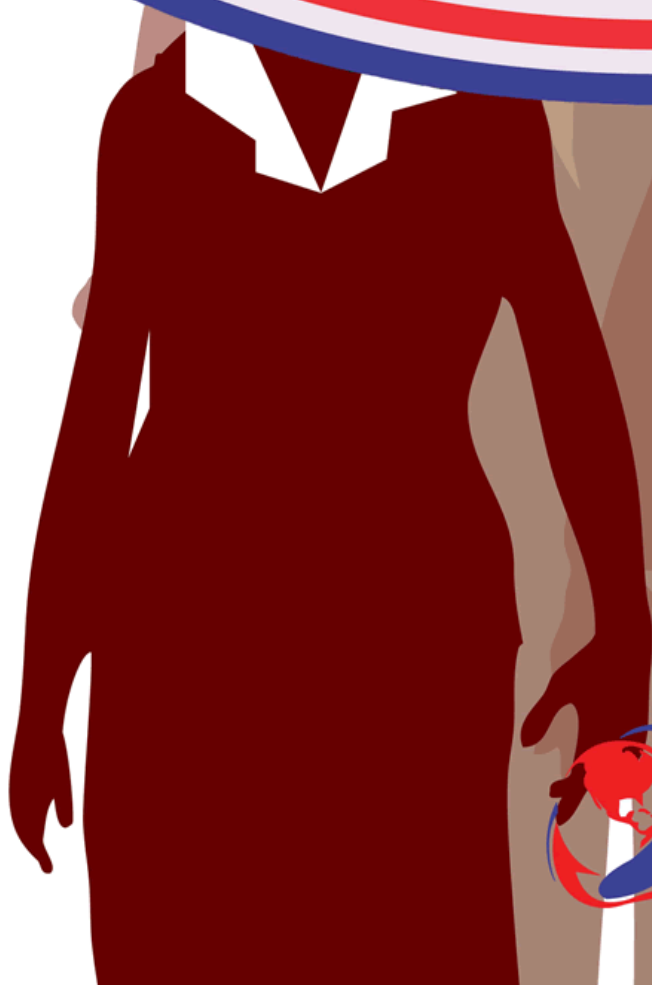


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## COMMUNICATION EFFECT ON IMPLEMENTATION OF TEACHER PERFORMANCE AND APPRAISAL IN KITUI CENTRAL PUBLIC SECONDARY SCHOOLS

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### Abstract

**Purpose:** This research project aimed at investigating the effect of communication in the implementation of the Teacher Performance and Appraisal Development (TPAD) in public secondary schools in Kitui Central Sub-County. The study was based on ADKAR model of change management.

**Methodology:** This study adopted a descriptive research design. This study targeted all TSC teachers in Kitui Central Sub-County. The schools in the county were categorized as National schools, Extra County schools, County schools and Sub County schools. This study used Multi layered sampling. The sample size was based on the ranks, that is, principal and assistant teachers. All the principals in each of the selected schools were considered in the research hence a census. The data was collected using questionnaire.

**Findings:** The findings of the study indicated that implementation of the TPAD in secondary schools had a positive relationship with communication to teachers had a positive and significant relationship with Implementation of TPAD.. The findings were supported by the literature reviewed by the study.

**Unique Contribution to Theory, Practice and Policy:** The study recommended embracing of the technology in the implementation of the TPAD. The study also recommended that proper and effective monitoring of the implementation of the TPAD across all the public secondary schools. Thirdly, the study recommended decentralization of the taskforce assigned to implementation of TPAD to the sub counties in order to get to engage the teachers at the grass root level. Finally, the study recommended more studies to identify other factors that influenced the implementation of TPAD in secondary schools in Kenya.

**Keywords:** *Communication, Teachers, Schools, Implementation.*

## 1.0 INTRODUCTION

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

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

Scheineider (2006) carried out a global research whose results reveal that more than half of the change efforts in the corporate world fail as a result of resistance. However, this has not been highly considered as a major cause, but it highly contributes to failure. The introduction of the increase in using change management strategies appropriately as well as new cooperation ways will face resistance due to uncertain outcomes and challenges in the expected results (Diefenbach, 2009).

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

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

process whereby the staff contributes to the organization during the assessment time (Mwema & Gachunga, 2014).

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

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

### **Statement of the Problem**

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

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

## **Objective of the Paper**

The main objective of the study was to establish the effect of communication in the implementation of Teacher Performance Appraisal Development in public secondary schools in Kitui Central Sub County.

## **2.0 LITERATURE REVIEW**

### **2.1 ADKAR Model**

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

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

Ability is the individuals to bring in the change and produce the expected returns. The knowledge stage is the theoretical part while the ability is the practical part involving the actual implementation of the change process. For the organization to achieve success, it has to give the employees adequate time, coach and train them as well as constant giving and receiving feedback (Prosci, 2017). The final step in the ADKAR process is reinforcement which enables the organization to guide the employees not to go back to the former ways of doing things. Reinforcement also makes the organization to be able to make the change stick and be incorporated in the culture of the organization. The organization has to look back and ensure that the employees are actually doing things in a different way (Cameron, 2016).

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

## **3.0 RESEARCH METHODOLOGY**

Research design is the scheme; plan or an outline which can be adopted to give response to a research problem Dooley (2007). This study adopted a descriptive research design. Mugenda

and Mugenda (2003) describe descriptive research design as a systematic empirical inquiring in which the researcher does not have a direct control of the independent variable as their manifestation has already occurred. To obtain quantitative data, the research used questionnaire. According to Saunders (2009), the advantage of quantitative data compared to qualitative data is the openness and ease of analysis although it is more demanding and requires more resources and time. This study targeted all TSC teachers in Kitui Central Sub-County. The schools in the county were categorized as National schools, Extra County schools, County schools and Sub County schools

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

**Table 1: Sample Size**

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

#### 4.0 FINDINGS AND DISCUSSION

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

The respondents were asked four statements about the flow of the information on TPAD to measure the extent of agreement to the statements. They were supposed to answer on Likert Scale of 1 – 5 where; 1 -Strongly disagree, 2 -disagree, 3 -neutral, 4 -agree and 5 -strongly agree. The degree of satisfaction with the statements was average of above 3 while the degree

of dissatisfaction was an average of below 3. The descriptive statistics for the aggregated responses are depicted in the table 2 below.

**Table 2: Descriptive Statistics for Communication to Teachers**

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

From the Table 2 above, the findings revealed that teachers in the public secondary schools in Kitui central were aware of the meaning of TPAD and the role of the TPAD was communicated to all teachers since an average of 3.63 and 3.23 respectively was above the satisfaction outline of 3. Further, the results indicated that the teachers were taken through a smooth transition in the introduction of TPAD and TSC always gave feedback to teachers after assessment and evaluation of the TPAD since a mean of 3.35 and 3.51 respectively was above the satisfactory margin of 3. However, the degree of satisfaction of the 4 statements differed significantly since the standard deviation of 1.294, 1.129, 1.328 and 1.226 respectively were above one. The coefficient of variation of less than 1 implied that the degree of disparity from the mean was low thus there were no outliers in the data.

#### 4.1 Regression Analysis

**Table 3 ANOVA**

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

a. Dependent Variable: Implementation of TPAD

b. Predictors: (Constant), Communication to Teachers

The findings established that there was sound awareness of the meaning of the TPAD amongst the teachers in secondary schools in Kitui Central Sub County. Moreover, the role of the TPAD was communicated to the teachers in public secondary schools.

**Table 4 Regression Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.615	.729		2.214	.031
	Communication to Teachers	.293	.102	.307	2.583	.012

a. Dependent Variable: Implementation of TPAD

The above information can be summarized in the model:

$$Y = 3.615 + 0.293x_1 + 5.7241$$

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

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

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

## 5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Summary

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



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## **5.2 Conclusions**

Findings from other studies reveal that communication is vital for the implementation of change. Hay (2009) revealed that effective and timely communications of plans and new strategies in organizations makes employees to be aware of the expectations of top management. Weinbach's (2014) found out that officer's misunderstanding and uncertainty increase change resistance.

Munjua (2012) research findings reveal that change resistance can be reduced through communicating effectively to all stakeholders and forming working groups. According to the findings of the study by Gathondu (2015) unclear communication between the management and the support staff affects the process of change management.

The study findings reveal that TSC had not fully created awareness of TPAD in public secondary schools in Kitui central sub county. This was because some of the respondents had not understood the role played by TPAD. Further, it was concluded that a smooth transition amongst the teachers was taken in the introduction of TPAD. This enabled the teachers to embrace the TPAD and use it as a means of improving the performance in their respective schools and collaboration with their employer. Moreover, the study concluded that feedback was usually given to the teachers after an assessment and evaluation of the TPAD. Constant feedback served as a motivating factor to the teachers towards the implementation of the TPAD in public secondary schools in Kitui central sub county. Finally, the study concluded that communication to teachers was positively related to the implementation of the TPAD in secondary schools.

## **5.3 Recommendations**

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

Further, since this study concentrated on the effect of; communication to teachers on the implementation of the TPAD in public secondary schools in Kitui central sub county, other studies are recommended to identify other factors that impact the implementation of TPAD.

This will enhance comparison of results and overall implementation of the TPAD in public secondary schools in Kenya.

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