STRATEGIC CHANGE MANAGEMENT PRACTICES EFFECT ON IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL IN KITUI CENTRAL PUBLIC SECONDARY SCHOOLS

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DECLARATION

I understand that plagiarism is an offence and I therefore declare that this research project is my original work and has not been presented to any other institution for any other award.

Signature…………………………...   **Date ………………………………….**

Bernice Syombua Munyao

D61/KIT/20543/2014

This research project report has been submitted for examination with my approval as a University Supervisor.

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DEDICATION

This research project is dedicated to my Mum Monicah Munyao and my Late Dad Joshua Nzingi   for bringing me up and taking me to school.

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LIST OFABBREVIATIONS AND ACCRONYMS

PAS   **:** Performance Appraisal Systems

PC   : Performance Contracting

TPAD   : Teacher Performance Appraisal and Development

TSC   : Teachers Service Commission

SPSS   : Statistical Package for Social Sciences

KNUT   : Kenya National Union of Teachers

KUPPET   : Kenya Union of Post Primary Teachers

ACRD   : Agency for Cooperation and Research in Development in Kenya

ERS   : Economic Recovery Strategy

DEFINITION OF SIGNIFICANT TERMS

Strategic change management practices: Armstrong (2006) defines strategic change management practices as the activities adopted and implemented during the change process.

Communication : Process of sending and receiving messages through verbal and non-verbal means (Cameroon, 2004).

Leadership : It is the creation of new realities (Dunphy, 2007).

Resource : It refers to a source or supply from which a benefit is produced (Luthans, 2008).

Teacher involvement : Engagement of Principals and teachers employed by the TSC to work in public secondary schools in the implementation of the change process.

Performance Appraisal : Performance appraisal refers to the evaluation of employees, providing them with valuable feedback and creating a positive effect on future performance (Bohlander& Snell, 2010)

Teacher Performance and

Appraisal System : An open appraisal system for teachers to strengthen supervision and to continuously monitor the performance of teachers in curriculum implementation (TSC Annual Report 2015/2016).

Assistant Teacher : Teacher who is not in a management position (TSC Code of Conduct, 2010)**.**

ABSTRACT

This research project aimed at investigating the effect of strategic change management practices in the implementation of the Teacher Performance and Appraisal Development (TPAD) in public secondary schools in Kitui Central Sub-County. The study focused on management practices of communication, leadership, resource management and teacher involvement on the implementation of TPAD. The study covered public secondary schools in Kitui Central Sub County. The study was based on three theories namely; Kurt Lewin's three step change Model, McKinsey's 7S Model and ADKAR model of change management. Descriptive research design was used in this study and data was collected using questionnaire. The study targeted a population of 318 public secondary school teachers employed by the Teachers' Service Commission (TSC) in Kitui Central Sub-County. 70 respondents were considered, comprising of assistant teachers and principals. The data was inspected for completeness, accuracy, reliability and consistency then analysed using SPSS Version 20 Software. Descriptive statistics such as mean, and the standard deviation were computed to describe the data collected. Moreover, inferential statistics at 95% confidence level were used. Further, Cronbach's Alpha test was used to test data reliability of the questionnaires. The findings of the study indicated that implementation of the TPAD in secondary schools had a positive relationship with communication to teachers, leadership, resource allocation and teacher involvement. The findings were supported by the literature reviewed by the study. With reference to the findings, various recommendations were made. To start with, the study recommended embracing of the technology in the implementation of the TPAD. Secondly, proper and effective monitoring of the implementation of the TPAD across all the public secondary schools. Thirdly, the study recommended decentralization of the taskforce assigned to implementation of TPAD to the sub counties in order to get to engage the teachers at the grass root level. Finally, the study recommended more studies to identify other factors that influenced the implementation of TPAD in secondary schools in Kenya.

<div align="center">**CHAPTER ONE**</div>

1.0 INTRODUCTION

1.1 Introduction

This chapter examines the background of the study, the statement of the problem, the research objectives and the research questions. Justification of the study and scope of the study are also discussed.

1.2 Background of the Study

Mintzberg (2003) asserts that change management refers to carefully plan, organize and execute an interruption from the norm to the unknown which requires thinking and doing things in a different way. The whole process involves making all the stakeholders accept and own the change. Burnes (2009) argues that change is interruptive and interferes with equilibrium of operations and therefore should be management. Organizations globally are putting tremendous energy into the process of change so that they are in a better position to be competitive in a global economy (Friedman& Miles, 2005).

In the modern business environment, organizations are faced with a lot of rapid change as it has never been, and schools are not exceptional. Implementation of any education system requires the concept of change management. School administrators use varied mechanisms in the administration and policies laid down by the government to make sure that the change is not faced by any challenges. This ensures the achievement of the already set objectives. This has however been faced with many challenges as Scheineider (2006) asserts. Despite the many challenges, for any education to achieve the set goals for the benefit of the entire nation, change has to be accepted and managed. The heads of educational institutions should be in a position to manage the cadres of employees in these institutions to manage change to fit in the growing administration needs.

Scheineider (2006) carried out a global research whose results reveal that more than half of the change efforts in the corporate world fail as a result of resistance. However, this has not been highly considered as a major cause, but it highly contributes to failure. The

introduction of the increase in using change management strategies appropriately as well as new cooperation ways will face resistance due to uncertain outcomes and challenges in the expected results (Diefenbach, 2009).

Kotler (2003) noted that many of unsuccessful change efforts occur as a result of many challenges they face such as lack of clear vision and strategy, lack of establishing policy guidelines, inadequate communication, lack of identifying and eliminating challenges faced during the change process, premature celebration of results and misleading the stakeholders among others. According to Senior and Swailes (2010), strategy and culture incompatibility pushes the management to choose whether to manage the organizations culture, ignore the culture or to change both the culture and the strategy to fit into the change process. Strong leadership is required for change management to enable pushing through the ups and downs in the business and organisational system. Management should be in a position to know when change is necessary and when it is necessary maintain the status quo. De Wit and Meyer (2010).According to Denrell (2004), for ease and success in change management process a firm should keep aside a good amount of its financial resources to facilitate it.

Globally, current management has experienced a lot of changes and variances in the leadership styles in the public sector. The main aim is to have increased quality delivery of services and efficiency which brings in the introduction of Performance Appraisal System (PAS) (Perry, 2013). PAS was developed in France in 1960s after the series of Nora reports of State-Owned Enterprises and was in collaboration of Pakistan, Korea and India. In Africa, the PAS was introduced in South Africa, Nigeria and Egypt with core objective of ensuring public institutions Human Resource Management system is user friendly to the staff and excellently implemented by supervisors and senior management (Ojukuku, 2013). The performance appraisal must be organized from time to time with aim of monitoring and evaluating staff performance within their job targets. Staff Performance appraisal is the process whereby the staff contributes to the organization during the assessment time (Mwema & Gachunga, 2014).

The government of Kenya started performance management in 2003 as one way of reform programs in the public-sector. This brought in board all public officers in the program of performance management with an exception of the teachers. Teachers Service Commission (TSC) brought in Performance Contracting (PC) for Head of Institutions and Teacher Performance Appraisal and Development (TPAD) for all teachers in January 2016. These tools of performance management are intended to boost the standards of teaching and hence uplift learning in the institutions. These reforms are aimed at building a culture that is oriented on performance in institutions of learning in the public sector (Daily Nation, Tuesday 25th April 2017). In reference to TSC Annual Report 2015/2016, PC and TPAD are an inclusion of part of the wider Reforms in the Public-Sector. Their main goal is to aim improve on efficiency and effectiveness which brings in attaining of objectives set by the organization. They bring in an understanding on ways of improving performance as well as guidelines on what to be done and ways of measuring performance.

1.2.1 Strategic Change Management Practices

Armstrong (2006) defines strategic change management practices as the various activities that organizations adopt and implement as they bring in change. Some of these activities are; communication, leadership, employee participation as well as resource allocation. Strategic change in an organization is influenced by the micro and macro environments. Performance of the organization is determined by the match between the firm and its macro environment. In order to adapt quickly, it is necessary for the firm to pay attention to the existing opportunities and threats in the macro environment. The existing change in the environment will determine how the organization will change its strategies. However, some firms may choose to keep their strategy and their structure (Ichangi, 2006). The main aim of Strategic change is to enhance an organization to be competitive and continue adapting to the various stages of change in the environment. In most cases the individuals fail to embrace the transition which is necessary to bring in change rather than the change itself (Chemengich, 2013).

Innovation is one way through which an organization can survive. This can be encouraged by making the rigid structures and tight controls loose. The organizations can also survive through searching new ideas widely, to maintaining links between mainstream operators and innovators, communication and finally improving co-operation (Karmarck, 2003). Executive managers are mostly associated with leadership and hence it is of importance for the managers to develop leadership skills. Programs and There is need to change programs and projects for change to be best managed in an organization (Cummings & Worley, 2008). Harigopal (2001) asserts that change can be possible if it is contextualized against the performance of a company's particular past and present.

Communication to teachers as used in the study refers to passing of information between the teachers and their employer the TSC. This can be through informing the teachers on what TPAD is and its objectives through the school principals. Leadership in the study is used to mean the overall management of the teachers in the school setting. It will entail the leadership styles, skills and the roles and responsibilities of the school managers. Resources allocation on the other hand refers to the manner in which the requirements for TPAD implementation will be provided for in the schools. This will include technology availability, finances as well as the staff among other materials required in implementation of TPAD. Finally, teacher involvement is used to refer to the engagement of the teaching staff in TPAD implementation in areas such as training, setting of goals as well as making key decisions on the use of the TPAD.

1.2.2 Teacher Performance Appraisal and Development

The backbone of management of any organization is through measuring the performance of the employees. An organization can measure the employee performance through assessment of his or her contribution to its growth. Bohlander and Snell (2010) defines performance appraisal as the process of evaluating workers, giving them important feedback and positively influencing performance in the future. Performance of the Employee relies on many factors which may include; job satisfaction, compensation, organization policies work profile working environment technology as well as systems within the organization. These factors are vital in the determination of how productive the

employees are as well as the overall development of the firm (Gomes &Romao, 2014). Measuring performance through contracting relies on results focusing on the quality, outcomes or outputs that may influence the payment of the contractor's, extension of contracts or renewing contract so as to achieve specified, measurable requirements and standards. According to Armstrong (2007), it is a tool with specified set targets to be achieved within a stipulated time limit.

The introduction of Performance Contracting as a policy in Public Service management of the public sector in Kenya was floated for consideration in the Economic Recovery Strategy (ERS) for wealth and Employment Creation in 2003. The public sector has been carrying out performance contracting annually since then. The government issues national guidelines that are adhered to by the public institutions when carrying out Performance Contracting. The Teachers Service Commission (TSC) through these National Performance Contracting Guidelines directs the institution heads to implement their performance contracts. The Performance Contracting is guided by the Commission Secretary. In order to have completed covers all the workers under the TSC. According to the TSC Corporate communication (2016), integration involves creating a link between the performance Contracts, the performance appraisal system, performance sanctions and incentives. TSC expects the institution heads to discuss with their respective TSC County Directors on the targets to be set and hence signing of the performance contract. Teachers and their employer the TSC sign this agreement at the start of each year.

Section 11(f) of the Teachers service commission Act (2010) gives the provision for performance management of teachers which gives the commission power to monitor the conduct and performance of teachers. The commission has a mandate to develop an open appraisal system for teachers to strengthen supervision and to continuously monitor the performance of teachers in curriculum implementation (Code of Regulations of Teachers, 2015). The TSC Annual Report 2015/2016 further institutionalized and rolled out the Performance Contracting (PC) and Teacher Performance Appraisal and Development (TPAD) system for heads of institutions and teachers respectively to enhance effectiveness in curriculum implementation for improved learning outcomes.

1.3 Statement of the Problem

The education sector in Kenya was managed without any documented set targets or agreements on achievement between teachers and TSC their employer. This was identified as a challenge because with no written objectives it was difficult to establish if and when they were achieved. This challenge was both for the teachers, their employer and their customer the student. It necessitated a formal arrangement to set objectives and evaluate them. The TSC introduced the TPAD in January 2016 so as to be able to assess personal performance of the teachers. However, as indicated on the Daily Nation of August 15th 2018, the teachers did not agree on the performance appraisal tool as there was a general feeling that they were being trailed by their employer. The complaint was raised through the labour unions Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Teachers (KUPPET).

This study acknowledges that here is a need for a scientific empirical enquiry into the concerns of teachers versus the desires of the employer and offer a scientific valid solution on how best to implement the change tool while achieving the desired goals at a point of mutual understanding.

1.4 Objectives

1.4.1 General Objective

The general objective of this study is to establish the effect of strategic change management practices in the implementation of Teacher Performance Appraisal Development in public secondary schools in Kitui Central Sub County.

1.4.2 Specific Objectives

i. To determine the effect of communication to teachers on implementation of TPAD in public secondary schools in Kitui Central Sub County.
ii. To find out the effect of leadership on implementation of TPAD in public secondary schools in Kitui Central Sub County.

iii. To establish the effect of resource allocation on implementation of TPAD in public secondary schools in Kitui Central Sub County.

iv. To find out the influence of teacher involvement on implementation of TPAD in public secondary schools in Kitui Central Sub County.

1.5 Research Questions

i. What is the effect of communication to teachers on implementation of TPAD in public secondary schools in Kitui Central Sub County?

ii. What is the effect of leadership on implementation of TPAD in public secondary schools in Kitui Central Sub County?

iii. What is the effect of resource allocation on implementation of TPAD in public secondary schools in Kitui Central Sub County?

iv. What is the influence of teacher involvement in implementation of TPAD in public secondary schools in Kitui Central Sub County?

1.6 Justification

The study will be significant to policy makers in different ministries in guiding the government in developing sound policies that would ensure proper management of change. The study findings will be used in formulation of documents which can be used in making policies useful in solving problems faced by the government in implementing change.

The study is significant to the TSC as the findings will bring out any challenges that may be faced or the strengths in the implementation of TPAD in schools. It will also be of importance to school principals as well as school managers in understanding the challenges facing quality of service delivery in Kenyan schools as well as managing the change brought about by new strategies.

The findings of the study is anchored on Kurt Lewins three step planned theory change, Higgins 8S's theory and ADKAR theory. The study will make contribution to the theories as follows; Kurt Lewin's theory will assist in taking the implementation of TPAD through the process unfreezing, implementing change and freezing. Higgins 8S's

theory highlights the interrelated variables that have to be considered for effective change management. The ADKAR theory further gives the five steps that can be followed to achieve implementation of TPAD without much resistance. Studies carried out by other scholars on effects of strategic change management practices on change implementations came up with mixed findings. This study finding will be used to compare the differences and similarities.

1.7 Scope of the Study

This study will focus on effects of strategic change management practices in implementation of TPAD in public secondary schools in Kitui Central Sub County. This would specifically include communication to teachers, appropriate leadership, and resources allocation and teacher involvement in these institutions. The research will critically analyse how these factors affect the implementation of TPAD in all classes of public secondary schools in Kitui Central Sub County.

1.8 Limitations / Delimitations of the Study

Limitations in research refer to the factors that hinder the research work from achieving the objectives of the study and of which the researcher has no control over. In line with this study, the following are envisaged parameters that potentially influenced the overall conduct of the research; unresponsive respondents who were difficult to persuade in giving responses as they thought that they are being investigated; the level of honesty from the respondents as well was not controlled by the researcher. Nevertheless, the researcher tried to put in place approaches to minimize the potential impact of the factors which included appropriate planning and employing of short questions to motivate the respondents to provide honest responses respectively in addition to assuring them of their confidentiality.

1.9 Assumptions of the Study

This study assumed the respondents cooperate honestly and willingly and there would be a high response rate in order to validate the results of the study. The study further assumed that questionnaires would be duly completed.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter outlines the theoretical review, the empirical literature including all the key variables, the conceptual framework, and finally the literature overview and research gaps.

2.2 Theoretical Review

Theories are formulated to explain, predict and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical review is the structure that can hold or support a theory of a research study. This study was based on Kurt Lewin's Three Step Planned Change Theory, Higgins 8 S's and ADKAR models of change management.

2.2.1 Kurt Lewin's Three Step Planned Change Theory

Kurt Lewin's three step change Model is one of the oldest and major contributors to organizational change Kavanagh (2009). Kavanagh (2009) asserts that change is a continuous process which undergoes a series of varied phases requiring a considerably adequate time. The change process goes through three phases, that is, unfreezing, changing and freezing (Lewin, 2010). Kurt Lewin's model is still relevant and widely useful today in most empirical studies including implementation of planned change among others (Matthew & Bertie, 2015).

To achieve success in the start of any change process, motivation for the change should be encouraged before the change takes place. Lewin introduced three important steps in the change management process whereby the first one is unfreezing. Lewin believed that completeness of human conduct depends on balance which is semi stationary upheld by a confusing field of driving and controlling powers. He contended that harmony should be destabilized (unfrozen) before the old conduct can be disposed of (unlearnt) and another conduct effectively embraced. Practical steps to unfreeze include identifying what

requires to be changed, to ensure strong support of management as well as manage and understand doubts and concerns (Martin, 2015).

In the second step which is moving or changing Lewin noted that unfreezing is not the end in itself, it creates motivation to learn but does not necessarily control or predict the direction. This second stage happens as we roll out the improvements that are required. Individuals are "unfrozen" and moving towards another method for being. This stage is in most cases the toughest as individuals are not sure or even dreadful. Support is very important here and it requires preparing, instructing, and expecting botches as a main aspect of the procedure. By use of good examples and enabling individuals to build up their own answers will also help to roll out the improvements. Key practical actions that can be employed by the management include to communicate often, to dispel rumors, and empowering action and involving people in the process (Luthans, 2008). The final step in the change process is to Re-freeze. This is where the changes have been implemented and people in the organization have embraced the current situation and incorporated it in the culture of the organization. The change is reinforced through rewarding and acknowledging the worker's performance. This stage is of importance as it guides people to move forward and not to go back to old ways of how things were done (Mills, Dye and Mills, 2009).

The TSC had planned on the introduction of TPAD. According to Kurt Lewin's planned change theory, implementation of TPAD as change for teachers can be grounded on the three steps illustrated in the model. The desire to have the objectives of teachers and expected outcomes by the TSC was a well thought out and planned change.

2.2.2 Higgins 8 S's Theory

The 8 S theory was developed by Higgins in the year 2005, which is a revision of the original McKinsey's 7S Model developed in 1980 by Thomas J. Peters and Robert H. Waterman, Jr. The McKinsey 7S Framework was started as an easily remembered and recognizable model in business. It comprises of seven variables which the authors refer to as levers with all starting with letter "S". These variables are strategy, systems, structure, style, staff, shared values and skills. According to the authors, strategy refers to planning

or taking course of action in resources allocation in order to achieve organizations set goals within a stipulated timeframe.

The most significant change comes in the deletion of skills from the Mckinsey model and the addition of resources in its place. A supporting budget should be set aside for the implementation process because at the start the cost might be very high but later the benefits will be realised (Ombasa, 2013). It is the responsibility of the management to avail adequate resources required to execute the formulated strategy. An organization cannot execute strategies without resources such as finance, information, technology and the time required of top management and others (Higgins, 2005). Furthermore, strategic performance has been added to the model. The reason for adding it is to help focus on the strategy execution effort It stipulates the objectives to be met and when to have a closure on attainment of the set targets. Thus it can be applied form the initial stage of setting objectives to the extent of measuring results (Higgins, 2005).

Structure refers to the organization's skeleton or the organizations hierarchical chart. Systems are referred to as the day to day processes and procedures adhered to in the organization. Staff describes the various categories of employees within the organization, whereas the skills variable defines the staff capabilities in the whole organization. The style variable denotes the manner in which the top management behaves in order to achieve organizational goals; this variable is thought to comprise the organizations culture. The shared values variable was initially known as super ordinate goals. It refers to the guiding concepts or significant meanings those members in the organization share (Peters & Waterman, 1982).

In regard to this study, Higgins 8S's model will be important for keeping change aligned and working in a comfortable environment. The school management should put into consideration the 8 interdependent factors presented by this theory. A level of fit must be accomplished with each component and the environment to avoid a situation where teachers will overlook the implementation of the TPAD. With proper leadership styles, provision of adequate resources and proper strategic performance implementation of TPAD will be a smooth process.

2.2.3 ADKAR Model

The model was developed by the founder of Prosci Company, Jeff Hiatt. **ADKAR** is an acronym presenting the five results that a person in a firm must get for successful change. These are: Awareness**,** Desire, Knowledge, Ability and Reinforcement **(**Hiatt, 2006). The ADKAR model is a representation of these words five words, where each letter is an element and a basis of successful change to take place (Hiatt, 2006). Awareness is the initial step in the model and is realized when a person in the firm is informed about why change is needed and the expected outcome of the change. The individual should be aware of the problem of former ways of how things were done in the organization and the problem to be faced by the organization if change is not done (Cameron, 2016). Resistance to change mainly arises from failure of awareness as to why the change has to be there (Hiatt, 2006).

The second initiative by the individual is to have the desire to embrace the change. This step may be a challenge to the organization as it may not be in a position to influence an individual's choice. It has to come from within as negativity may lead to resistance to the change (Yin, 2006). In addition to awareness and having the desire to embrace the change, it is also important to have the knowhow. With the necessary knowledge the individuals will be in a position to implement the change. Knowledge can be acquired through training and education to get the necessary information and the required new skills (Calder & Ashley, 2013). The change is expected to bring in new systems, tools and processes as well as new roles and responsibilities which will be guided by the acquired knowledge. Inadequate or lack of the knowledge may eventually lead to change resistance (Hiatt, 2006).

Ability is the individuals to bring in the change and produce the expected returns. The knowledge stage is the theoretical part while the ability is the practical part involving the actual implementation of the change process. For the organization to achieve success, it has to give the employees adequate time, coach and train them as well as constant giving and receiving feedback (Prosci, 2017). The final step in the ADKAR process is reinforcement which enables the organization to guide the employees not to go back to

the former ways of doing things. Reinforcement also makes the organization to be able to make the change stick and be incorporated in the culture of the organization. The organization has to look back and ensure that the employees are actually doing things in a different way (Cameron, 2016).

The introduction of TPAD was a new tool to the teachers. The TSC can embark on the five letters; Awareness, Desire, Knowledge, Ability and Reinforcement which make up the model to reduce the resistance of the tool by the teachers. This model will assist the TSC in fully involving the teachers as make them own the TPAD.

2.3 Empirical Review

Empirical literature review entails research based on experience and observations by experts. It focuses on original research such as scientific experiments, surveys and research studies. It provides a critical assessment on work done by scholars on the field of study.

2.3.1 Communication and Implementation of Strategic Change Practices

Hay (2009) carried out a research on Planning and Change Management within United Kingdom Health Services. The research aimed at investigating the effect of communication to the employees. It was revealed that effective and timely communications of plans and new strategies in organizations makes employees to be aware of the expectations of top management. The findings of the study emphasize that resistance on new strategies can be improved through effective communication.

Weinbach's (2014) studied the factors that influence resistance to change in the police force in Nigeria with an objective to analyse the effect of communication to resistance of change. The report on the study listed officer's misunderstanding and uncertainty of the change process or the need for change as main factors that increase change resistance. He further recommends that other than having the vision of the proposed change, the starters must guarantee that each of the required steps is taken for the vision to come to be an achieved reality. Such steps include setting the need and decision practicing and trading

off for the vision. The pioneers will require these components in order to encounter an activity before passing on hierarchical change to change implementers.

Munjua (2012) carried out a study to find out the effect of strategic change management practices on the implementation of change at the Agency for Cooperation and Research in Development in Kenya (ACRD). The research study aimed at investigating the effect of communication on change management. Interview guide was used to obtain the data which was analysed by use of content analysis method. This research finding reveals that change resistance can be reduced through communicating effectively to all stakeholders and forming working groups.

Gathondu (2015), conducted a study to examine factors that affect the change management process by studying Kenya Trade Network Agency. The study aimed at analysing the effect of communication on change management process. According to the findings of the study, the organization was found to be experiencing unclear communication between the management and the support staff about the organization's goals. This leads to failure of management in leveraging the employee's skills to the resources of the organization hence affecting the process of change management. She recommended that for change to be accepted in organizations, it is important that the management embrace effective communication to all the workers who will be expected to participate in the change process.

2.3.2 Leadership and Implementation of Strategic Change Practices

Krawford (2010) carried out a study on change management and change process in Germany University of great fields. The study aimed at analysing the influence of leadership on change management and change process. The study findings reveal that proper leadership skills, styles and properly guided leadership can be attributed to proper adoption of management of change and also proper adoption of the process of change.

Zvavahera (2013) conducted a study on the effect of strategic management practices on performance appraisal at the University of Namibia. The objective was to find out the effect of leadership on service delivery at the University of Namibia. The study revealed that early and poor responses to needs of the university clients resulted from a structure

that was in crisis and Poor coordination. This study further reveals that that leadership influences individual as well as organizations capacities and capabilities in development. He also argues that poor leadership led to discontent of workers hence poor performance.

Kimaita (2010) carried out a research to analyse strategic change management practices on change process within Teachers Service Commission in Kenya. His objective was to find out the effect of leadership in the management of change process. Research design was used in the study and interview guide was employed in data collection. The results were analysed using content analysis. In conclusion, the study concludes that for efficient and effective change process, corporate leadership is paramount.

Chepkorir (2013) conducted a study on the factors affecting management of change in road agencies in Kenya. The study had an objective to find out the effect of leadership on management of change. According to the study, she found out that, leadership styles have an effect on management of change within the road agencies. The management of change was affected by factors such as creating and sharing an organizational goal, acting as a role model, providing support for employees and allowing employee participation in making job related decisions. The study thus recommended that management staffs responsible of leading the change management practices should strive to encourage others for excellence. They should also talk about the organizations vision and goals.

2.3.3 Resource Allocation and Implementation of Strategic Change Practices

Oakland (2007), in his study on change management in learning institutions in South Africa, had an objective to establish the effect of adequate resources in implementation of the change process. The study used both primary and secondary data sources to carry out the investigation. The findings reveal that without the necessary resources to implement any change is an uphill task. The resources determine what will be achieved, how it will be achieved and when it will be achieved. Proper resources are also considered a motivating factor to the employees as revealed by the study.

Mwanza (2012) conducted a study to investigate the strategic change management practices at the Kenya High Court. Interview guide was used to collect primary data then

content analysis method was used for the analysis. This research concludes that some of the strategic change management practices present at the Kenya High Court are: employee training, leadership change, structure change as well as programs change. It also reveals that the change process is faced by challenges such as change resistance by the staff and also inadequate finances straining the budget allocated.

Kerubo (2013) carried out a study on challenges of change management in secondary schools in Trans-Nzoia County, Kenya. In her study she had an objective to establish the effect of provision of adequate resources on change management. The study used descriptive survey design and she revealed that public secondary schools suffer financial challenges and cannot therefore execute potentially good management changes. She recommended that for effective implementation of strategic change, schools should be well equipped with all the necessary resources to ensure all what is in paper comes to be implemented. In her study she also recommends that human resources to affect the change process should have all the required skill.

2.3.4 Stake holder Involvement and Implementation of Strategic Change Practices

Burell (2006) conducted a study on change management intervention and the resistance to change in complex organizations in India. The objective of the study was to find out the effect of employee involvement in change management. The findings of the study reveal that when employees are well trained and consulted, the take the change process to be part of what they should be doing for the organization hence minimal resistance. The study recommends that the employees be involved as early as in the planning stage.

Lillian and Sitati (2011) studied the effect of PAS on staff motivation in the Department of Tourism in Kenya. The study had an objective to find out the effect of employee involvement in PAS. It was established that employee participation in PAS is a key factor contributing to the employee motivation. The study concluded that all staff should be involved in setting up all targets in a transparent appraisal which will be used in rewarding them. Mwangi (2015) undertook a research study to document the challenges of implementing strategic plans in Access Kenya Group Limited; the study revealed the challenges encountered during strategic plan implementation are: consensus building,

time and economic constraints. The study further recommends obtaining stakeholder support in order to realize success in the strategic implementation of any change.

Nyambura (2009) in her study about people dimension in strategic change management at Family Bank Kenya had an objective to establish the effect of stake holder involvement in strategic management change. The study findings reveal that stakeholders have to be engaged in giving an organization a competitive advantage. The involvement of the stakeholders ensures the success of the change process. Participation of stakeholder in the process of managing change ensures that the organization has an opportunity to bring in new ideas in its strategy. It ensures that makes sure that the change process in the organization is highly supported.

Agili and Okibo (2015) examined the factors affecting change in chosen Kenyan public universities. The study found that most of employees, key managers and other stakeholders in leadership of public universities, consider organizational and personal culture to have a significant impact on change implementation process. The study recommends that public universities need to be sensitive to human factors during change implementation process and practice democratic leadership that allows for staff and stakeholder involvement right from the beginning of any change initiative programmed.

2.4 Conceptual Framework

Smyth (2004) defines Conceptual framework as the structure explaining various variables in the study. The figure below represents the variables under study (communication to teachers, leadership, resource allocation and teacher involvement as the independent variables and implementation of TPAD as the dependent variable)

Independent Variables   **Dependent Variable**

Communication to Teachers

- Awareness of TPAD
- Transition management
- Feedback

Leadership

- Leadership style
- Leadership skills
- Roles and responsibilities

Implementation of TPAD

- Mean score Improvement
- Curriculum implementation

Resources Allocation

- Availability of Technology
- Financial Resources
- Report writing materials

Teacher Involvement

- Training
- Goal setting
- Decision making

Source :(Author, 2019)

Effective communication makes flow of information to be as expected and as such will lead to proper implementation of TPAD in public secondary schools. Leadership refers to the ability of the management of an organization to inspire others and make viable decisions to embrace the implementation of the TPAD. Provision of adequate and proper allocation of resources will make implementation of TPAD to be successful. When stakeholders are involved in decision making, they own any change process and hence, this is expected in implementation of TPAD in public secondary schools.

2.5 Research Gaps.

A lot of research has been carried out locally and internationally reviewing change management and the implementation of performance appraisal in various organizations. The public sectors in various departments in Kenya have been studied to establish the effect of strategic management practices on change (Mwanza, 2012; Munjua, 2012; Mwangi, 2015). However, research on effects of strategic management practices in implementation of performance appraisal in public secondary schools has not been captured in the existing studies. This study therefore aims at investigating the effect of strategic change management practices in the implementation of TPAD in Kitui Central Sub County.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the procedures and strategies that were used in the study. It describes the study design, target population, sampling frame, sample and sampling technique, piloting, data collection and finally data analysis and presentation.

3.2 Research Design

Research design is the scheme; plan or an outline which can be adopted to give response to a research problem Dooley (2007).This study adopted a descriptive research design**.** Mugenda and Mugenda (2003) describe descriptive research design as a systematic empirical inquiring in which the researcher does not have a direct control of the independent variable as their manifestation has already occurred. Kothari (2004) pointed out that descriptive research design describes the characteristics of particular individual or group and is concerned with specific predictions and narration of facts. This design is suitable as it allows an in-depth study of the effects of strategic change management practices in implementation of TPAD in Kitui Central Sub-County.   To obtain quantitative data, the research used questionnaire that consisted of a set of closed ended and open-ended questions. According to Saunders (2009), the advantage of quantitative data compared to qualitative data is the openness and ease of analysis although it is more demanding and requires more resources and time.

3.3 Target Population

This study targeted all TSC teachers in Kitui Central Sub-County. The schools in the county were categorized as National schools, Extra County schools, County schools and Sub County schools with a total population of 318 TSC teachers (Kitui Central Sub County office, (2018).

Table 3.1: Target Population

School category	No. of schools	No. of teachers
National	1	34
Extra County	2	51
County	4	62
Sub County	28	171
TOTAL	35	318

Source: (Author, 2019)

3.4 Sample and Sampling Technique

A sample, according to Kothari (2004) is a representation of units collected from the universe to represent it. Mugenda and Mugenda (2005) assert that, Sampling is the process of choosing adequate elements from the whole population. Studying sample properties and characteristics can be generalized to the entire population. This study used Multi layered sampling. The first sampling was on the schools where 25% of the total population was considered. Purposive sampling was used to get the specific schools to be examined. According to Fraenkel and Wallen (2000), a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. The sample size was based on the ranks, that is, principal, and assistant teachers, deputy principals were not be sampled as the principals were considered as the representation of top management. All the principals in each of the selected schools were considered in the research hence a census. 25% of the assistant teachers were sampled as guided by Mugenda and Mugenda (2013), who advises that 10%- 30% sample size is an appropriate representation of the population to be studied in a study with less than 10000 units.

Table 3.2: Sample Size

School category	No. of schools	Sampled schools (25 %)	No. of principals (100%)	No of teachers	Sampled teachers (25 %)	Sample size
National	1	1	1	32	0	1
Extra county	2	1	1	40	10	11
County	4	1	1	52	13	14
Sub County	28	6	7	151	38	44
TOTAL	35	9	9	272	61	70

Source: (Author, 2019)

3.5 Data Collection Instruments

The questionnaire was the main instrument of data collection and contained open ended questions on a 1-5 Likert scale (where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5 strongly agree).Ember and Ember (2009) describe primary data as data collected by the investigator in various field sites explicitly for a comparative study. It also contained closed ended questions which were used to obtain data that was supported by information held in school records, while open ended questions were used to obtain qualitative data and observations by the respondents. The questionnaires were administered to all the 70respondents.

3.5.1 Validity of the Instrument.

A pilot study was performed where 10 questionnaires were piloted on 10 teachers at different ranks and different schools in Kitui South Sub County. According to Creswell (2003), validity refers to the extent to which the research instruments employed and investigated what they were supposed to investigate. There is no full-proof procedure to

establish validity and the validation methods used depend on the situation. As such, the researcher assessed content validity through the use of professionals or experts as advocated by Mugenda and Mugenda, (2005). In this respect, the researcher discussed the instrument's validity with her supervisor and other lecturers, who advised on the matter.

3.5.2 Reliability of the Instrument.

McMillan (2002) describes the reliability of a research study, as the extent to which a research instrument has consistency in measuring that which it is supposed to measure. A method that lacks reliability also has no validity, as pointed out by Yin (2006). This involves administration of the same instrument two times to the same group of subjects, but after some time. Results are then being compared and correlated with the initial test using the Cronbach Coefficient to give a measure of reliability. A level of above 0.7 indicates that the instrument has sufficient reliability for the measurement (Brown, 2000).

3.6 Data Analysis

This study adopted both inferential and descriptive statistics. Data collected was cleaned and coded to ensure completeness of the information obtained. According to Cooper and Schindler (2008) descriptive analysis involves a process of transforming a mass of raw data into tables, charts, with frequency distribution and percentages, which are a vital part of making sense of the data. The data collected was statistically analysed using the Statistical Program for Social Sciences (SPSS). Inferential statistics involving relationship analysis adopted the regression model;

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon.$ where;

Y = Implementation of TPAD

$\beta0$ = Constant.

X_1 = Communication

X_2 = Leadership

X_3 = Resources

X_4= Stakeholder involvement

ε = Error term

β_1, β_2, β_3 & β_4 are Regression co-efficient of X_1, X_2, X_3 & X_4 respectively.

3.8 Data Presentation

The data was presented using tables and figures such as bar charts, pie charts. To present the demographic profile of the respondents, descriptive statistics such as frequency distribution and percentages were used. Means, standard deviations and coefficient of variation of each variable was used in the study to describe the data. An interpretation of the inferential statistics was also done to give a conclusion on the findings of the study.

3.9 Ethical Consideration

For the purpose of safeguarding the respondent's and school's privacy, the researcher assured the respondents confidentiality. An introduction letter from the university was submitted to the schools' management to seek for permission before conducting the exercise.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The chapter involves data analysis and presentation as proposed in the previous chapter. It is divided into numerous sections starting with questionnaire response rate, the data reliability test, bio- data, the independent variables and the dependent variable. The explanatory variables are; communication to teachers, leadership, resource allocation and teacher involvement. The explained variable is the implementation of the TPAD in public secondary schools in Kitui central sub county.

4.2 The Response Rate

The researcher issued questionnaires to the selected 70 principals and assistant teachers of the public secondary schools in Kitui central sub county as depicted in the table 4.1 below.

Table 4.1: The Questionnaire Response Rate

Respondents	Sample Size	Returned	Response rate (%)
Total	70	65	92.86 %

Source: Primary Data (2019).

A response rate of 92.86% surpassed the recommended threshold of 30% by Saunders and Lewis (2009). This signified that the study would meet its objectives relying the on the data collected.

4.3 Data Reliability Test

Data reliability refers to extend with which the applied data collecting methods compare to the anticipated results. The measurement of reliability also entails providing a measure of consistency in relation to all variables under investigation. The Cronbach's alpha test

25

was used to measure data reliability against the independent variables of the study as shown in the table 4.2 below.

Table 4.2: Cronbach's Alpha Test

Independent variables	Number of items	Cronbach's Alpha
Communication to teachers	4	0.730
Leadership	4	0.790
Resource Allocation	3	0.820
Teacher Involvement	4	0.770

Source: (Author, 2019)

The Cronbach's alpha statistics for the independent variables are greater than the recommended value of 0.7. This implied that there was consistency and reliability of the data collected.

Validity alludes to the legitimacy or credibility of the examination (Khan, 2011). It is essentially an idea of distinguishing if the instruments are really estimating what they should enumerate. The researcher with the approval of her supervisor was concerned with content validity by essentially looking at the substance of information gathering instruments to find out if they were legitimate.

4.4 Bio Data

Regarding the background information, the researcher aimed to establish the category of the school, the current employer and duration of the contract if the respondent worked with TSC. The findings are presented in the form of graphs and table in the sections that follows. A bar graph was used to show various categories of the schools in the Kitui Central Sub County.
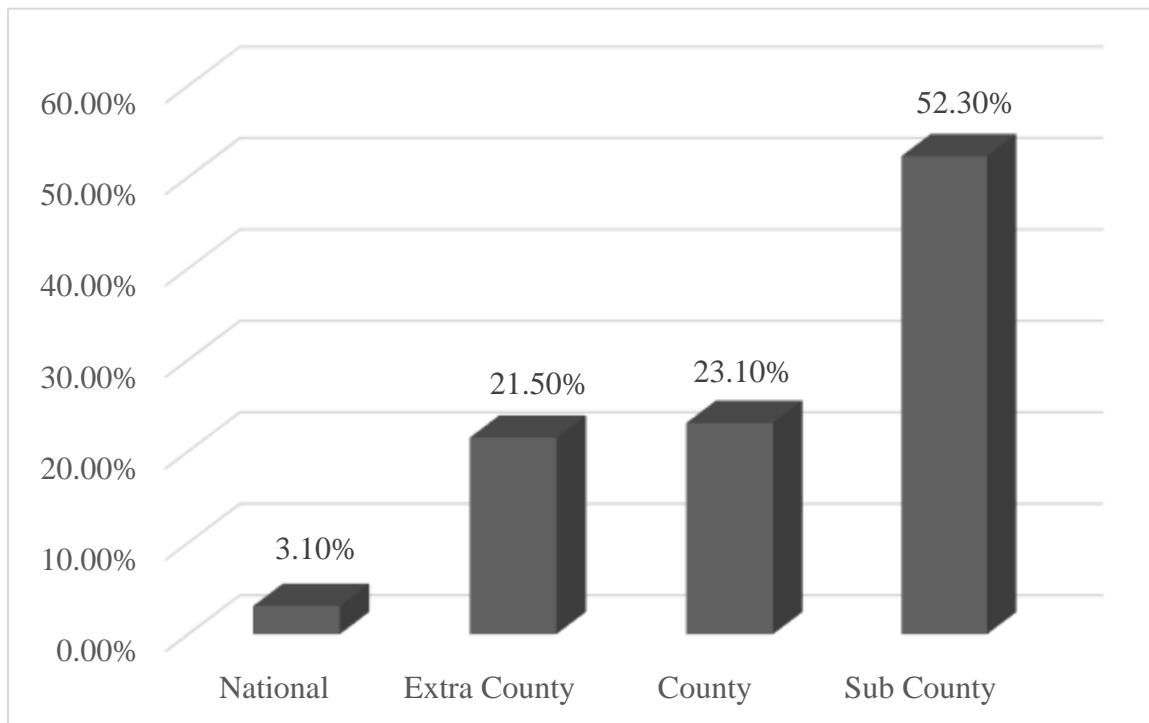
Figure 4.1: The School Category

Source: (Author, 2019)

The findings revealed that 52.30% of the respondents came from the sub county schools, 23.10% were from the county schools, 21.50% from the extra county schools and 3.10% from the national schools as showed in the figure 4.1 above. This implies that teachers from the sub county schools are key in the implementation of the TPAD in Kitui Central.

The study aimed to the establish the current employer of the teachers in the Kitui central sub county. The data collected was aggregated and summarized in a pie chart.
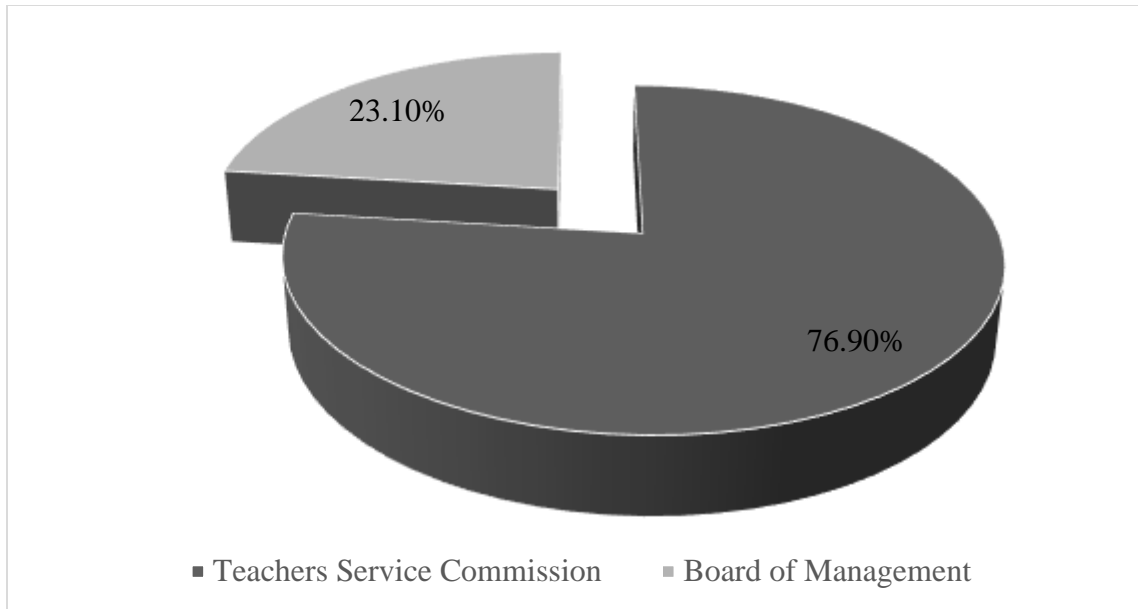
Figure 4.2: The Current Employer

Source: (Author, 2019)

It was revealed that 76.90% of the teachers were employees of the Teachers Service commission while 23.10% were employed by the board of management of the different schools in Kitui Central as showed in the figure 4.2 above. This signified that TSC should employ more teachers in Kitui central sub county to ensure proper implementation of the TPAD across the county.

The research further sought to determine the length of the TSC contract of the 76.9% of the respondents. From the table 4.3, 23.1% of the respondents were employed by the board of management hence missing values in the system. Majority of the respondents represented by 42% were employed on 0 – 5 years, followed by 32% employed on 5 – 10 years, then 16% employed on 10 – 20 years while those employed on over 20 years' contract were represented by 10%.

Table 4.3: TSC Contract

		Frequency	Percent	Valid Percent
	0 - 5 years	21	32.3	42.0
	5-10 years	16	24.6	32.0
Valid	10 - 20 years	8	12.3	16.0
	Over 20 years	5	7.7	10.0
	Total	50	76.9	100.0
Missing	System	15	23.1	
Total		65	100.0	

Source: Primary Data (2019).

4.5 Communication to Teachers and Implementation of TPAD

In order to determine the effect of the communication to teachers on the implementation of the TPAD in public secondary schools in Kitui Central sub-county, the researcher designed statements to evaluate the opinions of the respondents. Communication is a fundamental requirement in the understanding, designing and implementation of any project. With regard to the implementation of the TPAD, proper information must be communicated to the concerned parties to ensure success.

The respondents were asked four statements about the flow of the information on TPAD to measure the extent of agreement to the statements. They were supposed to answer on Likert Scale of 1 – 5 where; 1 -Strongly disagree, 2 -disagree, 3 -neutral, 4 -agree and 5 - strongly agree. The degree of satisfaction with the statements was average of above 3 while the degree of dissatisfaction was an average of below 3. The descriptive statistics for the aggregated responses are depicted in the table 4.4 below.

Table 4.4: Descriptive Statistics for Communication to Teachers

Statement	Mean	Std. Deviation	Coefficient of Variation
Teachers in secondary schools are aware of the meaning of TPAD	3.63	1.294	0.3565
The role of TPAD is communicated to all teachers in the public secondary schools	3.23	1.129	0.3495
Teachers were taken through a smooth transition in the introduction of TPAD	3.35	1.328	0.3964
TSC gives feedback to teachers after assessment and evaluation of the TPAD	3.51	1.226	0.3493

Source: Primary Data (2019).

From the table 4.4 above, the findings revealed that teachers in the public secondary schools in Kitui central were aware of the meaning of TPAD and the role of the TPAD was communicated to all teachers since an average of 3.63 and 3.23 respectively was above the satisfaction cutline of 3. Further, the results indicated that the teachers were taken through a smooth transition in the introduction of TPAD and TSC always gave feedback to teachers after assessment and evaluation of the TPAD since a mean of 3.35 and 3.51 respectively was above the satisfactory margin of 3. However, the degree of satisfaction of the 4 statements differed significantly since the standard deviation of 1.294, 1.129, 1.328 and 1.226 respectively were above one. The coefficient of variation of less than 1 implied that the degree of disparity from the mean was low thus there were no outliers in the data.

4.6 Leadership and Implementation of TPAD

Based on the second objective, leadership is a key determiner on the implementation of TPAD in public secondary schools. The study sought to establish the leadership style embraced by the TSC in the implementation of TPAD, how the TSC managed teachers, the awareness of TPAD and the frequency to which TSC monitored the implementation of TPAD in various schools to facilitate policy formulation and review on TPAD. Findings are discussed in the sub sections below.

The researcher identified four styles of leadership which in sought to find the commonly used by TSC in the implementation of the TPAD. The Bar graph was used to display the findings.
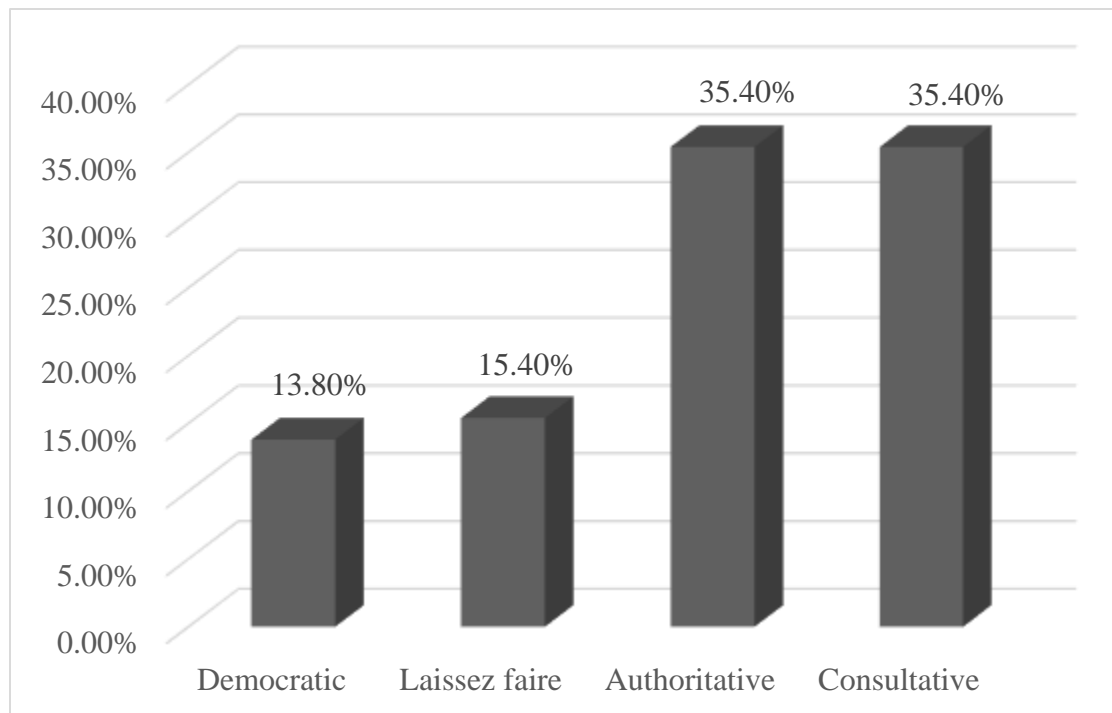
Figure 4.3: The Leadership Style Used by TSC

Source: Primary Data (2019).

The findings indicated that authoritative and consultative leadership styles were embraced by TSC in the implementation of TPAD in secondary schools equally, each

represented by 35.40%. Further, democratic leadership style was least embraced in the implementation of TPAD represented by 13.80% as depicted in the figure 4.3 above.

Management of the personnel in the implementation of any project is of great significance. The respondents were supposed to express their opinions on the extent to which TSC managed teachers in the implementation of TPAD.
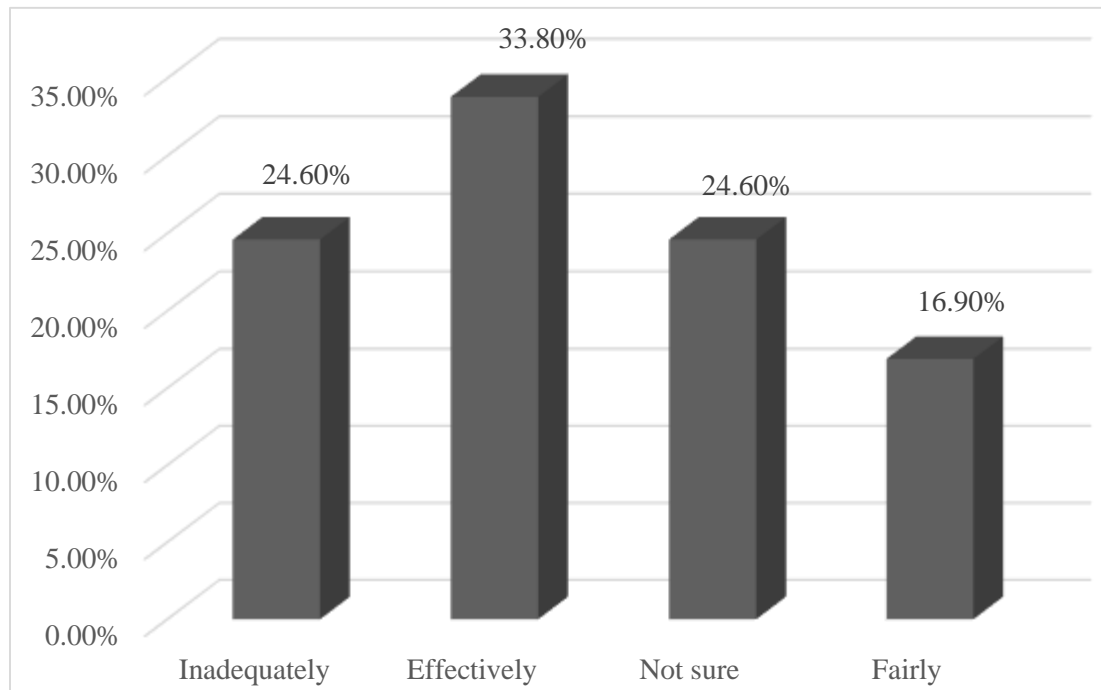
Figure 4.4: TSC Management of Teachers on TPAD

Source: Primary Data (2019).

The results revealed 33.80% felt TSC managed the teachers effectively, 24.60% felt the teachers were inadequately managed while as similar percentage were not sure if TSC managed the teachers. Nevertheless, 16.90% felt that TSC fairly managed teachers in the implementation of TPAD as shown in the figure 4.4 above.

The study aimed to measure the extend and awareness of the implementation of TPAD. The respondents were supposed to indicate the person who introduced them to TPAD. A bar graph was used summarize the results.
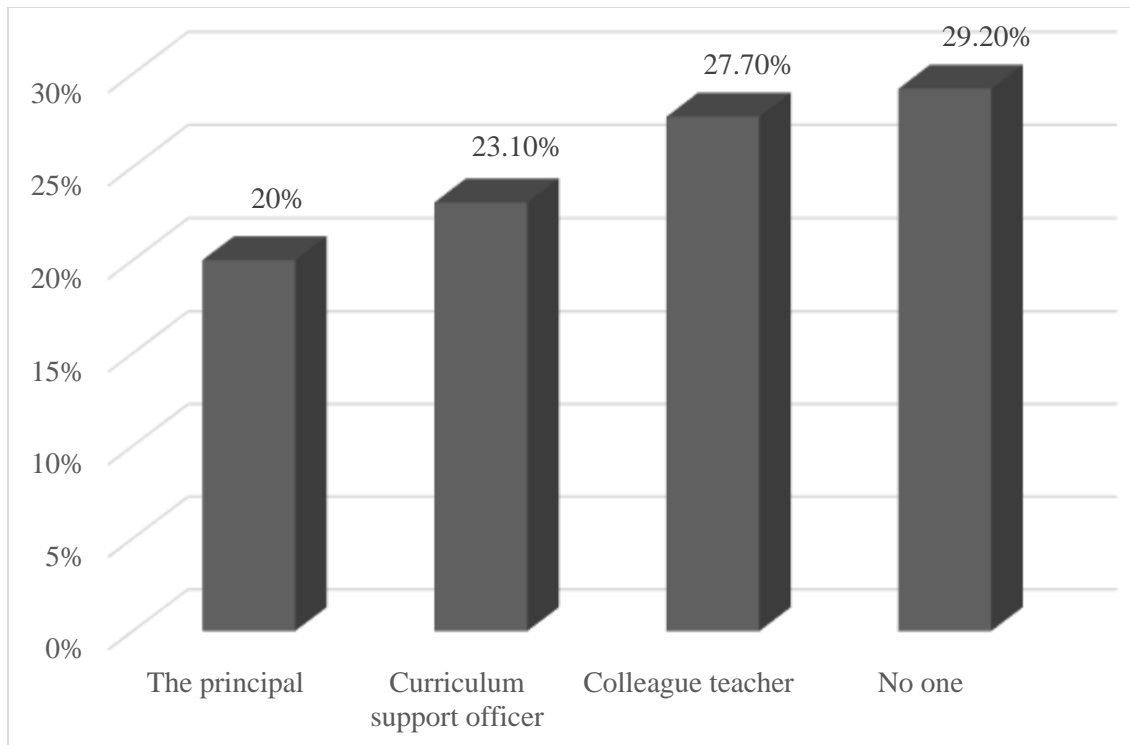
Figure 4.5: Introduction to TPAD

Source: Primary Data (2019).

From the figure 4.5 above, the findings indicated that 29.20% of the respondents' no one introduced them TPAD, while 20% of the respondents were introduced to TPAD by the principal. It was noted that the school management represented by the principal ought to increase the awareness on TPAD to the teachers in public secondary schools. Further, majority of the teachers in public secondary schools took the initiative to know and embrace the implementation of TPAD in public secondary schools.

The study sought to establish the frequency to which TSC monitored the implementation of the TPAD in the different schools of the respondents. A pie chart was used to visualize the findings.

Figure 4.6: Frequency TSC Monitors TPAD
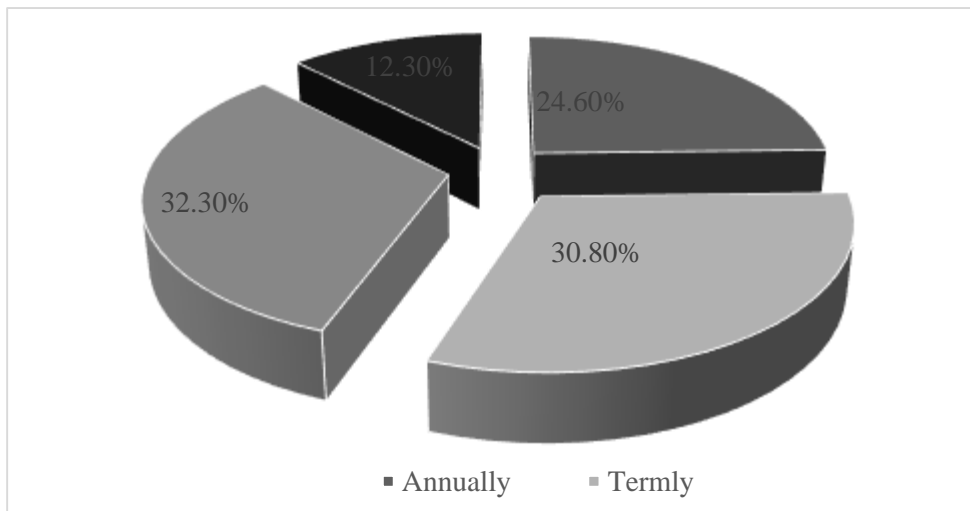
Source: Primary Data (2019).

The findings revealed that 32.30% of the respondents indicated that TSC monitored the implementation of TPAD on monthly basis and on the Contrary, 12.30% of the respondents indicated that TSC never monitored the implementation of TPAD in their respective schools as showed in the figure 4.6 above.

4.7 Resource Allocation and Implementation of TPAD

The study aimed to find the effect resource allocation on the implementation of TPAD in public secondary schools. The assessment of the resource endowment in public schools was conducted by use of statements on the resource allocation. The respondents were supposed to indicate the degree of agreement with the statements on a Likert Scale of 1 – 5 where; 1 -strongly disagree, 2 -disagree, 3 -neutral, 4 -agree and 5 -strongly agree. The responses obtained were aggregated and descriptive statistics computed as shown in table 4.5 below.

Table 4.5: Descriptive Statistics for Resource Allocation

Statement	Mean	Std. Deviation	Coefficient of Variation
Your school is well equipped with computers to be used by teachers in the online filling of the TPAD	3.57	1.185	0.3319
TSC provides adequate financial resources to be used in sensitization of the TPAD	3.43	1.346	0.3924
The school's administration provides adequate writing materials to teachers for the manual filling of the TPAD	3.42	1.286	0.3760

Source: Primary Data (2019).

From the table 4.5 above, the results indicated that the public schools were well equipped with computers used by teachers in the online filling of the TPAD, TSC provided adequate financial resources used in sensitization of the TPAD and the administration of the schools provided adequate writing materials to teachers for the manual filling of the TPAD since the means of 3.57, 3.43 and 3.42 were above the satisfactory average of 3. Further, the degree of satisfaction differed significantly across the three statements since the standard deviations of 1.185, 1.346 and 1.286 were above one. The coefficient of variation of less than 1 implied that the degree of disparity from the mean was low thus there were no outliers in the data.

4.8 Teacher Involvement and Implementation of TPAD

In order to measure the impact of the teacher involvement on the implementation of the TPAD, the researcher asked the respondents on the TPAD sensitization programs and the frequency they trained on the TPAD. Further, the study inquired the involvement of teachers in the goal setting for the TPAD and frequency the labour unions for teachers

engaged the with TSC in decision making towards implementation of the TPAD. The responses obtained have been analysed in the sections below.

The study targeted to evaluate the scope of TPAD Sensitization programs in Kitui Central Sub County. The respondents were to indicate whether the sensitization programs occurred in their respective schools or not. The responses are displayed in a pie chart.
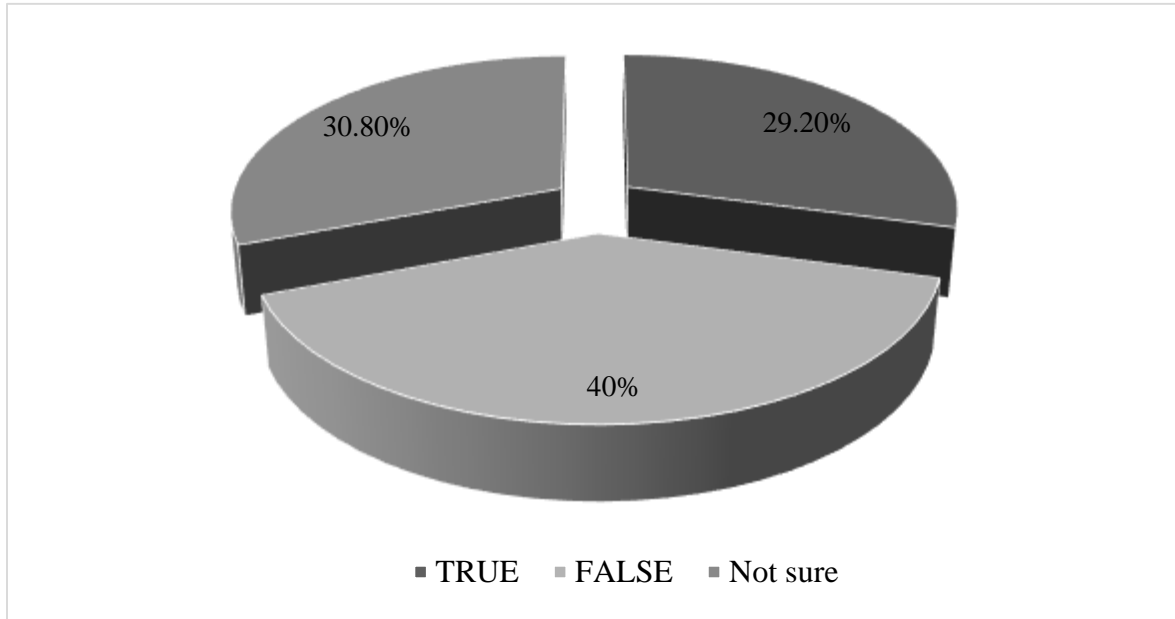
Figure 4.7: TPAD Sensitization Programs

Source: Primary Data (2019).

A proportion of 40% of the respondents reputed that TSC had organized sensitization programs for the teachers on TPAD while 29.20% affirmed that TSC had organization the sensitization programs for teachers on TPAD as displayed in the figure 4.7 above.

The involvement of the teachers in the goal setting of the implementation of the TPAD was assessed using a pie chart. The respondents were to indicate partially, wholly and not at all based on their experience.
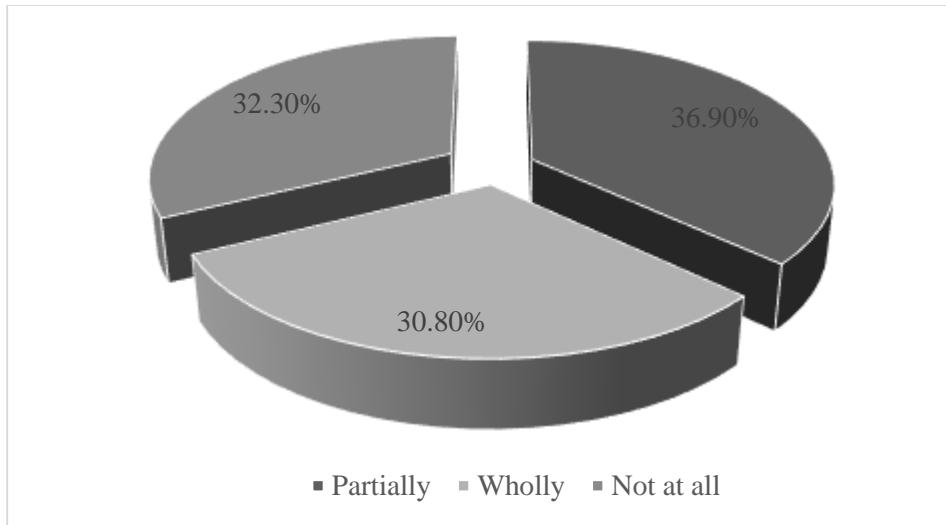
Figure 4.8: TSC Involves Teachers in Goal Setting

Source: Primary Data (2019).

About the TSC involvement of teachers in secondary schools in goal setting of what is to be achieved by the TPAD, 36.90% affirmed that they were partially involved. However, 30.80% of the respondent applauded TSC for wholly involving them in the goal setting for what to be achieved by the TPAD as shown in the figure 4.9 above.

In order to measure the frequency of the engagement between TSC and labour unions on the implementation of the TPAD, a bar graph was used to visualize the responses of the respondents.
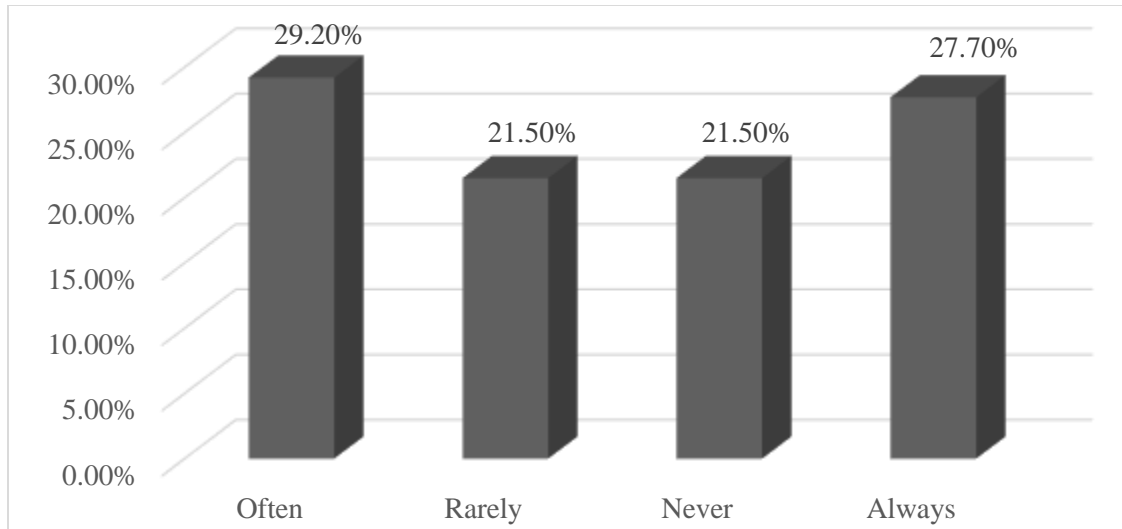
Figure 4.9: Frequency on TSC and Labour Unions Engagement

Source: Primary Data (2019).

Regarding the frequency labour unions for teachers engaged with the TSC in decision making towards the implementation of TPAD, 29.20% of the respondents indicated often, while 21.50% indicated rarely while a similar percentage indicated never did the labour unions for teachers engage with TSC concerning the implementation of the TPAD as shown in the figure 4.10 above.

4.9 Implementation of TPAD

In order to assess the relevancy of the implementation of TPAD, the researcher asked two statements on a Likert Scale. The respondents were asked to indicate the degree of agreement to statement in a scale of 1 – 5 where; 1 – strongly disagree, 2 -disagree, 3 -neutral, 4 -agree and 5 -strongly agree. The responses obtained were aggregated and descriptive statistics computed as shown in the table 4.6 below. The satisfaction level was an average of more than 3 while the dissatisfaction margin was an average of less than 3.

Table 4.6: Descriptive Statistics for Implementation of TPAD

Statement	Mean	Std. Deviation	Coefficient of Variation
As a teacher, TPAD has enabled you to improve your subject mean score	4.06	1.074	0.2645
TPAD assists teachers in proper implementation of the curriculum	4.00	0.919	0.2298

Source: Primary Data (2019).

From the table 4.6 above, TPAD has enabled the teachers to improve their mean score since the average of 4.06 is above satisfactory margin of 3. However, the degree of satisfaction differed significantly across teachers since the standard deviation of 1.074 is more than one. Further, TPAD assisted the teachers in proper implementation of the curriculum since the average of 4.00 was above the satisfactory threshold of 3. However, the degree of satisfaction was similar across the teachers since the standard deviation of 0.919 is less than one. The coefficient of variation of less than 1 implied that the degree of disparity from the mean was low thus there were no outliers in the data.

4.10 Regression Analysis

A multiple regression model was used to examine the impact of the explanatory variables; communication to teachers, leadership, resource allocation and teacher involvement on the explained variable; the implementation of the TPAD in public secondary schools in Kitui Central Sub County. The output of regression analysis is explained using the tables below.

Table 4.7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.584[a]	.273	.268	5.72414

a. Predictors: (Constant), Teacher Involvement, Resource Allocation, Leadership, Communication to Teachers

Source: Primary Data (2019)

From the table 4.7 above, the correlation coefficient (R) of 0.584 signifies that dependent variable is positively related to independent variables. Further, the R Square of 0.273 implies that the independent variables account for 27.3% of the changes in the dependent ceteris paribus. Additionally, adjusted R Square of 0.268 implies that independent variables account for 26.8% of the changes in dependent variable ceteris paribus when adjusted for the degrees of freedom. The value for the error term is 5.72414. However, the relationship is strong since 0.584 is greater than 0.5.

Table 4.8: ANOVA Table

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	9.335	4	2.334	4.576	.015[b]
1	Residual	30.603	60	.510		
	Total	39.938	64			

a. Dependent Variable: Implementation of TPAD

b. Predictors: (Constant), Teacher Involvement, Resource Allocation, Leadership, Communication to Teachers

Source: Primary Data (2019).

Table 4.8 above is used to test for the overall significance of the regression model. At 95% level of significance, the significant value of 0.015 is less than the Alpha value of 0.05. The null hypothesis: The regression model is insignificant. The Alternative hypothesis: The regression model is significant. Since the significant value is less than the alpha value, we reject the null hypothesis and conclude that the regression model is significant. This implies that the regression model can be used to predict the implementation of TPAD based on the independent variables.

Table 4.9: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.615	.729		2.214	.031
	Communication to Teachers	.293	.102	.307	2.583	.012
	Leadership	.237	.174	.076	.641	.032
	Resource Allocation	.323	.121	.305	2.674	.010
	Teacher Involvement	.156	.179	.032	.281	.043
a. Dependent Variable: Implementation of TPAD						

Source: Primary Data (2019).

From the table 4.9 above, the regression coefficients are interpreted at 95 % level of significance thus the Alpha Value is 5%.

The results indicated that communication to teachers positively affected the implementation of TPAD in public schools. Further, communication to teachers had significant influence on the implementation of TPAD since the significant value of 0.012

is less than Alpha value of 0.05. Therefore, a unit increase in the level of communication to teachers yielded to 0.293 units increase in the level of implementation of TPAD.

Moreover, leadership had a positive and significant relationship with the implementation of the TPAD since the significant value of 0.032 was less than Alpha value of 0.05. Thus, a unit increase in the level of leadership resulted to 0.237 units increase in the level of the implementation of TPAD.

Additionally, resource allocation had a positive and significant relationship with the implementation of TPAD since the significant value of 0.01 is less than the Alpha value of 0.05. Therefore, a unit increase in the level of resource allocation led to 0.323 units increase in the level of the implementation of the TPAD.

Moreover, teacher involvement had a positive and significant relationship with the implementation of the TPAD since significant value of 0.043 is less than the Alpha value of 0.05. Consequently, a unit increase in the level of teacher involvement culminated to 0.156 units increase in the level of the implementation of the TPAD. Finally, the regression model will be expressed as:

$$Y = 3.615 + 0.293_{X1} + 0.237_{X2} + 0.323_{X3} + 0.156_{X4} + 5.7241$$

The above model illustrates that Implementation of TPAD (Y) is a function of internal factors (x1, x2, x3 and x4). When all other factors are held constant, there is still 3.615 changes in implementation of TPAD. 5.7241 as indicated by the error term is a proportion of change in implementation of TPAD cannot be attributed to strategic change management practices. A unit increase the level of communication leads to 0.293 increases in effective implementation of TPAD. A unit increase in quality of leadership leads to 0.237 increase in effective implementation of TPAD. On the other hand, a unit increase in fair resource allocation leads to 0.323 increases in effective implementation of TPAD. While, a unit increase in the level of teacher involvement will result to 0.156 increases in effective implementation of TPAD.

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS

5.1 Introduction

This chapter entails the discussion of the findings established in the previous chapter. The study was guided by the main objective of establishing the effect of strategic change management practices in the implementation of TPAD in secondary schools in Kitui central sub county. The discussions are based on the effect of communication to teachers, leadership, resource allocation and teacher involvement on the implementation of TPAD.

5.2 Communication to Teachers and Implementation of TPAD

The findings established that there was sound awareness of the meaning of the TPAD amongst the teachers in secondary schools in Kitui Central Sub County. Moreover, the role of the TPAD was communicated to the teachers in public secondary schools. The assertions were supported by Munjua (2012) who found out that effective communication reduced the change resistance. Therefore, TSC ensured the information on implementation of the TPAD was communicated to the teachers in the public secondary schools. Further, the findings were supported by Gathondu (2015) who established that there was positive and significant relationship between communication and resistance of change. Additionally, the study discovered that a smooth transition during the introduction of the TPAD was considered. Also, it was revealed that the TSC gave feedback to the teachers after assessment and evaluation of the TPAD.

The findings were in contrary with Hay (2009) who established that timely and effective communication of the plans and strategies to employees made them to own the projects and ensure they were implemented successfully. The findings of the study were in disagreement with another by Weinbach (2014) who established that strategic change had no direct relationship with effective communication as the implementers have to vary ways in improving the resistance to implementation of new strategies.

The study contribution to ADKAR model indicates that the TSC has to ensure the teachers are conversant with the meaning of TPAD and its purpose. TSC can also probe the teachers to be positive about the TPAD through training them and providing all the relevant information. In order for the teachers to be able to accept the TPAD, the TSC should ensure that the information contained in the tool is understandable and achievable. The TPAD should also be used as a tool for promoting teachers as a way of reinforcing change.

5.3 Leadership and Implementation of TPAD

With the regard to the second objective of the study, leadership was found to be major contributor to the implementation of the TPAD. The findings established authoritative and consultative leadership styles were implemented by the TSC at an equal measure. The findings were in agreement with the Krawford (2010) who postulated that leadership styles impacted the proper adoption of management and process of the change. Further, the results revealed that teachers were effectively managed in the implementation of TPAD. Additionally, the study findings indicated the teachers in secondary schools were aware of the TPAD through various channels such as principal, curriculum support officer personal initiative and colleague teachers. The assertions were supported by Chepkorir (2013) in her study on factors affecting management of change in road agencies in Kenya where he concluded the strong and effective leadership was key in implementation of projects.

Moreover, a positive and non-significant relationship was established, a similar finding discovered by Kimaita (2010) in his study of analysing the change management practices on change process with TSC in Kenya. The leadership strategy embraced by an organization played a critical role in the implementation of policies and new initiative. The will of Teachers Service Commission leadership in the implementation of the TPAD was the overall determinant of the success of TPAD. The assertions were supported by Zvavahera (2013) in his study of finding out the effect of leadership on service delivery and found out that poor Leadership led to poor performance of employees.

According to Higgins 8S's model, the school management has to ensure that proper leadership styles are adopted to avoid a situation where teachers will sit back and assume the running of the institution and implementation of strategy is solely I the hands of school heads. Incorporating the entire teaching staff in the process of leadership will make them feel part and parcel of the change hence a smooth transition.

5.4 Resource Allocation and Implementation of TPAD

The findings indicated that efficient resource allocation was motivating factor on the implementation of the TPAD, a similar finding by Oakland (2007) who concluded that resources determine what to be achieved, how it would be achieved and when it would be achieved. The study revealed that teachers were ready to use the allocated resources to ensure full implementation of the TPAD in the public secondary schools. Further, the findings indicated that the schools were well equipped with computers that facilitated the teachers to undertake online filling of the TPAD. Moreover, financial resources were provided for the sensitization of TPAD in public schools.

The findings were in agreement with Kerubo (2013) who established the effect of provision of adequate resources on change management. She concluded that public schools were not endowed with adequate resources to implement change management thus TSC ought to equip teachers with the necessary resources to implement TPAD across the schools. Additionally, human resources were paramount thus teachers have to be trained on the TPAD. Nevertheless, the results found out that administration of the schools provided adequate writing materials to facilitate manual filling of the TPAD. Finally, a positive and significant relationship was discovered between the resource allocation and the implementation of TPAD, a similar finding by (Mwanza, 2012).

The study contribution to the Higgins 8S's theory indicate that for TSC to have a successful strategy execution in the implementation of TPAD, cross functional issues are important. It advocates for provision of adequate resources and thus the school management should be well facilitated if the change is to be achieved. The TSC should equip teachers with the required technological skills for proper interpretation of the

appraisal tool. Schools should also be financed and provided with enough teachers for the success of the implementation process.

5.5 Teacher Involvement and Implementation of TPAD

The findings indicated that TSC engaged teachers in the implementation of TPAD through various platforms. To start with, TSC organized sensitization programs on the TPAD to teachers in public secondary schools. The programs helped to reduce the resistance of the teachers towards the implementation of the TPAD. Also, the sensitization made the teachers to own the implementation of the TPAD and work towards its success. Similar findings were established by Burell (2006) who expounded that incorporating the concerned parties in initiation of the project, involving them in decision making and policy formulation was a major contributor to its success. Additionally, Lillian and Sitati (2011) postulated that employee involvement was a motivating factor thus a benefit to the company. Further, the findings revealed that teachers trained on TPAD mostly on monthly and termly basis. This resulted to improved performance in the subjects mean scores and overall performance of their respective schools. The findings were affirmed by Mwangi (2015) who established participation and collaboration of the stake holders with the employees was a key factor in the implementation and success of a firm.. Moreover, the study found out that often the TSC engaged the labour unions for teachers on decision making towards the implementation of the TPAD. Finally, a positive and non-significant relationship was established between teacher involvement and implementation of the TPAD, a similar finding by (Agili and Okibo, 2015).

In reference to Kurt Lewin's three step planned change theory, the TSC can start by making the teachers aware of the TPAD through holding workshops and seminars to provide knowledge on the importance of the tool. This can be followed by introducing the TPAD in the school setting and require the teachers to fill under proper guidance. Finally, the TSC can acknowledge the teachers' performance using the TPAD by for instance promoting them gauging on achievement of set objectives.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The chapter encompasses the conclusions based on the study findings and discussion from the preceding chapters. The recommendations and policy implications are grounded on the conclusions of the study. The conclusions are drawn with respect to each objective in the sections below.

6.2 Conclusion

The study will make conclusions based on the four objectives.

6.2.1 Communication to Teachers and Implementation of TPAD

Findings from other studies reveal that communication is vital for the implementation of change. Hay (2009) revealed that effective and timely communications of plans and new strategies in organizations makes employees to be aware of the expectations of top management. Weinbach's (2014) found out that officer's misunderstanding and uncertainty increase change resistance. Munjua (2012) research findings reveal that change resistance can be reduced through communicating effectively to all stakeholders and forming working groups. According to the findings of the study by Gathondu (2015) unclear communication between the management and the support staff affects the process of change management.

The study findings reveal that TSC had not fully created awareness of TPAD in public secondary schools in Kitui central sub county. This was because some of the respondents had not understood the role played by TPAD. Further, it was concluded that a smooth transition amongst the teachers was taken in the introduction of TPAD. This enabled the teachers to embrace the TPAD and use it as a means of improving the performance in

their respective schools and collaboration with their employer. Moreover, the study concluded that feedback was usually given to the teachers after an assessment and evaluation of the TPAD. Constant feedback served as a motivating factor to the teachers towards the implementation of the TPAD in public secondary schools in Kitui central sub county. Finally, the study concluded that communication to teachers was positively related to the implementation of the TPAD in secondary schools.

6.2.2 Leadership and Implementation of TPAD

Findings from other studies reveal that leadership can be attributed to implementation of change in organizations. Krawford (2010), found out that proper leadership skills, styles and properly guided leadership can be attributed to proper adoption of management of change and also proper adoption of the process of change. Zvavahera (2013), reveal that poor leadership led to discontent of workers hence poor performance. Kimaita (2010), in his study concludes that for efficient and effective change process, corporate leadership is paramount. Chepkorir (2013) conducted a study revealing that leadership styles have an effect on management of change.

The study findings reveal that leadership was a key player in the implementation of the TPAD. The management of the TSC and secondary schools played a critical role in the implementation and success of the TPAD. Additionally, the research concluded that authoritative and consultative leadership styles were applied by the TSC to a greater extent. Democratic and Laissez faire leadership styles were also used. Moreover, it was concluded that the teachers were managed effectively in the implementation of the TPAD. TSC provided the relevant resources and personnel to boost the morale of the teachers and ensure management. Further, the study concluded personal initiative was key player in the awareness of the TPAD. Teachers in secondary schools took the bold step to understand the role of the TPAD in public schools. Also, the colleague teachers, curriculum support officers and principals played key roles in creating awareness on TPAD. In addition to that, the study concluded that TSC monitored that implementation of the TPAD in different schools on termly and monthly basis. Finally, the study

concluded that there was a positive and significant relationship between the leadership and the implementation of the TPAD.

6.2.3 Resource Allocation and Implementation of TPAD

Findings from other studies show that for any change to be effected appropriate and adequate resources have to be availed. Oakland (2007), in his study findings reveal that without the necessary resources to implement any change is an uphill task. Mwanza (2012) has study findings revealing that the change process once faced by inadequate finances strains the budget allocated. Kerubo (2013) carried out a study which reveals that schools should be well equipped with all the necessary resources to ensure all what is in paper comes to be implemented.

This study finding reveal that the secondary schools were well equipped necessary resources for implementation of TPAD. For instance, the schools had computers which enhanced the online filling of the TPAD. Also, the school administration provided ample writing materials to facilitate the manual filling of the TPAD by the teachers. Moreover, it was concluded that the adequate financial resources were provided by TSC to enhance the sensitization of the TPAD in public secondary schools. Further, the study concluded that TSC trained teachers on the TPAD and provided relevant materials for reference. Finally, the study concluded that resource allocation was positively related to the implementation of the TPAD in the public secondary schools.

6.2.4 Teacher Involvement and Implementation of TPAD

Findings from other studies reveal that stakeholder involvement is paramount in change implementation. Burell (2006) conducted a study revealing that when employees are well trained and consulted, they take the change process to be part of what they should be doing for the organization hence minimal resistance. Mwangi (2015) recommends obtaining stakeholder support in order to realize success in the strategic implementation of any change. Nyambura (2009) in her study reveal participation of stakeholder in the process of managing change ensures that the organization has an opportunity to bring in

new ideas in its strategy. It ensures that makes sure that the change process in the organization is highly supported

This study finding reveals that TSC organized sensitization programs on TPAD to the teachers in secondary schools. The programs served to educate teachers on the role of TPAD and equip them with relevant skills for the implementation of the TPAD. Further, it was concluded that the teachers trained on the TPAD on monthly and termly basis. The trained helped the teachers to appreciate implementation of the TPAD. Moreover, the concluded that TSC involved teachers in the public secondary schools in setting up goals for what to be achieved by the TPAD. This necessitated for formulation of sound policies and decisions binding to parties involved in implementation of the TPAD. Additionally, the study concluded that there was often engagement between TSC and the labour unions for teachers on the implementation of the TPAD in public secondary schools. Finally, the study concluded that a significant and positive association existed between the teacher involvement and implementation of the TPAD.

6.3 Implication of study findings

Based on the research findings and conclusions, the following implications were made to practice, policy and academia

6.6.1 Implication to Policy Making

The study findings imply that the TSC seems to be separated from the teachers. This therefore calls for decentralization of the taskforce assigned to implementation of TPAD to the sub counties in order to get to engage the teachers at the grass root level. This will enable the TSC to understand the challenges faced by the teachers in the implementation of the TPAD in secondary schools. Further, it will boost the confidence and morale amongst the teachers in the implementation of TPAD in secondary schools. The study also shows a need for TSC set up a support centre in the sub counties to help the teachers on the online and manual fillings of TPAD in case of difficulties. Additionally, the study advocates for a policy in training and capacity building for the implementation of TPAD.

6.3.2 Implication to Practice

The study findings reveal that TSC has not been effective in communicating to teachers on the benefits of the TPAD. Technology would be very efficient and effective in creating awareness on TPAD, availing the relevant information and allowing for instant feedback on the implementation of TPAD. Additionally, technology would make teachers to understand the role of TPAD with ease and embrace it in their respective schools. Further, the study recommended that benefits of the TPAD such as proper implementation of the curriculum and improvement of the subject mean scores to be communicated to the teachers in public secondary school.

The study also calls for the use of democratic leadership style in the implementation of TPAD. The study findings revealed that TSC used mostly the authoritative style which may meet a lot of challenges from the labour unions for teachers and courts cases. Under the democratic style, all the included parties in the implementation of the TPAD will discuss different ideas and views to converge to binding decisions and policies. The study recommended proper and effective monitoring of the implementation of the TPAD across all the public secondary schools. Additionally, this study recommended TSC to increase the sensitization programs on implementation of TPAD in all sub counties. This will necessitate the flow of the relevant about TPAD thus increase the awareness. Additionally, it was recommended that TSC should increase the financial resources to the public secondary schools to enhance the implementation of the TPAD. Finally, teachers should be involved both partially and wholly in the goal setting on objectives and benefits of implementation of the TPAD.

6.3.3 Implication to Academia

The study indicates that the TSC introduced the tpad without necessarily following the three steps as stipulated in Kurt Lewin's three step model for planned change. This calls for proper introduction of the appraisal tool as teachers are likely to own it. The study also advocates for provision of the 8 S's which are interrelated in implementation of change. The school manager should ensure their schools are well equipped and that school resources are well managed for proper implementation of the TPAD. The study

also shows that ADKAR model was not employed by the TSC in the introduction of TPAD. The steps stipulated in the ADKAR model when followed reduce resistance to change.

6.4 Recommendations for Further Research

Based on the study findings and conclusions, further studies are recommended to evaluate the extent of the implementation of the TPAD in public secondary schools in other parts of the country. This will help the TSC to identify the parts which have embraced the implementation of the TPAD to enable it to put more resources and emphasize on the less performing parts of the country.

Further, since this study concentrated on the effect of; communication to teachers, leadership, resource allocation and teacher involvement on the implementation of the TPAD in public secondary schools in Kitui central sub county, other studies are recommended to identify other factors that impact the implementation of TPAD. This will enhance comparison of results and overall implementation of the TPAD in public secondary schools in Kenya.

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Appendix1

Data Collection Approval Letter

SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI)

Email: directorbps@seku.ac.ke

Our Ref: D61/KIT/20543/2014

DATE: 15th January, 2019

Munyao Bernice Syombua
Reg. No. D61/KIT/20543/2014
Masters of Business Administration
C/O Dean, School of Business and Economics

Dear Syombua

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Business Administration Proposal document entitled: *"Effects of Strategic Change Management Practices on Implementation of Teacher Performance Appraisal Devolvement in Public Secondary Schools in Kitui Central Sub County"*.

Following a successful presentation of your Masters Proposal, the School of Business and Economics Board of Examination in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out r research data collection in accordance with your approved proposal.

During the research work, you will be closely supervised by Dr. Susan Wamitu. You should ensure that you liase with the supervisor at all times. In addition, you are required to fill in a Progress Report *(SEKU/ARSA/BPS/F-02)* which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection exercise as a critical stage in your Master of Business Administration.

Prof. Felix Ngunzo Kioli
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File)
             Dean, School of Business and Economics
             Director, Kitui Campus
             Chairman, Department of Business and Entrepreneurship
             Dr. Susan Wamitu
             BPS Office   To file

Appendix II

Letter of Introduction

Dear Sir/Madam,

RE: RESEARCH STUDY

I am Bernice Syombua Munyao, a student at South Eastern Kenya University currently undertaking a degree of master's in business administration (MBA). I am carrying out a research study on **Strategic Change Management Practices Effect on the Implementation of TPAD in Public Secondary Schools in Kitui Central.**

Please take it that the information you will provide in the questionnaire will be confidential and will be only used for the purpose of this study. Your participation and cooperation are highly appreciated. Looking forward to receiving your response.

Yours faithfully,

BERNICE SYOMBUA MUNYAO

P,o Box 39-90200

KITUI.

Mobile Number: 0710461147

 Email: bernicemun@gmail.com

Appendix II

Questionnaire

Kindly take your time to fill this questionnaire. Your views, and with those of others are extremely important in this research. The information provided will be kept strictly confidential and will only be used for the purpose of this study. Your participation will be highly appreciated.

kindly tick the appropriate response,

SECTION A: BIO DATA

1. Kindly indicate the category of your school.

    a) National

    b) Extra County

    c) County

    d) Sub County

2. Who is your current employer?

    a) Teachers Service Commission

    b) Board of Management

3. If working under TSC, what is your length of service?

    a) 0-5 years

    b) 5-10 years

    c) 10-20 years

    d) over 20 years

SECTION B: COMMUNICATION TO TEACHERS AND IMPLEMENTATION OF TPAD.

4. For the statements below respond by rating the extent to which you agree with them in a scale of 1-5 **(where1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5 strongly agree).**

	Description	Response				
		1	**2**	**3**	**4**	**5**
I.	Teachers in secondary schools are aware of the meaning of TPAD.					
ii.	The role of TPAD is communicated to all teachers in the public secondary schools.					
iii.	Teachers were taken through a smooth transition in the introduction of TPAD.					
iv.	TSC gives feedback to teachers after assessment and evaluation of the TPAD.					

SECTION C: LEADERSHIP AND IMPLEMENTATION OF TPAD

5. Which leadership style do you think has been used by the TSC in the implementation of the TPAD?

    a) Democratic

    b) Laissez faire

    c) Authoritative

    d) Consultative

6. How do you think TSC has been able to manage teachers in implementation of TPAD?

    a) Inadequately

    b) Effectively

    c) Not sure

    d) Fairly

7. Who introduced you to the TPAD?

    a) The principal

    b) Curriculum support officer

    c) Colleague teacher

    d) No one

8. How often does the TSC monitor the implementation of the TPAD in your school?

    a) Annually

    b) Termly

    c) Monthly

    d) Never

SECTION D: RESOURCE ALLOCATION AND IMPLEMENTATION OF TPAD

9. Kindly read the following statements and rate the extent to which you agree with them in a scale of 1-5 **(where1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5 strongly agree).**

	Description	Response				
		1	**2**	**3**	**4**	**5**
i.	Your school is well equipped with computers to be used by teachers in the online filling of the TPAD.					
ii.	TSC provides adequate financial resources to be used in sensitization of the TPAD.					
iii.	The school's administration provides adequate writing materials to teachers for the manual filing of the TPAD.					

SECTION E: TEACHER INVOLVEMENT AND IMPLEMENTATION OF TPAD

10. The TSC has organized sensitization programs for the teachers on TPAD.

    a) True   ☐

    b) False   ☐

    c) Not sure   ☐

11. How often have you been trained on the TPAD?

    a) Annually   ☐

    b) Termly   ☐

    c) Monthly   ☐

    d) Never   ☐

12. TSC involved the teachers in secondary schools in goal setting of what is to be achieved by the TPAD.

    a) Partially   ☐

    b) Wholly   ☐

    c) Not at all   ☐

13. How often where the labour unions for teachers engaged with the TSC in decision making towards implementation of TPAD?

    a) Oftens   ☐

    b) Rarely   ☐

    c) Never   ☐

    d) Always   ☐

SECTION F: IMPLEMENTATION OF TPAD.

The table below has statements on the Implementation of TPAD. Rate the extent to which you agree with them in a scale of 1-5 **(where; 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5 strongly agree).**

	Statement	Response				
		1	2	3	4	5
i)	As a teacher, TPAD has enabled you to improve your subject mean score.					
ii)	TPAD assists teachers in proper implementation of the curriculum.					

Thank you for your participation!

Appendix IV
WORK PLAN

ACTIVITY	MONTH,2018							MONTH, 2019	
	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB
Assignment of supervisor	▓								
Concept paper presentation		▓	▓						
Proposal presentation				▓	▓	▓			
Data Collection							▓		
Data Analysis and Presentation								▓	
Project Presentation									▓

Appendix V
BUDGET

No.	Item	Cost (Kshs)	Total cost (Kshs)
1.	Travelling expenses		6000.00
2.	Resources for use in the study		
	• Stationery and printing	2000.00	3000.00
	• Internet	1000.00	
3.	Consultation cost		
	• Cost of accessing primary data	2000.00	3500.00
	• Research assistant (for 2 days)	1000.00	
	• Other consultations	500.00	
4.	Publishing		10000.00
5.	Miscellaneous expenses		3000.00
TOTAL			**25,500.00**

Appendix VI
LIST OF PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB COUNTY

S/NO	SCHOOL NAME	T.S.C TEACHERS ON DUTY		
		MALE	FEMALE	TOTAL
1.	Kitui School	18	16	34
2.	Kwa Ngindu Sec	3	3	6
3.	St. Charles Lwanga	18	7	25
4.	St. Angelas Girls	11	15	26
5.	Tiva Sec.	4	6	10
6.	St. Thomas Aquinas Kalawa	12	5	17
7.	St. Ursula Girls	5	16	21
8.	St. Monica Mulutu Girls	7	7	14
9.	Ivaini Sec	5	6	11
10.	Kwa Ukungu Sec	7	7	14
11.	St. MarysMiambani	4	4	8
12.	Engineer Ngilu	8	8	16
13.	Mutukya Sec	4	3	7
14.	St. PaulsKasyala	4	1	5
15.	St. PatricksMutune	3	4	7
16.	St. Marks Mutendea	4	3	7
17.	Kyamathyaka Sec	2	4	6
18.	Kabaa Sec	0	4	4
19.	Kamandio Mixed Sec	3	6	9
20.	Muslim Sec	3	4	7
21.	Kaliakakya Sec	3	2	5
22.	Mutulukuni Mixed Sec	1	1	2
23.	Katyethoka Mixed Sec	3	5	8
24.	Kwa Muema Mixed Sec	5	2	7
25.	Ithiani Mixed Sec.	3	2	5
26.	Mbusyani Mixed Sec.	1	3	4
27.	St. PaulsMutula Mixed Sec.	3	2	5
28.	AicMiambani Mixed Sec	2	1	3
29.	Vinda Mixed Sec.	3	2	5
30.	Our Lady Of Protection Museve	3	2	5
31.	Kiviu Mixed Sec.	2	0	2
32.	Malili Mixed Sec.	1	2	3
33.	AicKamandio Girls	0	1	1
34.	St. Stephen Kaveta Mixed Sec.	3	2	5
35.	Ngiini Mixed Sec.	2	2	4
	TOTAL	**160**	**158**	**318**

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