11.993	.000	.728	1.375
3	(Constant)	.528	.118		4.484	.000		
	Performance Appraisal	.237	.038	.256	6.273	.000	.704	1.420
	Talent Management	.099	.065	.088	1.521	.129	.353	2.829
	Interactive Term	.148	.012	.616	12.026	.000	.448	2.232

a. Dependent Variable: Teacher Productivity

Source: Research data (2019)

From the findings in Table 4.12, the results indicated that Performance Appraisal had a statistically significant contribution to teacher productivity ($\beta = .474$, $p = .000$). The statistical significance was further demonstrated by ($t = 9.400$, $p = .000$). In the second Model 2, when talent management was introduced together with Performance Appraisal, talent management

had a contribution of 58.5% ($\beta=.585$, $p=.000$) while productivity had a moderate contribution on teacher productivity ($\beta=.1.69$, $p=.001$). Talent management in this case has a larger statistical significance ($t=11.993$, $p=.000$) while performance appraisal has ($t=3.465$, $p=.000$)

In the final model, the interactive term was introduced together with performance appraisal and talent management. The results revealed that Performance Appraisal had a contribution of 25.6%, ($\beta=.256$, $p=.000$), while Talent Management had a contribution of 8.8% ($\beta=.088$, $p=.129$) on teacher productivity. While performance appraisal was significant with ($t=6.273$, $p=.000$), talent management was insignificant with ($t=1.521$, $p=.129$). The interactive term was statistically significant to teacher productivity ($t=12.026$, $p=.000$). Its contribution to teacher productivity was 61.6% ($\beta=.616$, $p=.0000$).

This implied that for every unit change in the interactive term, teacher productivity had a statistically significant positive change. Talent management therefore moderated the relationship between performance appraisal and teacher productivity resulting to a positive and significant effect of 61.6%, ($\beta=.616$, $p=.000$). This therefore negated the third hypothesis that stated that “Talent management does not have a moderating effect on the relationship between performance appraisal and productivity of secondary school teachers in Kisumu.”

The established moderator regression equation for predicting the moderation effect of talent management on the relationship between teacher performance Appraisal and teacher productivity was found to be: was as depicted in Equation 4.3.

$$\hat{Y}_i = 0.528 + 0.237 X_i + 0.099 W_i + 0.148 WX \quad \text{.....Equation 4.3}$$

(.118)
(.038)
(.065)
(.012)

From this equation, taking into account talent management and PA to be constant at zero, there were other factors that contributed to teacher productivity, (0.528). But Performance appraisal and talent management led to improvement in teacher productivity.

It was concluded that talent management moderated the relationship between performance appraisal and teacher productivity. The third hypothesis was therefore rejected. The study

held that talent management has a moderating effect on the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County.

This conclusion is in agreement with the studies carried out by Abdussalaam *et al.* (2019) concluded that management support is a moderator in training and development employee performance relationship, management support. The study can also be Related to talent management, his conclusions and that of Kuvaa (2006) and Khan *et al.* (2017) both who concluded that motivation positively moderated the relationship between performance appraisal satisfaction and employee outcomes support the findings of this study as do the studies of Aydın and Tiryaki (2013) who indicated that there was a negative effect of the practices of PA on employee motivation, while there was no significant impact on employee productivity. The findings of this study further addresses the concerns of Aydın and Tiryaki (2013) as it points out the need of addressing the the standards and criteria and satisfaction of the appraisal system.

Glaiser *et al.* (2017) validated the mediation effect of Talent Management practices indicated that the effect of HRM practices on firm performance was fully contingent upon the mediation and Oduor (2018) showed that in the presence of company factors, each talent management strategy is highly positively and significantly related to employees' productivity in private sugar companies. This study further concurs with Abdussalaam *et al.* (2019) who noted that "performance appraisal can impact performance of the employees if it is properly handled and laden with management support". All these studies looked at parts of talent management. The current study has however looked at the whole length of talent management.

These results are consistent with the theories of the study. From the two factor theory, the hygiene factors that include the standards and criteria and feedback when well employed by the teachers employers, have been shown result into teachers being inclined to work and improve on their productivity. Similarly the Motivation factors that include retention, training and development and career management would further improve the teachers' inclination to good work hence improving on teachers' productivity. If the elements of teacher performance appraisal i.e standards and criteria, feedback and satisfaction became a demotivation factor, productivity would reduce. In order to remove dissatisfaction in a work environment, these hygiene factors must be eliminated (Bladen, 2001).

The expectancy theory proposes that work motivation is dependent upon the perceived association between performance and outcomes and individuals modify their behaviour based on their calculation of anticipated outcomes (Fang, 2008). From this study, it has been shown that teachers require training and development and career management to produce better productivity. The way in which the performance appraisal is carried out should be in a manner that if a teacher has put in more input, the results of the appraisal would satisfactorily reflect this input. If this was not the case, then from this theory, they would not be motivated to do better. Good standards and criteria and feedback would therefore result in satisfaction with the appraisal system and hence better productivity.

This is consistent with the prior expectation, theory and practice. From the study, the productivity of the teachers' in Kisumu County was wanting. Similarly, performance appraisal standards were not welcomed by the teachers, the feedback offered after the performance appraisal was low and the satisfaction with the procedure was low. Again, talent management was not well embraced in the schools in Kisumu county and as would have been expected, the students' performance, value addition and transition rates , the components of teacher productivity was low.

The study findings confirm that the relationship between performance appraisal and productivity is positively influenced by talent management. This moderator relationship has now been confirmed from the study. The finding that talent management moderates the relationship between performance appraisal and teacher productivity is indeed a new dimension to existing literature. The practice of talent management strengthens teacher productivity.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section discusses and summarizes the findings and presents conclusions from the same. It also makes recommendations and suggests areas for further research. The main purpose of this research was to establish the effect of talent management on the relationship between performance appraisal and productivity of the secondary school teachers in Kisumu County. Data was collected using questionnaires and interview schedules.

5.2 Summary of Study Findings

Basing on the study findings, the following summaries were made:

Performance appraisal was poorly received by the teachers of Kisumu County Secondary School. A majority of the teachers had a good understanding of the appraisal tool. The appraisal was however not embraced or valued by majority of the teachers because most were not satisfied with the appraisal system and neither did they think the appraisal contributed to their overall effectiveness. The teachers also did not think the performance appraisal criteria improved on their overall effectiveness and similarly the rating scales was not considered as an effective measure of their productivity. There is a mixed opinion on whether the performance appraisal was only done to comply with the ministry of education policies.

From the study, there was feedback on the teacher performance appraisal. Most of the teachers agreed that there was clarity of the evaluation and communication system to teachers in relation to their performance. The respondents agreed that teachers in their schools received regular feedback from the management registering both successes and failures. The Feedback that the teachers received from the management enabled the teachers to assess their performance and identify the improvement and most of the respondents believed that constructive feedback did more to improve their performance than positive feedback. Most teachers however were not satisfied with performance appraisal, the respondents did not think that the appraisal criteria they were evaluated in were fair, and neither did they think that they received the appraisal outcome they deserved. Concerning the fairness of the performance appraisal for all employees supervised, the teachers did not consider the appraisal criteria as fair. There were no strategies that prevent or reduce anxiety, insecurity and stress among during appraisal and a majority of the respondents did not agree that the current performance appraisal system was very effective.

Teacher productivity was below average in most secondary schools in Kisumu County. Student's performance in KCSE 2018 indicates that the productivity of teachers was very low. Majority of the schools have a small percentage of students obtaining grades that are above C plain. Most schools have students obtaining a mean of E. The number of students had a mean grade of between above C+ was less than half of those who sat for the examination. The value addition to the students was low in academics but above average in the other fields. The study also found out that very few students score higher grades in KCSE than in KCPE. Most students acquired new sporting or games and developed environmental and good health positive attitude. Improvement on religious and moral values however had a lower rating as well as appreciation of varied and rich culture of Kenya. This therefore indicates that productivity as measured by value addition was average.

In many schools more students proceeded to Diploma and certificate Colleges as compared to those who proceeded to the University. But a great number of the students proceeded to the next level of learning i.e. Universities, colleges and tertiary institution. The number of students dropping out of secondary school was however discovered to be high even though the rate of completion was estimated to be high. Most students also joined institutions of higher learning and tertiary collages. The productivity as measured by student's transition to the next level is therefore average in Kisumu County. The number of students dropping out of school is still a concern given the 100% transition policy of the government.

Talent management was poorly done in Secondary schools in Kisumu County. From the study talent retention was poor in the secondary schools in Kisumu County. Good teachers of valuable experience are lost. While some good teachers transfer to other school, others leave the service for other fields. This results on schools losing the school memory and good practices. The number of teachers willing to leave is also high. Training and development in secondary schools in Kisumu County was fairly done. Whereas there was no clear plan for improvement, little in service training or planned effort to facilitate teachers to learn job related competencies, there was a succession planning and improvement of talent to align with the needs of current position. Career management was poorly undertaken in Kisumu County schools. The schools did not foster professional growth and development nor were they considered oriented towards personal development of the teachers.

Most of the teachers indicated that the employer did not implement staff development provisions and did not prepare suitable high potential teachers to replace key players within the school as their terms expire. The employer also did not coach the teachers on career planning neither did it have an on-going/long life process of developing their career. The study therefore concluded that Talent management in Secondary schools in Kisumu County was poor.

The first objective of the study sought to determine the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County. From the study findings, it was revealed that there existed a positive and significant relationship between performance appraisal and teacher productivity. This negated the hypotheses of the study and confirmed that Performance appraisal has a significant effect on productivity of secondary school teachers in Kisumu County. This has an implication that if performance appraisal is conducted well in the schools in Kisumu County, teacher productivity would improve and if the performance appraisal is not undertaken, then teacher productivity would be poor. In addition to that, performance appraisal contributes positively to teacher productivity. From these findings, performance appraisal positively influences teacher productivity. Students' performance would improve whereby there will be value addition to them and many of them will proceed to the university or other higher learning institutions.

From objective two, it was discovered that talent management was not embraced by the teachers in Kisumu County. This resulted in teacher productivity being poor in most schools in Kisumu County. From the study findings in general, talent retention, career management, training and development were not considered in majority of the schools in Kisumu County. However, there was talent retention, career management and training and development in a few schools within Kisumu County. In these few schools, training and development led to improvement in employee capabilities and organizational capabilities whereby the improved knowledge and skills of teachers resulted to more productive and effective employees.

The results revealed that there was a positive and significant relationship between talent management and teacher productivity. This negated the second hypothesis and it was concluded that Talent management has a significant effect on productivity of secondary school teachers in Kisumu County. This implied that the more talent management is embraced among teachers, the more their productivity improved and if talent management is

not embraced among teachers, they will probably perform poorly in terms of productivity. Furthermore, talent management positively contributed to teacher productivity. This is an implication that talent management has a positive effect on teacher productivity such that the more talent management is embraced, teacher productivity will improve. The study also confirmed that the teachers did not mind where they were posted to work. Retention in their current working station did not significantly affect their productivity.

The final objective of the study sought to establish the moderating effect of talent management on the relationship between performance appraisal and productivity of the secondary school teachers in Kisumu County. From the study findings in general, talent retention, career management and training and development was not implemented in a majority of the schools in Kisumu County. In some schools, training and development led to improvement of the teachers capabilities whereby improved knowledge and skills in teachers resulted in more productive and effective teachers.

It was also found out that the interaction between talent management and performance appraisal positively and significantly teacher productivity positively. Therefore, if there is talent retention, career management and training and development, the performance appraisal outcomes will be of high rates hence high teacher productivity; on the contrary, if there is no talent retention, career management and training and development, the performance appraisal outcomes will be of low rates hence low teacher productivity. Therefore, talent management and performance appraisal are vital aspects for employee productivity. The results therefore negated the third objective and concluded that talent management does has a moderating effect on the relationship between performance appraisal and productivity of secondary school teachers in Kisumu .

5.3 Conclusions

Following the study findings, the following conclusions were made:

The first objective having showed the existence of a positive and statistically significant relationship between performance appraisal and teacher productivity. It was therefore concluded that performance appraisal is important if teacher productivity should be realized in secondary schools in Kisumu County. Therefore Performance Appraisal should be reinforced in the secondary schools in Kisumu County.

The second objective found out that talent management had a positive relationship with teacher productivity, it was therefore concluded that talent management is a key factor for teacher productivity which should be greatly embraced. The third objective discovered that the interaction between performance appraisal and talent management moderated the relationship between performance appraisal and teacher productivity positively. It was therefore concluded that talent management was important and should be embraced in all schools in Kisumu County to ensure high outcomes in performance appraisal which will later lead to improved productivity.

5.4 Recommendations

The study conclusions on the first objective revealed that performance appraisal is important if teacher productivity is to be realized. Therefore, basing on this conclusion, the study recommends that performance appraisal should be practiced and encouraged in all schools in Kisumu County in order to have improved teacher productivity. This would result in more students will proceed to universities unlike the few who manage to proceed to university at the moment. The appraisal systems should be perceived as fair, effective and bring out the expected outcome.

From the second objective, it was shown that talent management had a positive effect on teacher productivity. This study therefore recommends that Talent management should be embraced by the secondary schools in Kisumu County to improve on Teacher productivity. The study third objective showed that there was a positive statistically significant moderation relationship of talent management on the relationship between performance appraisal and teacher productivity. The study therefore recommends that talent management should be incorporated with performance appraisal in all schools in Kisumu County because it will lead to teacher productivity.

5.4 Limitation of the Study.

The results of the study were based on Primary data which generally is determined by perceptions. The study also focused on public schools and omitted the Private schools.

5.5 Suggestions for Further Studies

There is need to replicate the same study in other areas of the country to check if the same results will hold, such areas would include the Private secondary schools, Primary school, tertiary institutions, universities and colleges. Since the study was conducted in one point and time, future researchers should do the same study in a longitudinal manner so as to observe the trends of the effect of talent management on the relationship between Performance appraisal and productivity.

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APPENDICES

Appendix I: Proposal Approval


MASENO UNIVERSITY
SCHOOL OF GRADUATE STUDIES
Office of the Dean

Our Ref: PHD/BE/00149/014

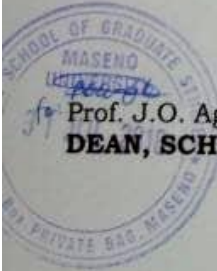
Private Bag, MASENO, KENYA
Tel: (057) 351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke


Date: 31st July, 2018

TO WHOM IT MAY CONCERN

**RE: PROPOSAL APPROVAL FOR ODAYO FRANKLINE ONYANGO —
PHD/BE/00149/014**

The above named is registered in the Doctor of Philosophy in Business Administration Programme in the School of Business and Economics, Maseno University. This is to confirm that his research proposal titled "Effect of Talent Management on the Relationship between Performance Appraisal and Productivity of Secondary School Teachers in Kisumu County, Kenya" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.


Prof. J.O. Agure
DEAN, SCHOOL OF GRADUATE STUDIES

Maseno University *ISO 9001:2008 Certified* 

Appendix II: Questionnaire

The researcher is interested in investigating the moderating effect of talent management, performance appraisal and productivity a survey of teachers in Kisumu County. Please answer all questions as honestly as possible. Do not write your name or anything that will identify you.

Section A: Demography

[Please tick (✓) the relevant box]

1	Age (Years)	16-25	26-35	36-45	46-55	
2	Length of service(Years)	0-5	6-10	11-15	16-20	21-25
3	Type of school	National	Extra-county	County		
4	Position	Teacher	HOD	Deputy Principal	Principal	

5. Gender:

Male		Female	
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6. You have taken part in the Teachers appraisal as

Appraiser only	
Apraisee only	
Both	

8. On a scale of 1 to 5, please indicate to what extent you agree with the following statements relating to the current Performance Appraisal.

No	Questions	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
811	I have a good understanding of the appraisal criteria					
812	Overall, I am fully satisfied with criteria used in the current appraisal system					
813	The present appraisal system contributes to my overall effectiveness.					
814	The current format of rating scales used in the appraisal form is an effective measure of my productivity					
815	My current appraisal is done just for the sake of compliance with policies					
821	My school has a clear processes of evaluating and communicating to an Teacher how they are performing their job					
822	I receive regular feedback from management registering both successes and failures.					
823	Management provide Teachers with feedback that enables the latter to learn, develop, and improve their performance.					
824	This feedback helps me assess my performance and identify the improvement areas.					
825	I believe that constructive feedback does more to improve their performance than positive feedback.					
831	The appraisal criteria (general) in which I am evaluated is fair					
832	In general, I received the appraisal outcome that I deserved					
833	Performance Appraisal is fair to me.					
834	My School has strategies in place that satisfies Teacher needs to prevent or reduce anxiety, insecurity and stress among them.					
835	My current performance appraisal system is very effective					

9. Indicate the percentages of students who satisfies the statements below.

No	Questions	0%-25 % (1)	26%- 50% (2)	Not Sure (3)	51-75% (4)	76-100% (5)
911	What percentage had a mean of E plain?					
912	What percentage had a mean between D- and D+					
913	What percentage had a mean between C- and C+					
914	What percentage had a mean between B- and B+					
915	What percentage had a mean between A- and A					
921	What percentage had a higher grade in KCSE than KCPE					
922	At the end of form four, how many students leave with newly acquired games/ sports skill?					
923	At the end of form four, how many students have positive attitudes towards environmental protection and good health?					
924	At the end of form four, how many students have improved religious and sound moral values?					
925	At the end of form four, how many students have an appreciation for Kenyans varied and rich culture?					
931	What percentage proceeded to University after KCSE					
932	What percentage proceeded to Diploma collages after KCSE					
933	What percentage proceeded to certificate collages after KCSE					
934	What percentage of your students joining form one sat for KCSE					
935	What percentage of your students did not join any collage after finishing form four					

10. On a scale of 1 to 5, please indicate to what extent you agree with the following statements relating to Talent Management in your school.

Talent retention, career management, training and development

No	Questions	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1011	My school retains the teachers who score favorably on performance appraisal					
1012	My School retains teachers so as to nurture a sound School memory.					
1013	My employer has succession planning programs that strongly influences staff retention.					
1014	Some good teachers have exited the service in the last one year.					
1015	Given an opportunity, would you exit TSC?					
1016	The teacher turn over in our school is high					
1017	Some good teachers have transferred to other schools					
1021	My employer has a clear plan of my improvement					
1022	My employer offers in service training to Teachers.					
1023	My employer makes a planned effort to facilitate Teachers to learn job related competencies.					
1024	My employer ensures that Teachers with the qualifications and experience are available when needed.					
1025	My employer improves Teacher talents and align their talents with the needs for their the current position.					
1026	My employer has systematic succession plans, enabling Teachers to effectively perform their roles					
1027	My employer focuses on the promotion and development needs.					
1031	My School fosters professional growth and development.					
1032	My School is learning orientated towards					

	personal development.					
1033	My School implements staff development provisions.					
1034	My employer identifies and prepares suitable high potential Teachers to replace key players within the School as their terms expire.					
1035	Career development opportunities are an important variable in my School.					
1036	My employer does not coach me in my career planning.					
1037	My employer has an on-going/long life process of developing my career.					


THE END



THANK YOU FOR COMPLETING THE QUESTIONNAIRE.

Appendix IV: Location of Kisumu County



Appendix V: Nacosti Certificate

<p>THIS IS TO CERTIFY THAT: MR. FRANKLINE ONYANGO ODAYO of MASENO UNIVERSITY, 18-20201 KABIANGA, has been permitted to conduct research in Kisumu County</p> <p>on the topic: EFFECT OF TALENT MANAGEMENT ON THE RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL AND PRODUCTIVITY OF SECONDARY SCHOOL TEACHERS IN KISUMU COUNTY, KENYA.</p> <p>for the period ending: 23rd April, 2020</p> <p> Applicant's Signature</p>	<p>Permit No : NACOSTI/P/19/96377/29455 Date Of Issue : 24th April, 2019 Fee Received : Ksh 2000</p> <p></p> <p> Director General National Commission for Science, Technology & Innovation</p>
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<p>THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013</p> <p>The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.</p> <p>CONDITIONS</p> <ol style="list-style-type: none">1. The License is valid for the proposed research, location and specified period.2. The License and any rights thereunder are non-transferable.3. The Licensee shall inform the County Governor before commencement of the research.4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.5. The License does not give authority to transfer research materials.6. NACOSTI may monitor and evaluate the licensed research project.7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice. <p>National Commission for Science, Technology and Innovation P.O. Box 30623 - 00100, Nairobi, Kenya TEL: 020 400 7000, 0713 788787, 0735 404245 Email: dg@nacosti.go.ke, registry@nacosti.go.ke Website: www.nacosti.go.ke</p>	<p> REPUBLIC OF KENYA</p> <p></p> <p>National Commission for Science, Technology and Innovation</p> <p>RESEARCH LICENSE</p> <p>Serial No.A 24239</p> <p>CONDITIONS: see back page</p>
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NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/96377/29455**

Date: **25th April 2019**

Frankline Onyango Odayo
Maseno University
Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effect of talent management on the relationship between performance appraisal and productivity of Secondary School Teachers in Kisumu County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **23rd April, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kisumu County

The County Director of Education
Kisumu County.