

Enhancing Results-Based Performance Management System (RPMS) Practices: A Case Study of Elementary Schools in Irosin II District

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Abstract— To explore the implementation of the Results-Based Performance Management System (RPMS) in the elementary schools of the Irosin II District, the study used a qualitative exploratory case study design. A total of ten participants were selected using a targeted sample through master teachers, head teachers, and a school principal, who were directly involved in RPMS processes. The major themes were then extracted from the narratives of the participants, and these were keyed in through thematic analysis. The study showed that the initial stages of the implementation of RPMS were characterized by the processes of consulting, coordinating, and organizing RPMS-related seminars and training. The steps of communicating and getting help from teachers have proven to be the most efficient way of carrying out RPMS throughout the system, and they have also taken steps and then gotten support from different parties. One of the things that stood out was the need for a new user interface for RPMS and the quick access training period. The relevant materials containing informants' narratives in the implementation of RPMS were analyzed using thematic analysis. According to the survey, when adopting and developing RPMS, informants most frequently held consultative meetings and RPMS seminars. The results led to the recommendation that the Department of Education create local performance management teams to collaboratively review the implementing guidelines and implement capacity-building programs to guide raters through the RPMS process in order to guarantee an impartial and fair assessment of teachers' performance. In order to successfully and efficiently execute the RPMS, the Raters—Master teachers and school heads—were counseled to actively look for opportunities to improve their competences and skills through training, workshops, and seminars. Similarly, comparable studies were suggested in other Sorsogon towns to enhance teachers' RPMS implementation techniques.

Keywords— Practices, RPMS, RPMS Practices.

I. INTRODUCTION

Improving the skills of both teachers and pupils, the school system's investment in quality management can powerfully propel societal development (Yulianto, 2021). Numerous quality management systems, which guarantee the high calibre of work performed by school personnel and promote ongoing development, serve as a vehicle for this societal transformation inside the educational system. A functional organization must have performance management in place to make sure that workers' achievements are in line with the organization's goals and results-based principles (United Nations International Labour Organization, 2015).

The goal of performance improvement is to promote constructive changes in community organizations through a planned and organized process. It directly addresses the forces of change surrounding these organizations, ensuring they work consistently toward their goals and values. Consequently, there is a pressing need to enhance performance in the education sector.

Improved school performance can take various forms, all essential for overall administrative development. Key methods include survey feedback, sensitivity training, team-building, network management training, matrix management, quality of work life programs, goal management, career enrichment, and total quality management (Ahmed, 2019; Alaghbari, 2022).

To effectively implement Total Quality Management (TQM) in schools, every individual must be engaged to enhance educational quality. TQM is not merely a top-down initiative dictated by management; it is a collaborative system that requires continuous effort from all organization members to perform effectively. This involves creating a work environment that fosters ongoing improvements in quality. Quality is not a singular goal or product but a continuous process in which all members strive to improve (Skolera, 2024).

The Department of Education in the Philippines has implemented performance evaluations for educators,

who serve as learning facilitators. DepEd Order No. 2, s. 2015 provided "Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education." It was released by the Department in 2015. This order is by Civil Service Commission Memorandum Circular No. 06, s. 2012, which is known as the Strategic Performance Management System (SPMS), is designed to guarantee that employees perform in a timely, effective, and high-quality manner. The guidelines describe the procedures, standards, and methods for establishing performance goals, keeping track of, assessing, and developing plans. In order to provide Filipino students with high-quality educational services, the RPMS ensures that work efforts align with the department's vision, purpose, values, and strategic priorities.

New results-based assessment tools have been created due to the RPMS's alignment with the Philippine Professional Standards for Teachers. The Department of Education believes that implementing the RPMS reflects its commitment to monitoring the agency's and its employees' performance. This initiative aims to ensure the quality, accessibility, and relevance of basic education for stakeholders and enhance individual employee efficiencies and agency effectiveness (Manila Bulletin, 2019).

Unlike the School Report Card, the recently created Results-Based Performance Management System (RPMS) has precise accountability mechanisms. It honors the unique contributions made by staff members, teachers, and school administrators in creating and carrying out the yearly implementation plan. The Strategic Performance Management System was implemented in 2012, and the RPMS was created to deepen its link to company goals and cascade individual accountability across all levels. The RPMS offers non-school-based employees an unbiased grading method for Performance-Based Bonuses, a 2015 incentive scheme. However, rather than serving as a requirement for performance bonuses, the RPMS is intended to serve as an evaluation tool and a foundation for training and growth for school-based staff (Read, 2017).

Organizations can use various techniques to gauge employee performance in the interim efficiently. The development of employees' abilities, skills, and talents, performance enhancement, learning from mistakes and criticism, and growth promotion through goal completion and ongoing communication are all included

in this. Each of these components plays a part in the process of performance management. According to Bangayan-Manera, Vecaldo, and Saquing (2020), organizations may develop talent, improve individual performance, and overcome obstacles by evaluating their strengths and accomplishments, learning from their mistakes, and looking at growth prospects.

Dizon et al. (2018) claim that when a single rater completes assessments, there is no cross-checking or counter-checking of the ratings for successes and achievements. Bernardin and Wiatrowski (2015) advise multiple raters to lessen the impact of any one evaluator. Therefore, the head of the school and the teacher ought to be included in the rating process. The instructor should consent to sign the performance results sheet, but the primary rater should decide the final rating and have an open dialogue with the teacher.

There are many advantages to using the Results-Based Performance Management System (RPMS) effectively. Conflicts between managers/supervisors and employees are less likely to occur when performance management procedures are implemented fairly, impartially, and openly, maintaining positive working relationships. On the other hand, strained relationships present difficulties for performance management, frequently due to insufficient or badly implemented performance management procedures (Aguinis, 2019).

As the Department of Education (DepEd) works to become a learner-centred public institution, its Results-Based Performance Management System (RPMS) supports the agency's vision, purpose, and values. In order to increase access to high-quality basic education and create functional, literate Filipinos with 21st-century skills, the RPMS is a crucial intervention aiding in the fulfilment of DepEd's vision and goal. Adopting a learner-centred school-based management system and K-12 methods to improve the quality of education in public schools is made possible by this, which guarantees the strategic, responsive, and efficient delivery of HRM and development services at all DepEd levels. The measurement system is essential for monitoring individual performance and advancing general objectives. Furthermore, cascading accountabilities across the agency, its divisions, groups, and workers establish a factual foundation for performance targets. To support the ideas of performance-based tenure and incentives, the RPMS and the School Performance Management System (SPMS) are connected (DepEd Order No. 2, s. 2015).

Some teachers found the system exhausting and difficult to navigate, emphasizing ratings and resource scarcity challenges. Furthermore, some master teachers and school administrators lacked the training and experience to properly mentor teachers in this management style. Significant resource shortages existed, and teachers' negative comments on the 2015 pilot implementation showed that several thought the evaluation system was onerous, pointless, and unfair. They attributed these opinions to the RPMS's high workload. Thus, the researcher aims to address the problems encountered in implementing the RPMS. As an educator involved in the implementation process, the researcher recognizes the importance of problem-solving in achieving productivity and quality education, particularly for learners.

This study aimed to investigate DepEd personnel's opinions and experiences with the RPMS. In order to help school administrators and master teachers improve their evaluation techniques and feedback systems and raise teacher performance, it aims to give a thorough grasp of teachers' assessments of the program's implementation within DepEd. This situation inspired the researcher to carry out this study to improve the methods used by primary schools in the Irosin II area to apply the RPMS. The research offers recommendations for implementing RPMS effectively in the said district, assisting public school teachers in preparing their Means of Verification (MOVs) during the rating period. Additionally, the study aims to inform relevant authorities on how to support better teachers facing challenges during the RPMS preparation and evaluation phases.

In order to develop a more manageable and less stressful evaluation system for teachers, this research is anticipated to have a significant impact on the field of education by opening the eyes of those in positions of authority, especially those in the Human Resource Department of the DepEd of Sorsogon Province, Irosin II district committee of evaluation. Ultimately, this will assist the students by ensuring that teachers are emotionally, cognitively, and physically ready for RPMS implementation. The study specifically aims to determine the practices of informants in the implementation of the Results-Based Performance Management System (RPMS).

II. METHODOLOGY

The qualitative approach was utilized in this study to inquire into the different approaches that primary

schools in the Irosin II District have taken to implement the Results-Based Performance Management System (RPMS). The objective was to reveal the unseen complexities and difficulties of the RPMS via interviews with a total of ten people: four senior teachers, two school managers, and four deputy leaders. Only those who have experience in RPMS and are acquainted with papers on the subject were invited to participate in the study. The information shared by these people resulted in a deeper explanation of the processes of RPMS implementation.

The authors of the paper made sure that ethical considerations were followed by getting consent from the participants before conducting the interviews and making the participants aware of their rights and the study's objectives. The interviews were done in places of the participants' choosing. The research used an unbiased interview guide. The interview guide, which consisted of open-ended questions, was the main data collection tool. The interviews covered issues on RPMS implementation, school manual creation, and its evaluation. The investigator consulted a mentor to adjust the questionnaire towards better accuracy and consistency.

The data was acquired by conducting open-ended interviews from November 3 to November 23, 2024. The researcher worked with the participants to find the most suitable time to interview them, utilizing thematic analysis for interpretation. Focus group discussions were conducted to gather ideas for the development of a guidebook to support RPMS practices. The transcriptions were used to look up quotes and determine the themes of the input. Data was coded to find the various themes.

III. RESULTS

With the Implementation of the Results-Based Performance Management System (RPMS), as outlined in DepEd Memorandum No. 42, s. 2015. Teachers are required to fulfil performance requirements that are in line with the Philippine Professional Standards for Teachers. Consequently, teachers, school heads, and master teachers have undertaken various effective practices to implement the RPMS successfully in both elementary and secondary schools. However, during its institutionalization, educators encountered several challenges that hindered the achievement of its goals and objectives. These challenges included a lack of time, an overwhelming amount of paperwork, insufficient

training and seminars on RPMS, and other obstacles experienced by the informants.

In response to these challenges, the researcher identified the most common practices employed by educators to fulfil the educational goals of the RPMS. Using an interview guide questionnaire, the researcher discovered several practices among the informants in adopting and establishing the RPMS. These practices were categorized into two sub-themes: conducting consultative meetings with teachers and undertaking seminars, training sessions, and workshops on the RPMS.

A. Conduct a Consultative Meeting with Teachers.

The responses from the informants clearly indicate that one of the common practices undertaken by master teachers and school heads is conducting orientations for teachers regarding the implementation of the RPMS. This is evidenced by the following statements:

“Bag-u magbatog an school year nagpapagahoy ako meeting para pag-iristuryahan nan magkamay-on na kami o sira san plano sa mga Key Result Areas (KRAs), Objectives and Indicators para guided na sira san mga dapat mahimo nan dapat ma develop sa mga bata sa taon na yon”. (Informant 1)

[Before the school year starts, I call a meeting to discuss and make plans for the Key Result Areas, objectives, and indicators. This way, they know what to do and what to teach the kids that year]

“The most common practice and activity we do in terms of RPMS implementation is the organization of meetings or orientations” (Informant 2)

“Bilang rater sa aming mga kaguruan, nagsasagawa kami ng pagpupulong tungkol sa RPMS tool na gagamitin ng mga guro. Ito ay mahalaga sa mga guro na malaman kung ano talaga ang mga dapat gagawin at epe-prepare na documnets kasi iyon talaga ang pinakamahalaga”. (Informant 3).

As a result of our teachers ' work, we conducted an orientation regarding the RPMS tools teachers can use. It is important for teachers to be aware of what needs to be done and what documents to prepare because those are the most important.

“Para maipaliwanag nang tama at mainform ang mga guro tungkol sa RPMS , isa sa ginagawa namin ay magkaroon ng FGD o Focus Group discussion,dahil dito

hindi na sila nalilito kung ano-anong mga dokumento ang maaring ilagay. ”(Informant 4)

One way we explain and inform teachers about the RPMS correctly is to hold FGDS. Because of this, they are no longer confused about which documents can be included.

“One of the practices we always do is conduct school orientation or meeting regarding RPMS, especially if there are changes along its implementation”. (Informant 5)

"Ang isang collaborative meeting ay ginagawa upang ipakita at talakayin ang isang malinaw na pagtatakda ng layunin kung bakit ginagawa ang RPMS at hikayatin ang mga guro na gumanap nang mahusay upang makamit ang nais na resulta ng pagganap”. (Informant 6)

[A collaborative meeting is done to present and discuss clear goal setting, why RPMS is done, and motivate teachers to perform well in order to achieve the desired performance outcome]

“We conduct a meeting on Performance Mid-Year Review and Evaluation”. (Informant 7)

“Ratees and raters held a consultative meeting to inform them on the RPMS”. (Informant 8)

“There is a consultative meeting before we start its implementation”. (Informant 9)

“Sa simula ng school year, ang aming paaralan ay nagsasagawa ng planning meeting para talakayin ang Key Result Areas (KRAs), Objectives and Indicators. Nagbibigay-daan ito sa mga guro na linawin ang mga inaasahan, makatanggap ng feedback, at maunawaan ang kanilang mga tungkulin sa pagkamit ng mga layuning ito”. (Informant 10) [At the beginning of school year, our school conducts planning meeting to discuss Key Result Areas (KRAs), Objectives and Indicators. Teachers can clear their doubts, get their queries answered, and also be familiar with their duties in meeting the said targets.]

Respondents seem to consider consultative meetings an essential part of implementing the RPMS. This suggests that conducting meetings and orientations is more of a regular event that the informants perform to establish the RPMS program successfully. These gatherings help ensure that teachers know the necessary documents to prepare, particularly regarding the Means of

Verification, which will be evaluated and used as the basis for their performance ratings.

B. Undertake seminars and training, as well as a workshop on RPMS.

The responses from master teachers and school heads indicate that strengthening seminars, Learning Action Cell (LAC) sessions, and workshops can significantly enhance teachers' understanding of the concepts related to the adoption of the RPMS. These activities are recognized as key practices within the school. The following responses further illustrate this:

"We conduct Training and workshops about the adoption and implementation of IPCRF (Informant 1)

"Sa pamamagitan ng seminar, nalalaman ng mga guro kung ano ang tungkol sa RPMS, lalo na sa paghahanda ng mga dokumento ng RPMS at ang mga binagong tool na ginagamit ng mga guro." (Informant 2)

[Through the seminar, teachers are informed about RPMS, specifically in preparing RPMS documents and the modified tools the teacher uses.]

"Prior to the commencement of classes, all teachers participate in a Learning Action Cell (LAC) session to collaboratively develop their performance commitments for the academic year (3)

"Ang pag-implement ng RPMS sa loob ng isang paaralan, lalo na sa pagpapalano at pangako sa performance, ay karaniwang kinabibilangan ng mga sumusunod na gawain: seminar na nakabase sa paaralan." (Informant 4)

[The implementation of RPMS within a school setting, particularly in performance planning and commitment, typically involves the following practices: a school-based seminar]

"Inihimo an LAC session nan seminar para e discuss san malinaw an mga layunin, kun akay inihimo an RPMS nan para e encourage an mga teachers na magpursige para maging daanis nan makuwa nira an pinaka goal nira lalo na sa mga bata". (Informant 5)

[A LAC session and seminar are done to present and discuss clear goal setting, why RPMS is done, and motivate teachers to perform well in order to achieve their primary goal for that school year, especially for the children]

"We conduct school-based LAC sessions to allow teachers to clarify expectations, receive feedback, and understand their roles in achieving these goals" (Informant 6) "We conduct a workshop" (Informant 7)

" Daanis talaga an may workshop lalo na sa mga baguhan na mga teachers , mas naiintindihan nira kun nanu an RPMS, naaraman nira mag accomplish ng mga form related dd nan nakakuwa sira tips on what and how to prepare the needed documents and how they will rate by their rater." (Informant 8)

[Workshops on the RPMS are excellent, especially for new teachers, because they better understand it. They learn how to fill out the forms related to it and get tips on what documents to prepare and how their rater will rate them.

" Mayroon kaming orientation at workshop tungkol sa RPMS". (Informant 9)

[There is school orientation and workshop on RPMS]

"Mahalaga ang paglilinaw sa mga paraan ng beripikasyon ng mga dokumento sa RPMS. Kaya, nagsasagawa kami ng mga seminar tungkol dito". (Informant 10)

[Clarifying modes of verification of documents is important in RPMS. So, we conduct seminars on it.]

IV. DISCUSSIONS

With the RPMS implementation as outlined in DepEd Memorandum No. 42, s. 2015. Educators must meet performance standards anchored in the Philippine Professional Standards for Teachers. Consequently, teachers, school heads, and master teachers have implemented various effective practices to implement the RPMS successfully in elementary and secondary schools. However, during its institutionalization, educators encountered several challenges that hindered the achievement of its goals and objectives. These challenges included a lack of time, an overwhelming amount of paperwork, insufficient training and seminars on RPMS, and other obstacles experienced by the informants.

In response to these challenges, the researcher identified the most common practices employed by educators to fulfil the educational goals of the RPMS. Through an interview guide questionnaire, the researcher uncovered several habits on the part of the informants in setting and instituting the RPMS. The habits were sorted into two

sub-themes: holding consultative meetings with teachers and organizing seminars, training sessions, and workshops on the RPMS.

A. Conduct a Consultative Meeting with Teachers.

The participants confirmed that master teachers and school heads often conduct orientation for teachers on implementing RPMS. It was also mentioned that through consultative meetings, many school heads could pass information among the schools, that are the means of spreading the RPMS within the area. This indicates that meetings and orientation are some of the most common strategies the participants have in their arsenal to implement the RPMS program successfully. Apart from other things, these events would also communicate to the teachers the necessary documents they should prepare, particularly the Means of Verification that will be assessed and used as a basis for their performance ratings.

The outcomes resonate with Gecolea's (2019) study, which tackled the participants' adherence to RPMS guidelines. The particular case was a specific teacher district of Calamba. However, the action plan was developed as a general way to solve the problems of failure in implementing the RPMS and teacher ineffectiveness. In their work, the participants realized they needed a series of orientations to understand the RPMS well.

Maimela and Samuel (2016) stress that performance management strategically aligns individual and personnel needs to company goals. This process involves collaboration between supervisors and staff to achieve these goals (Mone, 2018). Their roles should be more clearly understood by implementing the best performance management system. Performance results are improved by creating a professional growth environment by providing technical assistance and suitable actions. Ensuring that employees, line managers, and other management teams take the required actions to fulfil organizational targets is one of the main objectives of a performance management system. This can be accomplished through training. Therefore, the Results-Based Performance Management System (RPMS) would significantly increase teachers' understanding of the RPMS as a tool for self-assessment and improve their effectiveness as educators if implemented along with a comprehensive implementation orientation, simplification, accuracy, and a move toward a paperless system.

B. Undertake seminars, training, and workshops on RPMS.

The responses from master teachers and school heads indicate that strengthening seminars, Learning Action Cell (LAC) sessions, and workshops can significantly enhance teachers' understanding of the concepts related to the adoption of the RPMS. These activities are recognized as key practices within the school as revealed in the study of Catologo and Doromal (2022), who evaluated the degree of RPMS application in a few Philippine schools. Overall, their results showed high RPMS implementation, with differences according to assessor rank and school categorization. In order to ensure high-quality implementation for social transformation, the Department of Education recommended the establishment of cluster performance management teams, a review of the Implementing Guidelines, and the provision of technical assistance training. Therefore, an enabling framework for RPMS training is also required to guarantee that personnel can achieve their committed goals. It is a method of evaluating each person's performance against predetermined standards and providing guidance for both professional and personal development (Gichuki, 2015). As a result, the school administration should provide teachers and school leaders with training and tools to better understand and apply the system effectively.

To promote the successful implementation of the new system and contribute to social change, the department should also consider creating cluster performance management teams, revising the implementation guidelines, and offering technical assistance training. As per the review of the action research theory by Creswell and Clark (2017), the vital role of the strong partnership between teachers and school leaders is the establishment of a sense of empowerment, which is parallel to the nature of RPMS, and the participatory approach where everyone's involvement is necessary.

V. CONCLUSIONS AND RECOMMENDATIONS

The adoption of the RPMS in the Department of Education has allowed the educators in this institution to have a good grasp of what the system entails. Consequently, they have become successful at it. From the respondents' end, it is obvious that regular meetings and training have been the functions that have been achieved the most to clarify the purpose of the RPMS. They have been most helpful in clarifying what is required and the commitment to the RPMS. However, a lot of the educators complained of too much paperwork,

not enough training, and not enough time. Consequently, the primary requirement for a professional community is that the teachers should be equipped with the tools to understand the RPMS system. This factor can only bring about improved educational results. One of the best strategies to rapidly have a hundred percent implementation is that the Department of Education adopts capacity building that is continuous and fits the current needs of the educators. Nevertheless, the most important thing is to put in place a coherent and student-centred system with the aim of minimizing the bureaucratic workload.

Moreover, a dedicated, user-friendly, and playful system will be key to the achievement of the RPMS's main objectives. Moreover, Schools should focus on regular consultative meetings as they provide room for open communication and personal as well as group collaboration among the staff; Their gathering and the activities that mainly support the goals of the program will be the determining factor for program success. Also, to bridge the gap, we need experienced mentors who will train the new RPMS educators on the need to develop a mentoring system that will cause interaction, understanding, and adaptation. If a school follows all the above recommendations for implementing RPMS, at the end of the day, we will not only achieve our goals, but we will also have the system in place, defined simply as a school that is performing highly. To improve the sustainable use of RPMS, it is suggested that the Department of Education must come up with an approach that is frequent, relevant, and also adjustable in training.

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