Influence of Principals’ Use of Relevant Personnel on Implementation of Performance Appraisal in Public Secondary Schools in Mbooni East Sub County, Makueni County, Kenya

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Abstract: Performance appraisal is a widely used tool for monitoring the performance of personnel employed in learning institutions all over the world. The implementation of the appraisal process has often faced challenges due to the inability of teachers to carry out the required duties in learning institutions in Kenya. These challenges have been a great obstacle in implementation of performance appraisal in Public Secondary schools in Mbooni West Sub County thus necessitating the need for an investigation. This study investigated the Influence of Principals’ use of relevant Personnel on implementation of Performance Appraisal in Public Secondary Schools in Mbooni East Sub County, Makueni County, Kenya. The study objective sought to establish the extent to which principals’ use of the relevant personnel influences the implementation of performance appraisal in public secondary schools in Mbooni East Sub County, Makueni County, Kenya. The study used Descriptive survey research design. The target population for the study comprised of all 47 principals and 389 teachers in the Sub county. Stratified sampling and simple random sampling techniques were used to select a sample of 119 teachers and 16 principals. Data was collected using questionnaires. Data was analyzed and presented using frequency distribution tables and cross tabulation tables. The study established that, use of relevant personnel by principals positively influenced implementation of performance appraisal with 93.7% of principals and 86.6% of the teachers supporting it. The study concluded that use of relevant personnel by principals positively influenced implementation of performance appraisal. The study recommends that, teacher’s employer should consider creating a slot of a staff in every school to appraise the teachers and finalize the appraisal process by keying in the filled Teacher Performance Appraisal and Development tool in the appraisal portal.

Key words. Principal, Relevant Personnel, Performance Appraisal, Implementation of Performance Appraisal

I. INTRODUCTION

Performance appraisal is a method through which the work performance of an employee is documented monitored and evaluated. Performance appraisal is a component of professional career growth and involve regular reviews of employee’s job performance within organizations. Ruddin (2005), defines performance appraisal (PA) as a process of measuring how well any organization’s staff perform their duties in relation to the set standards. The individual performance of each employee influences how the organization meets the set goals. Performance appraisal involves two parties usually the employer and employee and clarifies the employee’s role and status in the organization. Performance appraisal allows employees to provide feedback as well as identifying areas for improvement in the performance of their duty. According to Muinde, Kasivu and Mwanza (2019), Performance appraisal is a system that specifies the intentions, obligations and responsibilities of the two parties through mutual agreements based on results and negotiated targets.

Performance appraisal functions as an information processing system that provides critical information for rational, effective and efficient decision making regarding how employee’s performance can be improved (Wilton, 2011). In institutions of learning Performance Appraisal aims at identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the school are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance, professional development and career guidance. All teachers have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers (World Bank, 2005). Performance Appraisal is a continuous process of setting expectations, executing plans and evaluating results. Regular, honest feedback increases understanding and positive performance (TSC 2016). Principals being at the centre of school management carry out performance appraisal with a view of having good performance rewarded and any performance gaps improved. The overall purpose of the appraisal system is to provide quality education to learners in all public institutions.
Studies about performance appraisal carried out by the Flemish Government (Belgium) (2007) analyzed performance appraisal system characteristics and school leadership in the context of the new educational policy of teacher performance appraisal and found out that Performance appraisal led to quality service delivery by teachers in their individual schools. The study further found out that, performance appraisal was an invaluable tool in management of schools in Belgium. Research carried by Motswakaie(2004) in Botswana revealed that implementation and monitoring of performance Appraisal including Teacher Performance Appraisal led to improvement of learning outcomes in schools. To this end, the need to have the relevant personnel to carry out performance appraisal cannot be over emphasized.

In Kenya, performance appraisal for teachers was implemented in 2016 by the Teachers Service Commission (TSC) in schools. The underpinning legislation being TSC Act 2012 that mandates the Teachers Service Commission to monitor the conduct and performance of teachers in the teaching service. In this regard, the Commission introduced an open Performance Appraisal System for teachers to strengthen supervision and to continuously monitor their performance in curriculum implementation at the institutional level. Regulations for Teachers (2015) stipulates that, the Commission shall in administering the performance appraisal system, require Heads of Institutions to provide an oversight role in the performance appraisal for the teachers in their respective institutions. As mandated by TSC, the principal is required to supervise teacher’s duties and assign teachers appraisal duties. In doing so the principal and the teacher create shared understanding on how to improve performance by agreeing on what needs to be done and how the achievements will be measured. The principal aim of the appraisal system is to provide quality education to learners in all public institutions. The role of the principal is therefore critical in the effective implementation of performance appraisal in schools and in attainment of the institutional objectives.

**Statement of the Problem**

The Regulations for Teachers in Kenya (TSC, 2015) stipulates that, principals should provide an oversight role in the Performance Appraisal for teachers in their respective institutions. There has been overwhelming emphasis on the importance of performance appraisal as a human resource management tool globally as well as in Kenya. Performance Appraisal having been introduced in Kenyan schools recently has faced a myriad of challenges both in practice and in implementation. Assessment reports available in the TSC Sub County Director’s office in Mbooni East indicate that there are inconsistencies in the filling of data returns of the teacher appraisal documents (MOE, 2017). The reports show that there has been delays in uploading of teachers’ performance Appraisal details. Although no specific pointer has been given to these inconsistencies, the personnel used by the principals in performing appraisal could be the source of these problems.

There are insufficient empirical studies on influence of Principals’ use of relevant personnel on Implementation of Teacher Performance Appraisal in the SubCounty. It is for this reason therefore this study was carried out to investigate the Principals’ use of relevant personnel on implementation of performance appraisal in Public Secondary schools in Mbooni East sub-county, Makueni County, Kenya.

**Purpose of the Study**

The purpose of this study was to investigate the Influence of Principals’ use of relevant Personnel on implementation of Performance Appraisal in Public Secondary Schools in Mbooni East Sub County, Makueni County, Kenya.

**Specific objective of the Study**

To establish the influence of principals’ use of relevant personnel on the implementation of Performance Appraisal in public secondary schools in Mbooni East Sub County, Makueni County, Kenya.

**II. REVIEW OF THE RELATED LITERATURE**

Teachers are the most significant resource in schools and critical to raising the standards of educations. Improving the efficiency and equity of schooling depends on large measure on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best According to Ndambuki, Kasiwu and Mwanza (2020) imparting relevant skills to the work force increase organizational productivity and performance. Raising teaching performance lead to substantial gains in student learning (OECD, 2005). In turn, the effective monitoring and evaluation of teaching is central to the continuous improvement of the effectiveness of teaching in schools. It is essential to know the strengths of teachers and those aspects of their practice which could be further developed. From this perspective, the relevant personnel that include teachers and their immediate leaders should be well trained in order to attain meaningful performance appraisal. Many countries have developed Performance Appraisal System for teachers to strengthen supervision and to continuously monitor the performance of teachers in curriculum implementation at the institutional level. A similar study done by Peterson (2000) on Teacher Evaluation noted that institutional heads use their staff in implementing teacher appraisal systems.

In Australia, the Australian Institute for Teaching and School Leadership (AITSL) in bid to improve the quality of services rendered by teachers introduced a National Performance and Development Framework that outlines key aspects of a performance appraisal process and emphasizes that all teachers should undergo performance reviews in order to strengthen supervision and to continuously monitor the performance of teachers in curriculum implementation at the institutional level (Dinham, 2013). A study done in South Africa by Ketelaar (2007), on Performance Based Arrangements for Senior Civil Servants revealed that, retaining the right staff in organizations stimulate
organizational effectiveness. The study further asserted that performance based systems encourage behavior that leads to attainment of the organizational objectives.

According to the TSC code of regulation for teachers most recently revised in 2014, performance spells out teaching standards which set the minimum requirements that teachers are to meet while engaging in the performance of their duties and form a basis on which the appraisal is carried out. The code provides that each principal shall be required to submit staff appraisal reports on each teacher in the school to the TSC. The Principal must meet and discuss the contents of the report with the teacher. At the institutional level therefore, the principal according to the regulations is at the centre of Teacher Performance Appraisal. The principal plays a critical role in the implementation of performance appraisal in secondary schools.

III. RESEARCH METHODOLOGY

The study used Descriptive survey research design. The target population for the study comprised of all 47 principals and 389 teachers in the Sub county. Stratified sampling and simple random sampling techniques were used to select a sample of 119 teachers and 16 principals. Data was collected using questionnaires. Validity of the instrument was determined by a pilot study of the research instruments while the reliability of the instruments was done by test–retest method. Data was analyzed and presented by use frequency distribution tables and cross tabulation tables.

IV. RESEARCH FINDINGS AND DISCUSSION

4.1 Principals’ use of relevant personnel and implementation of performance appraisal

The objective of the study sought to determine the influence of principals’ use of relevant personnel on implementation of performance appraisal in public secondary schools in Mbooni East Sub County. Both the Principals and teachers were asked to indicate whether effective performance appraisal was dependent on use of relevant personnel in the appraisal process. The respondents were asked to indicate the extent to which they agreed or disagreed with the opinion about the influence of principals’ use of relevant personnel on implementation of performance appraisal. A Likert scale of ; SA- Strongly Agree ; A- Agree D-Disagree; SD-Strongly Disagree was provided. The results were presented in table 1.1.

Table 1.1 Influence of use of relevant personnel on implementation of performance appraisal.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Principals</td>
<td>15</td>
<td>93.7</td>
<td>1</td>
<td>6.3</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>103</td>
<td>86.6</td>
<td>90</td>
<td>13.4</td>
<td>0</td>
</tr>
</tbody>
</table>

The results in table 1.1 show that 93.7% of the principals and 86.6% of the teacher Strongly Agreed that use of relevant personnel positively influences the implementation of performance appraisal in public secondary schools while 6.3% of principals and 13.4% of teachers agreed that use of relevant personnel positively influences the implementation of performance appraisal in public secondary schools. None of the respondents negated the statements by either disagreeing or strongly disagreeing. When the relevant personnel are appointed, supervision of the implementation of performance appraisal becomes efficient since duties of execution of performance appraisal tasks are shared and the progress is efficiently monitored unlike a situation where the principal is the only person who oversees the implementation. The findings of the study concur with the studies conducted by the Peterson (2000) on Teacher Evaluation which noted that institutional heads use their staff in implementing teacher appraisal systems. The finding therefore confirms that use of relevant personnel for implementation of performance appraisal is necessary for its successful implementation.

V. CONCLUSIONS AND RECOMMENDATIONS

The study findings established that, use of relevant personnel by principals positively influences implementation of performance appraisal in Public secondary schools in Mbooni East Sub County. The study concluded that principals’ use of relevant personnel influences the implementation of Performance Appraisal in public secondary schools in Mbooni West Sub County, Makueni County, Kenya. The study recommends that, the employer of teachers should create a slot of a staff in every school to appraise the teachers and finalize the appraisal process by keying in the filled TPAD Tools in the appraisal portal.

REFERENCES


