



# Role of Performance Appraisal Feedback Content and Communication Channels on Teachers' Service Delivery in Public Secondary Schools in Nyamira South Sub-County, Kenya

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*Abstract: Performance appraisal has emerged as one of the strategic tools to the attainment of an institution's performance. Despite these assertions, the utilization of the performance feedback mechanisms in learning institutions remains wanting. The objectives of the study were to establish the role of feedback content and communication channels on teachers' service delivery in public secondary schools in Nyamira South Sub-County. Goal setting theory and Feedback Intervention Theory (FIT) informed the study. A descriptive and mixed method research design was utilized. A sample size of 270 teachers were chosen from the target population of 807 through Yamane formular and 30% (19) of the 64 Deputy Head Teachers selected through stratified random sampling. Data was gathered using questionnaire and interview schedules. Data was analysed quantitatively and qualitatively by means of descriptive statistics and Multiple linear regression. Findings revealed that feedback content plays a strong and decisive role in shaping teacher performance. Correlation analysis showed strong positive relationship between feedback content and service delivery ( $r = .567, p < .001$ ). Further, the study established that the channels through which feedback is communicated significantly influence how teachers perceive, interpret, and act upon performance. Correlation analysis showed a strong positive association between communication channels and service delivery ( $r = .561, p < .001$ ). It is recommended that the quality and structure of feedback content should be enhanced. The channels through which feedback is communicated should be strengthened. Significantly, the study will inform policy makers on the gaps that exist in Teacher Performance Appraisal Feedback systems.*

**Keywords:** Feedback, Appraisal, Content, Communication, Channel and Service Delivery

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## 1. Introduction

Performance appraisal is a systematic assessment of the performance of staff to understand their capabilities for advanced growth and development (Juneja, 2020). Bucklingham and Goodall (2019), indicate that feedback is about telling people what we think of their performance. Significant teacher evaluation involves an accurate examination of teaching effectiveness followed by

feedback aimed at improving service delivery (Berbano, 2006, as cited in Van der Linden, van der Meij, & McKenney,2022). One of the core assumptions of performance management is that if people receive feedback about their performance, they will be both motivated and empowered to improve (Visscher and Coe,2013). Nonetheless, Kaymaz (2011) observes that this is not always true as many employees dislike receiving feedback which they term as inconsistent and unreliable at times hence counterproductive on employee performance.

Tuma, Hamilton and Berglund (2018), observe that in USA majority of teachers reported receiving regular feedback which improved their instructional practice. This is similar with Garet et al (2017), who indicate that feedback had some positive influence on teachers' classroom practice. Hammond (2013) establishes that at the final performance evaluation meeting, the teacher and principal reflect and discuss growth and attainment of goals. Mpungose and Ngwenya (2014), observed that in South Africa the challenges that the principals face, originate from lack of clarity of roles amongst others and recommended regular feedback from the education officials and workshops. This confirms Olatunji (2017), who indicates that a fair assessment process involves open communication, constructive and honest feedback as well as employing agreed procedures consistently. Francine (2008) establishes that departments of education in South Africa ought to fund and execute a professional growth plan emanating from feedback. The current study sort to interrogate if the same scenario is replicated in Kenya hence filling the geographical and contextual gap.

Danku, Dordor, and Bokor (2015), indicates that at the basic schools in Ghana Education Service (GES) performance criteria do not consider staff opinions. Agyei (2019), recommends communication effectiveness and dissemination of information to appraisees immediately after conducting an evaluation of performance. Kwao (2019), asserts that the Performance Appraisal System (PAS) is not entirely regarded and affirmed by all staff which has led to inadequate feedback, unknown performance standards and apathy of appraisal processes by teachers in Ghana Education Service. Adofo (2011) suggests a clear-cut policy on performance appraisals in the GES in order to enhance its conduct. Abraham (2010) establishes poor feedback management in Kabale Municipality, Uganda. Charles (2018) suggested that management ought to ensure communication effectiveness and information dispersal to teachers immediately after the performance evaluation is done and that the appraiser needs to get the full involvement of teachers and employ a more collaborative method during evaluations. Malunda et al (2016), observe that teaching is partly determined by how well and frequently teachers are appraised and recommend that the Ministry of Education Science and Technology (MOESTs) need to develop standard formative evaluation tools for continuous teacher evaluation.

For the purpose of reviewing and analyzing teachers' work, the Teachers Service Commission (TSC) in Kenya uses a performance appraisal feedback procedure. As part of this procedure, instructors are routinely evaluated using specified standards and criteria established by the TSC. Through informed feedback, teachers can gain insights into their performance, areas of strength, and areas that need improvement by utilizing the feedback from these reviews

(Suter, Ndaita, & Areba,2022). Teachers Service Commission makes choices about promotions, transfers, and other career developments based on feedback received, which it uses to enhance professional development and provide training opportunities. The process of performance appraisal feedback ensures that instructors receive helpful criticism and assistance to keep improving their professional growth and teaching methods, which contributes to the overall improvement of educational quality and thus enhanced service delivery (Elliot,2015).

As forementioned, feedback from performance appraisals is an essential component of professional development in any educational institution. According to Figazzolo, (2013), ideal and productive appraisal feedback is characterized by the following elements: Two-way Communication- Feedback should be exchanged in both directions, giving each party a chance to offer their thoughts and ideas. This makes it possible to comprehend performance and potential competency development areas; Constructive Criticism: The main emphasis of feedback ought to be on offering staff constructive criticism that will enable them to perform better. It must be clear, doable, and concentrated on actions rather than character attributes; Recognition of Strengths: In addition to pointing out areas that require improvement, feedback should also highlight accomplishments and strengths. This has the potential to inspire staff and produce a more impartial assessment of their service; Timeliness-The impact of feedback depends on how quickly it is provided. It enables staff to evaluate their performance while the data is still current and applicable; Goal-oriented: During performance reviews, objectives and expectations should be matched with the feedback provided. It ought to assist staff in realizing how their actions fit into the bigger picture and what changes are necessary to get the results they want; Chances for Training and Development- In addition to highlighting areas that require improvement, feedback should offer suggestions for openings for training and development so that staff can advance their knowledge and abilities.

The overarching aim of performance appraisal is to provide quality education to learners idealized as impactful service delivery, accord educators opportunities to improve their performance competencies, analyze educators' performance gaps in view of providing them with support for professional development, and maintaining all records of service delivery for decision-making by education stakeholders (Elliot,2015). Feedback Delivery Methods encompass but are not limited to verbal conversations between managers and employees during performance reviews or written comments in performance appraisal forms (Teachers' Service Commission,2022).

During the appraisal process, the teachers are appraised against the following components which enhance service

delivery: Timely syllabus coverage; Lesson observation ratings; Readiness and use of approved lesson plans, schemes of work, work records, instructional resources; Assessments, marking schemes, learners' marked exercise books/assessment papers, learners' progression records. co-curricular engagements among other responsibilities (Teachers' Service Commission,2022).

As per the 2022 TSC TPAD policy, the TPAD performance appraisal feedback process demands that; first all those appraised read and understand the TPAD and Development Manual, secondly teachers complete in triplicate the appraisal tool- one copy is retained by the teacher, another in the institution, and the third is forwarded to the County

TSC director, thirdly appraisals carried out every term cumulatively sum up to the yearly appraisal report, fourthly performance based on competency areas informs the appraisal and feedback plan, fifthly the appraiser and appraisee deliberate, agree on targets, and assess performance and lastly appraisal content (feedback) is shared only between the appraiser, appraisee, and witnessing arbiter or officer.

Nyamira South Sub County education achievement report shows that performance, which is an indicator of service delivery in KCSE has been fluctuating in the past five years as shown in table 1

YEAR	KCSE MEAN SCORE	DEVIATION
2018	4.56	-
2019	5.432	+0.872
2020	5.23	-0.202
2021	4.168	-1.062
2022	3.877	-0.291

Source: SDE Nyamira South Office

The unstable KCSE mean scores have been partly attributed to deficient performance feedback given to teachers based on 2022-2023 subcounty quality assurance assessment report thus this necessitated the desire to undertake empirical investigation in Nyamira South Sub County to validate this report.

### 1.1 Statement of the Problem

In the last five years as alluded in the background of the study through the results analysis of both academic and co-curricular activities, Nyamira South Sub County public secondary schools' performance has been erratic and stakeholders key among them Quality Assurance and Standards officers through their assessment reports of 2023 have raised concerns as to whether the management of performance appraisal and feedback is aiding teachers to achieve better outcomes or not. It is against this background that this research aimed to explore the management role of performance appraisal feedback system on service delivery of public secondary school

teachers in Nyamira South Sub-County.

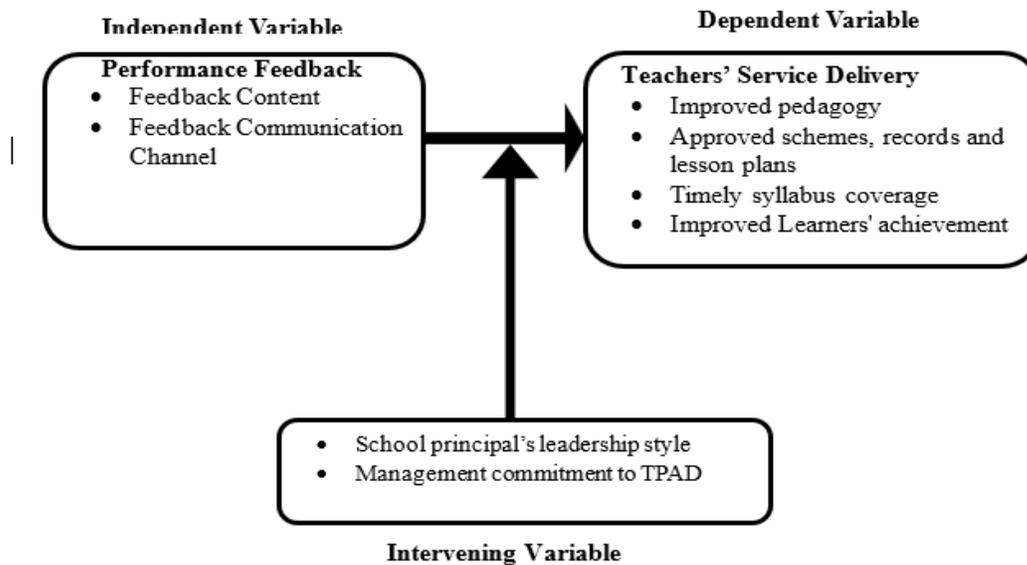
### 1.2 Research Objectives

The study sought to:

- i. Assess the role of performance feedback content in service delivery of public secondary school teachers in Nyamira South Sub-County, Kenya.
- ii. Determine the role of performance feedback communication channels in service delivery of secondary school teachers in Nyamira South Sub-County, Kenya.

### 1.3 Conceptual Framework

Figure 1 presented diagrammatic representations of the relationship between study variables. The Independent variable is the performance feedback system while the dependent variable is teachers' performance.



**Figure 1: Conceptual Framework**

The management of performance feedback being an independent variable entails other variables like feedback content and feedback communication channels.

On the other hand, the Dependent Variable in this conceptual framework is teachers' delivery measured in terms of achievement or outcomes from learners which is dependent on efficacious management of the performance feedback system (Independent Variable). Teachers' service delivery has indicators such as improved pedagogy, improved learners' achievement, increased number of students joining tertiary institutions, numbers of participants, and awards in co-curricular activities.

When performance feedback systems are managed as expected, service delivery for teachers and outcomes of learners will be enhanced. Alternatively, when the process of the performance feedback system is not managed well, service delivery by teachers will be unsatisfactorily hence will lower outcomes of learner and performance in general. The intervening variables that might affect the outcomes of the study comprise of school principals' leadership styles and management commitment to performance appraisal indicators in the TPAD and feedback. The control of these variables was through statistical control, the researcher utilized statistical techniques, such as regression analysis, to control confounding variables. By including these variables in the analysis, the researcher was able to isolate the effect of these variables in the study.

## 2. Literature Review

### 2.1 Performance Feedback and Service Delivery

Odhiambo (2015) examined performance management practices role on productivity by workforce at Schindler Limited. It is established that role-based feedback is important for any institutions to realise its objectives (target). Additionally, feedback permits the workers to be informed of what exactly is expected from them by their institution. Besides, effective performance response along workforce and their supervisors is efficient for reinforcement of the institution. It is inferred that satisfactory feedback to workforce foster accountability because supervisors and workforce take attention in creation of goals, recognition of skills, conversing about professional development and workforce motivation.

A study by Kaymaz (2011) as cited in Owolabi, & Adeosun (2021) assessed performance feedback on individual grounded beliefs and its influence of motivation. Results show that performance feedback improves behaviour and success of workforce which result to work motivation and better service delivery, influences motivation by making it less demanding to accomplish goals, improves manager-subordinate relationship, reduces performance ambiguity, adjusting to change and supports personal development.

It is feasible to recognise strength and weaknesses of

workforce with the assistance of performance feedback information. This is because feedback notifies workforce in an organisation concerning how well they have attained both their individual and institutional targets and goals (Marthuoret, 2016). The influence of performance appraisal feedback on service delivery has been examined by diverse scholars worldwide.

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

In a study on performance appraisal on secondary school education in Tanzania, Karubaga (2015) indicates that majority of the respondents found a relationship between performance appraisal feedback and school performance. This was achieved through teacher attendance of classes and the quality of teaching that need to take place. While Sackey (2011) cited in Oketch, Kiende, & Mange (2021) study based in Ghana further linked the teachers' performance to service delivery in Kwahu-South schools. These studies, while focusing on the role of performance appraisals on service delivery amongst teachers are based in other African countries hence presenting contextual gaps and geographical gap.

Based on reviewed literature in this chapter, there has been an investigation undertaken with respect to association between performance appraisal and teacher performance. Majority of studies have looked at the role of PA on workers' motivations, beliefs, work satisfaction and performance in both private and public sector. Previous investigations steered away from the performance appraisal aspect of feedback. The present study desires to fill this gap in the knowledge field by assessing the role of performance appraisal feedback system on teacher service delivery in secondary schools in Nyamira South Sub County.

In Finland and Singapore, structured teacher evaluation systems incorporate formative feedback that fosters professional growth and accountability (Darling-Hammond, 2021). However, in many developing countries, feedback mechanisms are often generic,

demotivating, or poorly implemented, leading to minimal role on teaching practices (UNESCO, 2022). This indicates a need for localized studies to assess the effectiveness of feedback content in different contexts.

Research in Sub-Saharan Africa reveals that teacher appraisal systems often lack structured, developmental feedback mechanisms (Uwezo, 2020). In South Africa, feedback provided through teacher evaluations was found to be predominantly summative rather than formative, limiting its effectiveness in improving teaching quality (Jansen, 2019). Similarly, in Uganda, teachers reported dissatisfaction with performance feedback due to its emphasis on punitive measures rather than professional development (Abdu, Ezati, & Kagoda, 2021). These findings highlight the need for performance feedback systems that balance accountability with professional growth thus gap filled by the present study.

In Kenya, the Teachers Service Commission (TSC) oversees teacher appraisal and development through the Teacher Performance Appraisal and Development (TPAD) system (TSC, 2021). While TPAD aims to enhance accountability and service delivery, studies suggest that teachers perceive the feedback as overly bureaucratic and lack actionable guidance (Njogu & Kariuki, 2020). Furthermore, research by Wambua (2021) indicates that feedback in Kenyan secondary schools often focuses on compliance rather than pedagogical improvement. This raises concerns about whether performance feedback content is effectively enhancing teacher service delivery in public secondary schools. This is the pre-occupation of the current study.

Feedback content is applied to bring about change in present performance. Even so, feedback content needs to be relayed in a suitable way if it is applied to be encouraging and inspiring attractive performance (Mutua, 2009).

Oyaro (2016) undertook a study on factors affecting educators' attitude towards performance. He established that principals did not provide positive feedback and promptly after appraising and that response was not conveyed in a sociable way resulting to educators to develop negative perception towards performance appraisal. He suggested that feedback be encouraging in terms of content and be offered instantly after headteachers appraised instructors to address postponement

## **2.2 Communication channel and Service Delivery**

Effective communication of performance feedback is critical in enhancing teacher performance, motivation, and overall service delivery. Various communication channels including face-to-face meetings, written reports, digital platforms, and peer evaluations have been utilized in different contexts to provide teachers with feedback on their performance. The effectiveness of these channels depends on factors such as clarity, timeliness, teacher perception, and institutional culture. Despite the fact that feedback is generally applied to enhance performance. Feedback response or outcome significantly varies along many components. Such as, outcomes of feedback could differ based on the feedback system utilised like written or verbal feedback; irrespective of whether the feedback is provided by text or through oral means (Wisniewski,2020).

Face-to-face feedback is considered one of the most effective communication methods for performance evaluations. A study by Wisniewski (2020) in Australia found that direct, interactive feedback led to higher teacher engagement, better classroom management, and improved student outcomes. The study revealed that real-time discussions allow for immediate clarification and provide teachers with an opportunity to express concerns, making the feedback process more effective. Similarly, a study in the United States by Ovando (2019) found that face-to-face performance feedback from school administrators resulted in a 15% increase in instructional quality, particularly when the feedback was timely, constructive, and personalized. However, the study also found that some teachers perceived face-to-face feedback as intimidating, especially when delivered in a critical manner. While Wisniewski and Ovando studies were contextually carried out in Australia and United States, the current study is to be carried out in Nyamira South Sub-County, Kenya thus filling a contextual gap.

In contrast to direct feedback, written performance reports serve as a structured and documented form of teacher evaluation. Research by Kim & Lee (2020) in South Korea found that written reports are effective when accompanied by actionable recommendations. However, the study noted that teachers often viewed written feedback as bureaucratic and impersonal, reducing its role on actual teaching practices. A similar study in Canada by Robinson & Hallinger (2018) found that while written feedback provided a formal record of performance, it was less effective when teachers did not have follow-up discussions with evaluators. This suggests that combining written and verbal feedback can enhance service delivery if utilized effectively. Kim, Lee, Robinson & Hallinger studies were based in South Korea and Canada respectively while the current study is based Nyamira South Sub-County, Kenya.

With advancements in technology, digital feedback systems have gained popularity. A study by Avidov-Ungar

& Reingold (2021) in Israel explored the role of online teacher performance feedback systems. The research found that teachers who received regular digital feedback through online platforms showed improved lesson preparation and classroom management. Digital platforms also allowed teachers to track their progress over time, making the feedback more roleful. However, studies have also highlighted challenges with digital feedback, including technical difficulties, lack of personalized engagement, and resistance from teachers unfamiliar with digital systems (Graham & Harris, 2020).

A study by Namukwaya & Ssenyonga (2021) in Uganda found that verbal feedback sessions were more effective in improving teacher performance compared to written reports. The study recommended a combination of verbal and written feedback, alongside peer coaching, to enhance teacher service delivery. Research by Mosha (2018) in Tanzania found that teachers preferred informal, collaborative feedback mechanisms, such as peer reviews and mentoring, over formal written appraisals. The study suggested that school leaders should integrate structured yet supportive feedback approaches to maximize their role. Namukwaya, Ssenyonga & Mosha studies which were carried out in Uganda and Tanzania recommended for further research in other regions to validate their findings hence this study seeks to fill this gap.

A study by Wanjala (2019) examined the effectiveness of TPAD in Kenyan primary schools Mumias and found that while TPAD provides a structured performance assessment, many teachers perceive it as a compliance-driven tool rather than a developmental tool. The study further noted that TPAD's reliance on written self-assessments and digital submission often limits real-time interaction between teachers and administrators, reducing its effectiveness. Research by Mwangi & Oduor (2019) found that school inspectors and administrators primarily use written reports and formal meetings to communicate teacher evaluations. However, the study highlighted that teachers often feel that feedback is judgmental rather than supportive, leading to resistance and limited improvement in teaching practices. Largely both studies focus on the effectiveness of the TPAD system rather than comparing the role of verbal, written, and digital feedback on teacher service delivery a gap to be filled by the current study. Understanding how teachers perceive and respond to different feedback channels can improve feedback delivery methods and enhance overall education quality.

## **3. Methodology**

### **3.1 Location of the Study**

The research was conducted in Nyamira South Sub County located in Nyamira County, Kenya. Nyamira

South Sub County is located in West Mugarango Constituency.

### 3.2 Research Design

A mixed method and descriptive survey research design was deemed suitable choice for this investigation.

### 3.3 Target Population

The target population for this descriptive study involved 827 teachers and 51 Deputy principals from 51 public secondary schools in Nyamira South Sub County in 1 national school, 7 extra County schools, 5 county schools and 38 sub-county secondary schools (MoE Nyamira Sub County,2023). Teachers were targeted since they were to offer information on how performance appraisal feedback influences their service delivery in schools as they are the ones being appraised and Deputy Principals because they appraise the teachers in their line of duty as mandated by TSC.

### 3.4 Sample Size and Sampling Procedure

The sub county has 827 teachers in 51 public schools from which sample was obtained from. To select the respondents, stratified random sampling method was applied in categorising schools into four groups; national,

extra county, county and Sub County. Owing to the fact that Nyamira South Sub County has only one national school, it was purposefully selected for the study. Extra county, county and sub county categories of schools were selected using systematic sampling method. These categories of schools were alphabetically arranged and those schools that fall on odd number were chosen as the final sample for the study. Stratified random sampling is presumed to be suitable because it makes sure there is inclusion of all subgroups in the sample, which in some way would have been left out by other sampling techniques because of their smaller population number. For sampling of individual teachers, rotary sampling technique was utilised. Rotary sampling technique is deemed as the most reliable method of obtaining representative samples from heterogeneous population.

The research used Yamane (1967) formula in computing the sample size from the target population of teachers. The formular is:

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

Where

n = sample size  
N= population size  
é= is the margin error.

$$n = \frac{827}{1 + 827(0.05^2)} = 269.6$$

The final sample for teachers involved 270 teachers as distributed in the sampling frame table 1.

**Table 2 Target population and Sample size for Teachers**

Schools	Target Population	Sample size (n/827x269)	Sample size% (n/269x100)
National Schools	120	39	14
Extra County Schools	209	68	25
County Schools	71	23	09
Sub County Schools	427	139	52
<b>Total</b>	827	270	100

**Source:** (MoE, Nyamira South,2024)

For sampling of Deputy Head Teachers who are 64 in number in 51 public secondary schools. Some schools have one deputy whereas some have two. 30% of their total population was utilized. This is necessitated by the fact that

an interview schedule was used to collect data hence need for manageable number to interview. Thus, the sample involved 19 Deputy Head Teachers as illustrated in table 3.

**Table 3: Target population and Sample size for Deputy Head Teachers**

<b>Schools</b>	<b>Target Population</b>	<b>Sample size (30%)</b>
National Schools	02	01
Extra County Schools	14	04
County Schools	10	03
Sub County Schools	38	11
<b>Total</b>	<b>64</b>	<b>19</b>

**Source:** MoE, Nyamira South,(2024)

### 3.5 Research Instruments

To collect primary data from teachers, questionnaire tool was used. To collect data from Deputy principals, an interview schedule was utilized.

### 3.6 Data Analysis

The researcher collected, organized, sorted, edited, and coded the raw data from the field. The collected data was analyzed using descriptive and inferential statistics by use of Statistical Product and Service Solutions (SPSS version 26). Further, a Multiple linear regression (MLR) analysis was computed to determine the overall influence of performance appraisal feedback practices on teachers' service delivery in public secondary schools in Nyamira South Sub County. The MLR model was:

$$y = \alpha + \beta_1x_1 + \beta_2x_2 + \beta_3x_2 + \varepsilon$$

Where;

Y= Teachers' service delivery

$\alpha$ =constant

$\beta_1 \dots \beta_4$ = representing slope parameters

X1=Feedback content

X2=Communication Channel

$\varepsilon$ =the error term

The MLR equation was based on the assumptions related to: normality, multicollinearity, linearity and homoscedasticity.

### 3.7 Ethical Considerations

Ethical requirements were followed when planning, undertaking, collecting, analysing and reporting on results.

The researcher requested for approval letter from the University's Institutional Science and Ethics Review Committee (ISERC) and applied for permit from National Commission for Science, Technology and Innovation (NACOSTI), the Nyamira South Education Director's Office and the principals of the respective schools. The researcher made sure that respondents' rights were protected by making sure that their dignity was respected, safety and their own welfare are guaranteed through preparation and issuance of consent form. Information about the respondents was not divulged or their schools by ensuring that their names or names of their schools remained anonymous. Their participation was also voluntary and was stated in the consent form.

## 4. Results and Discussion

### 4.1 Descriptive Statistics

#### 4.1.1 Feedback Content

Feedback content forms the core of any effective performance appraisal system because it determines the quality, clarity, and usefulness of the information teachers receive regarding their professional practice. Well-structured feedback provides direction, strengthens motivation, and clarifies expectations, thereby influencing how teachers plan, deliver, and refine their instructional duties (Owolabi, & Adeosun ,2021). In this study, teachers were asked to rate various dimensions of feedback content and the results are shown in Table 4

**Table 4: Feedback content**

Statement	SD	D	N	A	SA	Mean	Std. dev
<b>FEEDBACK CONTENT</b>							
<b>My performance feedback covers the achievement of my goals</b>	0	2	4	138	58	4.25	0.537
<b>I am normally recognized and celebrated by management for my accomplishment as staff</b>	0	2	20	106	74	4.25	0.669
<b>My feedback provides me with information on areas needed to improve performance</b>	0	0	18	130	54	4.18	0.573
<b>My feedback covers information on where i have failed in my responsibilities</b>	0	6	18	122	56	4.13	0.688
<b>My feedback is normally based on accurate and credible information</b>	0	4	20	124	54	4.13	0.658

The results on feedback content reveal a strong and consistent positive perception among teachers, as reflected in both the frequency distributions and the high mean scores across all five items. The majority of respondents clustered around the categories of Agree (A) and Strongly Agree (SA), with no teachers selecting Strongly Disagree (SD) in four out of the five statements and only a very small number choosing Disagree (D). For instance, 138 teachers agreed and 58 strongly agreed that their performance feedback covers the achievement of their goals ( $M = 4.25$ ,  $SD = 0.537$ ). Similarly, 106 Agree and 74 Strongly Agree that management recognizes and celebrates teachers' accomplishments ( $M = 4.25$ ,  $SD = 0.669$ ). Feedback aimed at improvement was also highly rated, with 130 Agree and 54 Strongly Agree, and none expressing disagreement, demonstrating that teachers view developmental guidance as clear and useful ( $M = 4.18$ ,  $SD = 0.573$ ). Corrective feedback, relating to areas where teachers may have failed in their responsibilities, was also positively received, with 122 Agree and 56 Strongly Agree against only 6 Disagree responses ( $M = 4.13$ ,  $SD = 0.688$ ), suggesting acceptance of constructive criticism when fairly delivered. Moreover, feedback was perceived as credible and evidence-based, as

shown by 124 Agree and 54 Strongly Agree on the item measuring accuracy, with only 4 teachers disagreeing ( $M = 4.13$ ,  $SD = 0.658$ ).

The consistently high means (all above 4.1) and low standard deviations indicate strong consensus that feedback is comprehensive, reliable, and aligned with teachers' actual work. Notably, the highest frequencies and means were recorded on items relating to goal achievement and recognition, implying that teachers value feedback most when it affirms their efforts and acknowledges their contributions. This emphasis on recognition suggests that the feedback system functions not only as an evaluative tool but also as a source of motivation, reinforcing positive behaviour and strengthening teachers' sense of professional worth. The findings harmonize with Darling-Hammond, (2021) who postulate that feedback fosters professional growth and accountability

The interview results with deputy principals in Table 5 provide valuable insight into the content and influence of feedback given to teachers.

**Table 5: Summary of Deputy Principals' Interview Results on Feedback Content (N = 19)**

Variable	Response Category	Frequency (n)	Percent (%)	Interpretation
<b>Frequency of Providing Feedback</b>	Weekly	8	42.1	Regular weekly feedback ensures continuous monitoring and guidance.
	Monthly	3	15.8	Less frequent feedback may limit timely instructional adjustments.
	Termly	8	42.1	Structured termly reviews allow for reflective and comprehensive feedback.
<b>Main Aspects of Performance Focused On</b>	Lesson delivery	17	56.7	Most feedback focuses on instructional quality and teaching effectiveness.
	Discipline	7	23.3	Addresses teacher conduct and student management.
	Classroom management	6	20.0	Focuses on creating conducive learning environments.
<b>Influence of Feedback Content on Teachers</b>	Improves service delivery	10	52.6	Feedback enhances teaching efficiency and performance outcomes.
	Boosts confidence	8	42.1	Encourages teacher motivation and self-efficacy.
	Promotes self-assessment	1	5.3	Encourages reflection and personal growth.
<b>Implementation of Feedback</b>	Yes	18	94.7	Most teachers apply feedback, showing acceptance and practicality.
	No	1	5.3	Minimal non-compliance or barriers to implementation.

The interview responses analyzed from Deputy Principals show that feedback is provided either weekly or termly by most respondents (each 42.1%), while only 15.8% reported offering feedback monthly. This indicates that feedback is relatively frequent and embedded within the school's performance management routine, ensuring regular communication between leaders and teachers.

In relation to content focus, most deputy principals (56.7%) reported emphasizing lesson delivery, followed by discipline (23.3%) and classroom management (20.0%). This suggests that feedback content is primarily instructional, concentrating on improving pedagogical quality and classroom effectiveness rather than administrative or non-teaching aspects. Such a focus reinforces the idea that performance feedback is meant to refine teaching practices and student learning outcomes. Similarly a study by Avidov-Ungar & Reingold (2021) in Israel found that teachers who received regular digital feedback showed improved lesson preparation and classroom management

In terms of impact, more than half of the deputy principals (52.6%) indicated that the content of feedback improves service delivery, while 42.1% said it boosts teacher confidence, and a smaller proportion (5.3%) mentioned that it encourages self-assessment. These responses highlight that feedback content serves both developmental

and motivational functions, guiding teachers to enhance performance while reinforcing professional confidence.

Finally, an overwhelming 94.7% of deputy principals confirmed that teachers implement the feedback provided, suggesting that the feedback content is perceived as relevant, actionable, and credible. Only one respondent (5.3%) indicated non-implementation, implying minimal resistance or barriers to applying feedback.

The results demonstrate that feedback content among deputy principals is frequent, pedagogically focused, and positively received, contributing directly to teacher motivation, confidence, and service delivery. This aligns with the quantitative finding that feedback content had the strongest predictive effect on teacher performance, emphasizing its central role in professional growth and instructional quality. The findings confirm Karubaga (2015) study which concluded that there is a strong relationship between performance appraisal feedback and school performance

#### **4.1.2 Performance Feedback Communication Channel**

Communication channels determine how effectively performance feedback is delivered, interpreted, and acted upon. In educational institutions, the medium through which feedback is communicated can influence clarity,

engagement, motivation, and the overall professional relationship between teachers and their supervisors. The results on this construct are shown in Table 6 and does

provide insights on the various items measuring the construct.

**Table 6: Performance Feedback Communication Channel**

Statement	SD	D	N	A	SA	Mean	Std. dev
<b>PERFORMANCE FEEDBACK COMMUNICATION CHANNEL</b>							
My team leaders use performance feedback communication channels to provide me with past performance information	2	6	26	116	52	4.04	0.774
My team leaders use face-to-face meetings to provide me with feedback information	2	6	10	146	38	4.05	0.669
My team leaders use email and text messages to provide me with feedback information	14	24	22	106	36	3.62	1.121
My team leaders use social media platforms to provide me with feedback information	10	16	22	104	50	4.05	2.256
My team leaders utilize phone calls to provide me with feedback information	6	18	24	102	52	3.87	0.997

The results reveal a pronounced preference among teachers for traditional, direct, and interpersonal modes of communication in the context of performance feedback. A substantial majority, 168 teachers representing 83.2%, either agreed or strongly agreed that team leaders utilize established performance communication channels to convey past performance information ( $M = 4.04$ ,  $SD = 0.774$ ). Likewise, 184 teachers (91.1%) affirmed that feedback is communicated primarily through face-to-face meetings ( $M = 4.05$ ,  $SD = 0.669$ ). These consistently high agreement levels suggest a strong, shared belief in the efficacy of interactive, synchronous communication for delivering sensitive or evaluative messages. Face-to-face dialogue not only allows for immediate feedback and clarification but also fosters relational depth, trust, and nuanced understanding key elements in performance discussions that aim to support professional growth. The findings agree with Ovando (2019) who established that face-to-face performance feedback resulted in a 15% increase in instructional quality, particularly when the feedback was timely, constructive, and personalized

In contrast, digital and text-based communication channels garnered significantly lower levels of endorsement. While 142 teachers (70.3%) acknowledged the use of email and text messaging for feedback delivery, a notable 38 teachers (18.8%) disagreed, representing the highest level of rejection across all items ( $M = 3.62$ ,  $SD = 1.121$ ). This relative ambivalence suggests that while email and SMS are accessible and efficient, they are perceived as ill-suited for delivering complex, personalized feedback. The asynchronous nature of these tools, coupled with their limited capacity for tone and emotional nuance, may hinder effective message interpretation and relationship-building.

The most polarizing finding concerns the use of social media platforms. Although 154 teachers (76.2%) agreed or strongly agreed that these platforms are used for conveying performance-related information ( $M = 4.05$ ), the unusually high standard deviation ( $SD = 2.256$ ) indicates considerable divergence in opinion. This polarization likely reflects a tension between the convenience and informality of social media and the perceived professionalism and confidentiality expected in performance-related communication. Factors such as generational differences, digital fluency, and varying expectations regarding communication formality may account for this division, underscoring the need for clearer institutional guidelines.

Phone calls appear to occupy a middle ground in the communication hierarchy. With 154 teachers (76.2%) affirming their use ( $M = 3.87$ ,  $SD = 0.997$ ), calls are viewed as more personal than written messages yet less dynamic than in-person conversations. They serve as a practical, voice-based medium that supports real-time exchange, but may fall short in conveying the full depth of interpersonal cues that face-to-face interaction allows.

These findings demonstrate a clear hierarchy in communication preferences: rich, synchronous, and professionally grounded methods, particularly face-to-face meetings are most trusted, while impersonal or asynchronous digital tools are viewed with caution. The inconsistency around social media further highlights the importance of establishing consistent policies to prevent miscommunication, safeguard professionalism, and align expectations across diverse user groups.

The interview results on feedback communication channels are shown in Table 7 below:

**Table 7: Summary of Deputy Principals’ Interview Results on Feedback Communication Channels, Effectiveness, and Challenges (N = 19)**

Category	Variable / Aspect	Response Category	Frequency (n)	Percent (%)	Percent of Cases
Channels Used to Communicate Feedback	Modes commonly used	Written reports	13	29.5	68.4
		Noticeboard	9	20.5	47.4
		Face-to-face meetings	8	18.2	42.1
		Social media	7	15.9	36.8
		Lesson observations	7	15.9	36.8
Most Effective Channel in Influencing Service Delivery	Deputy principals’ perceptions	Social media	7	36.8	
		Face-to-face meetings	5	26.3	
		Lesson observations	3	15.8	
		Written reports	2	10.5	
		Noticeboard	2	10.5	
Challenges in Communicating Feedback	Whether challenges are encountered	Yes	17	89.5	
		No	2	10.5	

Results in Table 7 show that deputy principals use a diverse mix of methods to deliver performance feedback to teachers, reflecting both traditional and modern approaches. The most commonly used channel was written reports (29.5%), followed by noticeboards (20.5%) and face-to-face meetings (18.2%). However, the use of lesson observation, despite being a mandatory practice by the Ministry of Education, remains low at only 15.9%. This indicates possible challenges such as limited time, administrative workload, or inadequate follow-up mechanisms that hinder its consistent application. Moreover, 89.5% of deputy principals acknowledged encountering challenges in feedback communication, emphasizing the need to strengthen the use of practical, observation-based feedback alongside informal and digital methods to ensure comprehensive teacher evaluation and support. Likewise, use of social media was reported by only 15.9% of each. This distribution suggests that while formal documentation remains central to feedback processes, interpersonal and digital modes are increasingly being integrated to enhance accessibility and immediacy.

When asked to identify their preferred effective *primary mode of communication*, social media (36.8%) emerged as

the most frequently cited, followed by face-to-face interaction (26.3%), lesson observations (15.8%), and both written reports and noticeboards (each 10.5%). The prominence of social media and direct communication reflects a shift toward more interactive and responsive feedback practices, allowing for quick clarification and ongoing engagement between school leaders and teachers. The findings are backed by Hallerberg, Jayaranjan, & Farzana, (2018) who affirm that face-to-face mode of communication is the most effective alongside social media.

## 4.2 Regression Analysis

### 4.2.1 Influence of Feedback Content on Service Delivery

The simple linear regression model evaluating the influence of **Feedback Content (FC)** on **Service Delivery (SD)** revealed statistically significant and practically meaningful results. The **Model Summary results in Table 8** indicated a correlation coefficient of **R = 0.567**, suggesting a moderately strong positive relationship between the clarity, relevance, and usefulness of appraisal

feedback content and the level of service delivery among teachers. This implies that improvements in feedback content tend to be associated with corresponding improvements in service delivery outcomes. The model accounted for **32.2% of the variance in SD ( $R^2 = .322$ )**,

with an Adjusted  $R^2$  of **0.315**, confirming that FC alone explains nearly one-third of differences in service delivery across respondents. This is a substantial proportion for a single predictor and demonstrates the centrality of feedback quality in influencing teacher performance.

**Table 8: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.567 <sup>a</sup>	.322	.315	1.90475
a. Predictors: (Constant), FC				

The **ANOVA results** in Table 8 reinforced the strength of this relationship, with the regression model emerging as statistically significant,  $F(1, 200) = 94.816, p < .001$ . The large F-value indicates that the model is highly unlikely to have occurred by chance and that FC meaningfully

improves the prediction of service delivery beyond what would be expected from random variation. This provides strong evidence that performance appraisal feedback content plays a critical role in determining how effectively teachers deliver educational services as echoed too by Eliphaz (2017).

**Table 9: ANOVA Test Results**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	340.561	1	340.561	94.816	.000 <sup>b</sup>
	Residual	718.360	200	3.592		
	Total	1058.921	201			
a. Dependent Variable: SD b. Predictors: (Constant), FC						

Table 10 provides deeper insights into the nature and magnitude of this predictive relationship. The unstandardized coefficient for FC ( **$B = .351$** ) implies that for every one-unit increase in the quality of feedback content, service delivery increases by an estimated **0.351 units**, holding all other factors constant. This indicates a direct and measurable improvement in service delivery

corresponding to enhanced clarity, specificity, and constructive detail within the feedback provided to teachers. The standardized coefficient ( **$Beta = .567$** ) further reveals that FC is a strong predictor of SD relative to the variability of scores, confirming its substantive contribution. The predictor's t-value ( **$t = 6.851, p < .001$** ) indicates that FC is not only statistically significant but strongly so, reinforcing its robustness as a determinant of service delivery.

**Table 10: Regression Coefficients for the influence of FC on Service Delivery**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.966	1.119		13.376	.000
	FC	.351	.051	.567	6.851	.000
a. Dependent Variable: SD						

These findings indicate that teachers who receive well-articulated, specific, and constructive feedback are better equipped to refine their instructional strategies, manage classrooms effectively, support learners' needs, and engage in school-wide responsibilities. This aligns with performance management theory, which posits that effective feedback should be timely, specific, relevant, and instructional to maximize. This reinforces similar assertions by Bourne, & Foster,(2024).

Furthermore, the significant intercept (14.966,  $p < .001$ ) indicates that even before factoring in FC, teachers demonstrate a baseline level of service delivery. However, the enhancement observed when FC is added to the model demonstrates that feedback quality acts as a lever that elevates teacher performance beyond this baseline.

#### 4.2.2 Effect of Performance Feedback and Communication Channels on Service delivery

A simple linear regression was conducted to evaluate the influence of **Performance Feedback Communication Channels (PFC)** on **Service Delivery (SD)** among teachers. The results are shown in Tables 11, 12, and 13. The **Model Summary** (Table 11) indicates a moderately strong positive correlation between PFC and SD, with  $R = .561$ , suggesting that improvements in communication channels are associated with corresponding improvements in service delivery. The model explains **31.5% of the variance in SD ( $R^2 = .315$ )**, with an Adjusted  $R^2$  of **0.308**, indicating that nearly one-third of the differences in service delivery levels across teachers can be attributed to how effectively performance feedback is communicated. This is substantial for a single predictor variable, underscoring the critical role of communication in performance management.

**Table 11: Model Summary**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.561 <sup>a</sup>	.315	.308		1.91456
a. Predictors: (Constant), PFC					

The **ANOVA results** (Table 12) confirm the statistical significance of the regression model,  $F(1, 200) = 91.805$ ,  $p < .001$ , showing that the predictor (PFC) reliably explains

variability in SD. The large F-value provides strong evidence that PFC is not merely associated with SD by chance but plays a real and powerful role in predicting it.

**Table 12: ANOVA Results for the relationship between PFC and SD**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	333.147	1	333.147	91.805	.000 <sup>b</sup>
	Residual	725.773	200	3.629		
	Total	1058.921	201			
a. Dependent Variable: SD b. Predictors: (Constant), PFC						

The **Regression Coefficients** (Table 13) reveals further detail about the strength and direction of this influence. The unstandardized regression coefficient for PFC is  $B = 0.399$ , meaning that for every one-unit improvement in the quality or effectiveness of communication channels used to deliver feedback, SD increases by approximately **0.399 units**, holding all else constant. This is a meaningful increase,

demonstrating that effective communication channels meaningfully raise the level of service delivery. The standardized beta coefficient ( $\beta = 0.561$ ) indicates a strong effect size, confirming that PFC is one of the strongest single predictors of SD among the feedback components analyzed, comparable to Feedback Content and stronger than Feedback Frequency. The t-value ( $t = 6.741$ ,  $p < .001$ ) also demonstrates that the relationship is highly statistically significant and robust.

**Table 13: Regression Coefficients Table for the relationship between PFC and SD**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.837	1.302		10.626	.000
	PFC	.399	.059	.561	6.741	.000
a. Dependent Variable: SD						

The regression results highlight the importance of the **mode and quality of communication** through which feedback is delivered. When feedback is shared using effective channels, such as structured meetings, clear written reports, digital platforms, or timely follow-up sessions, teachers are better able to understand expectations, reflect on feedback, and act upon the guidance provided. Poor or inconsistent communication channels often lead to misunderstandings, unclear expectations, and fragmented performance improvement efforts (Mamoon-Al-Bashir, Kabir & Rahman, 2016).

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Conclusively in relation to the role of performance feedback content, the study established that the clarity, relevance, and specificity of feedback content have the strongest influence on teacher service delivery hence indicating that when feedback clearly articulates expectations, highlights strengths, identifies gaps, and provides actionable guidance, teachers are better able to adjust their instructional practices and improve their professional performance. Therefore, the study concludes that well-structured and meaningful feedback content is fundamental to enhancing teachers' effectiveness in delivering educational services.

Regarding performance feedback communication channels, the study found that the manner and channels through which feedback is communicated significantly determine how well teachers receive, interpret, and apply it. Teachers preferred structured and formal channels, such as face-to-face discussions, written feedback, and scheduled appraisal meetings, because these channels promote clarity, dialogue, and shared understanding. As such, the study concludes that effective communication

channels strengthen the impact of performance feedback by ensuring that teachers fully comprehend the messages conveyed and are supported in implementing them.

### 5.2 Recommendations

1. Firstly, the quality and structure of feedback content should be enhanced. Policymakers, particularly the Teachers Service Commission (TSC), should standardize the feedback process by providing clear guidelines and templates that require appraisers to give specific, objective, and actionable feedback. This would help ensure that teachers understand performance expectations and can make well-informed improvements.
2. Secondly, the channels through which feedback is communicated should be strengthened. TSC and MoE should emphasize the use of formal and structured communication channels, such as scheduled appraisal meetings, written feedback reports, and documented follow-up discussions to reduce misunderstandings and promote clarity. Schools should adopt these channels consistently to reinforce the value of feedback.

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