

# Effective management of secondary school in Kenya through teacher performance appraisal and development (TPAD)

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**Abstract:** Performance appraisal is one of the areas institutions use to determine the potential of its employees. Performance appraisal can be defined as systematic assessment of how well employees are performing their duties relation to established standards. This paper aims to explore how management of secondary schools in Kenya can be affective through the teacher performance appraisal and development tools. The appraisal system implemented by the Kenyan government through teachers service commission is discussed in details and suggestions on how secondary schools can efficiently managed via teacher appraisal highlighted.

**Keywords:** Management, performance, appraisal and development.

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## Abbreviations:

T.P.A.D -Teacher Performance Appraisal and Development  
TSC- Teachers Service Commission  
KICD- Kenya Institute of Curriculum Development

## 1. INTRODUCTION

Management can be defined as setting the strategy to accomplish the objectives of an organization. Deslands G. (2014) defines management as the force under pressure to achieve results. In any school the main objective is to mold learners who are all round academically, morally and physically. Any parent expects good results after paying the school fees.

In Kenya the system of education is broken down in to 8.4.4 to imply 8years primary, 4 years secondary, and 4 years of university education (KICD, 2018). Primary and secondary education is classified as basic, free and compulsory (basic education act 2013). Thus the government has committed itself to implement the right of every child to free and compulsory education. The government has built schools provided resources and employed teachers through teacher's service commission to achieve this fundamental right of every child. The teachers employed by the government in secondary school has the school principal as their immediate supervisors (TSC, career progression 2017) the principal implements the teacher service commission policies as he or she is the manager of the school. Some managerial duties of a secondary principal (TSC, career progression 2017) include:

- i) Ensuring necessary instructional materials are sourced and utilized by both teachers and learners.
- ii) Co-coordinating and identification of appropriate curriculum for school to provide more opportunities for learners in the optional subjects offered in the curriculum.
- iii) Interpreting and implementing policy decisions on training, recruitment and deployment of non-teaching staff.
- iv) Managing succession in the schools
- v) Serving as the accounting officer of the school.

From the above duties management skills in schools need to be enhanced, teacher performance appraisal and development is a tool being implemented by the teacher service commission to promote management.

Section 52 of the code of regulation for teachers (2015) stipulates that commission shall administer the performance appraisal system whose purpose is to evaluate teacher's performance and promote professional development for enhanced learning outcomes.

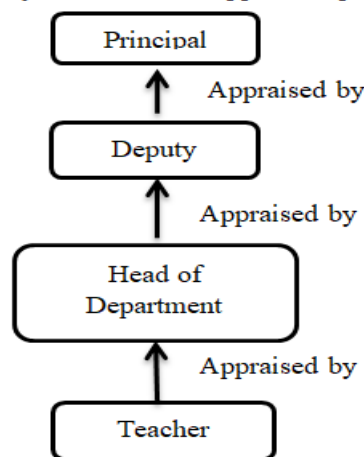
## 2. TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD)

In Kenya Teachers Service Commission is mandated to register and employ teachers on behalf of the government, section 11(f) and 35(i) of TSC Act (2012) gives TSC the power to monitor the conduct and performance of teachers. To perform this duty effectively TSC has introduced a manual and online performance appraisal system for teachers (TSC TPAD 2018).

This appraisal is compulsory for all teachers including school administrators and information uploaded to the TPAD online system, the hardcopy is retained in the teachers file at the schools level for future reference (TSC TPAD, 2018).

**The appraisal procedure in secondary schools is summarized below:**

- i) A teacher is appraised by the head of department or in his/her absence the deputy principal and the appraisal report confirmed by the principal
- ii) The head of department is appraised by the deputy principal and the appraisal report confirmed by the principal.
- iii) A deputy principal is appraised by the principal and the appraisal report confirmed by the officer assigned by the sub-county director.
- iv) The principal is appraised by the sub-county director and the appraisal report confirmed by the county director.



**Figure 1: Appraisal process**

The principal process is termly where targets are set at the beginning of each term (TSC TPAD, 2018) and rating uploaded at the end of each term per TSC set deadlines. Below is a table showing previous deadlines

Term Appraisals			
Year	Term	Appraisee DeadLine	Appraiser Deadlin
2018	TERM 1	6/1/2018	6/1/2018
2018	TERM 2	9/10/2018	9/10/2018
2017	TERM 1	5/27/2017	5/31/2017
2017	TERM 2	9/10/2017	9/20/2017
2017	TERM 3	12/3/2017	12/31/2017
2016	TERM 2	12/15/2016	12/19/2016
2016	TERM 3	2/25/2017	2/28/2017

**Figure 2: source :** (<http://tpad.tsc.go.ke/83/>)

Failure to comply with the deadline the commission may take disciplinary action against a teacher, deputy Principal or principal as per section 54 of code of regulation for teachers (2015). The data uploaded on the online and the manual form is numerical and each target is rated and scored between a numerical value of 1 and 5.

**Table 1: (source: [www.tsc.go.ke](http://www.tsc.go.ke))**

Rating grade	Rating indicator	Rating
Very good	Fully meet and exceeded target	5
Good	Fully met the target	4
Average	Met most of the targets	3
Below average	Met some of the targets	2
Inadequate	Did not meet the targets	1

There are seven teaching standards identified by teacher service commission to appraise teachers with a maximum total score of 100%. A standards is an agreed way of doing something (TSC TPAD, 2018).

The seven teaching standards are discussed here in with suggestions on how they can be used to effectively manage the secondary schools.

#### **(i) Professional knowledge and application**

This teaching standard has five targets each with a maximum rating of 5. It aims to monitor teachers on their ability to prepare professional documents such as lesson plans, schemes of work, lesson notes, and record of work among others. It also aims to monitor how teachers effectively use the professional documents prepared. If the professional documents are prepared and used the outcomes will be: Improved scores in tests, ability to apply knowledge learnt, effective syllabus coverage and general enhanced knowledge in subject area.

Through this teaching standard the head of department can set targets on how to prepare and use the professional documents. Through this the teachers will do more research and be more prepared as they teach. All the necessary professional documents will be prepared and used, the principal will have a simple time following up the teachers as there are set targets with deadlines as term of reference (Schmidt ,et.al,(2010), suggested that the maturity power of approaching deadlines increases exponentially as the deadline nears. Setting targets, preparing and using the professional document ensure that the standards are met before or on elapse of deadline. Each teacher should meet most of the target thus scoring at least 3 per target and in total 15marks since this standard has 5 targets.

#### **(ii) Time management**

This teaching standard has two targets, it aims to train teachers to manage time as they report to duty, prepare records and general record keeping. The outcome of this target can be measured in increased contact hours, improved learners attendance and improved time management. A teacher who manages his/her time well instills the same principles to the students. Bandura (1963), developed the theory of social learning that proposed that great learning occurs through observation, thus when the principal manages time well the teachers too will be good time managers and the students will pick this culture. Achieving these targets implies all set deadlines will be achieved the school principal can use this teaching standard mentor teachers to achieve the set targets.

#### **(iii) Innovation and creativity in teaching.**

This standard aims to impart the skills to use the locally available resources and improvisation. Indicators of whether the target is being achieved include evidence of use of teacher prepared learning aid and use of ICT. The school heads should provide ICT facilitates to teachers and learners. Use of ICT allows teachers and students to have access to a world beyond the classroom (Majundar, 1997). TSC target to improve learners knowledge in ICT, improve learners participation and enhance learner ability to develop their own learning materials. This standard if well implemented students will be actively involved and it will be easier to manage them. Student centered instruction focuses on skills and practices that enable lifelong learning and problem solving (Hoidn, 2017)

**(iv) Learner protection safety, discipline and teacher conduct**

This standard has 3 targets; it aims to equip teachers with knowledge of matters related to sexual, psychological, physical harassment and appropriate solutions. This standard requires every teacher to demonstrate understanding of legal provisions in education and implication of non-compliance, The principal can provide related books to refer on this legal provisions and organize seminars for teachers to be inducted on implications of non-compliance. When teachers are fully aware of this legal requirement, it will be easier to manage the student professionally. The teachers should be equipped with knowledge on how to support learner's safety while the parent should be fully involved in learner discipline. Recently teachers' service has removed from the register and published seventy one teachers for professional misconduct (TSC, 2018). If such teacher had been fully educated on the legal requirement and conduct they would not have been deregistered.

**(v) Promotion of Co-curricular activities**

This teaching standard has two targets it aims to facilitate the ability to organize guide Co-curricular and life skills learning, as the English proverb say work without play makes Jack a dull boy. Playing is so important for optimal child development and has been recognized as a right for every child (UN, 1989) .Games and sports promote National integration. Students in music festival are song of different tribes from their mother tongue; this allows such students to diverse cultures. In indoor and outdoor games the student at National level meet with student from all part of the country, where they interact promoting national integration. The principal can use Co-curricular to win the heart of the students as many enjoy playing.

**(vi) Professional development**

This teaching standard has three targets: to engage the teacher in the termly appraisal process, to involve the teacher in professional development at school level and engage the teacher in peer learning at zonal and cluster level. This standard aims to improve the professionalism of the teacher. The teacher is supposed to identify the performance gap and seek solution through professional development courses.

Effective from 8<sup>th</sup> Nov. 2017 teachers in Kenya will be required to undertake to undertake teacher professional development programs to facilitate career progression. (TSC, 2018).

The school administrators can organize for seminars and workshops where teachers can interact and acquire the required professional development.

This can motivate teacher and make it easy to manage secondary schools.

**(vii) Collaboration with parents/guardians and stakeholders.**

Meeting and organization of education community based activities that involve learners. This two targets aims at bringing all the education stakeholders together to improve the academic performance of the learner. The principal can use the class teachers to organize for class meetings that involve teachers, students and parents and use fora to discuss the performance of the learners and the way forward, learners should be given the opportunity to say which challenges they experience in school and at home.

**The TPAD tool has other fields to be filled termly, they include:****Progress record, for subject**

In this field a teacher is supposed to fill in the class performance, including the target and the deviation. The principal can use such subject performance to gauge the content delivery and advice the teacher(s) accordingly.

**Lesson attendance**

In this field, a teacher records all the number of lessons excluding public holidays and midterm break. There are columns to fill total lessons to be taught, actual lessons taught actual lessons not taught and lesson recovery and their percentages. World Bank (2013) reported that teacher absenteeism in Kenya is a big problem the report noted that the absenteeism stood at 16%. The report also indicated that for every 100 public schools teachers, 55 were in class teaching while 27 were in school but not teaching. Using this field the teacher will feel followed up and attend all the lessons as per the teaching timetable.

### Remarks Section

The teacher (appraise) is supposed to comment on the whole appraisal process and sign. The comment in the online form can only be edited by the teacher no any other person can edit as it has log in rights. In such a case the teacher can comment and make suggestions direct to the employer (TSC) on what needs to be done to improve the performance or make the appraisal process more effective.

### Arbitration

This section becomes useful in case where there is disagreement arising from the appraisal process between the teacher and the appraiser (Head of department or the deputy principal)

### 3. SUGGESTIONS ON HOW SCHOOLS CAN BE EFFECTIVELY MANAGED VIA TEACHER APPRAISAL

Teacher appraisal in Kenya is a concept that is facing criticism from teachers unions such as Kenya National Union of Teachers, who have been threatening with strike notices if the teacher service commission does not change the way it appraises teachers (Daily Nation, 12<sup>th</sup> August 2018). Many see the appraisal process as cumbersome as it require a lot of paper work but on the other hand it's the new change that many are resisting. Fullan (2006) argued that if people were asked what change meant they would use negative and positive words such as fear, danger anxiety or excitement. He continued and defined teacher development as the process to develop new insights into pedagogy and their own practice and explore new understanding. Thus it's the fear of change of doing things that many teachers have.

Teacher appraisal process will bring order and uniformity of managing school. TSC has provided a checklist of documents to be maintained by heads of institutions. These documents if maintained and accurately filled, management will be very smooth as the required data will be available and everyone will be accountable.

McGregor. D (1967) in his theory X and Y argues that employees are disinclined to work and need to be strictly controlled, theory Y holds that employees should be trusted and be empowered. The principals should be in cognizant of this theory and handle teachers as per their individual differences as there are those who can work without supervision and there are those who cannot work unless followed up.

The appraisal documents provided, gives the principal the frame work to supervise the teachers and the students. As to manage the students effectively the principal should keep the learners discipline management, guidance and counseling records as well as minor and major punishment books. This record keeping should be made public to students for them to be aware not be in bad books.

Recently in Kenya, there have been cases of school unrest, between May and July 2018, 107 cases of schools unrest were reported by cabinet secretary Education Dr. Amina Mohammed (Daily Nation 31<sup>st</sup> July 2018). In some cases students attacked teachers such as in Chalbi and Kirimara Boys Secondary schools as reported by the Ministry of Education. With record keeping of rogue students it will be easier to monitor them and counsel them appropriately.

The teachers should have a checklist and documents to be maintained and activities to be done. As per the TSC checklist teacher needs to have marked learners exercise books, learners discipline management and guidance and counseling records. These two activities directly relate on learner discipline being monitored by the teacher. When teachers and the school administration directly monitor the students as stipulated by TSC and ministry of education as in Basic Education act (2013), it will be very easy to manage the students who are the customers of the education sector. Griffin (1996) defined customer as someone who pays to receive some kind of products or services thus in education sector the students can be viewed as a customer as he/she pays school fees to receive education.

To manage teachers, the principal should follow to the letter all the professional documents to be maintained by a teacher, the principal should hold staff meeting and inform the teachers on the expectation of their employer. The principal should keep staff personnel file under lock. All this should be done with moderation the principal should understand his/her teachers and treat them with respect. Goleman (1998) connect teacher job satisfaction with Maslow's, third and fourth level of needs; that is love, respect, recognition and appreciation. Thus principals should respect and appreciate their teachers as they are the implementers of the school policies. The principal should look for financial resources and take the teachers for retreat and bench marking.

For management of resources, the principal should ensure that all the ledgers and inventories are accurately filled and he/she counter signs. The principal should make sure that all the books of account as provided for in the accounting instruction are maintained.

#### 4. CONCLUSION

Teaching is a Nobel profession that everyone has gone through as student, teachers in the world have a special day to celebrate their profession on 5<sup>th</sup> October of every year (Collin, 2014). In teacher training there is basic unit called Methods of Teaching in this unit teachers are taught how to write the lesson plans, schemes of work, record of work covered and other professional documents. The Teacher appraisal process being implemented by TSC just requires the teachers to put into practice what they were taught in training colleges so as to professionalize teaching service. Appraisal process is for the good of teachers, unions should not be seen to fight it. If fully implemented management of secondary schools will be smooth and professional thus improving learners' performance. Its only through filling the required documents and maintain them that a teacher can be said to be professional. A professional teacher will be easier to manage and he or she will assist the school management in maintain the discipline of learners.

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