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**Investigating School Principals Management Practices in The Implementation
of Teacher Performance Appraisal in Public Secondary Schools in Kisauni
Sub-County, Mombasa County, Kenya**



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Investigating School Principals Management Practices in The Implementation of Teacher Performance Appraisal in Public Secondary Schools in Kisauni Sub-County, Mombasa County, Kenya

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Abstract

Purpose: The goal of this study was to assess school principals' management strategies when it comes to adopting Teacher Performance Appraisal and Development (TPAD) in Kenya's Kisauni Sub-public County's secondary schools. The study's objectives were to assess school principals' instructional supervision practices in the implementation of TPAD in public secondary schools in Kisauni sub-County, Mombasa County, Kenya, to determine school principals' instructional coordination procedures, to analyze school principals' instructional evaluation practices in the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya.

Methodology: The study adopted a descriptive survey research design. The target population was 570 teachers, 27 senior teachers, and 27 principals from Kenya's 27 public secondary schools in Kisauni sub-county, Mombasa County. The instructors' sample size was based on 30% of the total population, with 171 teachers being picked. This was in line with Mugenda & Mugenda (2003), who believe that in descriptive research, a sample size of 10-30% is sufficient. Because the number of senior teachers and principals was limited to 30, all of them were chosen. This was based to Wiersema (2009) who asserts that if the items are 30 or less, the study is conducted using the entire population. Therefore, the sample population for the senior teachers was 27 and that for the principals was 27. Respondents were asked to fill out questionnaires to provide information for the study.

Findings: The study concluded that school principals' management practices influence the implementation of Teacher Performance Appraisal and Development

Unique contribution to theory, practice and policy: The study suggests that the Kenyan government conduct workshops and other types of training for the Principals in order to give them the opportunity to share their experiences with TPAD implementation in their respective public secondary schools.

Key Words: *Performance, Appraisal, Respondent, Appraiser, Performance appraisal.*

1. Introduction

Griffin et al. (1992) has defined performance appraisal as the process of doing an evaluation of through which employees behave at work at the same measuring and comparing to previously established standards, taking note of the outcome or results and communicating performance feedback to the employee.

Performance appraisal, according to Birgen (2007), is the activity of school principals, deputies, and senior teachers analyzing instructors' capacity, work discharge, and competent needs. He outlines the objective of appraisal assessments as intended to design, pin point challenges and look in to feasible chances related to the task, ease interactions between the school administration and the teachers, look in to possible ways in which the teachers can be promoted or transferred, and consider training and development needs of the teachers where possible.

According to Duncan (2006) performance appraisal forms part of career enhancement by identifying training needs, giving feedback on employee performance ,forming basis for personal decisions as disciplinary actions like salary increment, job promotions, facilitating communication between the employee and the employer and also is used in human resource policies to create an equilibrium for employment requirements.

Performance appraisal objective is to offer solutions to variety of concerns related to organization management of people and improvement in production. Performance appraisal not only make decisions on remuneration adjustments but it is also important in coming up with organizational decisions.

Murlins (2005) in his research on the practices of appraisal in both United States of America and India agencies suggested that evaluation of performance tend to be vital in determining promotions and transfers, wage increases, discovering supervisory personnel, training and development and to help supervisors to know their subordinates.

Through history, it is evident that in the olden times performance appraisal also existed. For instance, Wel Dynasty (221-265 AD) in China came up with performance appraisal where the members' performance of the official family was appraised by an Imperial Rater. In 1883, performance appraisal was also introduced by the New York City Civil Service (NYCCS). Since then, performance appraisal has been adopted by many organizations mostly in the business field especially after the World War 1 (Murlins, 2005).

Just before the end of the First World War, evaluation procedures for employees are said to have been introduced where Walter Dill Scott in his reign, the “man to man” grading technique for assessing military persons was adopted by his army. In the course of the period of 1920-1930, industrial units adopted rational payment structures for the workers who were paid on hourly basis. The approach of offering grade salary increase based on the merit of the employee was introduced under this system. The plans for these employees were termed as “merit rating

programs”, and the term was used until mid-fifties. During that period, rating-scale was used mostly and the points of concern were accorded to factors, degrees and points (Murlins, 2005).

During the same period, technical, professional and managerial personnel performance evaluation was the emphasis. Subsequently, investigations and a lot of knowledge led to the philosophy of appraisal of job performance which since then has got a lot of transformations.

Very important is the performance appraisal in every institution and is also regarded as vital function for the personnel that can promote the ongoing enhancement for the worker as an individual. Organizational setbacks and achievements depend in manpower which is key vital tool in any institution. The organization and the employee both benefit largely from the programs of the appraisal of the performance. On the side of the employee, performance appraisal gives the employee a feedback about his daily performance at the same time stressing advancement plans for the employee. Performance appraisal as a root course for human resource activity has been employed mostly by organizations which have succeeded. The cause for poor organizational performance is poor or ineffective appraisal (Dorothy, 2005).

Performance appraisal (PA), which was derived on American job discharge appraisal systems, was implemented in Japan between 1920 and 1930. According to Edo (1994), the outcomes of PA in Japan are altered to fit within a pre-determined sharing design. The outcomes are reported to the workers who are put through the appraisal and Japan employs rating scale in evaluation. PA in Japan is usually used by the private sector and also seldom used by the state. The reality that PA is meant to discriminate employees has occasioned their pessimistic perceptions concerning it and the reality is that most institutions have diverted from its use although it is usually used by the government.

The Brazilian Constitution legalized the usage of P.A. in 1990; Constitution Law of Brazil No. 8, 112, 11 December 1990. Its purpose is to maintain public sector employment stability while also accounting for performance-based reimbursement for job group categories.

The capability areas workers are currently appraised on are; cooperation, expertise, labor productivity, methods and techniques of performing duties, work dedication and adherence to the procedures and policies in performance of tasks of the post a worker is holding. Decree no. 7, 133, 19 March 2020.

Nigerian appraisal of performance was initiated as a way of accounting an employee’s production. This was undertaken at a certain period of time or on yearly basis. According to Gilbert (2010), prior to 1979, the government of Nigeria employed a secret appraisal structure where after the appraisal; feedback was not given back to those appraised. All the countries that used such system, the appraisees were not able to access information on their performance and thus it was difficulty for improvements and this led to dominant job execution. In 1979, the government initiated Annual Performance Evaluation Reporting (APER). This was due to the fact that confidential appraisal report encountered some constraints. Mustafa (2008) asserts that

APER appraised workers duties on morals, expertise and capacities with the aim of moving workers from low to high ranks and to further their education.

In Tanzania's the aim of performance appraisal is for maintenance and enhancement of workers. According to Mbegu (2004), the purpose of P.A. is to allow employees to take on positions based on their performance, with the goal of contributing to the institution's mission and vision, and increasing service delivery. Performance appraisal promotes service performance by establishing goals and increasing employees' intrinsic motivation. The Tanzanian government places a high value on results-oriented performance evaluation, and the system is 'open,' meaning it can take many various forms. According to Debra (2007), PA in Tanzania has tended to make the public service management reward those who have good performance and have remedial actions against the employees whose performance is wanting.

In Kenya, the Development of Personnel Management (DPM) directorate in each ministry gives directions of policies in management and development of government employees. The responsibility of the directorate is to give guidance on the structures of organizations and to initiate certain reform measures to facilitate service delivery in the civil service. The Annual Confidential Report (ACR) was used in the education sector prior to the implementation of PA, and it was filled out by the head teachers without the knowledge of the teachers. This report was lacking important aspects of teacher motivation like feedback, teachers' participation and lack of set targets.

Teachers Service commission has the responsibility to appraise all the teachers employed by it to ascertain their work performance. The head teachers appraise the teachers on its behalf at the school level. Its policies state that it is the mandate of the school head to converge and talk about the contents of the report with the staff being appraised. The aim of meeting and discussing is to help the teacher improve on the areas of growth. After the appraisal, the head teacher ensures that the report is forwarded to the TSC headquarters through the county director. It is also due to this purpose that performance appraisal of public school teachers as part of civil service was initiated by the Teachers Service Commission (TSC) with staff appraisal report set rules and protocols in 2016. This was meant to enhance quality improvement, best practices and teachers' accountability. The PA has set targets, competency areas to be appraised, participatory and has room for consultations unlike ACR. The goal of educational institutions, according to Maranya (2001), is to give knowledge to learners with the goal of developing them mentally, socially, emotionally, and spiritually so that they can fully participate in the growth of society.

PA is an administrative method aimed at motivating teachers to improve their pedagogical efficacy and productivity (Okumbe, 1999). Since the introduction of performance appraisal by the TSC, there have been management challenges on handling the appraisal of performance implementation in the Kenyan public educational institutions under it. Like all other secondary

schools of Kenyan public sector, the aim of PA in the schools in Mombasa County is to influence and stimulate teachers enhancing their performance being the core objective. The best way to carry out institutional and instructional performance is through PA. This study therefore sought to assess whether school principals instructional supervisory, coordination and evaluation roles affect the implementation of TPAD.

1.2 Statement of the problem

The teachers service commission (TSC) has given the principals the mandate to appraise the teachers in the school level on its behalf. Several surveys done in most public schools shows that the appraisal is not taken seriously whereby appraisal forms are filled hurriedly and sent to the TSC headquarters and nothing done in return till the subsequent year where by the same process is redone. Most public secondary schools have not fully implemented teacher performance and appraisal development policies which if implemented should lead to better instructional delivery by the teachers. Important appraisal aspects like teacher supervision, coordination and evaluation that lead to effective appraisals should be put in to consideration so as to improve on instructional delivery. This is evident in schools which have employed the same appraisal aspects. Studies done on teacher appraisal particularly on the public secondary school teachers' experience also show a weakness in the policies and practices for teacher appraisal which need to be urgently tackled with the aim of enhancing the quality of teaching and education in Kenya. Furthermore, there is no empirical proof that secondary school instructors follow the prescribed metrics and standards, particularly in terms of service delivery (Mutai, 2018). In Kisauni Sub County, performance contracts have been poorly implemented in public secondary schools. Overcoming such weaknesses in policies and practices and ensuring achievement of effectiveness by the teacher's systems of appraisal has consistently been a demanding task that affects the performance of a teacher negatively. School principals need to have proper management practices on how to implement the appraisal techniques and policies to the secondary school teachers. On the studies done in the neighboring sub-counties, principals have lacked proper management practices on the implementation of TPAD and thus the study seeks to sought whether this is the case in Kisauni Sub-County.

Kwedho (2015) looked examined the effectiveness of performance contracts among secondary school teachers in Nairobi City County, Kenya, in a previous study. Muraguri (2015) investigated teacher performance at public tertiary institutions in Nyeri County, Kenya, and Jonyo (2017) investigated performance management in Kenyan public schools: implications and problems. Agatu (2011) studied the elements that influence public secondary school principals' reluctance to performance contracting in Kenya's Rarieda District. However, none of this research focused on TPAD implementation management strategies in public secondary schools.

As a result, there was a huge knowledge gap that needed to be bridged before principals can provide effective answers to these evaluation issues. As a result, the goal of this study was to

assess school principals' management practices in the implementation of teacher performance appraisal and development in Mombasa County's Kisauni Sub-County public secondary schools

2.0 Objectives of the study

The objectives of the study were specifically;

- i. To assess school principals' instructional supervision practices in the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya
- ii. To determine school principals' instructional coordination practices in the implementation of TPAD in public secondary schools in Kisauni Sub-County Mombasa County., Kenya
- iii. To assess school principals' instructional evaluation practices in the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya.

3.0 Research Questions

- i. What are the effects of school principals' instructional supervision practices in the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya?
- ii. What are the effects of school principal's instructional coordination practices in the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya?
- iii. What are the effects of school principals' instructional evaluation practices in the implementation of TPAD in public secondary schools in Kisauni Sub-county, Mombasa County, Kenya?

4.0 Methodology

The study adopted a descriptive survey research design. The target population was 570 teachers, 27 senior teachers, and 27 principals from Kenya's 27 public secondary schools in Kisauni sub-county, Mombasa County. The instructors' sample size was based on 30% of the total population, with 171 teachers being picked. This was in line with Mugenda & Mugenda (2003), who believe that in descriptive research, a sample size of 10-30% is sufficient. Because the number of senior teachers and principals was limited to 30, all of them were chosen. This was based to Wiersema (2009) who asserts that if the items are 30 or less, the study is conducted using the entire population. Therefore, the sample population for the senior teachers was 27 and that for the principals was 27. Respondents were asked to fill out questionnaires to provide information for the study. Piloting was done at two schools that were not part of the target population in order to ensure the tools' validity and dependability. To make sure the research tools were reliable; the researcher utilized content validity to assess whether the questionnaire's items would address the study's objectives. The researcher collaborated with the supervisor to evaluate the instruments' content validity before incorporating inputs and ideas to increase the instruments' reliability. . Data dependability was determined using Cronbach's Alpha co-efficient. The reliability of each questionnaire was determined using Cronbach's coefficient. Since correlation coefficient was

larger than 0.7, the instruments were reliable. Respondents' replies were electronically coded and entered into the Statistical Package for Social Sciences (SPSS) computer program for analysis. The data was examined using descriptive statistics; standard deviations, means, and percentages.

5.0 Results of the study and discussion

The study sought to investigate school principals' management practices in the implementation of teacher performance and appraisal development in Kisauni Sub-County, Mombasa County Kenya. Information was collected from 147 respondents and data analysis generated the following results.

5.1 Instructional supervision practices on the implementation of TPAD

The researcher asked the respondents using a Likert scale of 1-5 to indicate the extent to which instructional supervision affect the implementation of TPAD in public secondary schools in Kisauni Sub- County Mombasa County. Their responses were presented in Table 1

Table 1: Instructional supervision on the implementation of TPAD; Source: researcher's design

	Frequency	Percentage
Low extent	12	8.2
Moderate extent	33	22.4
Great extent	64	43.5
Very great extent	38	25.9
Total	147	100

From the findings, the study established that instructional supervision affect the implementation of TPAD in public secondary schools in Kisauni Sub-county, Mombasa County Kenya greatly as shown by 43.5%, very greatly as shown by 25.9%, moderately as shown by 22.4% and lowly as shown by 8.2%. This clearly indicates that instructional supervision greatly affect the implementation of TPAD in public secondary schools in Kisauni sub-county, Mombasa County Kenya.

The researcher further requested the respondents to use a Likert scale of 1-5 and indicate the extent to which the aspects of instructional supervision affect the implementation of TPAD in public secondary schools in Kisauni Sub-County Mombasa County Kenya. Their responses were as presented in Table 2

Table 2: Instructional supervision aspects on the implementation of TPAD; Source: researcher's design

	Mean	Std. Dev.
Lesson attendance follow ups	3.929	0.677
Checking of lesson notes	4.333	0.687
Effective time management	3.976	0.811

According to the results, the respondents reported that effective time management, checking lecture notes, and lesson attendance follow-ups all have a significant impact on management practices in the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya.

5.2 Instructional coordination practices on the implementation of TPAD.

The researcher also questioned the respondents to describe how much instructional coordination affected the use of TPADs in Kenya's Mombasa County's Kisauni Sub-public County's secondary schools. The findings of the survey, which used a Likert scale with a range of 1 to 5, are displayed in Table 3.

Table 3: Instructional coordination on the implementation of TPAD

	Frequency	Percentage
Low extent	9	6.1
Moderate extent	27	18.4
Great extent	69	46.9
Very great extent	42	28.6
Total	147	100

From the results, the respondents indicated that instructional coordination affect the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County

Kenya to a great extent as shown by 46.9 %, to very great extent by 28.6%, to moderate extent at 18.4 % and to low extent at 6.1 %. This implies that instructional coordination greatly affect the implementation of TPAD in public secondary schools in Kisauni Sub- County Mombasa County Kenya,

Also, the researcher requested the respondents to indicate the extent to which various aspects of instructional coordination affect the implementation of TPAD in public secondary schools in Kisauni Sub-County Mombasa County Kenya. They gave their responses as shown in Table 4 using a Likert scale of 1-5.

Table 4: Instructional coordination aspects on the implementation of TPAD; Source: researcher's design

	Mean	Std. Dev.
Setting of performance targets	4.286	0.596
Good cooperation	4.167	0.621
Effective communication	3.310	0.975

The findings showed that setting performance goals, as measured by a mean score of 4.286, and good teacher-principal collaboration have a significant impact on how well TPAD is implemented in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya. However, effective communication, as measured by a mean score of 3.310, has a moderate impact on how well TPAD is implemented in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya.

5.3 Instructional evaluation practices on the implementation of TPAD.

The respondents were questioned by the researcher on how much evaluation techniques influenced the introduction of TPAD in public secondary schools in Kenya's Kisauni Sub-County. They responded as depicted in Table 5.

Table 5: Instructional evaluation on the implementation of TPAD; Source: researcher's design

	Frequency	Percentage
Low extent	15	10.2

Moderate extent	54	36.7
Great extent	42	28.6
Very great extent	36	24.5

Total	147	100
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According to the results, the respondents indicated that instructional evaluation has a moderate impact (shown by 36.7%), a significant impact (shown by 28.6%), a very significant impact (shown by 24.5%), and a minimal impact (shown by 10.2%) on the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya. Research suggests that instructional supervision has a moderate impact on how well TPAD is implemented in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya.

The researcher also asked the respondents to comment on how much different parts of instructional evaluation affect TPAD implementation in public secondary schools in Mombasa County, Kenya's Kisauni Sub-County. Their comments are shown in Table 6

Table 6: Instructional evaluation aspects on the implementation of TPAD; Source: researcher's design

	Mean	Std. Dev.
Performance appraisal feedback	3.643	1.032
Use of merit ratings	2.786	0.750
Use of reward systems to reward teachers	3.976	0.811

According to the results, respondents indicated that the use of reward systems for teachers, as indicated by a mean of 3.976, and performance appraisal feedback, as indicated by a mean of 3.643, have a significant impact on the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya. The respondents further stated that the implementation of TPAD in public secondary schools in Kisauni Sub-County Mombasa County Kenya is considerably impacted by the usage of merit ratings, as indicated by a mean of 2.786.

6.0 Conclusions

The study concluded that instructional supervision considerably affected the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County Kenya. This was credited to the significant role that principal supervision had in the implementation of TPAD in the public secondary schools in Kisauni Sub-County, Mombasa County, Kenya. This supervision included lesson attendance follow-ups, lesson note checks, and efficient time management.

The study came to the additional conclusion that instructional coordination had a significant impact on TPAD implementation in public secondary schools in Mombasa County, Kenya's Kisauni Sub-County. This was due to the teachers' and principals' effective collaboration and the creation of performance goals. The study also found that the adoption of TPAD in public secondary schools in Kisauni Sub-County Mombasa County, Kenya, was moderately impacted by the effectiveness of communication.

The study also came to the conclusion that the adoption of TPAD in the public secondary schools in the Kisauni Sub-County of Mombasa County, Kenya, is moderately impacted by instructional evaluation. The study also found that the use of merit ratings had a minimal impact on the implementation of TPAD in public secondary schools in Kisauni Sub-County, Mombasa County, Kenya, while performance appraisal feedback and the use of reward systems to reward teachers by the principals had a significant impact.

7.0 Recommendations

The study suggests that the Kenyan government conduct workshops and other types of training for the Principals in order to give them the opportunity to share their experiences with TPAD implementation in their respective public secondary schools. This is to be done through the Teachers Service Commission of Kenya. Furthermore, because trainings have the power to alter organizational culture, it is advised that the government, working with the Teachers Service Commission, arrange training sessions aimed at educating teachers about the advantages of TPAD implementation. This is because the teachers will have a better understanding of TPAD implementation if management and the teaching staff comprehend how it is implemented and start to appreciate its benefits.

In order to provide teachers the ability to own their targets and work toward reaching them, there should be more extensive talks between school principals and teachers when performance goals are defined. The aims must be communicated as soon as the target period finishes and not later, and they must be evaluated periodically to ensure that they are still attainable and relevant.

The principal should precisely, accurately and clearly communicate to the teachers in order to achieve positive results on TPAD implementation and at the stipulated time since failure to inform the teachers can lead to lack of proper TPAD implementation.

TPAD implementation results should be made available to the public for information and ministry rating, and TPAD implementation should be in line with the objectives of the ministry. Teachers should participate in frequent meetings to plan and review TPAD implementation success. Proper communication protocols must be used to ensure the adoption of TPADs is functional and efficient. Systems of encouragement or rewards should be improved, as well as transparency.

The teachers who are the implementers and action persons of the TPAD implementation targets should be given feedback on the TPAD implementation processes and outcomes. By improved incentive and motivational systems for those who perform better, principals can show teachers how much they are valued as contributors to the implementation of TPADs and how much they care about their wellbeing.

Before TPAD procedures are fully implemented in public secondary schools, teachers should be given enough time to become familiar with them. Teachers should be informed about TPADs using the appropriate means. The motivation of teachers should be increased in terms of compensation, and they should also receive more credit for their work.

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