

**PRINCIPALS' ADMINISTRATIVE PRACTICES INFLUENCING
IMPLEMENTATION OF PERFORMANCE APPRAISAL IN PUBLIC
SECONDARY SCHOOLS IN MBOONI EAST SUB COUNTY, MAKUENI
COUNTY, KENYA**

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**A Research Project Report Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Education in Educational Administration and planning of
South Eastern Kenya University**

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DECLARATION

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

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I am humbled by the level of grace that the Almighty God has bestowed upon me this far. To him goes all the glory.

DEDICATION

This research work is dedicated to my wife Catherine Mutiso and our three amazing daughters Stacy, Oprah and Millicent.

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ABBREVIATIONS AND ACRONYMS

BARS:	Behaviorally Anchored Rating Scale
BGCSE:	Botswana General Certificate of Secondary Education
CBC:	Competency based curriculum
HOD:	Head of department
HR:	Human Resource
IQMS:	Integrated Quality Management System
KEMI:	Kenya Education Management Institute
KNUT:	Kenya National Union of Teachers
KUPPET:	Kenya Union of Post Primary Teachers
MOEST:	Ministry of Education Science and Technology
NACOSTI:	National Commission for Science Technology and Innovation
PA:	Performance Appraisal
PAS:	Performance Appraisal System
PBRs:	Performance Based Reward System
PDP:	Performance Development Plan
PM:	Performance Management
PSE:	Primary School Leaving Examination
PSS	Public Secondary Schools
SADTU:	South African Democratic Teachers Union
SPSS:	Statistical Package for Social Sciences
TPAD	Teacher Performance and development Tool
TSC:	Teachers Service Commission
WCT:	Wipo Copyright Treaty

ABSTRACT

The intention of this research was to examine Principals' Administrative Practices that influence the implementation of Performance Appraisal in Public Secondary Schools in Mbooni East Sub County, Makueni County, Kenya. The research objectives were to; determine the influence of the utilization of relevant personnel; creation of structures of performance appraisal; facilitation of training for teachers and principals' manipulation of teachers' morale on implementation of performance appraisal in Mbooni East Sub County, Makueni County. The study was based on the Expectancy Theory of Motivation formulated by Victor Vroom in 1964. Descriptive study design was adopted in the study and targeted all the 47 principals as well as 389 teachers in the Sub County. Stratified sampling technique and Simple random sampling were used to select 119 teachers and 16 principals giving a total of 135 respondents which translated to 31% of the target population. Data collection was done using questionnaires as data collection tools. Quantitative data was coded and analyzed via descriptive statistics using SPSS Software. Data was processed and displayed utilizing frequency distribution tables, pie charts, and bar graphs once it had been analyzed. The survey discovered that principals' utilization of appropriate workers had a larger favorable impact on performance appraisal implementation, with 93.8 percent of principals as well as 86.5 percent of teachers agreeing. Principals' creation of structures of performance appraisal positively influences its implementation with 98.3 % of the principals agreeing that they have at least a substantially appointed deputy principal. Teachers are facilitated for training on performance appraisal by most principals (69%) while majority (94%) of the teachers agreed that they are sensitized on performance appraisal and finally principals' manipulation of teachers' morale promotes the implementation of performance appraisal as supported by 64.7% of teachers agreeing that performance appraisal impacts positively on their environment and execution of duties. This study has yielded important empirical data and information on how principals' administrative practices influence implementation of performance appraisal and may aid public secondary school principals in appreciating their role in implementing performance appraisal in schools. The study has also provided literature in the field of implementation of performance appraisal which would help future researchers in similar studies and lastly, the findings would aid policy makers, especially those in the Ministry of Education and the Teachers' Service Commission, to develop strategies to empower Principals in public secondary schools to effectively implement performance appraisal. The researcher recommends that, the employer of teachers considers training a teacher in every school whose main task will be performing teacher appraisal as well as finalizing the online appraisal process.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Ruddin (2005) defines performance appraisal (PA) as a process of evaluating the performance of an organization's staff with respect to the laid down standards and then conveying the findings to the members of the workforce. PA functions as an information processing system that provides crucial information for rational and efficient decision making with regard to the enhancement of employee performance. (Wilton,2011).The principal is required to perform a number of administrative practices such as planning for the future, organizing the various departments, directing institutional activities, budgeting, reporting to the relevant authorities, rewarding performance, enforcing the required discipline and manipulating teachers' morale among other practices (TSC, 2015).All these administrative practices may have an effect on the implementation of PA. Effective implementation of PA implies execution of the PA process for consistent, reliable and valid data that will help the teachers' employer to make strategic decisions in the teaching service (TSC, 2015). Principals being at the centre of school management carry out PA with a view to having good performance rewarded and any performance gaps enhanced.

As from World War I, WD Scott was attributed with advancing PA. By the mid-1950s, there existed well constituted formal PA systems with an emphasis on personality-based systems. McGregor (1957) demonstrated the dissatisfaction using personality-based evaluations advocating for a more participatory and performance-based approach, which included a component of self-appraisal. This procedure anticipated what a person may do in the future. The impact of the management by objectives movement in the 1960s meant that PA placed a greater emphasis on goal-setting and performance evaluation. (Williams, 2004), Appraisal practices started being more open to examination and investigation in the 1970s and the outcome was numerous legal cases. Another consequence was a surge in studies on rating scales and how they are applied (Fletcher, 2008). The utilization of

psychometrics as a component of the appraisal process came out as a general direction of change in the 1970s and grew stronger over the next two decades (Williams, 2004). The concept of Principles of Management PM came into vogue in the 1980s and 1990s, and this, according to Williams (2004), contributed to a more comprehensive method of bringing about motivation, enhancing performance and managing human resources. While work-related tasks have traditionally been seen as the most important variables in evaluation, today's appraisal considers a more diversified set of factors. Members of workforce growth, according to Briscoe and Hall (1999), is dependent on a combination of 'metacompetencies,' which include traits like as accurate self-awareness, seeking feedback, and being responsive to a variety of ideas. Additionally, aspects like communication as well as teamwork skills, minimizing the level of stress and conflict, dealing with emotion and conscientiousness are frequently perceived as salient issues to be assessed as well as controlled via PA as well as processes of management. Fletcher (2008) noted that the latest advancements which are inclusive of the reduction of hierarchical characteristic of many organizations, have resulted in increased utilization of multi-source, multi-rater feedback approaches, commonly referred as 360-degree feedback.

Studies about PA have been carried out in a number of developed countries. In European member states, as of July 2016, PA was mandatory in 30 countries out of 31 surveyed countries (Berman, 2016). Nevertheless, some countries have introduced this instrument only recently and are still either in an experimental phase or PA has not yet been fully implemented (European Commission, 2015). This is the case of Greece and Slovakia and to a lesser extent also Spain and Luxembourg. In Greece PA was only introduced in 2016 and thus it has not yet been implemented. Similarly, Spain and Luxembourg had their PA processes introduced in 2015 and both countries are in an experimental phase evaluating the whole process (European Commission, 2015).

A study carried out by the Flemish government (Belgium) in 2007, analyzed PA system attributes and school headship with the theme of the study being new educational policy of teacher PA. Belgium was among the first countries to embrace PA. According to the study, traditionally, teacher PA was not practiced regularly in Flemish secondary schools. In the beginning of September 2007, the new policy on education obliged secondary schools in Flanders to conduct an evaluation on all their teachers in every four years. The teacher PA process in line with the new policy starts with the appointing of two evaluators of a senior level to the teacher. After the appointment of the evaluators, there is a development of a job description for the individual teacher. The job description specifies coherent expectations for a teacher's performance. A more sophisticated appraisal approach focuses on the teacher's coaching and professional development. This happens at least twice during the appraisal process (one formative as well as one summative). An assessment report is supplied to the teacher at the conclusion of the appraisal process (Department of Education, 2007). From this report any impediments toward achieving the required standards are addressed accordingly. The research found that PA led to quality service delivery by teachers in their individual schools and is an invaluable tool in management of schools. This mirrors implementation of PA in the developed world.

Radebe (2015) posits that, South Africa was not left behind in implementation of PA. The PA adoption wave spread widely leading to adoption of PA system in most government institutions in South Africa. However, Greguras, Ford & Brutus (2003) concluded that there was a lack of consensus between evaluators and workers in the course of the PA system. The South African regime thus came up with guidelines to be followed in implementation of the PA system, knowing that application of its Performance Management System (PMS) is likely to encounter setbacks without such guidelines. This was done in order to explain PA customs and practices (Radebe, 2015). Nevertheless the implementation by South African establishments and local governments of PA system was faced by challenges, what Seotlela & Miruka (2014) referred to as change-related

challenges. Employees could fight the implementation of PA, according to Redebe (2015), because it revealed each individual's performance. A study in South Africa by Ketelaar (2007) stated that, while PA had in the last few years gained a lot of attention, selection and retention of the right staff was very probable to be just as significant as performance agreements in the motivation and stimulation of public sector efficacy. The research found that Performance Appraisal System (PAS) in the educational institutions was a very deliberate process which was determined by various sets of regulation in line with education reforms.

In Kenya, PA for teachers is not a new phenomenon. Indeed, it was first mooted in 2002, but it was not until 2016 that the Teachers Service Commission (TSC) fully implemented PA in schools. The TSC which is the regulatory body for all teachers in Kenya continually seeks ways to modernize, uphold and improve the teaching profession in the country (TSC, 2015). Regulation 52 of the TSC code of regulations allows it to develop an open appraisal system for the teachers under the commission (TSC, 2015). This is to ensure the perpetual monitoring and supervision of the performance of the teachers, ensuring the teaching standards at institutional levels do not drop. In 2016 the Teachers PA and Development (TPAD) tool was introduced (TSC, 2020). The TPAD, according to TSC is a performance evaluation mechanism that seeks to assess teachers' performance in line with the standards that it lays down. The aim of the TSC TPAD is monitoring, reviewing and then improving current teaching standards via a gradual and systematic appraisal system (TSC, 2020). The long term objective is to contribute towards professional development in the teaching profession by being consistent in the evaluation of performance and progress. The original teacher PA and development tool was created in 2016 but was phased just three years later in October 2019 (TSC, 2020). It was done to address some critical missing links, ensure registration was less tedious and to give it a more modern feel. The TPAD system two (2) was initiated in October 2019 by TSC and it was modeled to follow the Competency Based Curriculum (CBC). In the new system, the teacher according to TSC is expected to do self-appraisal in the various standards made available by the Commission. He or she will also create the appraisal and make the

data available online. The deputy principal is expected to update the lesson attendance weekly, observe the teachers and Heads of departments (HOD) s and finally appraise the HODs and teachers. The principals are essential in the TPAD system as they serve to induct and activate new teachers on TPAD, remove outgoing teachers as well as observe and appraise the deputy principal. They also act as confirmation officers for all the teachers in the school and perpetually observe the appraisal process and provide termly reports (TSC, 2020). The principals are appraised by the TSC field officers.

In the discharge of the above responsibilities, the principal is required to perform a number of administrative practices such as planning for the future, organizing the various departments, directing institutional activities, budgeting, reporting to the relevant authorities, rewarding performance, enforcing the required discipline and manipulating teachers' morale among other practices (TSC, 2020). All these administrative practices may have an effect on the implementation of PA. However, the variables in this study which were used to investigate Principals' administrative practices influencing execution of PA in Public Secondary Schools (PSS) in Mbooni East Sub County included the use of relevant personnel, creation of appropriate structures, training of teachers and principals' manipulation of teachers' morale on PA.

Principals' use of relevant personnel was noted to influence positively and negatively implementation of PA depending on whether the personnel are substantively appointed and trained to carry out PA procedures on behalf of the principal. A study carried out on Teacher Evaluation Framework in Mexico conducted by the Organization for Economic Co-operation and Development (OECD) in 2009 noted that, relevant personnel deployment in schools improves monitoring and PA procedures significantly (OECD, 2009). From this perspective, training the relevant personnel that include teachers and their immediate leaders may make PA more meaningful though this is not well addressed in this study. A study by Motswakae (2004) on PMS execution of Botswana schools, cross-examined the execution of PMS in secondary schools with the purpose of

recommending what inputs can contribute to its successful implementation. The principals' creation of appropriate structures within the institution has its own influence over the implementation of PA. A study done by Bartlett (2000) on creation of appropriate structures found out that, a well-structured PA is suitable manner to bring about a better association in the implementation of PA. This explains the importance of structured appraisal system though does not clearly bring out the role of the principals in creating the structures of PA in PSS. Another study conducted by Sharma in 2016 on Educators PM in Secondary Schools in Mauritius established that, a properly-structured educator appraisal system, the instruments and procedures can be a part of beneficial professional development for educators and create a good environment for the assessment of educators' performance by the school management.

Teacher training on PA procedures is an area a principal can ensure it is working properly by funding the training and releasing teachers to attend seminars. This creates a basis for acceptance and institutionalization of the PA practice. A study carried out by Wragg, Haynes and Chamberlin (2003) on training of staff for PA indicated that, a larger part of heads strongly criticized the PM training programs put forward by private entities to them as not relevant to their profession. To emphasize lack of satisfaction, some of them recounted the training as the least desirable they had ever participated in in their area of specialization. There was a report by Heads on how unprepared the trainers were with some admitting freely that they had little knowledge on the training they were expected to administer categorically to those in positions of management in schools. This created a dearth of information about how principals ought to influence training for teachers on PA and especially the people to train them.

The way principals manipulate teachers' morale can influence success on implementation of PA. A study carried out by Aslam, Noor, Rasheed & Yousaf (2011), on employees morale in institutions found that, the effectiveness of PMS was dependent on ongoing feedback, in-service training, staff dedication, and motivation. Teachers' involvement in

planning and performance evaluation sessions, as well as recognition, feedback, and supervisors training, could all help a PMS system for teachers to succeed. All these aspects are meant to positively manipulate the teachers' morale towards PA but how the principals are supposed to achieve the same is not clearly brought out. Dwomoh (2014) in his study on Ghanaian public institutions found that in Ghana PA was widely regarded as one of the PM tools that could be used to assess an organization's personnel performance. Organizational management-built PA systems in which individuals were graded annually against pre-determined performance criteria, tended to boost staff morale. He discovered that PA was employed in businesses for a variety of reasons; including performance evaluation, compensation decision, and promotions and so the teachers' morale to undertake PA may be boosted on realization of its importance in professional development.

Data available in the TSC sub county director's office in Mbooni East (TSC, 2020) indicate that there are inconsistencies in the filling in of the online teacher appraisal document (TPAD). Some teachers fail to make any attempt to log into the system while others award themselves unrealistically high marks without uploading evidence as well as cancellation of the uploaded forms by the employer as shown in table 1.1

Table 1.1 Filling of online TPAD in Term One 2020

Teachers Who Attempted	%	Submitted TPAD Forms	%	Rejected Forms	%
155	39.8	41	10.5	15	36.8

Table 1.1 shows that, 39.8% of the teachers attempted to fill online TPAD but out of these, only 10.5% completed and submitted. After undergoing appraisal, 36.8% of the submitted forms were rejected due to inconsistencies in the information filled.

This was attributed to the factors investigated in this study because most of the studies analysed centered much on performance in education sector in general. However investigations in this study focused on principals' administrative practices that influence

implementation of PA owing to the fact that principals play an oversight role which is critical in the effective implementation of PA (TSC, 2020). The current research was therefore on the influence of Principals' administrative practices on implementation of PA in PSS in Mbooni East Sub County, Makueni County in order to fill a knowledge gap

1.2 Statement of the Problem.

Regulation 52 of the Code of Regulation for Teachers (2015) stipulates that, principals' responsibility in the PA is overseeing the teachers in their respective institutions. Overwhelming emphasis had been laid on the importance of PA as a tool for human resource management in the world and in Kenya.

Mbooni East TSC sub county director's report on filling online TPAD (TSC, 2020) indicated that there are inconsistencies in filling the online TPAD, with some teachers failing attempt logging into the system while others award themselves unrealistically high marks without uploading evidence hence cancellation of the uploaded forms by the employer as shown in table1.10. The influence of principals' administrative practices on the implementation of PA may be important in improving quality of learning. TSC requires the PA reports to be validated by the principal for purposes of promotion, deployment and other rewards to the teachers as well as improving teaching standards through a systemic appraisal approach which is geared towards evaluating teachers' performance and promoting professional development.

Studies carried out left a gap on how principals' administrative practices influence the implementation of PA. The current study therefore, sought to fill a knowledge gap on the influence of principals' administrative practices on implementation of PA in PSS in Mbooni East sub- county, Makueni County.

1.3 General Objective of the Study

The general objective of this research was to investigate how principals' administrative practices impact the implementation of PA in Public Secondary Schools in Mbooni East Sub -County, Makueni County, Kenya.

1.3.1 Specific Objectives of the Study

The specific study objectives were to:

- i) Find out the impact of principals' utilization of appropriate personnel on the implementation of PA in Public Secondary Schools in Mbooni East Sub County, Makueni County.
- ii) Determine the effect of principals' creation of structures of performance appraisal on implementing PA in Public Secondary Schools in Mbooni East sub County, Makueni County.
- iii) Examine the impact of principals' facilitation of training for teachers on implementation of PA in Public Secondary Schools in Mbooni East Sub County, Makueni County
- iv) Determine the influence of principals' manipulation of teachers' morale on implementation of PA in Public Secondary Schools in Mbooni East Sub County, Makueni County.

1.4 Research Questions

- i. What influence does principals' use of the relevant personnel have on the implementation of performance appraisal in Public Secondary Schools in Mbooni East Sub County, Makueni County?
- ii. What influence does principals' creation of structures of A system have on implementation of performance appraisal in public secondary schools in Mbooni East Sub County, Makueni County?
- iii. How does principals' facilitation of training for teachers influence implementation of performance appraisal in public secondary schools in Mbooni East Sub County, Makueni County?
- iv. What influence does principals' manipulation of teachers' morale have on implementation of performance appraisal in Mbooni East Sub County, Makueni County?

1.5 Significance of the study

The research may have yielded important empirical data and information on principals' administrative practices influence on implementation of PA in PSS. This may go a long way in aiding PSS principals in appreciating their role in implementing PA in schools. The current study provides literature in the field of implementation of PA which may help future researchers in similar studies. Lastly and most importantly, the findings may aid policy makers, especially the Ministry of Education (MOE) and the TSC, to develop strategies to empower Principals in PSS to effectively implement PA system.

1.6 Limitations of the Study

The respondents especially teachers may have had reservations in giving honest responses and therefore give socially conventional replies due to fear of victimization. To counter this challenge, the researcher guaranteed them secrecy and sought their informed consent before giving out the questionnaires. Further, to enhance honest responses which boosted the validity of the study, the researcher required them to withhold their identity especially in the questionnaires. Also, the sampled schools may not give a clear representation of different schools in the sub county in terms of size and structural organization of different school. This was minimized through use of stratified sampling to fairly represent various school types such as Extra County, County and Sub County Schools.

1.7 Delimitation of the study.

The research was confined in only one Sub-County, namely; Mbooni East Sub-county of Makueni County. It focused on PSS only; despite existence of a number of private secondary schools in the region of study. The research also did not consider the primary schools in the region. The selected PSS would represent the situation in the other schools in the other counties in the country. The study concerned itself with PA only as a human resource and PM tool, the existence of other such tools notwithstanding. The study concentrated only on the impact of the principals' administrative practices on PA despite

the fact that there are other variables that may affect effective implementation of PA. Areas of influence looked into included only; personnel to carry out PA such as principals, deputy principals as well as HODs with relevant training to carry out PA, structures for carrying out PA, teachers' training on PA and teachers' morale on the implementation of PA in teacher management.

1.8 Assumptions of the study

The research was predicated on the idea that PSS had been performing some PA on the personnel, as well as that the participants would provide honest responses to the questionnaires.

1.9 Definition of Significant Terms

Administrative Practices: Are approaches and strategies utilized in running the educational organisation in line with the set policies in secondary schools in Mbooni East Sub County.

Existing Structures: systems that outline how activities are directed through departments in order to achieve the goals of secondary schools in Mbooni East Sub County.

Morale: refers to the confidence, enthusiasm, and discipline of teachers towards achieving set objectives in secondary schools in Mbooni East Sub County.

Performance appraisal: refers to the process of measuring how well the teachers carry out their functions in the context of the stipulated standards and then conveying that information to those teachers in PSS in Mbooni East Sub County.

Relevant Personnel: refers to staff or teachers who have the right skills and knowledge to carry out PA on teachers in PSS of Mbooni East Sub County.

Training: organized activity in Mbooni East Sub County intended at providing information and/or instructions to teachers in order to assist them enhance their efficiency or acquire a needed set of skills and abilities.

1.10 Organisation of the Study

The research is organized into six chapters. Chapter one entails background to the study, statement of the problem, general objective and specific study objectives, research questions, study significance, limitations of the study, delimitations of the study, assumptions of the study and definition of significant terms and organization of the study. Chapter two contains a review of literature based on sub themes in line with objectives for the study, namely, relevant personnel, existing structures for implementing PA, principals' facilitation of training for teachers and influence of principals' manipulation of teachers' morale on implementation of PA, a literature summary, theoretical and conceptual framework. Chapter three entails the research methodology which was used in this study. It includes the design, targeted population, sampling techniques and sample size, research instruments, validity of research instruments, reliability of research instruments, data collection methods, data analysis techniques and ethical consideration. Chapter four gives an analysis of the results from the research findings. Chapter five is on discussion of the findings then in chapter six conclusions and recommendations are made.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter entails introduction and a review of literature related to the research based on principals' use of relevant personnel, creation of appropriate structures for PA, manipulation of teachers' morale and teacher training on implementation of PA, summary of the literature review, theoretical framework and conceptual framework.

2.2 Relevant Personnel and implementation of Performance Appraisal

A study on Teacher Evaluation Framework in Mexico conducted by OECD in 2009 in 10 out of 37 of its member countries noted that, teachers, as the most valuable asset in schools, play a key role in boosting educational standards. Enhancing the effectiveness as well as equity of education hinges largely on making certain that teachers are well-trained, well-resourced, and motivated to give the best output. The policy direction with the highest probability of leading to valuable achievements in student learning is improving teachers' performance (OECD, 2009). Proper monitoring and assessment of training is at the heart of ongoing improvement of teaching efficiency in a school. The study recommended that, for effective execution of teaching process, the teachers have to be appraised on various aspects of teaching standards that include planning and preparation, the classroom environment, professional duties and how the appraisal information will be used. The study however did not research on the qualities of the teacher appraiser and who should appoint the appraiser following a given criterion. Since appointment of personnel was not conclusively done, this research aims at finding out the impact of principals' appropriate personnel utilization on execution of PA.

A study done by Motswakae (2004) on the execution of PMS in schools in Botswana, cross examined the execution of a PMS in secondary schools with the aim of recommending elements that could facilitate its fruitful execution. The research took a qualitative method, collecting data through one-on-one interviews as well as observations

with members of the committee on staff development in Gaborone's thirteen (13) junior secondary schools. The participants were chosen using a snowball sampling method, and of 34 teachers were surveyed in total. This study used snowball sampling procedure to collect data. However, the current study combined stratified and random sampling procedures to collect data. Teachers surveyed believed that a full-time staff member was needed to execute and oversee the PMS, as well as to provide ongoing capacity training for teachers using the system. Currently, PMS teachers also teach on a daily basis, causing them to divide their time between teaching and PMS, rendering them inefficient in both areas (teaching and PMS coordination). They also felt that implementation and monitoring of PA led to improvement of learning outcomes in schools. To this end, the need to have the relevant personnel to carry out PA cannot be over emphasized.

PA under Regulation 12 of the TSC teacher regulation code, which was changed in 2014, outlines the tasks of the County Director, which are to manage teacher appraisal in a certain County. It specifies education standards, which provide the minimum criteria that teachers must achieve when performing their duties and serve as the foundation for the appraisal process. Regulation 45 mandates that very principal send staff appraisal reviews on every teacher to the TSC annually, in a specified manner, just after County Director's approval. The principal should engage with the appraisee as well as deliberate on the report contents. The appraisee must be advised if the report is negative. At the institutional level therefore, the principal according to the regulations is at the centre of the whole PA process.

2.3 Creation of Structures and implementation of Performance Appraisal

Fundamental to the United Kingdom (UK) schools' appraisal system, is the process of staff assessment. This is the duty of heads of schools and of the board of management members (Bartlett, 2000; Kerry, 2005). Consequently, according to Bartlett (2000), the PA scheme is also linked to pay. This means that the progress made by teachers would be performance rated on the basis of set targets monitored through appraisal, and teachers

would be awarded based on the extent of achievement of their targets. According to Bartlett (2000), in his study on implementation of PA found that, a well-structured PA is viewed a suitable manner to result in an improved association between pay, responsibilities and performance. This explains importance of structured appraisal system though does not clearly bring out the role of the principals in creating the structures of PA in Public Secondary School.

Empirical studies conducted by Sharma in 2016 on Educators PM in Secondary Schools in Mauritius established that, a well-structured teacher PA, as well as the instruments and procedures that go with it, may provide essential professional development for educators while also allowing school administrators to measure their performance. The Government of Mauritius, upon the realization of need to have a working framework to effectively implement PA, set up a Task Force on PM to create a Framework for the Education Departments. As a result, a strategic plan was developed to track the attainment of organizational goals and division of labor targets against pre-determined performance indicators. There was a point made that teacher evaluations should begin with a performance agreement between the appraiser as well as the appraisee on a pre-planned work plan, with regular performance reviews and assessments of development requirements. The aforementioned stresses the need for instituting the relevant structures for effective PA though again the role of the principal in instituting the relevant structure is not addressed.

According to TSC (2015), secret reports for evaluating the performance of teachers and capacity have been substituted with a more current and transparent evaluation approach in which the instructor participates in his or her PA. The principal is mandated to set and operationalize the structures including the relevant departments for effective PA (TSC, 2015). This responsibility is vested upon the Principal as the head of institution and the key appraiser in the whole process of PA. The TSC's PA process include: Development of objectives, communication or feedback and performance evaluation which is objective and is done annually (TSC, 2015). Notwithstanding all these, Secondary schools

performance in Mbooni East Sub-County has remained poor (District's analyzed KCSE results 2010-2015). That is why this study seeks to look at the principals' influence in implementing PAS. From the aforementioned, it is evident that, the structures within which PA is conducted may affect the outcome of the whole process. The literature reviewed has established the need to implement PA in a structured way, but the studies have not highlighted clearly the role of the principal in creating the PA structures.

2.4 Teacher Training and Implementation of PA

Gratton (2004) explored the views of 40 junior secondary heads of schools in the UK who participated in three change projects and found that heads of schools were crucial to the strategies used to execute the reforms owing to limited preparation. The study utilized stratified random sampling to sample the 40 junior secondary schools and interviewed the respondents. They depicted them as rushed and ill-thought out leaving the insufficiently prepared heads of schools facing difficulties in implementing the reforms. Additionally, Wragg, Haynes and Chamberlin (2003), on training of personnel for conducting PA also demonstrated that, there was a strong condemnation from most of the school heads on the PM training programs that the private entities offered them. They regarded the programs as immaterial to their career practice. To emphasize their lack of satisfaction, some of them depicted the training as the least desirable they ever participated in in their professional career. Heads reported of trainers' lack of preparedness with some freely admitting having scanty knowledge on the training they were expected to administer, categorically, to those in management position in schools. This created a dearth of information about how principals ought to influence training for teachers on PA and especially the people to train the appraisers. The studies did not investigate how principals' support on training of teachers and appraisers of teachers in PA positively influences implementation of the PA in schools.

According to a World Bank study on Secondary Education in South Africa (World Bank, 2005), the most significant prerequisites for efficient teacher evaluation through appraisal systems is effective communication. Efficacy in monitoring teachers can be achieved by

appraisers such as the school management, if there is respect and conversations between teachers and the appraisers (Declercq, 2007). Teaching is dynamic, and according to Declercq (2007), these dynamics need to be effectively discussed and communicated to the teachers at the onset of the PA process. This is the only way that the teacher being appraised can prepare adequately. Ultimately this enhances the implementation of PA by presenting an adjustable approach to monitoring which drifts from a compliance orientation by school or district management towards a more progressive context-specific process owned by teacher teams through awareness creation through dialogue. Awareness creation is a form of training and though emphasized as important for successful implementation of PA, the role of the principals is not clearly spelled out in the studies carried out by randomly sampling the 85 secondary schools in South Africa using questionnaires to collect quantitative and qualitative data on teacher training in PA system.

A study conducted by Gichuki (2015) on perceptions of teachers of the PAS effectiveness in PSS in Naivasha as well as Gilgil Districts, Nakuru County revealing 64 percent of teachers were not actively involved in supporting their PA reports in the schools prior to delivery to the employer, and even more importantly, only 28.8% of teachers knew what the complete PA process contained. The research surveyed 50 principals, 50 deputy principals, as well as 434 teachers from PSS in the Naivasha as well as Gilgil districts, using a descriptive survey approach established that teachers didn't gain from the current PA process as intended. All this derives the conclusion that PA in both Naivasha and Gilgil Public Secondary Schools, feedback was not provided with efficiency. This shows that lack of awareness may impact negatively on the implantation of PA. It is thus not clear what the principals need to do to create the awareness among teachers and also whether the situation is different in Mbooni East Sub County, Makueni County.

2.5 Manipulation of Teachers' Morale and Implementation of Performance Appraisal.

A study by Aksal et al., (2011) evaluated PMS in state schools in Cyprus. The goal of this research was to find out how teachers and administrators felt about school quality control through PM. Perception can be enhanced through manipulation of teachers' morale. Teachers in PMS schools required to go via a planning process of participatory nature in determining their goals based on every school's individual and cultural framework, according to the findings. According to Aslam, Noor, Rasheed&Yousaf (2011), Continuous feedback, in-service training, employee commitment, as well as motivation were also cited as important factors in PMS's success. Teachers' participation in planning and performance evaluation sessions, as well as recognition, feedback, as well as supervisor training, could all help a PMS system for teachers to succeed. All these aspects are meant to positively manipulate the teachers' morale towards PA but how the principals are supposed to achieve the same is not clearly brought out.

In his research of Ghanaian public institutions, Dwomoh (2014) discovered that in Ghana, PA was widely regarded as one of the PM tools that could be used in the evaluation of employee performance. Organizations built up PA systems in which staff were graded on a yearly basis against pre-determined performance goals. He discovered that PA was employed in businesses for a variety of purposes, including performance evaluation, compensation decision, and promotion. Dwomoh (2014) centered on the public institutions including schools. On the basis of important data obtained throughout his research, it was discovered that public organizations used various ways for rating staff. As per the information gathered, employees in some institutions were evaluated based on their performance instead of their personality, whilst in others, workers were evaluated based on their personality more often than their performance. Dwomoh (2014) criticized the results, claiming that using personality to judge employees is not the best way to rate them, basing their criticism on Armstrong (2012), who claims that rating of staff should be done solely based on their performance. They both come to the same

conclusion: performance is the sole method to assess an employee's efficacy and efficiency. When it came to departmental use of the PA system, workers saw it as a tool that assisted them grow by allowing them to recognize and improve on their weaknesses. As a result, they viewed it as a tool to encourage them to be more hard working.

Workers would only be pleased with the PA procedure if it meets the standards of "fairness," according to the research. In other words, employees are happier with their assessment when they believe it is fair, that is, fully free of prejudice. In his conclusion, According to Dwomoh (2014), the efficacy of an appraisal system has a substantial impact on the extent to which employees are satisfied with the system and their capacity to attain those objectives, and thus, when well implemented, it seems to bring out the best in employees and also in the whole organization. This study gives the importance of appraisees' perception which affects their morale on PA. While manipulation of the teachers' morale through creating the right perception is stated as critical in the appraisal process, the role of the principals is not mentioned and thus the purpose of this study

Over the years, studies in Kenyan schools have persisted to highlight the connection between teacher promotion and teacher satisfaction, which may increase incentive to perform better. These are activities that go a long way in boosting their morale. According to a survey conducted by Kamau (2003) in Githunguri Division, Kiambu District, concentrating on the level of satisfaction of secondary school teachers, regulations and promotion procedures were a major source of unhappiness for 70% of the instructors (73% for men and 67% for women). Oketch (2003) found comparable results in a similar study in the Homa Bay district. All these studies emphasize the importance of the right morale of teachers towards teaching and PA if the whole process is to be effectively implemented. Though the above studies have spelt out the need for principals' manipulation of teachers' morale on the implementation of PA, they have not given details of the principal's responsibility in changing teachers' perceptions in PSS, hence the current study.

2.6 Summary of Literature Review.

From the reviewed literature, a number of inconsistencies with the current study have been established, for instance, many studies dwelt much on the importance of having the relevant personnel in the implementation of PA system in schools, however the current study is about the influence of principals in ensuring that schools have the relevant personnel to effectively implement PA. Studies done in the UK by Bartlett, (2000) and Kerry, (2005) showed how PA is well structured in schools to ensure its effective implementation. The current research is different in that it sets out to establish the influence of the principal in instituting these structures. A study conducted by Gichuki (2015) on teachers' perceptions of the PA system efficacy in PSS in Naivasha and Gilgil Districts, Nakuru County revealed that, majority of the teachers were not fully informed on what PA entailed. The study did not however bring out the influence of the principal in facilitating training on PA as well as manipulating their morale and its effective implementation. The gap that the current study sets out to fill in such studies is on the principals' administrative practices influencing implementation of PA as depicted by the sub themes of study on appointment of relevant personnel, creation of structures for PA, teacher training and manipulation of the teachers morale and not how these have been executed elsewhere.

2.7 Theoretical Framework

This research was founded on Victor Vroom's Expectancy Theory of Motivation, which he proposed in 1964. It is centered on the link between expectation, instrumentality, and valence and is a process theory of motivation. Expectancy is how efforts and performance are connected, instrumentality is how performance and rewards/work outcomes are correlated, and valence is the connection between rewards/work outcomes and individual ambitions, as according (Vroom, 1964).

One of the proponents of the expectancy theory is Robbins (2013), noting the strength of a tendency to act in a certain way is determined by the strength of an anticipation that the act will result in a specific consequence and the appeal of that outcome to the person.

Other significant proponents of the expectancy theory, Koontz and Wehrich (2008), highlight that the theory acknowledges the importance of multiple individual needs and motivations, which assists to align individual goals with corporate objectives and is compatible with the management by objectives approach.

The notion is that it's founded on common sense psychology of employees and it states that their motivation to act will be when there is an expectation that their conduct will result in attaining the desired objectives. It is one of the foundation aspects of the expectancy theory (Butler & Edward, 2011). According to Miner (2006), individuals would try to forecast what repercussions their actions will have. For example, the expectation theory can function as a predictor of if an employee will work longer hours for career progress while maintaining the expected standards of ethics. According to Robbins (2013), the theory establishes linkages between effort, performance, incentives, and personal goals, and attempts to consolidate all of these into a single motivation theory. According to Bagga and Parijat (2014), the theory is utilitarian in nature, with the employee's purpose being to optimize benefit, self-interest, pleasure, and prevent adverse repercussions.

The theory has some inherent strengths that make it suitable when studying management practices. Principals, for example, can gain from the expectation theory since it allows them to make sense of the psychological processes that produce motivation (Bagga & Parijat ,2014). Employees' motivation, performance, and behavior are heavily influenced by their understanding of their thoughts, perceptions, beliefs, assessments of chances and probabilities, or other such elements. Furthermore, expectancy theory is intuitively appealing and is founded on common sense, and it aims to explain the entire scope of motivation by dividing it down into several stages. It emphasizes the connections between efforts and performance, performance and rewards, and rewards and personal goals, making the expectation theory realistic since it recognizes the subjective variances that lead to disparities in motivation across individuals (Bagga & Parijat, 2014).

The theory, as per Cole and Kelly (2011), has resulted in improvements in work redesign, with a focus on intrinsic job aspects such as diversity, autonomy, job design, as well as feedback.

Expectancy theory is not devoid of weaknesses, for instance, human nature, behaviour, attitudes and motivation, are subjective and cannot be objectified or theorized. This is a weakness that cuts across all theories of motivation including the expectancy theory (Bagga & Parijat, 2014). The expectancy theory by Vroom is complex and involves many factors making its ability to be applied practically a bit technical in both testing and implementing. One of expectancy theory's harsh detractors, Edward Lawler, believes that the theory's simplicity is deceiving since it presupposes that employees will raise their output if an employer provides a reward appealing enough, such as a money bonus or promotion, to achieve the reward. However, despite these cited weaknesses, for instance the presumption that rewards may not necessarily improve employee performance can be refuted in that, humans are psychological beings who require both extrinsic and intrinsic inspiration to achieve organizational and personal objectives and ambitions. To this end, principals play a pivotal role in applying administrative practices such as availing relevant personnel, creating structures and enhancing training and manipulating teachers' morale in an effort to implement performance appraisal. This theory is relevant for this study because all these administrative practices aimed at making implementation of performance appraisal successful, may be affected by teachers expectations of the outcome of the whole appraisal process which the theory talks about.

2.8 Conceptual Framework

Grant and Osanloo (2014) define this as a model that explains the association between the main concepts of the research. It is organized in a logical structure to help illustrate how ideas in a research relate. The principals' administrative practices are independent

variables while implementation of PA appraisal is the dependent variable in this research as shown in the model.

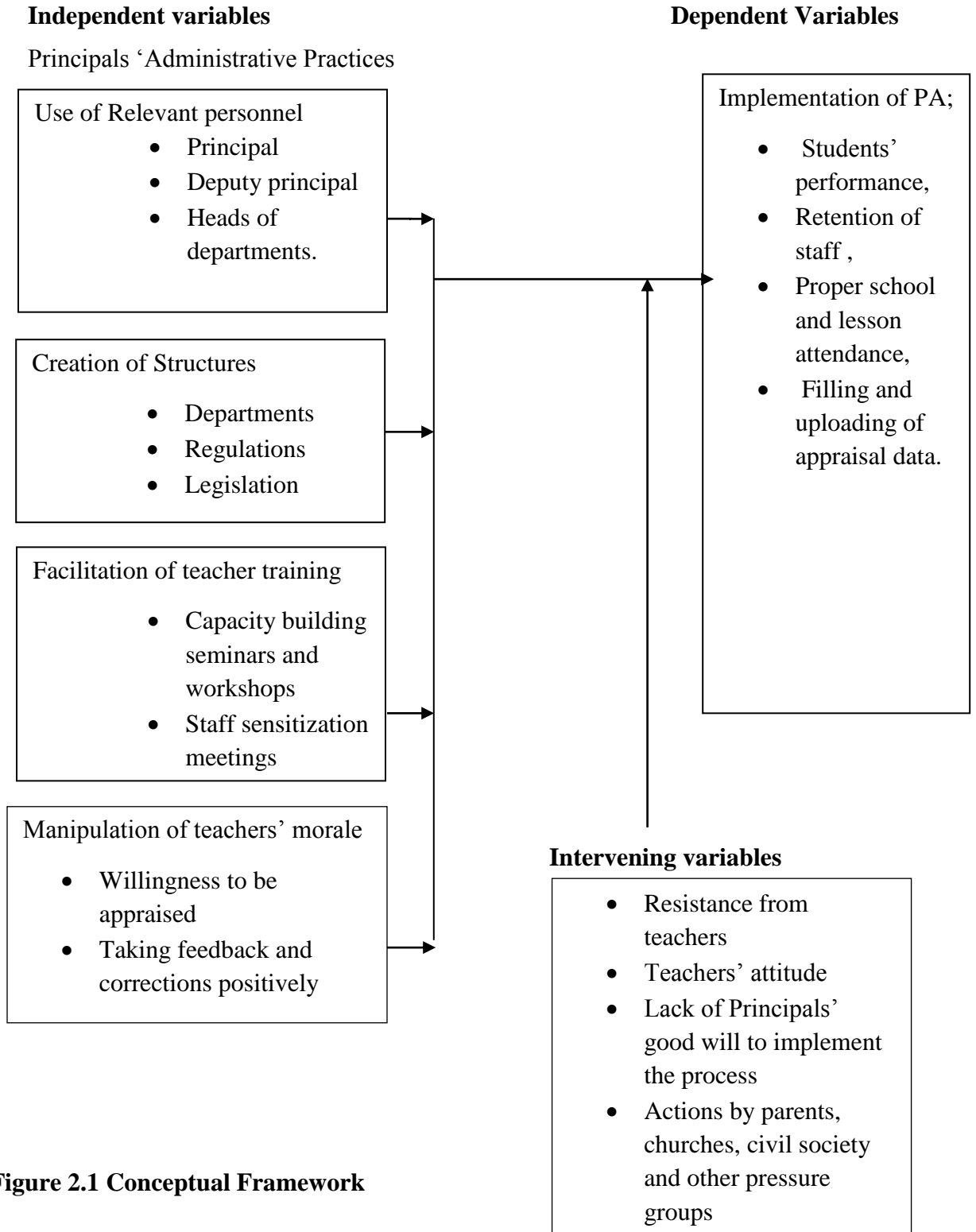


Figure 2.1 Conceptual Framework

The current study is on how principals' administrative practices influence implementation of PA in PSS in Mbooni East Sub-County. PA system has been adopted by the TSC as a PM tool since 2016. The dependent variable is the implementation of PA while the independent include availability and use of relevant personnel to implement PA, the creation of structures of PA, facilitation of training on PA among the teachers and the principals' manipulation of teachers moral on PA. The interplay between and among these independent variables determined how effective the implementation of PA would be. The intervening variables that may have an impact on the extent to which the independent variables are likely to affect the implementation of PA include; Resistance from teachers, teachers' attitude, lack of principals good will to implement the process and actions by parents, civil society, churches and other pressure groups.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of the methodology adopted for the study. This includes; the design, the population, sampling techniques and sample size, research instruments, validity of research tools, reliability of the tools, data collection procedures, analysis and ethical requirements.

3.2 Research Design

A descriptive survey research design was adopted. This choice was informed by Mugenda and Mugenda (2008) who affirms that a descriptive study relates to the existing relationships; prevailing practices, beliefs, points of view held, ongoing processes, effects being felt or developing trends. As per Mugenda & Mugenda (2008), descriptive research involves gathering data to test hypotheses or answer questions about the current state of the study's subjects.

This research purported to determine how principals' administrative practices impact implementation of PA in PSS. This could be suitably determined using a survey research. As per Gumede (1999), questionnaires and interviews are commonly used in survey research to establish the opinions, attitudes, preferences, and views of the people the researcher is interested in. Questions concerning the influence of Principals' administrative practices on implementation of PA provided data regarding implementation of PA in Public Secondary schools.

3.3 Target Population

A target population, as per Mugenda and Mugenda (2008), is a full group of individuals, cases, or objects that share some common observable qualities. In Mbooni-East Sub County, Makueni County (2020) there are 47 PSS consisting of two Extra County, Four County and 41 Sub County Schools, with 47 Principals and 389 teachers. The target

population for this study consisted of all 47 PSS principals and all 389 teachers in Mbooni East Sub County of Makueni County.

3.4 Sampling Techniques and Sample Size.

Cooper and Schindler (2014) define sample size as a smaller set of the larger. Stratified sampling was utilized in categorizing the schools into County, Extra County and Sub-county schools. Gay and Airasian (2003) affirm that a sample of 20% to 50 percent is recommendable for small target groups. Therefore 50% of Extra-County principals were randomly sampled to get a sample of one principal and 30% of Extra-County teachers to get a sample of 12 Extra-County teachers. For the County schools 50% of principals were randomly selected to get two principals and 33% of the teachers to get twenty county teachers. Since the Sub-County principals and teachers number was large, Cochran (1977) formula was applied in the calculation of the sample size of Sub-County respondents. Cochran formula is given as;

$$n_o = \frac{z^2 pq}{e^2}$$

Whereby; n_o is the sample size, z is abscissa of the normal curve that cuts off an area at the tails, p is the estimated proportion of an attribute present in the population, q is $1-p$ and e is the desired level of accuracy. In this research, $p=0.5$ (Maximum variability), $q=1-0.5$, desired confidence level= 95% and level of precision= $\pm 5\%$. Using this formula, 31.7 percent of Sub-County principals were selected that gave 13 Sub-County principals and 30.1 percent of teachers' equivalent to 87 Sub-County teachers. The entire sample size taken comprised of 16 Head teachers and 119 Teachers. This formed a sample size of 31%. This information of sample size is summarized in table 3.1

Table 3.1 Sample Frame

Category of school	Target Population		Sample Population			
	Principals	Teachers	Principals	%	Teachers	%
Extra County	2	40	1	50	12	30
County	4	60	2	50	20	33
Sub county	41	289	13	31.7	87	30.1
Total	47	389	16	34	119	30.6

3.5 Research Instruments.

For this research, the data gathering instrument used was a questionnaire. A questionnaire is a data collection tool that allows for measures in favor of or against a particular point of view (Orodho, 2012). The study used two sets of questionnaires, one for Principals and another one for teachers. The questionnaire was employed to collect data because it can produce significant amounts of data from big samples in a short amount of time (Orodho, 2012). According to Gay (1992), questionnaires allow respondents to express their thoughts and opinions as well as make ideas. The researcher also chose to utilize a questionnaire because it ensures confidentiality and provides adequate time for respondents to respond to the questions.

The principals' questionnaire was subdivided into four sections: Section A collected information about the use of relevant personnel, section B obtained data on creation of structures, section C was on teacher training and lastly section D gathered information on the principals' manipulation of teachers' moral on PA. The teachers' questionnaire was also divided into four sections: Section A was about the use of relevant personnel, section B collected data on creation of structures, section C as on teacher training and lastly section D gathered information on the principals' manipulation of teachers' moral on PA. The questionnaires collected both qualitative and quantitative data.

3.6 Validity of Research Instruments

Face validity will be enhanced through expert judgment by University supervisors who will give opinions according to University expectations.

Validity, according to Orodho (2012), relates to the accuracy and significance of inferences drawn from study findings. It is extent to which the results of data analysis accurately reflect the subject under investigation. In the current research, two types of validity tests were conducted: face validity and content validity. Face validity is the likelihood that a misunderstanding of the questions in the study will occur (Orodho, 2012). Expert judgment is a technique of decision making that depends on experts' knowledge within a specific knowledge area (Abidemi, 2016). According to Mugenda (2008), content validity is if the instrument adequately covers the topic. Thus, face validity in this study was enhanced by involvement of university supervisors in that the instruments were constructed through their guidance. Content validity was improved by conducting a pilot study in three schools, one from each category selected from the sub county schools excluded from the final study. According to Mugenda and Mugenda (2008) a sample of 1-10% of the sample size is sufficient for a pilot study. Therefore, three teachers were used: one from each school and three principals, in the pilot study representing 8.3% of the sample size. A scrutiny of the responses was then done to identify any misunderstandings and ambiguity. Items with these characteristics were adjusted.

3.7 Reliability of Research Instruments

An instrument's ability to reliably measure features of interest across time is referred to as reliability (Orodho, 2012). It refers to how well a research instrument produces consistent results or data after multiple trials. If a researcher gives a test to a person twice and obtains the same result on both, the instrument is reliable (Mugenda and Mugenda, 2008). The researcher tested the questionnaires' reliability to see if they were consistent in measuring what they were supposed to measure. The test re-test method was employed to establish reliability. In a pilot research in three schools in Mbooni East Sub-County,

which weren't part of the final report, the identical test was administered twice to the same group of respondents. Out of each of the three pilot schools, one Principal and one teacher per school were chosen, giving a total of six pilot respondents.

Cronbach's alpha technique of reliability testing was employed in computing the instrument's correlation co-efficient; Cronbach's formula was used as below;

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where; N is equal to the number of items,

C-bar is the average inter-item covariance among the items and

V-bar equals the average variance.

According to Mohsen and Dennick (2011), a reliability coefficient of 0.70 or higher is considered acceptable in social sciences. A reliability analysis was done which comprised of 15 items on the questionnaire. Cronbach's alpha determined the questionnaires ability which was, $\alpha=0.72$. Many of the items were retained, which lowered the alpha if deleted with the exception of item 4, which would raise alpha to $\alpha=0.75$. Removing this item left the questionnaire with 14 items which were used for data collection.

3.8 Data collection procedures.

The researcher obtained an introductory letter from South Eastern Kenya University, Board of Postgraduate Studies. A research permit from the National Commission for Science Technology and Innovation (NACOSTI) was then obtained. Authority to collect data was obtained from Mbooni East Deputy County Commissioner and Mbooni East Sub County Director of Education respectively. After sampling the schools, the researcher held an appointment with sampled schools through the principals in

administering the questionnaires. Each school was then visited to administer the questionnaires. After receiving instructions and assurances of anonymity, the participants were requested ample time to complete the questions, after which the researcher collected the completed questionnaires.

3.9 Data Analysis Techniques.

After data collection using questionnaires, data was first cleaned and coded after which the coded data was keyed into the Statistical Package for Social Sciences (SPSS) software version 20. Descriptive statistics was used for data analysis. Once quantitative data was analyzed, it was presented using frequency distribution tables, cross tabulation tables and pie charts. According to Piel (1995) in data analysis, there is a considerable advantage of percentages over complex statistics.

Quantitative data analysis was done using percentages and presented using frequency distribution tables, pie charts and bar graphs. Qualitative analysis of the data was done by providing a description of the distribution of single variables. The relationships and connections between the variables were discussed and conclusions made.

3.10 Ethical Considerations

The participants were promised that any information acquired and secured over the course of the study would be kept safe from unauthorized users and would only be utilized for the study's purposes. Furthermore, the respondents' informed agreement was requested, and they were promised that the information they provided would remain secret.

CHAPTER FOUR RESULTS

4.1 Introduction

This chapter covers results of the study based on study objectives. The data was analyzed and presented in frequency distribution tables, charts, bar graphs and percentages.

4.2 Response Rate

Out of 16 principals targeted and 119 teachers in the study sample, there was 100% questionnaire return rate. The principals' questionnaires were filled fully with all the sections having responses as well as the teachers' questionnaire. This gave 100% questionnaire return rate and responses.

Table 4.1 shows questionnaire return rate for the study.

Table 4.1 Questionnaire return rate

Category of Respondent	Questionnaires issued	Questionnaires returned	Percentage (%) return rate
Principals	16	16	100
Teachers	119	119	100
Total	135	135	100

All the respondents filled and returned the questionnaires on the same day they were administered. The return rates were above 80% and hence deemed adequate for data analysis.

4.3 Principals' use of relevant personnel and effective Performance appraisal implementation

One of the purposes of the research was to determine the extent to which principals' use of the relevant personnel influences the implementation of PA in PSS in Mbooni East Sub County. The researcher posed items to principals and teachers to establish the same.

The respondents were asked to indicate whether effective PA is dependent on availability and use of relevant personnel in the appraisal process and the findings are as tabulated in table 4.2

Table 4.2 Influence of availability and use of relevant personnel on implementation of Performance appraisal

Category of respondents	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Principals	9	56.3	6	37.5	0	0	1	6.2	16	100
Teachers	13	10.9	90	75.6	12	10.1	4	3.4	119	100

The results in table 4.7 show that 93.8% of the principals (56.3% for strongly agree plus 37.50% for agree), and 86.5% (10.9% for strongly agree plus 75.6% for agree) of the teachers indicated that availability and use of relevant personnel positively influences the implementation of PA in PSS.

4.4.1 The person who appraises teachers in their station

The study sought to find out who appraises the teachers in their stations. To assess this, the researcher asked the principals and the teachers to tick from the choices provided of the appraiser of teachers which included the principal, Deputy principal, head of department and also to specify any other appraiser of teachers. The results are shown in table 4.3

Table 4.3 Respondents Response on Appraiser of Teachers in the Station

Category of respondent	Principal		Deputy Principal		Head of Department		Total	
	f	%	f	%	f	%	f	%
Principal	1	6.25	8	50	7	43.75	16	100
Teachers	11	9.2	64	53.8	44	37	119	100

The results in table 4.3 show that, principals appraise 9.2% of the teachers while majority of the teachers are appraised by the deputy principals as is indicated by 53.8% of the teachers and 50% of the principals. HODs also appraise a number of teachers though less than the number appraised by the deputy principals with the view supported by 43.75 % of the principals and 37% of teachers. Principals appraise very few teachers.

4.4.2 Facilitation of Appraiser for Training in PA

This study also sought to establish whether the appraiser of teachers is facilitated by the principal to attend training on PA. The principals were asked to respond and the findings are shown in figure 4.1

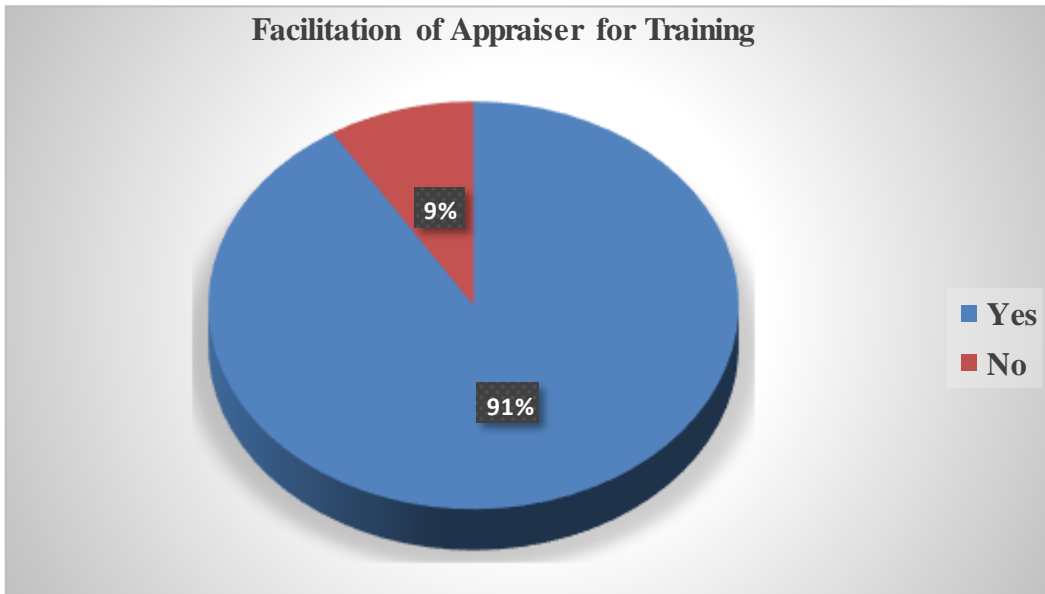


Figure 4.1 Facilitation of Appraiser for Training in PA

The results on figure 4.1 show that most principals (91%) facilitate the appraiser of teachers to receive training on PA.

4.4.3 Frequency of Facilitation of Appraiser for Training in PA

For the principals who facilitate the appraiser of teachers to receive training, the researcher sought to establish the frequency at which the appraiser is facilitated to receive the training in PA. The results obtained are presented in figure 4.2

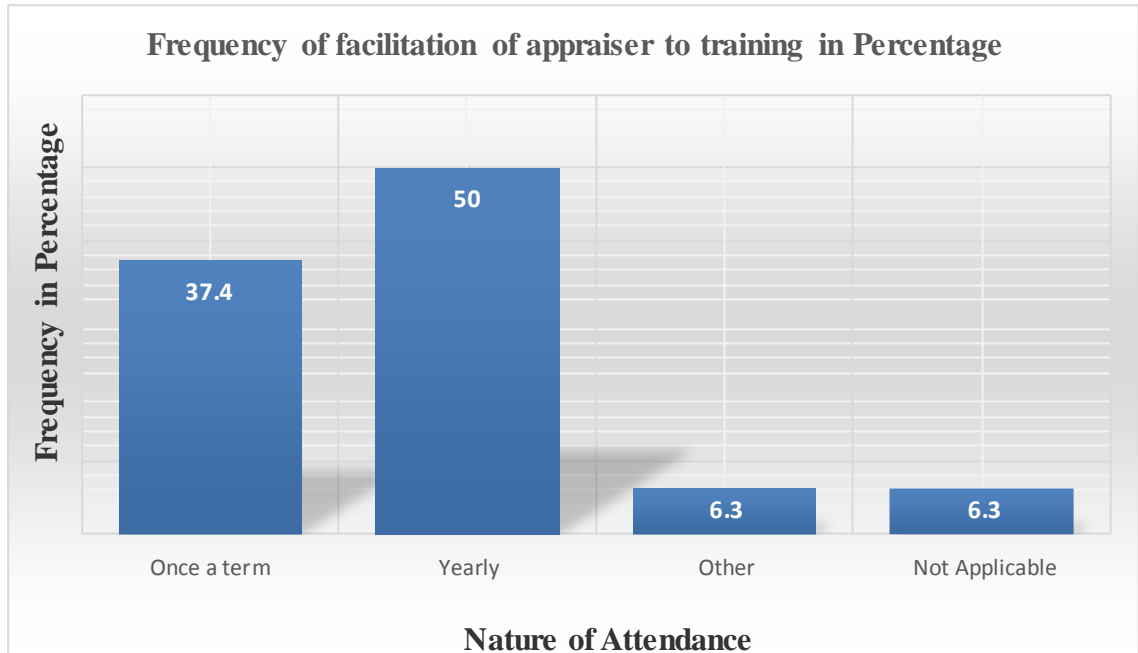


Figure 4.2 Frequency of Facilitation of Appraiser for Training in Performance Appraisal

50% of principals indicated that they facilitate teacher appraisers to receive training once a year and 37.4% once a term the principals who facilitate but unpredictable frequency are 6.3% and the remaining 6.3% do not facilitate appraisers for training appraisal.

4.4.4 Holding Performance Appraisal Meetings

The researcher sought to establish whether meetings were held in the school to discuss matters concerning PA. The question was posed and the results are shown by figure 4.3

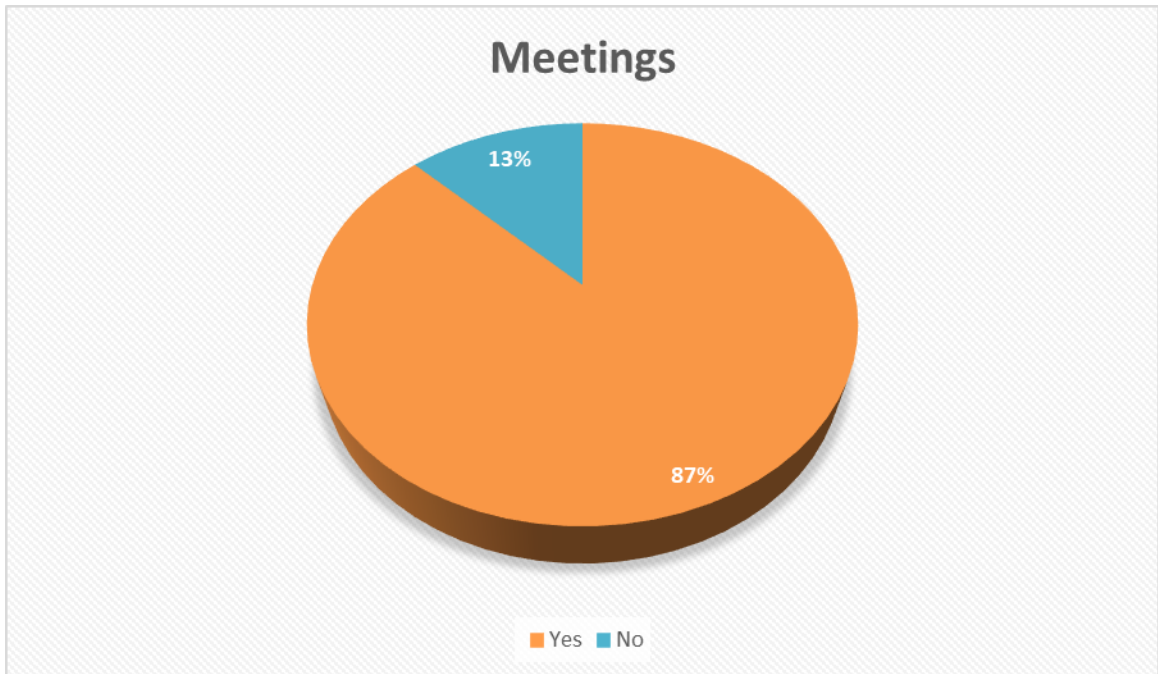


Figure 4.3 Holding Meetings for Performance Appraisal

Figure 4.3 shows that, 87 % of the principals stated that they hold PA meetings while only 13% do not do so. Holding PA meetings is crucial to communicate the issues and scheduling of PA activities so as to adhere to the timelines.

The researcher also sought to establish the frequency of holding appraisal meetings. Items were posed and the responses are presented in table 4.4

Table 4.4 Frequency of Holding Performance Appraisal Meetings

Category	f	%
Monthly	1	6.3
Termly	11	68.8
Twice a term	3	18.8
Not Applicable	1	6.3
Total	16	100

Table 4.4 shows that 68.8% of the principals hold PA meetings termly. This is quite commendable since the activities of PA are done per term.

4.5 Principals' Creation of Structures for Performance Appraisal

The second study objective sought to determine the influence of principals' creation of structures of PA on implementation of PA, the researcher posed items to the respondents that sought to establish the same. The principals and teachers responded to the items and their responses were tabulated.

4.5.1 Principals' and Teachers responses on appointed officers in the school for PA.

The study sought to determine whether the deputy principal, head of department and subject heads have been substantially appointed. Their responses to the given category and the findings are as shown in table 4.5

Table 4.5 Appointed officers in the school for conducting Performance Appraisal.

Category of respondent	Deputy Principal		H.O.D		Subject Head		Total	
	f	%	f	%	f	%	f	%
Principal	13	81.3	3	18.3	0	0	16	100
Teachers	0	0	91	98.3	88	73.9	119	100

Table 4.5 shows that 81.3% of the principals have substantially appointed deputies and 18.3% have both appointed deputies and HODs. The teachers indicated that in the various schools 98.3%, there are HODs and 73.9% there are subject heads who are appointed.

The researcher asked whether these substantially appointed officers have physical offices. The principals and teachers responded to this and their results are evidenced by table 4.6

Table 4.6 Presence of Functional Physical Offices for Appointed Officers on Performance Appraisal process

Category of respondent	Deputy Principal		H.O.D		Subject Head		Total	
	f	%	f	%	f	%	f	%
Principal	16	100	3	18.3	1	6.3	16	100
Teachers	119	100	56	47.1	42	35.3	119	100

The findings in table 4.6 show that majority of HODs and subject heads do not have functional physical offices since only 18.3% of the HODs and 6.3% of the subject heads

had physical functional offices. Nevertheless, all the deputy principals (100%) had functional physical offices.

4.6 Principals' facilitation of training for teachers and the implementation of Performance Appraisal.

The third study objective sought to establish the influence principals' facilitation of training of teachers' on implementation of PA. To establish how principals' facilitation of training for teachers influences implementation of PA, the researcher posed items to the principals that sought to establish the same. Figure 4.4 shows tabulation of principals' responses to facilitation of teachers for training.

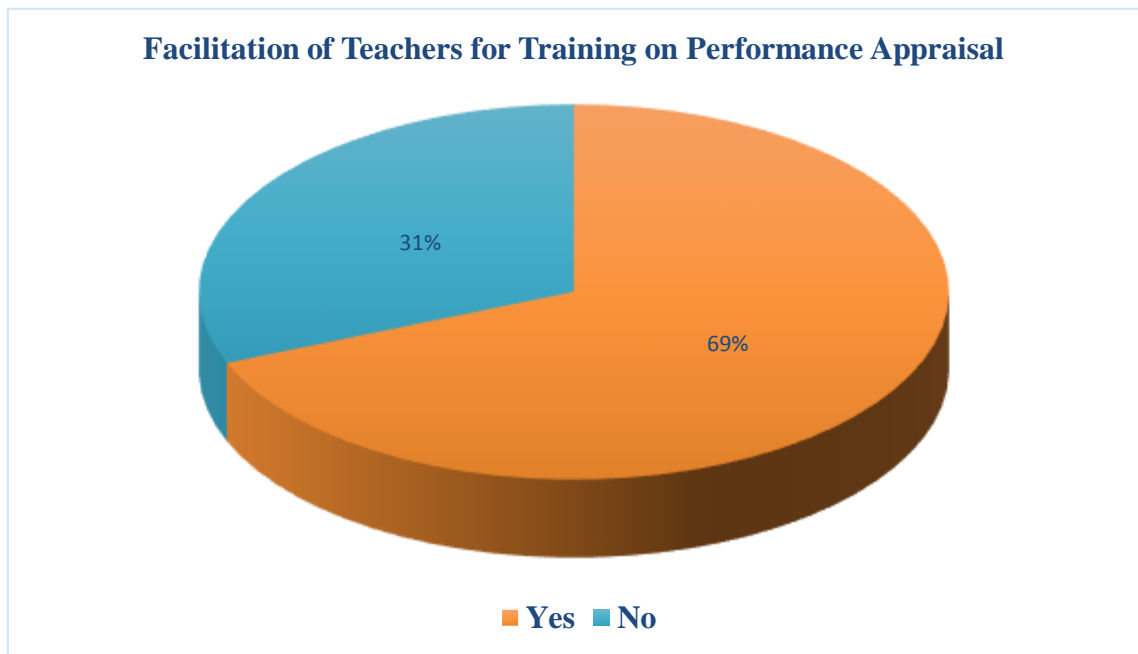


Figure 4.4 Facilitation of Training for Teachers in Performance Appraisal.

The findings in figure 4.4 show that 69% of the principals indicated that they facilitate teachers for training on PA. This is so because PA is compulsory in all PSS.

The researcher sought to establish from principals those responsible for holding PA training. Their responses are tabulated in table 4.7

Table 4.7 principals’ response on Persons Responsible for Holding PA Training

Category	f	%
Deputy Principal	1	6.3
Education Field Officers	10	62.5
Not Applicable	5	31.2
Total	16	100

The results in table 4.7 show that most of the training on PA (62.5%) is done by Education field officers. The deputy principals train 6.3% of PA while 31.2% of the principals indicated that they do not facilitate their teachers for PA training.

To establish whether the teachers are sensitized on PA and how the sensitization influences implementation, the researcher posed items to the teachers which sought to establish whether teachers are sensitized on PA. Figure 4.5 shows tabulation of teachers’ responses to sensitization on PA.

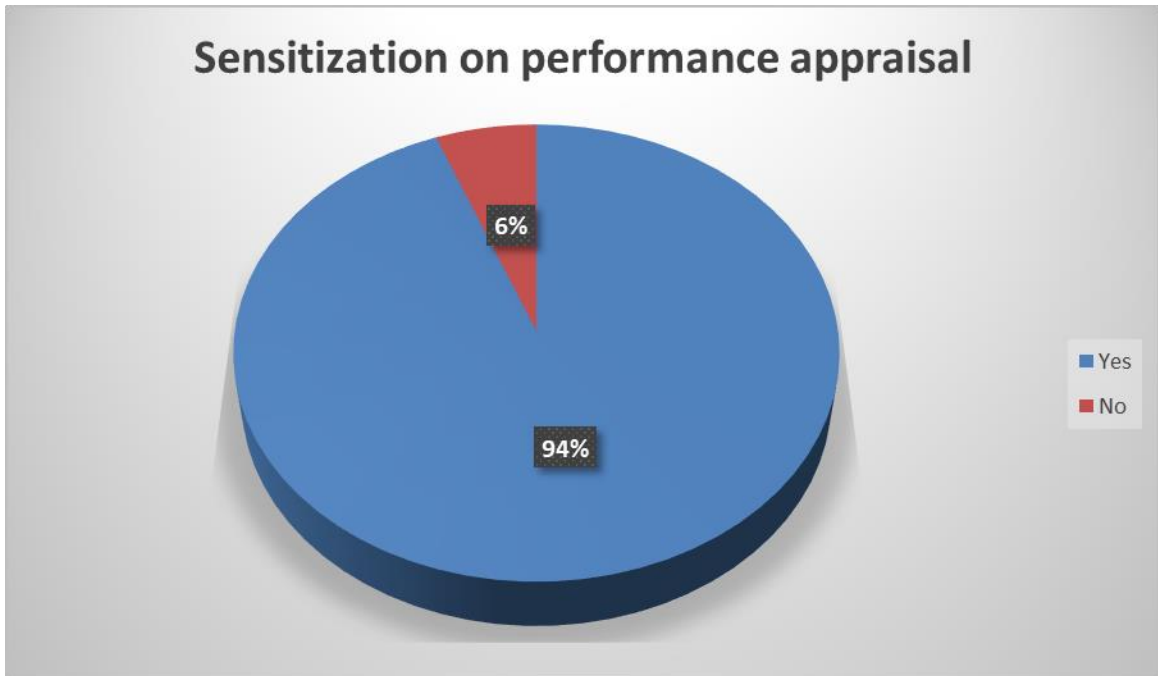


Figure 4.5 Sensitization of teachers on Performance Appraisal

Figure 4.5 indicates that, 94% of the teachers are sensitized on PA. Only 6% of the teachers indicated that they are not sensitized on PA.

The researcher sought to know who does the sensitization for those who have been sensitized on PA. Questions were posed to that effect and the responses are as tabulated in table 4.8

Table 4.8 Teachers' responses on who sensitizes them on Performance Appraisal

Category	f	%
H.O.D	14	11.8
Deputy Principal	24	20.2
Principal	59	49.6
Education Field Officers	8	6.7
In Seminars & Workshops	8	6.7
Not Applicable	6	5
Total	119	100

Table 4.8 shows that, most sensitization on PA is done by the principals (49.6%) and the deputy principals (20.2%) who are followed by heads of department (11.8%). Education field officers and Seminars and workshops portion on sensitization is a tie at 6.7% while 5% of the teachers indicated that those categories of sensitization do not apply to their case.

For those teachers who are sensitized, the researcher sought to know how many times the sensitization is done per year and hence asked questions to establish the same. The responses are as tabulated in table 4.9

Table 4.9 Teachers’ response on the Number of times they are sensitized on Performance Appraisal per year

Category	f	%
Once	25	21
Twice	3	2.5
Thrice	67	56.3
More than three times	15	12.6
Not Applicable	9	7.6
Total	119	100

Most teachers (56.3%) indicated that they are sensitized three times per year which translates into once a term. This is good for laying down PA ground work.

4.7 Principals manipulation of teachers morale and implementation of Performance Appraisal

To establish how principals’ manipulation of teachers’ morale influences implementation of PA, the researcher posed items to the respondents in this fourth objective to establish how the principals manipulated the teachers in PA. The researcher asked principals the extent of support offered to teachers on PA. Their responses are tabulated in table 4.10

Table 4.10 Response of principals on the extend of principals’ support to teachers on Performance Appraisal

Category	f	%
Very highly	2	12.5
Highly	1	6.3
Moderately	4	25
Lowly	5	31.3
Very lowly	4	25
Total	16	100

The results on table 4.10 show that 56.3% of the principals indicated that low support to PA is offered while 43.8% of the principals indicated that moderate support to very high support is offered for PA.

To establish whether PA is important in the school, the researcher posed items to the teachers. Figure 4.6 shows the teachers’ responses to the items.

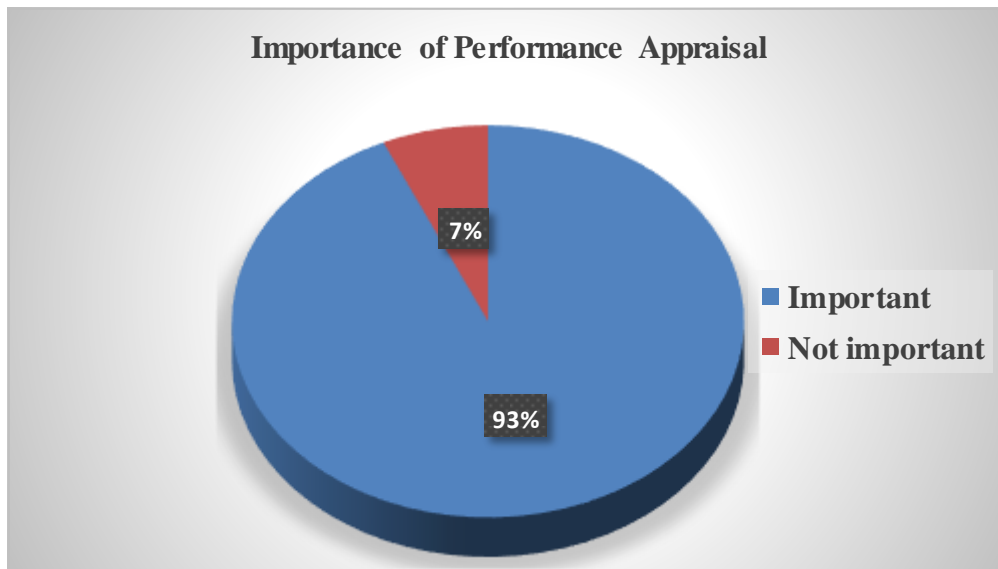


Figure 4.6 Importance of Performance Appraisal to the school

The results in figure 4.6 show that 97% of the teachers indicated that PA was important in the school which implied that it could be carried on. Only 7% of the teachers indicated that PA was not important to the school.

To find out whether PA has positive impact on various aspects of teachers in the working environments and execution of duties, the researcher posed questions to the principals to determine the same. Principals in a likert scale of 1-4 were requested to indicate the extent to which the given statements related to the impact of PA on teachers' working environment. (Strongly disagree denoted by (SD), Disagree (D), Agree (A) and Strongly Agree (SA). Table 4.11 shows the principals responses on the various items.

Table 4.11 Principals' responses on whether Performance Appraisal has positive impact on teachers working environment

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Improved academic performance	1	6.3	3	18.8	5	31.3	7	4.3
Teachers' Motivation	0	0	2	12.5	4	25	10	62.5
Teachers' career growth	1	6.3	12	75	3	18.8	0	0
Timely lesson attendance	1	6.3	12	75	31	8.8	0	0
Proper maintenance of Professional records	5	31.3	10	62.5	1	6.3	0	0
Mean Responses	2	9	8	50	3	20	3	21

The results indicated that majority (9%) and (50%) of the principals on average strongly agreed (SA) and agreed (A) respectively that PA positively impacts on the environment of the teacher and execution of duties by the teacher. It was also observed that, on teacher motivation, 62.5% of the principals strongly disagreed (SA) with the fact that PA

motivates teachers while 75% of the principals agreed that PA is necessary for teachers growth and timely lesson attendance.

The researcher also sought to find out whether the principals understood that they should play a pivotal role in implementation of PA in their schools. The results of their responses are presented in table 4.1

Table 4.12 Principals response on having pivotal role in Performance Appraisal implementation

Category	f	%
Strongly Agree	9	56.2
Agree	7	43.8
Disagree	0	0
Strongly disagree	0	0
Total	16	100

The results revealed that 56.2 of the principals and 43.8 of the principals strongly agreed and agreed respectively that they have a pivotal role to play in PA implementation if the process has to be successful.

To find out whether PA has positive impact on various aspects of teachers in the working environments and execution of duties, the researcher posed questions to the teachers to determine the same. Teachers were requested to indicate the extent to which the following statements related to positive PA impact; Where Strongly Disagree is denoted by (SD), Disagree (D) Agree (A), and Strongly Agree (SA). Table 4.13 shows the principals responses on various items.

Table 4.13 Teachers' responses on whether Performance Appraisal has positive impact on their working environment

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Improved academic performance	37	31.1	43	36.1	32	26.9	7	5.9
Teachers' Motivation	38	31.9	40	33.6	27	22.7	14	11.6
Teachers' career growth	15	12.6	54	45.4	37	31.1	13	10.9
Timely lesson attendance	24	20.2	48	40.3	23	19.3	24	20.2
Proper maintenance of Professional records	36	30.3	50	42	20	16.8	13	10.9
Mean Responses	30	25.2	47	39.5	28	23.4	14	11.9

The results indicated that majority (25.2%) and (39.5%) of the teachers on average strongly agreed (SA) and agreed (A) respectively that PA positively impacts on their environment and execution of their duties. It was also observed that, on teacher motivation, 31.9% of the teachers strongly agreed (SA) with the fact that PA motivates teachers while 33.6% of the teachers agreed (A) that PA motivates them and 45.4% of the teachers indicated that PA is necessary for teachers growth and timely lesson attendance.

The researcher also sought to find out whether the teachers understood that successful implementation of PA in their schools depends on role played by the principal. The results of their responses are presented in table 4.14

Table 4.14 Teachers response on principals' role on successful implementation of Performance Appraisal

Category	f	%
Strongly Agree	11	9.2
Agree	101	84.9
Disagree	7	5.9
Total	119	100

The results revealed that 9.2% and 84.9% of the teachers strongly agreed (SA) and agreed (A) respectively that successful implementation of PA depends on the role played by the principal. Principals should be in the fore front to lead implementation by provision of requirements and guidelines on PA.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter consists of discussion and interpretation of research findings in line with the study objectives. The general objective of this study was to investigate how principals' administrative practices influence implementation of PA in PSS in Mbooni East Sub County, Makueni County, Kenya. To achieve this general objective, the researcher collected data which sought to establish how of principals' use of relevant personnel, principals' creation of structures of PA, principals' facilitation of training for teachers and principals' manipulation of teachers' morale influence influences implementation of PA in PSS in Mbooni East Sub County, Makueni County.

5.2 Principals' use of relevant personnel and implementation of Performance Analysis

The results for the first objective, from descriptive analysis show that 93.8% of the principals and 86.5% of the teachers indicated that availability and use of relevant personnel positively influences the implementation of PA in PSS. When the relevant personnel are appointed, supervision of the implementation of PA becomes efficient since duties of execution of PA tasks are shared and the progress is efficiently monitored unlike a situation where the principal is the only person who oversees the implementation.

These findings are supported by findings in a study on Teacher Evaluation Framework in Mexico conducted by the Organization for Economic Co-operation and Development (OECD) in 2009 which noted that, as the most significant resource in schools, teachers are critical to raise education standards. Improving the efficiency and equity of schooling depends in large measure on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best. In turn, the effective monitoring and evaluation of teaching is central to the continuous improvement of the effectiveness of teaching in a school. In this respect, it is safe to say that relevant personnel for implementation of PA is

necessary for its successful implementation. The relevant personnel include teachers' immediate leaders who are the Subject Heads, HODs and Deputy Principals who should be well trained to carry out meaningful PA.

From the data collected and analyzed, 6.25% of the principals indicated that teachers are appraised by the principals, 50% indicated that the teachers are appraised by the deputy principals while 43.75% indicated that it is the HODs who appraise teachers. The teachers themselves gave similar findings with 53.8% of the 119 teachers who took part in the study indicating that they are appraised by the Deputy Principal, 37% indicated HOD as the appraiser and 9.2% are appraised by the principal. This clearly shows that the principals' use relevant personnel in the implementation of PA. The Deputy Principals do much of the appraisal followed by the HODs. Only a few Principals appraise the teachers themselves.

According to the TSC code of regulation for teachers (2014), regulation 45 provides that each Principal shall be required to submit staff appraisal reports on each teacher in the school at least once a year in a prescribed form to the TSC after being confirmed by the County Director. This shows that, at the institutional level therefore, the Principal according to the regulations is at the centre of the whole process. Deputy Principals and HODs thus assist the principals to carry out the appraisal process depending on the size of the school. Principals without substantially appointed Deputy Principals and in schools with only a few teachers can do the appraisal by themselves thus the 6.25%. It is therefore clear that most Principals in Mbooni East Sub County use relevant personnel who are Deputy Principals and HODs to carry out PA.

These relevant personnel being used in implementation of PA are facilitated for training as indicated in figure 4.1 on facilitation of appraiser for training in PA. The findings indicated that, 93.8% of the principals facilitated the appraisers for training at least yearly as given by the 50% response of the Principals while 37.5% of the Principals indicated

that they facilitated the appraisers at least once every term. This is in line with the study by Motswakae (2004) on the implementation of PMS in schools in Botswana, which interrogated the implementation of a PMS in secondary schools with the aim of suggesting factors that could contribute to its successful implementation. The teachers interviewed felt that implementation and monitoring of PMS should include continuous capacity building of teachers and the system be undertaken by a full time staff member.

This study found out that, appraisal meetings are held in most schools (87% and 68.8%) of the principals indicated that these meetings are held termly. The appraisal meetings improved implementation of PA in the schools. This is in line with OECD (2005) recommendation that appraisers need to be trained and also the TSC code of regulations revised in 2014 regulation 45 which requires principals to meet and discuss contents of appraisal report with the appraisee.

From the findings in this objective, it is clear that in Mbooni East Sub Count, principals in PSS use relevant personnel in implementing PA for teachers. These personnel include the Deputy Principals and HODs who are senior staff in the secondary schools. These senior teachers are prepared and thus made relevant in carrying out PA for teachers through training and attending appraisal meetings.

5.3 Existing structures and implementation of Performance Appraisal

Regarding the second question which sought to establish influence of principals' creation of structures for PA, the findings indicated that existing structures are positively related to successful implementation of PA. Descriptive statistics results in Table 4.5 shows that 81.3% of the principals have substantially appointed deputies and 18.3% of the principals have substantially appointed both deputies and HODs. The findings indicated that 98.3% of the teachers in various secondary schools have HODs and 73.9% of the teachers have appointed Subject Heads. This means that Principals have created the necessary structures pertinent for implementation of PA since the personnel that should aid in the

implementation process are available. This is supported by Bartlett (2000) who noted that, a well-structured PA is considered an appropriate way to bring about a better relationship between pay, responsibilities and performance.

According to TSC (2015), the principal is mandated to set and operationalize the structures including the relevant departments for effective PA. Although most principals have established the structures, the findings in table 4.6 show that majority of HODs and Subject Heads do not have functional physical offices since only 18.3% of the HODs and 6.3% of the Subject Heads had physical functional offices. Nevertheless, all the Deputy Principals (100%) had functional physical offices. Lack of physical offices limits the functionality of the HODs and Subject Heads hence this is likely to downplay successful implementation of PA.

The principals thus have created structures for implementation of PA which are necessary for its success. These structures are created in form of setting up departments with Departmental Heads assisted by Subject Heads. The Departmental Heads together with the Deputy Principal can carry out PA for teachers. The only limitation to the use of the structures was noted as the lack of functional physical offices for the officers especially the HODs and Subject Heads.

5.4 Teacher training and implementation of Performance Appraisal

The study in the third question sought to establish whether training of teachers influences implementation of PA. The findings revealed that teacher training positively influences successful implementation of PA. The results of the study in figure 4.4 showed that, 69% of the principals indicated they facilitated teachers for training on PA. This is so because PA is compulsory in all PSS and according to TSC (2015) report on implementation of PA, the principal is the key appraiser in the whole process of PA and consequently has to provide training for successful implementation. However 31.2% of the teachers said that they are never trained on PA.

On the issue of who trains teachers on PA, the results in table 4.7 show that most of the training on PA (62.5%) is done by Education field officers. The deputy principals train 6.3% of PA while 31.2% of the principals indicated that they do not facilitate their teachers for PA training. Untrained personnel are likely to lack implementation strategies which may inhibit successful implementation of PA. This is supported by Gratton (2004) in his study comprising of 40 secondary school heads in UK who pointed out that insufficient training and preparation brought about negative attitude towards PA exercise. The training needs to be offered by relevant trainers who understand the profession well as was noted by Haynes and Chamberlin (2003) that majority of Heads strongly condemned PA training program offered to them by private companies since it was irrelevant to the teaching profession. In Mbooni East PSS, most of the training is done by Education Field Officers, Principals and Deputy Principals hence the content should be relevant to the teaching profession.

Sensitization of teachers on PA is also part of training of the teachers. In Figure 4.5 results obtained indicated that, 94% of the teachers are sensitized on PA. Only 6% of the teachers indicated that they are not sensitized on the same. During the sensitization process, insights into PA, purpose and function are provided to the teachers. The results showed that this sensitization is carried out by personnel conversant with education profession and hence the information provided during the sensitization process is quite relevant. Table 4.8 showed that, most sensitization on PA was done by the Principals (49.6%) and the Deputy Principals (20.2%) who are followed by HODs(11.8%). Education field officers and Seminars and workshops portion on sensitization is a tie at 6.7% while 5% of the teachers indicated that those categories of sensitization do not apply to their case.

Frequency of sensitization was taken as a measure of effectiveness of training on implementation of PA. Most teachers (56.3%) indicated that they are sensitized three times per year which translates into once a term. This is good for laying down PA groundwork. Since teaching is dynamic as opined by Declercq (2007), the PA dynamics

need to be effectively discussed and communicated to the teachers at the onset of PA process and which is done during these sensitization forums.

In this objective thus majority of the teachers in PSS in Mbooni East Sub County are trained on PA which from the reviewed studies is essential for successful implementation of PA. This training is offered by the relevant trainers and frequently and also a lot of sensitization is done about the process. There are however some teachers who receive no training on PA in the Sub County.

5.5 Principals' manipulation of teachers' morale and implementation of Performance Appraisal

The findings on the fourth question on influence of principals' manipulation of teachers' morale revealed that manipulation of teachers' morale could positively influence successful implementation of PA. The responses showed that majority (25.2%) plus (39.5%) of the teachers on average strongly agreed (SA) and agreed (A) respectively that PA positively impacts on their environment and execution of their duties. It was also observed that, on teacher motivation, 31.9% of the teachers strongly agreed (SA) with the fact that PA motivates teachers while 33.6% of the teachers agreed (A) that PA motivates them and 45.4% of the teachers indicated that PA is necessary for teachers growth and timely lesson attendance.

The findings of this study concur with the study done by Aksal, Atamturk, Zehra and Gazi (2011) which pointed out that, PM perception can be enhanced through manipulation of teachers' morale. Analysis of the results of this study revealed that teachers in the schools with PMS needed to go through a participatory planning process to set their goals in terms of each school's individual and cultural structure. The findings of this study are in agreement with Aslam, Noor, Rasheed and Yousaf study of (2011) which found out that, continuous feedback, in-service training, employees' commitment and motivation were critical to the success of PMS. Recognition, feedback, supervisor training and participation in planning and performance review meetings by teachers could also enhance the success of a PMS system for teachers. Such involvement could make

teachers to own the PA process and hence its successful implementation unlike where there is no involvement and the morale is low causing negative attitude and resistance to the process of implementation of PA. The researcher also sought to find out the support offered by principals to teachers on PA. Results as found out in table 4.10 indicated that 56.3% of principals offer low to very low support to teachers on PA while 43.8% offer moderate to very high support to teachers on PA. Lastly, on the role of principals on PA, the results revealed that 9.2% and 84.9% of the teachers strongly agreed (SA) and agreed (A) respectively that successful implementation of PA depends on the role played by the principal. Principals should be in the fore front to lead implementation of the process by provision of requirements and guidelines on PA. Nevertheless, PA implementation has faced resistance from the teachers and the Kenya National Union of Teachers by claims that the work done by teachers cannot be easily tabulated and quantified for appraisal hence it is taken as a quest by the employer (TSC) to demoralize and frustrate teachers. Moreover, TSC (2015) says that the use of confidential reports in assessing a teacher's performance and potential has been replaced by a more modern and open assessment system where the teacher participates in his/her PA. This stand of open system in PA is likely to boost the morale of teachers because confidential reports may harbor sinister motives where the appraisee is not aware of what the appraiser has indicated about him/her.

In the fourth objective it emerged that teachers' morale was very necessary for successful implementation of PA. However, it was revealed that some principals offered very low support to teachers on PA even though the teachers agreed that PA impacted positively on performance of their duties. This low support offered could be the reason PA in the Sub County was facing problems because teachers may have a feeling that if the principals were not supporting the process, then it was not necessary.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter consists of conclusions based on the research findings, recommendations and suggestions for further research.

6.2 Conclusions

The study established that use of relevant personnel by principals positively influences implementation of PA because the personnel are aware of educational processes and know what should be appraised and how to best handle the appraisees. In Mbooni East Sub County, the Principals use relevant personnel in the implementation of PA. These personnel are the Deputy Principals and HODs. However, some schools do not have HODs and this may burden the deputy principal who has to appraise all the teachers. This may result to problems like failure to guide the teachers on how to fill the online TPAD forms and hence the reason why teachers award themselves high marks without giving evidence resulting to cancellation of their filled TPAD by the employer. The problem may even be bigger in schools where the principal is the one to appraise the teachers due to lack of substantially appointed Deputy Principal. Principals are busy with other administrative duties and hence may not have enough time to guide and appraise all the teachers properly.

The study also found that principals' creation of structures of PA positively influences its implementation because the appraisers will have a manageable number of appraisees unlike when the principal is the only appraiser. When Deputy Principals appraise HODs and the HODs appraise teachers under their departments, the implementation process flows smoothly. Thus, creation and use of necessary structures in PSS positively influences implementation of PA based on the findings of the study. In Mbooni East Sub County, the structures are made available and used in the appraisal process but majority

of the HODs lack physical functional offices for conducting the appraisal process which leads to overburdening of the Deputy Principals as they the only officers able to appraise the teachers in the school. Without the physical functional offices, the HODs may not be able to properly examine the TPAD forms filled by the teachers so that they can properly guide them where inconsistencies are noted. This may result to the problems of cancellation of TPAD forms by the employer because of such inconsistencies.

On the facilitation of training of teachers on PA, the study found that when teachers are facilitated for training on PA and well sensitized, they take PA positively and do not resist its implementation unlike when they know little about PA and resist the implementation process. Facilitation of teachers for training and sensitization in PA thus stresses its importance and creates a platform for its acceptance and hence successful implementation. In Mbooni East Sub County, some teachers are well trained and sensitized on PA but there are several teachers who are neither trained nor sensitized on PA and for such teachers it becomes difficult for them to perform their part correctly on PA process. This explains why some teachers fail to fill their TPAD forms correctly and others make mistakes which results to cancellation of their TPAD forms.

Finally, the study found that principals' manipulation of teachers' morale promotes the implementation process of PA as it was indicated that the teachers know the importance of PA to themselves and the school in general. Motivated teachers will perform their duties in line with the teaching standards and willingly accept to be appraised since they are confident on the work they have done and are certain on the impact of the appraisal report on career development. In Mbooni East Sub County, principals' manipulation of teachers moral on implementation of PA was found adequate though some principals admitted that they offered low support to teachers on PA. The lack of enough support can lead to poor implementation of PA. The teachers who are not properly supported may develop a feeling that PA is not necessary and hence the problem of teachers who fail to log into the system altogether or fail to complete the appraisal process.

6.4 Recommendations

From the findings of the study the researcher recommends that, the employer of teachers considers training a teacher in every school whose main task will be to guide and appraise the teachers. This particular teacher should be a specialist in the field of appraisal procedures and know the teaching standards well and capable of carrying out lesson observation and holding meetings with the teaching staff to discuss the successes and challenges encountered during each terms implementation process. This teacher should be directly answerable to the principal on appraisal matters and should be allocated lesser teaching load and allocated a functional physical office to enable him or her carry out appraisal duties effectively.

6.5 Suggestions for further research

First, research needs to be done to establish why the employer of teachers fails to substantially appoint Deputy Principals and HODs in all the secondary schools despite the fact that the schools have TSC employed teachers and there are many teachers who can qualify for the position. This is because of the finding that some schools only have the Deputy Principal and no HODs or the Deputy Principal is not substantially appointed hence cannot carry out some duties of a deputy principal like PA. Secondly, there is need to carry out a study on the differences in administrative practices in different PSS despite existence of same policies that guide administration of public schools. This is necessitated by the finding that some principals facilitate training of their teachers on PA while others do not.

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APPENDICES

Appendix 1: INTRODUCTION LETTER

**DOMINIC KIMEU
SOUTH EASTERN KENYA UNIVERSITY
P.O BOX
KITUI**

DATE

TO

**THE PRINCIPAL
_____ SECONDARY SCHOOL**

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

It is with humility that I seek permission to carry out research in your institution. Am a finalist student at South Eastern Kenya University taking a master of education degree in the department of educational administration and planning. I wish to carry out research on **‘Principals’ Administrative Practices Influencing Implementation of Performance Appraisal in Public Secondary Schools in Mbooni East Sub County, Makueni County, Kenya’**.

Your school has been selected to take part in the research.

Further you have also been sampled to be a respondent together with some teachers. Data collected shall be used for the current study only and will be held in utmost confidence.

Yours Faithfully

Dominic Kimeu

Appendix 2: PRINCIPALS' QUESTIONNAIRE

Important Note:

The information collected via the questionnaire will be kept private and used solely for academic purposes. All of the answers will be accepted as correct.

Instructions:

- i. Do not write your name on the questionnaire.
- ii. Please read each question carefully.
- iii. Kindly answer all the questions by ticking or filling in the spaces provided.

Section I: Use of Relevant Personnel

1. Effective performance appraisal is depended on availability and use of the relevant personnel (Kindly tick as appropriate)

Strongly agree	Agree	Disagree	Strongly disagree

2. Who appraises the teachers in your institution? Tick as appropriate.

Principal	Deputy Principal	Head of department	Other (specify)

3. Do you facilitate your appraisers to receive training on performance appraisal?

Yes No

4. If yes, how often?

Monthly	Once a term	Twice a term	Yearly	Other (specify)

5. Do you hold performance appraisal meetings with the appraisers?

Yes No

6. If yes how often? (Tick as appropriate)

Weekly	Fortnightly	Monthly	Termly	Twice a term	Other (specify)

Section IV: Principals' Manipulation of Teachers' morale and performance appraisal

12. In your own opinion, how do your teachers support the process of performance appraisal in your school?

Very highly	Highly	Moderately	Lowly	Very Lowly

13. Your teachers view performance appraisal as having a positive impact on the following; (tick as appropriate)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Improved academic performance				
Teachers' motivation				
Teachers' career growth				
Timely lesson attendance				
Proper maintenance of professional records				

14. You have a pivotal role to play for the successful implementation of performance appraisal in your school (Tick as appropriate)

Strongly Agree	Agree	Disagree	Strongly Disagree

Thank you for your Participation.

Appendix 3: TEACHERS' QUESTIONNAIRE

Important Note:

Information provided through the questionnaire will be treated with confidentiality and will be exclusively for academic purpose. All answers will be considered right.

Instructions:

- i. Do not write your name on the questionnaire.
- ii. Please read each question carefully.
- iii. Kindly answer all the questions by ticking or filling in the spaces provided.

Section I: Use of Relevant Personnel

1. Effective performance appraisal is depended on availability and use of the relevant personnel (Kindly tick as appropriate)

Strongly agree	
Agree	
Disagree	
Strongly disagree	

2. Who appraises the teachers in your institution? Tick as appropriate.

Principal	
Deputy Principal	
head of Department	

Other(specify)_____

Section II: Existing Structures

3. How many teachers do you have in your department?
4. Does your department have the following substantially appointed officers?
- Subject Head Head of Department

b) How many times in a year?

Once Twice Thrice More than three times

Not applicable

Section IV: Principals' Manipulation of Teachers' morale on Performance appraisal

10. Is performance appraisal important in your school? Yes No

11. Performance appraisal has had a positive impact on the following; (tick as appropriate)

	Strongly Agree	Agree	Disagree	Strongly disagree
Improved academic performance				
Teachers' motivation				
Teachers' career growth				
Timely lesson attendance				
Proper maintenance of professional records				

12. The successful implementation of performance appraisal in your school entirely depends on the role played by the principal.(Tick as appropriate)

Strongly Agree	Agree	Disagree	Strongly Disagree

Thank you for your Participation.

Appendix 4: WORK PLAN

Activity	Timelines in Months													
	2019							2020					2021	
	Jun	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	Jan	Feb
Drafting a Research topic and Objectives														
Writing Chapter one to three of the Proposal														
Defending the Proposal														
Corrections														
Data collection, analysis and presentation														
Presentation of the Project for Examination														
Oral Examination														
Submission of Final Report														

Appendix 5: BUDGET

Item	Cost per unit (Ksh)	total (Ksh)
Stationery (20 reams)	600	12,000
Internet (10 GB)	1,000	10,000
Printing and photocopying (20 reams)	20	200,000
Flash disk		1,000
Transport (Data collection)		10,000
Transport (to SEKU)		15,000
Binding		20,000
Digital Library Subscription		15,000
Miscellaneous		2,000
Total		285,000

Appendix 6: PERMISSION FOR DATA COLLECTION



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: E55/WTE/20388/2013

DATE: 2nd May 2019

Kimeu Dominic Mutiso
Re g. No. E55/WTE/20388/2013
Masters of Education in Educational Administration and Planning
C/O Director Wote Campus

Dear Mutiso

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled: *"Influence of Principals' Administrative Practices on Implementation of Performance Appraisal in Public Secondary Schools in Mbooni-East Sub-County, Makueni County, Kenya "*.

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

During your research work, you will be closely supervised by Dr. Janet Mulwa and Dr. Gideon Kasivu. You should ensure that you liaise with your 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 Education in Educational Administration and Planning.

Dr. Peter Njuru

Ag. Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File)
Dean, School of Education, Humanities and Social Sciences
Chairman, Department of Education Administration and Planning
Director, Wote Campus
Dr. Janet Mulwa
Dr. Gideon Kasivu
BPS Office To file



Appendix 7: NACOSTI RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/31055/30909**

Date: **26th June, 2019.**

Dominic Mutiso Kimeu
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of principals’ administrative practices on implementation of performance appraisal in public secondary schools in Mbooni-East Sub County, Makueni County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **24th June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Makueni County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. ROY B. MUTHIRA, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix 8: NACOSTI RESEARCH LICENSE

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/19/31055/30909**

MR. DOMINIC MUTISO KIMEU **Date Of Issue : 26th June,2019**

of SOUTH EASTERN KENYA UNIVERSITY, **Fee Received :Ksh 1000**

232-90300 WOTE,has been permitted to

conduct research in Makueni County

on the topic: INFLUENCE OF

PRINCIPALS' ADMINISTRATIVE

PRACTICES ON IMPLEMENTATION OF

PERFORMANCE APPRAISAL IN PUBLIC

SECONDARY SCHOOLS IN MBOONI-EAST

SUB COUNTY, MAKUENI COUNTY,KENYA

for the period ending:

24th June,2020


Applicant's Signature



Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke


REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology and Innovation
RESEARCH LICENSE
Serial No.A.25501
CONDITIONS: see back page