

**The Role of Demographic Characteristics and Leadership and its Implications on Teachers' Performance in Public Primary Schools in Kenya**

By

Kingi, P.M & Macharia Francis Muthee,

[Kingipetronilla@gmail.com](mailto:Kingipetronilla@gmail.com); [petronilla@uonbi.ac.ke](mailto:petronilla@uonbi.ac.ke);

Telephone Number: +254710440482

University of Nairobi, Kenya

**Abstract**

Transformational leadership is one of the most recent development of leadership theories. Yet studies on the impact of demographic profile and transformational leadership style in educational institutions are limited. Specifically, this contribution addresses two issues (1) the relationship between personal demographics and (2) transformational style of the head teacher on the teachers' performance appraisal and development in Kieni-East Sub-County, Kenya. These were tested on data collected from 170 teachers, 30 head teachers and a Sub-county Director of Education. The results indicated that while head teachers' transformational leadership was crucial, their personal demographic characteristics marginally influenced teachers' performance appraisal and development. This suggests that head teachers' gender and work experience and performance were not suitable predictors of teachers' performance appraisal and development. The study concluded that gender and work experience are not significant determinants of performance. The findings are discussed along with suggestions for future research. The results contribute to understanding the way personal demographic characteristics, leadership style and performance interact in schools. Future research should further investigate the head teachers' attitudes towards transformational and transactional leadership styles, and the relationship between leadership styles and personal demographics of the leader. The school head should device ways of encouraging and motivating the teachers to instill a more positive change and positive attitude towards performance appraisal.

**Key Terms:** Kenya, Performance appraisal, School Improvement; transformational Leadership; Demographic Characteristics; teachers, primary schools

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**Introduction**

Performance appraisal (PA) plays a central role in teacher management (Boswell and Boudreau, 2002). PA is the systematic process of measuring a person's job performance based on predetermined performance criteria (Clake, 2011). According to Yamina, (2016), PA which is also termed as performance evaluation and is used to measure employee work out put and the progress of establishment as they attempt to realize organizational goals. It involves formal duties and responsibilities including management of the teaching staff and the pupils, and the school community relations (Oplatka, 2006). The main goal is to improve performance (DeNisi and Pritchard, (2006); Murphy and Cleveland, 1991). It includes measuring performance of duties, providing feedback and reward/sanctions systems. The information obtained can be used for administrative decisions linking the evaluated performance to organizational rewards or punishments such as a pay raise, promotion, or discharge (Parks, 2005 Missing) as well as matching the desired performance with the expected standards (Latham, 2002 missing). The appraiser must use motivating leadership strategies for efficiency and effectiveness in the appraisal process.

The effectiveness of teachers' performance appraisal depends considerably on the quality of its leadership (Ibrahim, Ghavifekr, Ling, Siraj, and Azeez (2014). Leadership involves capability and knowledge to bring a group of teachers together to accomplish a common goal (Zembat, Kocyigit, Tugluk, and Dogan, 2010). One way of strengthening the relation between colleagues is to create a suitable working environment and tremendous job satisfaction through transformational leadership. Transformational leadership is defined as the ability to improve subordinates' knowledge and motivation towards organization improvement (Amin, Shah, and Tatlah, 2013); Aydin, Sarier, and Uysal, (2013); Selamat, Samsu, and Kamalu, (2013). Transformational leaders can be known as leaders who positively perceive future scenarios for organizations (Ahmetasevic and Obralic, 2018). According to Okoth, (2018), such leadership involves setting educational standards, motivating and providing incentives for teachers. As a result, such school Principals demonstrate effectiveness, sense of society, attention, professional development and improvement of education.

Furthermore, transformational leadership style works through inspiring to build a feeling of success that leads to enhance student outcomes (Alsaedi and Male, 2013). Transformational leaders can promote the changes required to accomplish particular goals. It involves the idealized influence, inspirational motivation, intellectual stimulation, and individualized Consideration. Therefore, transformational principals have excellent ability to influence teacher's commitment by promoting values that are relevant to achieve the targeted goal. This can lead to a higher performance and thus increase the quality of education. Moreover, transformational leadership works by encouraging the school staff to generate a feeling of efficiency that leads to an enhanced performance (Alsaedi and Male, 2013). Therefore, use of transformational leadership

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style in schools enhances the performance of teachers through knowledge development and focusing on the teacher characteristics.

Other studies show a link between transformational leadership, demographic characteristics and performance (Alenazi, Muenjohn and McMurray 2017; Nasra and Heilbrunn, 2016; Nasra and Arar, 2019). Such characteristics includes the age, tenure, experience, qualification and commitment. In South Africa, Armstrong (2015) found that younger teachers improved the mean mathematics performance of their students and that they were better on subject tests than their older counterparts. A study Alenazi, Muenjohn and McMurray (2017) in Saudi Arabian identified the relationship between the demographic characteristics and leadership. It explored the influence of five demographic characteristics with respect to idealised leadership behaviour, intellectual stimulation, inspirational motivation, individualised consideration and leadership. Age and marital status positively impacted on the individualized consideration factor in performance. However, Flanigan, Bishop, Brachle, and Winn (2017) found that experience was not positively related to performance. This contradicts conventional wisdom that more experienced managers tend to be better leaders, and that organizations led by more experienced leaders will tend to demonstrate better performance. Akiri and Ugborugbo (2008) found that there was a significant relationship between teachers' gender and students' academic achievement. This is contrary to Rivkin, Hanusheck and Kain (2005) who found that teachers' teaching experience and educational qualifications were not significantly related to students' achievement.

Performance appraisal was introduced in the United States of America in the 1940's during the Second World War as a method of justifying an employee's wages (Mugwe, 2010 cited Morehead and Graffin, 1992). According to Rivkin, Hanusheck and Kain (2005), there has never been a consensus on the specific principle factors that influence performance. In Canada, various areas of appraisal include teachers' commitment to students' learning, professional knowledge, leadership in learning communities and ongoing professional learning. In South Africa, performance appraisal was introduced as a measure to hold schools accountable (Mosonge and Pilane, 2014). However, the implementation has faced resistant from teachers who consider these accountability systems a tough policy of harassing teachers for ills of education (Mosonge and Pilane, 2014 cites Smikth & Ngam-Maema, 2003).

In Tanzania the performance appraisal system is commonly referred to as the Open Performance Review and Appraisal System (OPRAS) (Bana & Shitidi, 2009). Tanzania has taken bold steps to adopt a full range of performance management tools to achieve enhanced performance in public sectors (Mutahaba, 2011). According to Muweesi, Mugagga, Qian and Kaggawa (2018), performance appraisal in Uganda include self-appraisal, appraisal interviews and management by objectives (MBO) which is characterized by discussions with supervisors. In Kenya, Teachers' Service Commission code of regulation provides performance appraisal system for teachers in the country. Karaithi (2018) cited Kisang Karai (2016) states that one of the most important conditions in appraisal is to provide clear feedback to employees about their performance. Appraising every employee effectively and efficiently will lead to the success of organization (Kanisa and Makoha, 2017). The appraisal system was introduced (TSC; 2016) built up to an open performance appraisal.

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In a report from QASO, Kieni East Sub-County, Nyeri County, teacher appraisal has encountered challenges such as poor leadership by supervisors and school administration, the supervisors' incompetence, the low morale due to their poor working conditions and remuneration packages, and the teachers' inability to deal with new policy changes. In addition, resistance by unions was a major hindrance to the implementation of TPAD. In addition, crucial factor has not been incorporated into these investigations, namely, demographic characteristics, leadership styles and teachers' performance. While each of these variables is related to each other, there is no evidence that older, more experienced individuals with longer tenure within an organization will make better leaders. Therefore, the study sought to establish the relationship between demographic characteristics, transformational leadership on the teachers' performance appraisal in Kieni-East Sub-County, Kenya.

### **Statement of the Problem**

The Government of Kenya is committed to implementing quality education internationally, regionally and locally. Indeed, several education policy documents in Kenya have provisions that emphasize the importance of providing quality education. For instance, the TSC Act; 2012 mandates the commission to monitor the conduct and performance of teachers in the service. In compliance with the Result-Based Monitoring and Evaluation framework, the Commission was prompted to introduce Performance Appraisal System for teachers in order to strengthen supervision and monitor their performance in teaching at school level.

Despite the effort by the government through the Teachers' Service Commission to ensure teachers deliver quality teaching to the learners, some teachers seem to resist the monitoring tool provided by the Commission. They claim that the Teacher Performance Appraisal and Development (TPAD) tool is not used to reward them appropriately. The challenge with performance appraisal emanates from the poor leadership and incompetence of managers towards performance appraisal (Ntim and Osei, 2011). Furthermore, research shows that an appraisal process makes employees uncomfortable, as they may not enjoy the close scrutiny or view the whole procedure as a negative endeavor. Therefore, in order to alleviate the negativity from the employees, managers can explain the procedure at the beginning of the appraisal together with the appraisal guidelines to the employees ahead of time so that they have a better idea of what to expect. This research, therefore, sought to bridge the gap in knowledge and provide a deeper understanding on influence of selected factors on teachers' performance appraisal development in public primary schools in Kieni East Sub-County, Kenya.

### **Purpose of the Study**

The study investigated the influence of principals' demographic characteristics and their transformational leadership style on the implementation of teachers' performance appraisal in public primary schools in Kieni-East sub-county, Nyeri County, Kenya.

### **Research hypothesis**

The study was guided by the following hypothesis:

- (i) There is no significant difference between the head teachers' gender, work experience and teachers' performance public secondary schools in Kieni-East Sub-County, Kenya.

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- (i) There is no significant relationship between head teachers' transformational leadership style and teacher's performance in public secondary schools in Kieni-East Sub-County, Kenya.

### **Significance of Study**

The data obtained by the study may be useful to a number of people and institutions in decision making, formulation of policies and implementation. The Ministry of Education (MoE), Teachers Service Commission (TSC), Kenya Institute of Curriculum Development (KICD), Universities and Teachers Colleges involved in training teachers. The Ministry of Education may find it useful in organizing head teachers training in leadership which may benefit head teachers and teachers on improved leadership styles. KICD may find it useful in preparing a curriculum for further training of teachers who will benefit by refreshing their knowledge skills and attitudes. TSC may come up with a better system of teachers' promotion and teachers' performance appraisal. This may promote teachers' development, appreciation and owning of TPAD. The government of Kenya may use the research findings to formulate policies with regard to teachers' salaries. This may help in retaining teachers exiting the job for better pastures hence the government may benefit this may reduce cost of training other teachers. Other institutions may also find some useful information that they may use to help them. The study may also help teachers, students and administrators who are studying educational administration especially in cooperate governance to carry out further research on the same.

### **Review of Related Literature**

#### **Concept of Performance Appraisal**

Teachers' performance appraisal is an important aspect of teacher management in primary schools. Gupta (2011) defined teacher performance appraisal as the process of accessing the progress of teachers for future development over a specific period of time. Due to differences in their background, experiences, knowledge, skills, abilities and aptitudes, they are assessed for further exposure to learning. Myhem (2018) states that the purpose of performance appraisal system is to recognize and sustain strong performance and motivate employees to improve in areas where their job performance fails to meet standards. While appraising, there are various criteria that require consideration. First is the relevancy which measures the objectives of the job. Secondly is reliability whereby the evaluation procedures should produce consistent and replicable results. Thirdly, there should be freedom from contamination by ensuring the employee is unfairly appraised because of factors beyond his control.

In Kenya the Teachers service commission (TSC) has applied the Management by Objective method of appraisal (MBO). According to Nzuve (2015), this is a method where a relationship between the evaluator and evaluate is established and goals set to be achieved in a given period. However, there are many challenges involved and most of the teacher's unions such as the Kenya National Union of Teachers (KNUT) has opposed it in the recent times. In addition, appraisal is only formally done without any meaningful application since promotions have not been attached to the performance appraisal results.



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### **Teacher's Gender, Experience and Performance Appraisal**

Igberadja (2016), carried out a study on the effects of teachers' gender and qualification on students' performance in industrial safety. Ex-post facto research design was used and the sample size involved 91 undergraduate students. Data collected was analyzed using ANOVA (Analysis of variance) to test the hypotheses. The results revealed that the teacher's gender and qualification do not have any significant effects on students' performance. The result also showed that teacher's gender has no effect on their ability to impact knowledge on the students as long as the person is skilled in that field of study. Similarly, Wanakacha, Aloka, and Nyaswa, (2018) examined gender differences in teacher motivation and performance of their core functions. A mixed method research approach was adopted and triangulation design was used. The sample size comprised of 100 teachers, 14 Principals, 14 HOD's Co-curricular, 14 DOS's and 1 DQASO. The study also found that gender difference did not have an effect on teachers to perform their core functions.

Further, Nabwire, Toili, Ong'unya, and Songok, (2014) investigated the influence of teachers' gender on student academic performance. The study adopted a descriptive survey design and 414 respondents were involved. The means were in turn used to compare the students' performance. Pearson's Product-Moment correlation was used to determine the degree of association between the teachers' gender and the students' performance. The Chi-square tested whether the teachers' gender had effect on students' performance. The findings shows that none of the teachers preferred a single sex school. Both male and female teachers offered inspiration to their students to perform well in Biology; however, female teachers were found to be more resilient and were more self-efficacious compared to their male counterparts. The gender of the Biology teacher influenced students' performance because of the students' perception of the teachers' gender and not the manner in which teachers of different gender handled them

In the same vein, Glory and Ihenko (2017) examined the influence of gender on interest and achievement of integrated Science students in Obio Akpor local government area of Rivers State. The findings showed that gender has a significant influence on the interest but does not have a significant influence on achievement of Integrated Science students. Teachers were advised to motivate students to love the subject and be self-motivated in order to enjoy learning and to excel. Consequently, Bolarinwa (2014) investigated the relationship between teachers' qualification, years of experience and students' performance level in senior secondary schools. Findings revealed that a positive relationship existed between teachers' qualification, experience and performance. As well, Okoro, Ekanem, and Udoh (2012) found that teacher-pupil gender interactions do significantly affect pupil's academic performance

### **Transformational Leadership and Performance Appraisal**

There are various leadership methods practiced in our schools. Transformational leadership is considered the best. Transformational leaders are focused on helping teachers to succeed in performance of their duties. White (2018) says transformational leadership is a leadership style in which leaders encourage, inspire and motivate to innovate and create change that will influence future success of the school. According to Bayer (2012) transformational leadership have the ability to motivate or inspire teachers to willingly exert consistent effort to improve education standards. It is associated with improved school functioning and quality education

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through commitment and willingness in exceeding educational targets. Waiganjo (2015) states that transformational leaders help followers grow and develop into leaders by responding to individual needs by empowering them and aligning the organizational and individual objectives with the larger group and the organization. Transformational leadership hence makes a teacher to exceed their expected performance. In addition, Maela (2016) argues that transformational leadership style is one of the positive factors that have a direct relationship with job commitment.

### **Theoretical Framework**

This study was guided by input output systems theory by Ludwig Von Bertalanffy (1973). Systems theory approach state that open social systems must interact with the environment in order to survive. This approach identifies organizational behaviours by mapping the repeated cycles of input, process, output and feedback between the organization and its external environment. The system also focuses on objectivity and control of the appraisal management. It helps in coordinating teachers to applying knowledge, skills and values in performance of their duties in accordance with the expected standards. Learning institutions receives inputs and transforms them into outputs through proper leadership. Transformational head teachers inspire teachers during the actual performance appraisal to improve behavior and performance in relation to organizational and individual goals. In this case, the researcher sought to assess the effect of teachers' gender, experience and transformation leadership in order to get the best output from teachers which is gauged through teacher's performance appraisal.

### **Methodology**

This study employed mixed methods approach underpinned by pragmatism. Data was collected using a questionnaire and interview guide. Specifically, this study used descriptive survey and correlation design (Klassen, Creswell, Clark, Smith, and Meissner, (2012). Descriptive statistics involved calculating frequencies, percentages and means. Correlation research design was used to measure relationships between the transformational leadership and performance appraisal. The study used systematic stratified random sampling technique to select Boys' school, Girls' school and mixed schools. The sub-county has 3 zones with a target population of 52 head teachers, 566 teachers and one Sub-county Staffing Officer. Head teachers and teachers were randomly selected from each of the strata. According to Gay, Mills, & Airasian (2009), a sample size of between 10- 30 % of sample size is representative. Therefore, the sample consisted of 170 teachers and 30 head teachers and one Sub county staffing making a total of 201 respondents.

The respondents were asked to indicate the extent to which they agreed with the statements on a five-point likerts scale whereby 5: strongly agree, 4; Agree, 3: undecided, 2: Disagree, 1: Strongly disagree. According to Klassen, Creswell, Clark, Smith, & Meissner (2012), a correlation coefficient of between -1.00 to +1.00 is used to measure the degree and strength of relationship of the relationship. Positive value indicates positive relationship; a negative value shows negative relationship while 0.00 correlation coefficient indicates lack absence of linear relationship. The closer the correlation coefficient to 0.00, the weaker the relationship between the variables. Hypotheses were tested at 0.05 level of significant using correlation coefficient. The statistical package for social sciences (SPSS) was used in data analysis. This made it easy for the researcher to transform the Likert type of scale data into continuous data that enabled

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computation of correlation and regression analysis. Regression analysis was computed to determine the extent to which head teachers use of transformational leadership predicted teachers’ appraisal. The regression models were as follows:

$$Y = \beta_0 + \beta X + \varepsilon$$

Where Y= implementation of teachers’ performance appraisal development

While  $\beta_0$  is the constant,  $\beta$  is the coefficients of X variable and  $\varepsilon$  is the error term.

### **Findings**

The study sought to establish the influence of head teachers’ gender on teachers’ performance. The findings show that majority of the teachers 84(55.3%) were female and 68(44.7%) were male. The head teachers, 17 (60.7%) were male and 11(39.35) female. This means that there were more female teachers than the male but more male head teachers than the female head teachers. The study tested the hypothesis which stated: there is no significant difference between the head teachers’ gender and performance appraisal. The findings are presented in Table 1.

**Table 1: Independence t-test for gender and performance appraisal**

Independent Samples Test								
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
.333	.565	1.294	178	.197	.083	.064	-.044	.210
		1.313	167.432	.191	.083	.063	-.042	.208

Source: Researcher 2020

Table 1 indicates  $t=1.294$ ,  $P>0.05$ , this means that head teachers’ gender was not significant in performance appraisal. Thus, the null hypothesis is not rejected. This means that gender is not a determinant of performance appraisal.

The study sought to establish the influence of head teachers’ experience on teachers’ performance. The findings reveal that majority of the teachers reported that 96(63.2%) had served for above 21 years, 21(13.8%) had an experience of 16-20 years, 17(11.3%) had a served for 6- 10 years while the least 6(3.9%) had an experience of less than 5 years. All the head teachers 28 (100%) had an experience of 21 years and above. The findings imply that all the teachers and head teachers were well experienced. The study tested the hypothesis which stated: There is no significant difference between the head teachers’ experience and performance appraisal. One-way Annova was used to test the hypothesis and the findings are presented in Table 2.



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**Table 2: Annova on Head Teachers Experience and Performance Appraisal**

TPAD	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.533	4	.133	.733	.571
Within Groups	31.809	175	.182		
Total	32.341	179			

Source: Researcher 2020

Table 2 indicates that  $F_{(179)} = .733$ ,  $p > 0.05$ , this means that there is no relationship between head teachers experience and performance. Therefore, experiences according to this study is not a factor in performance appraisal.

The study sought to determine the influence of head teachers' transformational leadership on teachers' performance. This involved statement on motivating, enthusiasm, m, ethics, cooperation, attitude, decision making and providing support to teachers. Means average and standard deviation were generated. The responses are presented in Table 3.

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**Table 3: Head Teachers' Transformational Leadership**

Statement	5		4		3		2		1		Mean	Std.D
	SA		A		UD		D		SD			
	f	%	f	%	f	%	f	%	f	%		
Inspires	81	45	83	46.1	0	0	16	8.9	0	0	4.27	0.86
Not enthusiastic	16	8.9	23	12.8	26	14.4	62	34.4	53	29.4	2.37	1.27
Succeeds in teaching	30	16.7	103	57.2	17	9.4	20	11.1	10	5.6	3.68	1.05
Not motivated	27	15.0	81	45	13	7.2	42	23.3	17	9.4	3.33	1.25
Morals	39	21.7	103	57.2	5	2.8	23	12.8	10	5.6	3.77	1.10
No ethics	9	5	44	24.4	20	11.1	71	39.4	36	20.0	2.55	1.20
Co-operative	48	26.7	88	48.9	13	7.2	26	14.4	5	2.8	3.82	1.07
Attitudes	37	20.6	96	53.3	13	7.2	22	12.2	12	6.7	3.69	1.13
Not in decision making	9	5	45	25	10	5.6	66	36.7	50	27.8	2.43	1.27
Supports each other	43	23.9	84	46.7	10	5.6	32	17.8	11	6.1	3.64	1.20
Do not know their SW	20	11.1	26	14.4	13	7.2	79	43.9	42	23.3	2.46	1.30
<b>Total list wise 180 Grand Mean =3.3</b>												

Source: Researcher 2020

Table 3 indicates that the respondents agreed that the head teachers inspired positive changes to the teachers as indicated by 83 (46.1%) respondents with a mean of 4.27. The head teachers were not enthusiastic and passionate as supported by 62 (34.4%) respondents, mean = (2.37). Majority of the teachers and head teachers agreed that the head teachers have helped teachers to succeed in teaching as agreed by 103 (57.2%) and supported by a mean of 3.68. It was revealed that the teachers are not well encouraged and motivated as agreed by 81 (45%) of the respondents and supported by a mean of 3.33. The head teachers demonstrated exemplary moral standards as agreed by 103 (57.2%) of the respondents with a mean of 3.77.

Majority of the respondents disagreed that teachers do not enjoy ethical work environment with clear values priorities and standards as indicated by 71 (39.4%) respondents, Mean = 2.55. Teachers are authentically co-operative and enjoyed open communication as indicated by 88 (48.9%) respondents and supported by a mean of 3.82. Majority of the respondents agreed that head teachers have positive attitudes, open mind set and work for a common goal as indicated by 96(53.3%) respondents and supported by a mean of 3.69. The respondents were of the opinion that they support each other as shown by 84(46.7%) respondents, Mean = (3.64). Majority of the participants disagreed that the teachers do not know

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their strength and weaknesses 79 (43.9%) respondents and further supported by a mean of 2.46. A close look at the percent and mean scores indicate that there is a relationship between the type of leadership and teacher's performance. The Grand Mean =3.3, this means that head teachers' transformational leadership is important in the implementation of performance appraisal.

Further the study sought information from the TSC sub-county through interviews. It was reported that school principals who used this kind of leadership inspired teachers to use a variety of technics in teaching and learning. Such leaders created vision and an environment that motivated teachers to achieve beyond their expectations. Besides, they use transformational leadership to attract, keep and motivate employees. The county officer indicated that such leaders have time to meet teachers and student to articulate the institutional goals, vision, mission and core values as they lead by example.

Further, correlation was conducted using Pearson correlation to establish the relationship between transformation leadership and teacher performance. Using the p-value computed from the correlation, the null hypothesis was stated, *there is no significant relationship between transformational leadership and Teachers' performance appraisal*. The findings are presented in Table 4

**Table 4: Correlation of transformational leadership and performance appraisal**

		<b>TPAD</b>	<b>TRNSLE</b>
TPAD	Pearson Correlation	1	.227**
	Sig. (2-tailed)		.002
	N	180	180
TRNSLE	Pearson Correlation	.227**	1
	Sig. (2-tailed)	.002	
	N	180	180

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

Source: Researcher 2020

Table 4 indicates a correlation coefficient of  $r_{(180)} = .227$ ,  $p < 0.05$ . The p- calculated was found to be 0.002, which was less than 0.05 level of significant. This led to rejection of the null hypotheses that there is no significant relationship between transformational leadership and performance appraisal. This is a weak positive relationship between the application of transformational leadership and teachers' performance appraisal. This implies that transformational leadership is important in teachers' performance.

Simple linear regression test was used to determine the predictive power of transformational leadership on teachers' performance appraisal. The finding are presented in Table 5.

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**Table 5: Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.227 <sup>a</sup>	.051	.046	.415

a. Predictors: (Constant)

TR, TRNSLE

Source: Researcher 2020

Table 5 shows the adjusted R squared of .046 implying that variation of 4.6 percent on implementation of teachers' performance appraisal was as a result of changes in leadership at 95 percent confidence interval.

The study examined the model's significance through application of Analysis of Variance (ANOVA) method. The outcomes are illustrated in Table 6.

**Table 6: ANOVA<sup>a</sup>**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	1.663	1	1.663	9.649	.002 <sup>b</sup>
	Residual	30.678	178	.172		
	Total	32.341	179			

a. Dependent Variable: TPAD

b. Predictors: (Constant), TRNSLE

Source: Researcher 2020

Table 6 indicates ANOVA result of  $P < 0.005$  implying that transformational leadership is a significant predictor of teachers' performance appraisal.

The study further sought to establish the effect of transformational leadership on performance appraisal as presented in Table 7.

**Table 7. Regression Coefficients<sup>a</sup>**

<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
1	(Constant)	2.192	.274		8.000	.000
	TRNSLE	.310	.100	.227	3.106	.002

a. Dependent Variable: TPAD

Source: Researcher 2020

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Table 5 reveals that holding transformational leadership practice to a constant zero, teachers' performance appraisal would be at 2.192. A unit increase in transformational leadership would lead to an increase in teachers' performance by 0.31 units. At 5% level of significance and 95% level of confidence, transformational leadership was significant ( $p < 0.05$ ). This result also shows the intercept of the regression line,  $Y = 2.192 + 0.310X$ , meaning that when transformational leadership increased by 1 unit, teachers' performance increased by 0.31 units.

## **Discussions**

The first objective sought to establish the relationship between head teachers' gender and experience on performance appraisal. Demographic information comprised of teachers' gender and experience. The findings indicate that there is no statistical difference between head teachers' gender and performance  $t_{(178)} = 1.294$ ,  $p > 0.05$ . The study concurs with Igberadja (2016) that both male and female teachers are capable of good performance because when exposed to the same environment. However, the study is contrary to Guarino, Santibanez, and Daley (2006) and Maliki (2013) who argue that both feminine and masculine characteristics might be needed for the teaching profession. However, other studies found a positive relationship between students' result and teachers' gender (Kazi, Ahmad, Mosa and Reazul, (2013). Similarly, Chudgar and Sankar (2008) conclude that being in a female teacher's classroom is advantageous for language learning but teacher gender has no effect on mathematics learning.

In relation to teachers' experience, the findings indicate that there is no relationship between head teachers experience and teachers' performance appraisal  $F_{(179)} = 0.733$ ,  $p > 0.05$ . Therefore, experiences not a factor in performance appraisal. These findings concur with Enwelim (2016) who found no relationship between teachers experience and achievement  $p > 0.05$ . Besides, Muriithi (2018) argued that experience and gender were not factors for high learning outcome. These finding is contrary to findings in other studies, for example, Gumo (2005) argued that teachers' experience is necessary in fostering intellectual growth and curiosity among learners. Other studies reveal that teacher experience is systematically related to teacher productivity (Boyd, Lankford, Loeb, Rockoff, & Wyckoff, (2008); Clotfelter, Ladd, and Vigdor (2007); Sass, Hannaway, Xu, Figlio, & Feng. (2010). These studies posed questions relating to the distribution of inexperienced teachers in learning institutions which has policy implications. On average teachers with more years of teaching experience have proved to have performed better than those without more experienced. In addition, Falter (2008) found that teachers are the core implementer of education programs and experience constitute a critical resource in the provision of quality education to the citizen.

Falter (2008) also affirmed that teacher experience is systematically linked to student achievement, implying that teacher's experience is necessary in fostering intellectual growth and curiosity of learners. Young teachers are also said to be more energetic, visionary, creative and ready to learn from their counterparts (Falter, 2007). Ekperi (2018) found that teaching experience of over ten years positively influenced students' achievement in civic activity, social learning and behaviour.

Besides, teacher experience creates a conducive classroom climate because they have acquired the necessary pedagogical and professional competencies. Specifically, the factors that best facilitate student learning are considered to be the ones that are described as being



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purposeful, task-oriented, relaxed, warm, and supportive and has a sense of order and humor in an integrated sense (Uche and Enuokoha, 2012). From all these, it can be seen that the view of the different scholars cited above underscores the importance of teaching experience in performance appraisal. That teacher is crucial but not necessarily a crucial factor influencing performance appraisal and that unexperienced teachers may positively affect students learning and achievement.

### **Transformational Leadership and Teachers' Performance**

The study also sought to determine the influence of head teachers' transformational leadership on teachers' performance. The results revealed that transformational leadership has a statistically significant correlation coefficient of  $r_{(180)} = .227, p < 0.05$  on teachers' performance appraisal. The study concurs with Sokal (2015) that transformational leadership empowers followers by aligning the objectives and the goals of individuals to the larger organization for better performance. Such leadership style promotes co-operation and open communication between the head teachers and teachers. Teachers were authentically co-operative and enjoy open communication which promotes efficiency and innovativeness in performance of duties. Performances appraisal requires positive mind and openness in goal setting based on the expected standards. This finding is similar with past studies that strongly support the influence of transformational leadership in increasing instructional achievements (Yukl, 2010; Northouse, 2010; Wang, Oh, Courtrigh, and Colbert (2011) and discipline management (Sadeghi & Zaidatol, (2013) and Sitthisomjin, Somprach, and Phuseeorn, (2018). Leadership aspects must be considered when selecting the education managerial position.

Transformational leaders constantly reinvent necessary changes when needed for further improvement. Transformational leaders require competencies to share a common vision about future possibilities which inspires their subordinates to make the group's needs their priority based on the interests (Early and Davenport, 2010; O'Reilly, Caldwell, Chatman, Lapid, and Self (2010). Hence, in today's challenging environment, transformational leadership is indeed the desired quality that leaders should portray. Other studies reveal that transformational leadership has a positive and significant effect on motivation (Tucunan, Supartha and Riana (2014), compensation and reward strategy (Ulfa, Rahardjo and Ruhana (2015). In most case teacher the teachers are not well encouraged and motivated due to poor leadership practices. The study further revealed that teachers enjoy ethical work environment with clear values priorities and standards through transformational leadership. Through appraisal teachers became aware of their strength and are likely to perform their duties with more enthusiasm and passion.

This work is conducted based on the knowledge of leadership attributes and behaviors in public-school education. However, it suffers from some limitations that should be taken into consideration for future studies. In this study, only one research methodology was used thus, it is suggested that the triangulation approach should be used in future research. The study was limited to the Kieni-East Sub-County context, and the sample population was selected at one point in time. If the data had been collected at two or several points in time over different years, it would have been interesting to evaluate the time lag factor.

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### **Conclusion**

The findings indicated that demographic characteristics of head teachers did not influence teachers' performance in public secondary schools in Kiambu-East Sub-County, Kenya. The findings highlight the need to consider the difference in head teachers' teacher demographic characteristics and develop approaches to deal with the needs of teachers who experience low performance during appraisal. This may include planning timeframes or introducing activities to promote commitment among teachers. The study also revealed that transformational is a crucial in teachers' performance appraisal. Transformational leadership helps teachers to grow and develop by inspiring, empowering them and aligning the goals of individual goals to the larger organization. Therefore, school sector leaders should be continually aware of their employees' strengths and weakness in order to deal with it effectively. Different people could be motivated by different factors and therefore head teachers should use a combination of factors to raise employees' performance and not rely only on employees' age to improve performance while neglecting other factors. The school head teachers should device ways of encouraging and motivating teachers to instill a more positive change and positive attitude towards performance appraisal. Teacher performance must be considered from a multi-factor perspective, which suggests future studies should consider other factors.

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