

**INFLUENCE OF PERFORMANCE APPRAISAL ON TEACHERS'
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN HOMA BAY
SUB – COUNTY, KENYA**

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Requirements for the Award of Degree of Masters of Education in
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DECLARATION

This research project is my original work and has not been presented for award of degree in any other university.

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DEDICATION

This research project is dedicated to my beloved wife Nancy Atieno and my supportive mother Mrs. Pelesia Atieno

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ABBREVIATIONS AND ACRONYMS

BOFESETE	Botswana Federation of Secondary Teachers
BOSETU	Botswana sector of Education Trade Union.
CD	County Director
CSO	Curriculum Support Officer
JCL	Junior Certificate Level
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MOEST	Ministry of Education Science and Technology
PC	Performance Contract
PM	Performance Management
PMS	Performance Management System
SCDE	Sub – County Director of Education
TPAD	Teacher Performance Appraisal Development
TSC	Teachers’ Service Commission

ABSTRACT

The purpose of the study was to determine the influence of Performance Appraisal on teachers performance in public primary school in Homa Bay Sub County, Homa Bay county, Kenya. The study was set to achieve the following objectives; to examine the extent to which appraisal of teachers' professional knowledge and application, time management, innovation and creativity in teaching of teachers as well as learners' protection, and safety influence teacher performance in public primary schools. The study was guided by Performance Appraisal Model and it applied a descriptive survey research design. The target population was drawn from 60 public primary schools with 60 head teachers, 60 Deputy head teachers and 460 assistant teachers. The study sample comprised of 30 percent of the entire public school population that were sampled using stratified proportional sampling based on the educational zone. Selection of head teachers and deputy heads, census sampling method was used to select all the 18 head teachers and their deputies in every sampled school. Teachers were sampled using simple random sampling to obtain five assistant teachers in every sampled school, consisting of 90 assistant teachers. The study adapted questionnaire and document analysis guide for data collection. The study findings showed that appraising teachers' professional knowledge and application ensured that teachers were fit to execute instructional role as mandated by the ministry of education and their employer TSC. The data collected for the study revealed that appraisal of teachers' time management improved the contact time between teachers and learners as well as increasing instructional time, which in turn improves both the teachers and the learners' performance. The findings from the study showed that teacher performance appraisal help teachers to improve in creativity and innovation during the instructional process, though, the use of ICT in teaching was still lagging behind. The findings implied that some teachers were now able to access learning materials from the internet and utilize other creative options for innovative teaching and learning aids which translates to increased performance that, the appraisal on learners' protection and safety has increased teachers' performance on safety awareness strategies for the learners in schools. Conclusions were that teachers' professional knowledge and application are high among the teachers. That, appraisal of time management greatly influences performance among the teachers. The appraisal of innovation and creativity in teaching varies considerably among teachers. That, learner protection, and safety influence teachers performance. The study recommends that the TSC should help train head teachers and deputies on how to assess teacher performance so as to offer appropriate professional knowledge. The researcher recommends a further study on the influence of performance planning on the teacher performance appraisals.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Organizations should ensure proper development of human resource for adequate performance of the organization. Performance appraisal (PA) is the primary strategy to ensure human resource development. Performance Appraisal entails performance review, employees' appraisal, performance evaluation, employee rating merit evaluation or personnel rating help management supervise employees (Dorothy & Bonn, 2017). According to Ahmad, (2007) and Ahmed and Bujang, (2013), in every organization employees' plays vital roles in determining its survival, the employees are the engine of the organization in demand and expectations of the clients (Ahmed & Bujang, 2013).

Rusli Ahmad (2007) quoted by Ahmed and Bujang, (2013) define performance appraisal as the process of evaluating employees behavior as a reciprocal process or using matrix perspective and not as a direct process. Aguinis, (2009) Dorothy and Bonn (2017) also define performance management as a continuous process of educating, measuring and developing the performance of individuals and a aligning with the strategic goals of the organization. According to Hult and Edson (2016), Teacher Performance Appraisal and Development (TPAD) is an open appraisal system allowing teachers in primary and secondary schools to participate in evaluating their own performance and initiate their professional development.

Researchers and practitioners have been interested in measuring human performance for a long time (Millers, 2009), as quoted by Iraki, (2013). This has led to popularity of performance appraisal in the learning institutions as a systematic process of determining the merit and worth of a teacher's current performance and estimating his/her potential level of performance with further development (Mwangi, 2006) as quoted by Iraki, (2013).

Performance appraisal was adopted in New York City by the Civil Service in 1883. During the First World War I, Walter Dill Scott, army adopted the "Man to Man" rating system for evaluating military personnel's. Between 1920 – 1930 the industrials units adopted the rational wage structure for hourly payment of workers. After the World War I most of the large organizations especially those in business field had already adopted performance appraisal Murlins, (2005), as quoted by Alube (2015).

Robert, (2014) conducted a study to examine the views of administrators and teachers on performance appraisals among schools in Canada and found that the administrators were not extensively trained on monitoring and supervision of the teachers' performance appraisal. The few trained did not find the exercise useful. Most of the administrators said the TPAD had substantially contributed to effective teacher performance.

In UK, Down, Chadbourne and Hogan 2000 quoted by Mulefhi (2015) suggested that the education sector experienced rapid implementation of raft of initiatives to restructure the way in which the work of both schools and teachers is defined and managed. They also observed that the raft of initiatives is a factor that has increased accountability and productivity of teachers work

in the evaluation of teacher performance. Through these initiatives the government is able to assess the performance of teachers in public schools. Down et al, (2000) and Mulefhi (2015) observed that the same trend is also reflected in some of the African Countries like South Africa, Botswana and Kenya. In South Africa, teachers' performance appraisal was a subject of debate in 1994 to discuss the teachers' performance. It was realized that it was necessary to introduce and implement educational system with guiding principles of appraisal instrument. Mulefhi (2015) further stated that the conference resolved that the new appraisal system was to be based on various principles.

The principles dictated that teachers to be involved in negotiations of procedure and criteria's of appraisal, process to involve peer review, it should be oriented towards development rather than judgment, availability of resources it should be conducted in a democratic manner. Monyatsi, Steyn & Kamper, (2006) as quoted by Molefhi, (2015), the resolutions from the conference contributed to South Africa teachers' appraisal system which ensured all stakeholders took part and resulted to placing performance of individual teachers and schools as critical aspect of performance.

In Botswana performance management system was adopted due to poor state of affairs of the Country especially on service delivery and productively which is wanting (Republic of Botswana, 2003 as quoted by Mulefhi, 2015). According to Goddard and Emerson (2016) evaluation of key issues related to creation of poor service delivery like; inadequate planning and management of projects that led to non-completion of some projects, lack of efficiency in

resource management hence wastage. Most of the ministries were found to be lacking strategic plans to effectively implement and facilitate and even review national development plans. According to Sherin and Drake (2014) the main objective of PMS model was to change management framework and provide planning that is linked to the (NDP) and budgetary process. It also focused on the effort of the public service in order to achieve the National, Vision and goals.

In Kenya the performance contracting (PC) was introduced in 2003 by the government who wanted to improve the performance in regard to economic recovery strategy for wealth and employment creation (2003 - 2007). In 2005 Teachers Service Commission revised the code of regulation which changed the policy of confidential to open appraisal system where the teacher in question is involved. According to Teachers Service Commission Corporate Communication Division (2016) quoted by Dorothy and Bonn (2017), state that in learning institutions performance management is systematic process of improving an institutions performance by developing individual and team targets. Teachers Service Commission started rolling out the performance contracting for head of institutions in January, 2016 and teacher's performance appraisal and development (TPAD) for all teachers in public schools in the whole country. The Performance Contract (PC) and Teacher Performance Appraisal Development were the performance tools used to improve the quality of teaching and learning in public schools.

Teachers enhance their professional knowledge and application through preparation of schemes of work, lesson plan and lesson notes which translates in their instructional performance. According to Adler (2015) and Iraki (2013) appraisal helps to improve productivity among employees especially teachers. According to Dorothy and Bonn (2017), the reforms are purposely to build a performance oriented culture and instill accountability in public learning institutions, while the Kenya National Union of teachers (KNUT) and her counterpart Kenya Union of Post Primary Education (KUPPET) were strongly opposing the policy as an ill move to frustrate the teachers.

Effective time management helps teachers execute their role in the teaching and learning process in schools. Okelo, Odongo and Jairo (2017) affirmed that time management was the primary contributing factor to lagged curriculum implementation. Dorothy and Bonn (2017) further state that the Teacher Service Commission annual report 2015 – 2016, Performance Contracting and Performance Appraisal System are part of broader public sector reforms aim at improving efficiency and effectiveness geared towards achieving the objectives of the commission. Dorothy and Bonn further institutionalized and rolled out the Performance Contracting and Teachers' Performance Appraisal and Development tool to monitor the conduct and the performance of teacher as provided in the performance management in section (11) (f) of Teachers' Service Commission Act and code of regulation section 52. Teachers' creativity and innovation is an effective element for the mastery of the content. According to Padmanaham (2001) quoted by Atieno (2014), effective teaching

and learning needs teachers to effectively innovate and improvise locally available resources as learning aids.

Moreover, in ensuring safety and protection of learners TPAD stipulates that the school administrators are charged with the responsibility of by ensuring adequate clean and well maintained latrines as this would reduce chances of pupils contracting disease which may lead to their absenteeism which can hinder their performance (Njoki, 2018).

Teachers Service Commission Corporate Communication Division, (TSC, 2016) states that Teachers' Service Commission Officers at the counties led by County Directors (DCs), Sub County Directors (SCDs) and Curriculum Support Officers (CSOs) will act as the supervising agents. The main roles of the supervising agents is to monitor and evaluate the head teachers in the primary and Principals in Post Primary Schools implementation of Performance Contracting and forward their reports (Muhia, 2015).

According to Mwangi (2006) Blomeke & Delaney (2012) and Njoki (2018), assessment of teachers' professional competence requires close supervision of extensive pedagogical content knowledge, better problem solving strategies, better adaptation for diverse learners, better decision making, better perception of classroom events, greater sensitivity to context, and greater respect for students.

In Homa bay Sub County, Homa bay County teachers complains of the tools to be time wasting. The administrators also view it as the resource and time wasting as it makes no impact on performance of teachers in classrooms.

1.2 Statement of the Problem

Performance appraisal has an effective impact of teacher performance as a tool to determine educational outcome while the present study will use performance appraisal guide already developed by the Teachers Service Commission. Despite the significance of teacher appraisal, critiques argue that it does not live up to its expectations of adding impetus to the quality of teaching which ultimately manifest in terms of improved educational standards because of how it is carried out. One can further posit that teacher's appraisal is more of fault finding than advisory. This paints a negative picture on the side of those charged with the responsibility of appraising teachers thereby creating bad blood between teachers and those charged with the responsibility of conducting appraisal. This poor relationship creates resentment among teachers as they view inspectors as fault finders.

Previous scholars have made different considerations on the influence of teacher performance appraisal showing variant outcomes. For instance A study conducted by Joash, Ajowi and Aloka (2017) on the influence of teacher performance appraisal of effectiveness in curriculum evaluation. Again, Gichuki (2015) did a research on teachers perception on the performance appraisal system effectiveness in public secondary schools in Naivasha and Gilgil Districts. Also, Alube (2015) did a research on factors influencing the implementation of appraisal systems in Homa-Bay constituency. The current study sought to examine the influence of TPAD on teachers' performance in public primary schools in Homa bay Sub County, Homa Bay County, Kenya.

1.3. Purpose of the Study

The purpose of the study was to determine the influence of Performance Appraisal on teachers performance in public primary school in Homa Bay Sub County, Homa bay county, Kenya.

1.4. Objectives of the Study

The study was set to achieve the following objectives;-

- i. To examine the extent to which appraisal of teachers' professional knowledge and application influence teacher performance in public primary schools in Homa Bay Sub- County.
- ii. To establish the extent to which appraisal of time management influence teacher performance in public primary schools in Homa- Bay Sub-County.
- iii. To identify the extent to which appraisal of innovation and creativity in teaching of teachers influence teacher performance in public primary schools in Homa- Bay Sub- County.
- iv. To examine the extent to which appraisal of learner protection and safety influence teacher performance in public primary schools in Homa- Bay Sub- County.

1.5. Research Questions

The following were the research questions;

- i. How does appraisal of teachers' professional knowledge and application influence teacher performance in public primary schools in Homa Bay Sub- County?

- ii. To what extent does appraisal of time management influence teacher performance in public primary schools in Homa Bay Sub- County?
- iii. How does appraisal of innovation and creativity influence teacher performance in public primary schools in Homa Bay Sub- County?
- iv. To what extent does appraisal of learner protection and safety influence teacher performance in Public Primary Schools in Homa Bay Sub- County?

1.6. Significance of the Study

The finding may help the teachers' employer (Teachers Service Commission) on improving the gaps in its policy to suit the needs of her employees. The Ministry of Education will also benefit from the finding as it may provide a lasting solution for every now and again misunderstanding between TSC and teachers unions KNUT & KUPPET on the implementation of the PC and TPAD in public learning institutions. The school administrators may learn from this study better ways of appraising the teachers in order to achieve teachers' satisfaction. A satisfying TPA may effectively improve performance of the teachers and eventually students' performance. The teachers in Homa Bay Sub County may also benefit as they may be enlightened on the importance of PC & TPAD for improvement of their competency. The study findings, conclusions and recommendations may form a platform for future scholars to further the gaps created by the study.

1.7 Limitation of the Study

According to the Webster, Iannucci and Romney (2002) and Iraki (2013) established that respondents tend to over rate themselves on positive traits. It was not possible to control the attitudes of the respondents. Members and respondents who tended to give socially acceptable answers to please the researcher and this would have affected the validity of the study. To mitigate this limitation, the respondents were assured of confidentiality of their responses.

The researcher did not get enough time to move to various schools for interview or distribution of questionnaires following time scheduled at the workplace. Again, the researcher did not have enough funds for carrying out the research in all the public primary schools in the sub-county. Thus the researcher sampled some schools as representative population instead of visiting all the schools.

1.8 Delimitations of the Study

The study was carried out in Homa Bay Sub County leaving out other sub-counties in Homa Bay County. The target population of the study consisted of teachers, Deputy Head teachers and Head teachers of public primary school leaving out their counterpart in private schools because of the difference in administration.

1.9 Basic assumptions of the Study

The basic assumptions of the study were as follows:

- i. Teachers in public primary schools are evaluated based on the TPAD guideline in the Homa Bay Sub County;
- ii. The respondents sampled to participate in the study were cooperative and give accurate answers.
- iii. The respondents had adequate information.

1.10 Definitions of Significant Terms

The following terms are defined as used in the study;

Evaluation refers to the process of judging a teacher's performance based on established criteria to bring about change in behavior of those receiving the information.

Perception refers to the day – to day sensory experience of teachers as for the use of TPAD or Performance Contract (PC) tool

Performance appraisal refers to the systematic process of determining the merits, values and worth of a teacher's current performance and estimating his/her potential level of performance with further development.

Performance contract refers to a document signed between an employer and an employee to gauge the competency of an employee on his/her profession.

Performance management system refers to a tool used to gauge the competency of the workers teacher in their profession.

Professional development refers to activities to enhance professional carver growth and teaching competency.

Public primary school refers to a school that is maintained at public expenses for the education of children of a community or district and that constitute a part of system of a free public education of primary schools.

Teacher evaluation refers to the process of determining how well a teacher has or fulfilling his/her teaching tasks by using a variety of data collection

Teacher Performance Appraisal Development refers to a tool used to gauge the competency of teachers in their professions.

Teacher performance refers to what the teacher does on the job, performance depends upon the teacher's competence abilities and talents on the teacher's work.

1.11 Organization of the Study

The study is organized into five chapters. The first chapter covers; background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definitions of significant terms and organization of the study. The second chapter consists of the literature review which consists of the; concept of Teachers' Performance Appraisal and Development, influence of teachers professional knowledge, creativity and innovation, time management, and learner protection and safety on teacher performance, as well as the theoretical framework and finally the conceptual framework. The third chapter covers research methodology which included research design, target population sampling size and sampling procedures, research instruments, for data collection and data analysis procedures. Chapter Four consists of data analysis, and discussions of the findings. Chapter Five covers summary of the study, conclusions and recommendations. Suggestions for further research were also presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature. It highlights effects of Teachers Performance Appraisal on teachers' time management, professional knowledge and application, learning teaching, learner protection, safety discipline and teachers conduct and the teachers' attitude on the use of the tool on them. Also the conceptual and theoretical frameworks guiding the study will be presented.

2.2 Concept of Teachers' Performance Appraisal and Development

The Performance Appraisal in education in Kenya focuses on aspects that develop and evaluate performance: training needs, innovation and creativity, professionalism, time management, learners' protection, professional development and collaboration with parents and stakeholders (Cort, 2015). The aforementioned aspects are instrumental in the education sector as they are used in career development, professional learning, feedback, career progression, promotion or demotions as well as termination purposes.

Consequently, implementation of TPA received overwhelming criticism from the teachers unions and the teachers due to the goal setting are not easily achievable with schools with inadequate learning resources (Ndirangu & Oduu, 2011). The school administration is responsible for the performance of the schools and its personality. The head teacher should ensure that, through his communication, all stakeholders work together to support a common cause.

Good governance has the potential to significantly improve the quality of education offered at a certain public school, expanding its development as well as improving its financial stability (White, 2009).

2.3 Appraisal of Time Management and Teacher Performance

Effective curriculum implementation needs teachers to be effective in time management. This would enable preparation of professional documents in time, school attendance and lesson attendance in time without delay. According to T.S.C CIRCULAR NO. 12/2017 dated 5th June, quoted by Dorothy and Bonn (2017) on report from the field teacher management officers from the field and headquarters confirms that TPAD has enhance effectiveness in time management by teachers. They further revealed that TPAD and PC has to a large extent reduce teachers absenteeism both to school and lesson attendance. T.S.C CEO Nancy Macharia also confirmed that on June 2015 quoted by Dorothy and Bonn (2017) when addressing principals during their annual meeting in Mombasa. She revealed that TPAD has enhanced teacher time management and this has improved quality teaching.

Teachers who manager their time well cover syllabus in time hence high performance. The study conducted by Jinsen (2011) Okelo, Odongo and Jairo (2017) on effects of TPAD on curriculum implementation among teachers in Australia confirms that teachers were lagging behind on key areas of curriculum implementation due to poor time management. Time management helps teachers to improve in quality of teaching and learning as they teach within the time frame. Kerry (2013) also affirms that to increase the focus on

teaching quality teacher appraisal can be a key level as it is based on a discursive approach.

Jensen, (2011) quoted by Okelo, Odongo and Jairo (2017) reported that teachers were found to be behind in curriculum implementation in key areas. This was also observed when there was a sharp decline in reading standards and stagnated in Mathematics. They further revealed that the fate for higher performance greatly depends on the effectiveness of the teacher handling the student.

According to Okelo, Odongo and Jairo (2017) on their study on “influence of teachers performance appraisal on timelines in implementation of curriculum in public school in Kenya”, revealed that unlike annual confidential reports that had been in place hitherto implementation of TPAD the policy (tool) which created openness in management of performance of teachers. They further observed that TPAD has enabled teachers to clear the syllabus in time. However, some teachers were not well conversant with the process as some principals criticized the process to be time wasting as they were overwhelmed with work due to shortage of teachers in schools.

2.4 Appraisal of Teachers Professional Knowledge and Teacher Performance

This area of performance competency ensures that teachers prepare their professional documents such as schemes of work, records work, records of work covered and progress records lesson and their usage in class. According to T.S.C CURRICULAR No. 12/2017 edition also affirms that the TPAD has enhanced the preparation, maintenance and of usage of the professional

documents. For effective teaching, a teacher needs to prepare the teaching learning materials of the content and identify the methodology for content delivery in prior. Drake, (2013) also supports that for effective curriculum implementation various strategies like reading, identifying, adopting and evaluating, interpretive activities needs to be done by the teacher in advance before the lesson.

Jensen 2011 quoted by Okelo, Odongo and Jairo (2017), studied effects of teachers' appraisal on effective curriculum implementation among teachers in Australia and found that teachers were lagging behind in Key areas of the curriculum implementation.

In line with global changes Kenya through her sole constitutional teachers employing body teachers (T.S.C) after a wide consultation introduced teachers' evaluation tool TPAD in (2016) in public learning institutions to assess teachers competency. Hattie and Clinton, (2008), quoted by Dorothy and Bonn March 2017 edition Vol. No. 1 also argued that the main aim of assessing teachers is to demonstrate that profession can identify the value and reward the best.

Study by Hult & Edston (2016) found out that teachers do not have problem with TPAD as it helps them to improve on teaching skills besides getting motivated during evaluation process. Adler, (2015), Iraki, (2013) also pointed out that appraisal helps improve productivity among the employees. Strong & Tucker, (2003) Iraki, (2013) pointed out that TPAD is a very important tool as it helps teachers to ensure high quality teaching in classroom for the success

and educational reforms. They further assert that the fundamental areas of Education is teaching and learning which can only be realized by effective teachers.

Jensen and Reich, (2010); Iraki, (2013) in their study on improving teacher performance revealed that TPAD as evaluation tool asses teachers on multiple aspect of their teaching and teacher performance in student performance and assessment, peer observation and collaboration, teacher observation during teaching in classroom and students survey in their books.

According to Bradgete, (2001) quoted by Alube, (2015) revealed that during TPAD process, the teacher (appraisee) will identify his/her strength and weakness and general areas which needs improvement for their effective performance. And this would lead to plans for future development through introducing new skills; higher level of responsibility by increasing the capacity to perform through training, giving assignment, improving work progress when members are trained and offered development opportunity would encourage them.

Kamiti, (2014) suggested that performance appraisal system acts as important factor which contributes to motivation of teachers. Kerry, (2013) confirms that teachers' performance is the single most important school variable influencing students' performance. This is only possible when teachers are well equipped with professional knowledge and apply them appropriately OECD, (2009) quoted by Okelo, Odongo and Jairo (2017), further affirms that raising teaching standards most likely lead to substantial in students' learning and

academic achievement. Strong, (2012) also affirms that the students' academic achievement varies according to the teacher who handled the student.

According to the study by Okelo, Odongo and Jairo (2017) found out that increase in implementation of TPAD as recommended by the teachers' employer (T.S.C) leads to improvement of curriculum implementation by the teachers. The findings confirms the finding of Chikemibe and Mukamure, (2010) quoted by Okelo, Odongo and Jairo (2017) believes that curriculum implementation should consider the implementor who are the teachers who translate the curriculum into schemes of work, lesson plan, lesson notes to be delivered to the student. This supports why the evaluation of Teachers professional knowledge and application is very vital in effective curriculum implementation. An earlier study, Okoth (2018b) showed that most head teachers individuals supervised instructions in schools, but some through delegation. Therefore, appraisal of professional knowledge through TPAD would enhance teacher performance by identifying strengths of various components and possible strategies to improve.

2.5 Appraisal of Teachers' Creativity and Innovation and Teacher Performance

The use of suitable resource for teaching and learning enhances performance of the teacher as well as the learners. According to report by teachers' service commission on teacher management from the field officers and quarter on CIRCULAR NO 12/2017 dated 5th. Jane affirms that TPAD is enhancing effective teacher creativity and innovation on curriculum delivery. They further point out that teachers identify the suitable teaching learning resources

in advance from locally available resource or globally online to suit their content delivery.

Ogbulogo, Tayo & Olikanni (2014) did a research on “teaching aids, quality delivery effectiveness learning in a private university in Nigeria”. The study was conducted on teaching in the humanities department where microphone, multiproduct projector, electronic board and other teaching aid gadgets, power points presentations and slides as well as picture film and educational four. They found out that teaching learning aids enhances knowledge and skills about the real world and outside the classroom. Padmanaham, (2001) quoted by Atieno (2014) also affirms that for effective teaching and learning text books and that resources are basic tools and their absence may lead to abstract handling of subject by teachers.

According to Okoth (2018a), through the practices of intellectual stimulation, headteachers can encourage workers to be innovative by exploring effective teaching methods as they appraise the feedback given on improve teachers’ performance.

Teachers need to be creative and innovative in identifying the suitable resources as learning resources reinforces learnt content. This is affirmed by Lyons, (2012) quoted by Atieno (2014) who argues that learning is a complex activity that involves inter play of students motivation physical facilities ,teaching resources and skills of learning and curriculum demands. Mohanty, (2001), Ghulam, Khuram, Naqvs at. el (2015) visual aids in teaching enhances lessons planning and give learners more ways to process subject information (Kanari ,2006 and Ghulam, Khuram, Naqvs et al., 2015).

According to Ranasinghe and Leisher ,(2009) quoted by Ghulam khuram naqvs - at - el (2015) ,also asserts that integrating technology into classroom begins when teachers prepares lessons that uses technology in a meaningful and relevant way however use of identification of resources as well as use of syllabus is recommended. Kindiki (2008). Kerich & Koross also observed that the use of ICT in teaching and learning activities can assist teachers to monitor, evaluate planning and organizing their activities.

2.6 Appraisal of Learner Protection and Safety and Teacher Performance

TPAD highlights the adherence to legal and professional provisions which teachers are expected to comply with CORT, COCE children's act and other stationary regulations regarding children's' rights as indicated on TSC CIRCULAR NO 12/2017 dated 5th June quoted by Dorothy and Bonn(2017). Also observed that there is increased sensitivity among teachers on issues pertaining the safety of learners as they understand legal policy on the leaners. Administrators are charged with the responsibility of ensuring safety and protection of learners by ensuring adequate clean and well maintained latrines as this would reduce chances of pupils contracting disease which may lead to their absentisms which can hinder their performance (MOE 2008, Njoki 2018). The teachers, parents, peer and community should collaborate to protect and safeguard learners under them against alcohol, drug and substance abuse. This would sustain the learners in school hence improve their performance (MOE 2008, Njoki 2018).

MOE (2008) quoted by Njoki (2018) also pointed out that special needs children should also be allowed to access education at all levels without

discrimination. They further recommended that school learning facilities to be as per Health Act Cap 242) and the ministry of public work building regulation standards.

The study by WCEFA (1990) and WEF (2000) quoted by Njoki (2018), also observed that the school environment should be safe for physical, mental and socio-emotional needs. Fisher (2000) Peterson (2002), earthman 2004 Omollo and Simitwa 2010, Macharia (2012) And Njoki (2018) asserts that there is direct relationship between safe school ground and teacher's ability to perfectly achieve his/ her actual task for improvement of quality and teaching and learning

Macharia (2010) quoted by Njoki (2018) also did research on safety of playgrounds and found that playgrounds influences learners participation in outdoor school activities. Beside that the teachers to supervise learners during outdoor activities to radicate unsafe acts like inappropriate use of equipment, wandering aimlessly, fighting with their fellows and even are going into unsafe places in the school compound.

2.7 Summary of Reviewed Literature

Despite several measures put in place to ensure safe grounds in school, there are still issues of unsafe play grounds (Omollo & Simatwa (2010) as quoted by Njoki 2018) Musita, (2004); Ngesu, Ndika & Masese (2008); Njeri and Ngesu (2014) observed that despite several measures put in place to curb the drug and substance abuse menace, there is still regrettable high increase in drug abuse in Kenya. This has contributed heavily to dismal performance of the learners in Kenya schools. Teachers should before ensure that in the school

for quality teaching, hence improvement of the curriculum delivery in the Country. As the study used descriptive survey therefore it lacked inferential analysis. The current study sought to establish the teachers' role stipulated by TPAD to enhance learner safety and protection in relation to their performance supervision. Again, the current study concurs with Dorothy and Bonn (2017) that TPAD has enhanced teacher time management and this has improved quality teaching.

The study conducted by Blomeke and Delaney ((2012) established that assessment of teacher skills, attitudes, and motivational variables also contribute to the mastery of teaching and learning. proposed a model that identifies cognitive abilities and affective-motivational characteristics. The current study sought to establish the supervision of teacher professional knowledge and application enhances teacher performance in public primary schools. Subsequently, Atieno (2014) found out that teachers in Embakasi have opportunities to learn content, pedagogical content and general pedagogy as effective strategies to enhance their professional development. The current study seeks to determine whether the professional development of teachers as recommended by TPAD enhances teacher performance.

2.8 Theoretical Framework

This study was guided by Performance Appraisal Model developed by Yee and Chen (2009). Yee and Chen affirm that performance appraisal and performance contract is a technique used by many organizations to evaluate effective and efficient realization of the organization growth. Human beings

being the key and delicate resource in the organization, a careful identification of appropriate evaluation tool should be done for organizational success.

This model recommended the annual appraisal system where every staff member is expected to fill up yearly work to report on the progress of the task assigned as agreed earlier in the year. At the end of the yearly work plan is used to evaluate the performance of the staff for the whole year. At the end of the yearly work plan is used to evaluate the performance of the staff for the whole year.

Yee and Chen (2009) also affirms that four factors are considered when using the model for evaluation and each will index into its sub criteria as follows; a) Working output (aspect). This aspect will evaluate the quantity and quality and effectiveness of the staff working output. b) Knowledge and skill in working field and their effectiveness in communication and realization of rules. c) Personal quality aspect. This evaluates personal quality appreciated by the organization such as discipline, proactive, innovation, cooperativeness and independent. d) Informal events and contributions. This aspect evaluates the staff contributions to the organization, community, county and the international.

This study fit as T.S.C also designed the TPAD in such a way that it has performance competency areas, performance indicators, performance targets and learning outcomes as well as the scores for every target. The termly report is summarized at the end of the year for overall performance of a teacher.

The study also fitted in the TPAD is designed competency areas of performance such as (a) Professional knowledge and application which

evaluates teacher's ability to prepare professional documents and consistency in their usage, (b) Time management (aspect). This evaluates the teacher's school attendance and lesson attendance as well as good time in preparation of the required documents. (c) Innovation and creativity in teaching: This evaluates ability of the teacher to improvise teaching aid, integration of ICT in teaching. (d) Learner protection safety discipline and teachers conduct. This evaluates teachers' knowledge on professional conduct and matters related to mental/ psychological/physical/ harassment med and appropriate solutions.

2.8 Conceptual Framework

Conceptual framework below represents the relationship between independent and dependent variable that guide the study.

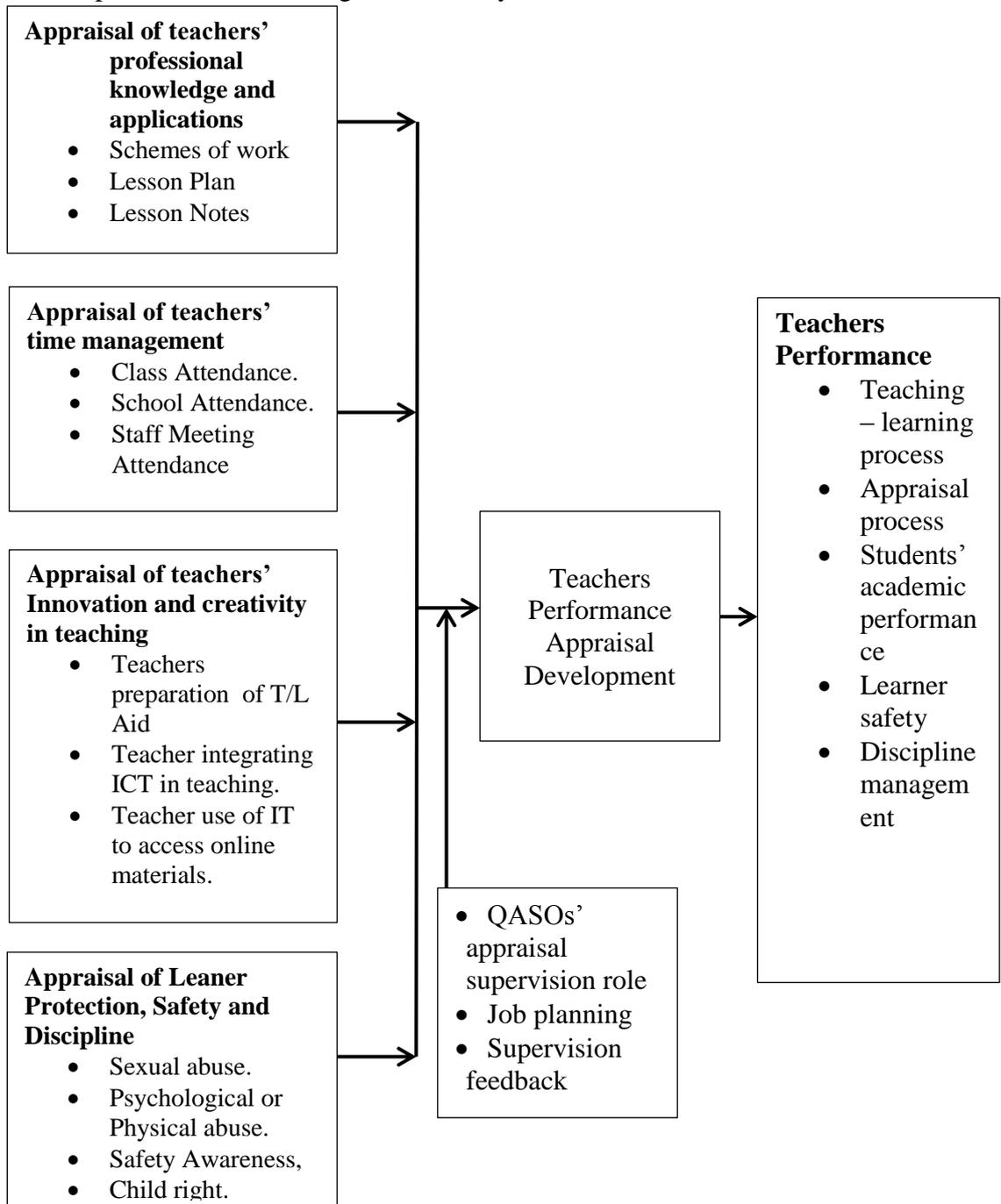


Figure 2.1: Relationship between Performance Appraisal and Teachers' Performance

For teaching quality and learning to be successful, the implementers of the curriculum who are the teachers need to perfect their roles. So they should be evaluated to ensure their application of professional knowledge, Time management, innovation and creativity in teaching, learners' protection, safety, discipline and teachers conduct, promotion of co-curriculum activities and above all teachers' attitude on the evaluation process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the discussion focuses on research methodology under the following; research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedures, data analysis techniques and ethical consideration.

3.2 Research Design

This study applied a descriptive survey research design; This is a method of collecting information by interview, or administering questionnaires to a sample of individuals used when collecting information about people's opinions, habits and attitudes on variety of social or educational issues (Orodho 2009). He further affirms that survey research design involves the collection of data in order to answer questions concerning the present status or subject of the study. According to Creswel and Plano (2011) survey design allows the researcher to collect facts rather than manipulating the variables of the study. Therefore the design was relevant to the study since the researcher is interested in the facts in regard to effects of TPAD in teachers' performance in public primary schools in Homa Bay Sub County

3.3 Target Population

The target population consisted of 60 public primary schools with 60 head teachers, 60 Deputy head teachers and 460 assistant teachers (Homa Bay Sub-County Education office, 2019).

3.4 Sample Size and Sampling Procedure.

According to Kathari, (2006) a sample is part of the entire population selected for the study to obtain information on the whole set of human respondents from the population. A sample is a representation of the population a research is interested in sampling is the process of selecting a given number of subjects from the target population so as to represent the population (Kombo and Tromp, 2005). Mugenda and Mugenda (2003); Borg and Gall (2006) stated that a sample size of 30 percent when the study sample is not too large can be representative. Therefore, for this study the research used 30 percent of the entire public school population in Homa Bay Sub- County. To sample individual schools, the study used stratified proportional sampling where the target population of schools was stratified based on the educational zone.

Table 3.1 Sample Size

Target Respondents	Target Population	Sample Size
Schools	60	18
Head teachers	60	18
Deputy head teachers	60	18
Assistant Teacher	460	90
Total	582	152

Homa Bay sub-county is divided into three educational zones namely Kabunde which has 17 public primary schools, Urban with 24 schools and Asego with 20 schools. Simple random sampling was used to sample schools using a ratio of 3:1 to ensure that all schools were given a fair chance to participate in the study within the educational zones. Hence, the study sample

comprised of 7 schools from Urban, 6 schools from Kabunde, and 5 schools from Asego totaling to 18 public primary schools.

Selection of head teachers and deputy heads, census sampling method was used to select all the 18 head teachers and their deputies in every sampled school to participate in the study. Teachers were sampled using simple random sampling to obtain five assistant teachers in every sampled school to ensure every subject panel was represented. The teacher sample consisted of 90 assistant teachers. The total respondents were 126.

3.5 Research Instruments

The study adapted questionnaire and document analysis guide for data collection. Creswell, (2015) confirm that questionnaires are commonly used to obtain important information as they can be developed to address specific objectives of the research problem. The questionnaires covered areas in the research objectives. Questionnaires were for the head teachers and teachers that were used to obtain close ended items using a five point likert scale. The close ended questionnaires were used to obtain quantitative data and it provided more structured responses that facilitated tangible responses. The questionnaire was divided into two sections. Section A contained demographic information to solicit personal information of the respondents, Section B contained items of Performance Appraisal and Teachers' Performance.

3.5.1 Validity of the Instrument

Validity of a research instrument is the degree to which the instrument measures what it's supposed to measure as well as performing what it's

supposed to perform. Orodho (2009) define validity as the degree to which results obtained from analysis of data truly represents the phenomena under the investigation. The researcher sought for expert opinion from the two supervisors who would independently review the relevance of each item in the research instrument (Punch & Oancea, 2014). The instruments were piloted in two schools in Homa Bay Sub County that were not included in the sample study. The result from the pilot study was used to modify items and discard any ambiguous ones in the instrument. During the pilot study one percent of the target population was used as stipulated by Mugenda and Mugenda (2003) which consisted of six schools, 6 head teachers, 6 deputy head teachers and 12 assistant teachers since they were all involved in TPAD activities.

3.5.2. Reliability of the Instrument

Reliability of the instrument is the extent to which it yields the same result on repeated trials. Mugenda and Mugenda (2003) defined reliability as a measure of the degree to which the research instrument yields consistent results or data after repeated trials. In this study test and retest technique was used to assess the reliability of the research instrument by repeating it twice with the same respondents within and interval of two weeks. Pearson product moment correlation coefficient (r) was used to determine the reliability.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum X^2 - (\sum X)^2)][n\sum y^2 - (\sum y)^2]}}$$

Where n = number of pairs of scores

$\sum XY$ = Sum of the products of paired scores

$\sum X$ = Sum of **X** scores

$\sum Y$ = Sum of **Y** scores

$\sum X^2$ = Sum of squared **X** scores

$\sum Y^2$ = Sum of squared **Y** scores

Best and Khan, (2001) found out that coefficient of 0.70 or more indicated high reliability of the instrument. For all the instruments, a coefficient of above 0.7 was used. For this study the research instruments attained a coefficient of 0.83 which was appropriate for the study.

3.6 Data Collection Procedure

Upon the successful defense and approval of proposal, the researcher was issued with an introduction letter from university of Nairobi to seek a research permit from National Commission for Science Technology and innovation (NACOSTI). Then the researcher visited Homa Bay sub county education office to present the research permit for the consent to carry out research in the sub county. After obtaining the consent, the researcher booked appointments with the head teachers to set appropriate dates to visit the sampled schools. On the agreed date the researcher visited schools to meet respondents (teachers) in the sample schools with respective questionnaires for head teachers, deputy head teachers and assistant teachers, allowed respondents to fill them and collected them in person immediately they were filled.

3.7 Data Analysis Techniques

Data analysis is the technique of sorting and coding of data collected from the study in groups or classes depending on the common characteristics (Orodho, 2009). In this study, collected data was coded and keyed into the statistical package for social scientists (SPSS) computer software. The data was analyzed using descriptive statistics such as percentages, frequency and means. Correlation matrix was calculated to establish the relationship between the independent variables and the dependent variable. Data was reported using tables. Qualitative data was analyzed using content analysis where themes guided by the study objectives were used. Qualitative data was analyzed using inferential statistics which included correlation analysis.

3.8: Ethical Considerations.

The researcher sought for introductory letter from the University of Nairobi to obtain research permit before data collection. The researcher also adhered to informed and implied consent, confidentiality and anonymity. Informed consent is where by an individual participates to be fully informed about all the details of the research. A researcher also explained why conducting the research, objectives and intentions he/she has for the finding as this enabled the participants to decide to participate or not.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis, presentation, interpretation and discussions. In addition, this chapter discusses the response rate, the findings from the research questions on the influence of appraisal of teachers' professional knowledge and application, time management, innovation and creativity in teaching and learner protection, and safety on teachers' performance in primary schools in Homa Bay Sub-County. The findings were presented to answer the study questions.

4.2 Questionnaires Response Rate

After data collection the research tools were checked for completeness to determine their suitability in answering the study questions. Therefore the response rate was determined. Table 4.1 shows the return rate of the responses from the expected respondents of this study.

Table 4.1: Questionnaires Response Rate

Target Category	Number Targeted	Number Responded	Response Rate
Teachers	90	83	92.2%
Deputy head teachers	18	18	100.0%
Head teachers	18	18	100.0%

Out of the 90 questionnaires issued to the sampled teachers 83 (92.2%) were returned, while all of the questionnaires were correctly filled and returned from both the head teachers and their deputies achieving a 100 percent return rate. This represented an average response rate of 94.4 percent, the response rate was considered adequate as according to Idrus and Newman (2002) a response rate of 50% is good enough for the social studies.

4.3 Demographic information of the Respondents

This is basically the information on the population interviewed in this study. It is the demographic characteristics of the sampled population. This section has analyzed gender, age of the respondents, education, duration of service and the position of the respondent.

4.3.1 Gender of the Respondents

The study sought to establish the gender of the respondents, the gender of the respondents was important in order to find out the gender inclusion into the study for favourable interpretations of the findings. Table 4.2 shows the data on the gender of the respondents who were considered in this study.

Table 4.2: Gender of the Respondents

Gender	Head teachers		Deputy head teachers		Teachers	
	f	%	f	%	f	%
Male	14	77.8	11	61.1	31	37.3
Female	4	22.2	7	38.9	52	62.7
Total	18	100.0	18	100.0	83	100.0

The finding on the gender of the respondents presented in Table 4.2 reveals that majority of the head teachers (77.8%) were male while 22.2 percent were female. A majority of the deputy head teachers, 61.1 percent, were male while only 38.9 were female. However, 52 (62.7%) of the teachers were female while 31 (37.3%) of the teachers were male, the findings therefore implies that most of the teachers were female, implying that female employees number were above that of male TSC employees in the sampled population. the findings implied that more males were into school headship as compared to females despite the fact that there were more females in the teaching fraternity in Homa Bay Sub-County. The findings also show that the study was not gender biased because it got information from both genders to ensure gender representation.

4.3.2 Age of the Respondents

The study sought to find out the distribution of the respondents according to the age bracket. Age was considered by Atieno (2014) to show the experience of respondents because they gained hands-on experience over the years. Table 4.3 shows the data on the age bracket of the respondents.

Table 4.3: Age of the Respondents

Age in years	Head teachers		Deputy head teachers		Teachers	
	f	%	f	%	f	%
Below 30 years	0	0.0	0	0.0	14	16.9
31 – 35 years	0	0.0	2	11.1	35	42.2
36 – 40 years	1	5.6	3	16.7	16	19.3
41 – 45 years	4	22.2	2	11.1	6	7.2
46 – 50 years	5	27.8	9	50.0	7	8.4
51 years & above	8	44.4	3	16.7	5	6.0
Total	18	100.0	18	100.0	83	100.0

From the data presented in Table 4.3, the findings revealed that most of the head teachers (44.4%) were aged 51 years and above, 27.8 percent were aged between 46 years and 50 years, 22.2 percent indicated that they were in the age group between 41 years and 45 years, while only 5.6 percent were between 36 years and 40 years. None of the head teachers was below 36 years. These findings show that most of the head teachers were elder, implying that age contributed to their experience in the profession thus leading to progressing in leadership posts.

On the other hand, half of the deputy head teachers indicated that they were aged between 46 years to 50 years, 16.7 percent said they were in the age bracket between 35 years and 40 years as well as 51 years and above, 11.1 percent were between 41 and 45 years old. This shows that most of the deputy

head teachers were elder just like their head teachers implying gained experience over the years as teachers.

Data on teachers' age distribution shows that 35 (42.2%) of the respondents were aged between 31 and 35 years, 14 (16.9%) of the respondents were aged below 30 years, 16 (19.3%) of the respondents were aged between 35 and 40 years, 6 (7.2%) were aged between 41 and 45 years, while only 5 (6%) were aged 51 years and above. The findings imply that majority of the teacher respondents were composed of younger teachers because they were age below 35 years. From the data presented in Table 4.3 it was evident that school leadership was headed by older teachers implying that most of them had gained experience over the years thus progressing from being assistance to head teachers or deputies.

4.3.3 Highest Academic Qualifications of Respondents

The study sought to ascertain the education level of the respondents, the data collected is presented in Table 4.4.

Table 4.4: Highest Academic Qualifications of the Respondents

Highest academic qualification	Head teachers		Deputy head teachers		Teachers	
	f	%	f	%	f	%
Certificate	0	0.0	1	5.6	35	42.2
Diploma	3	16.7	1	5.6	21	25.3
Bed	8	44.4	13	72.2	24	28.9
Med	5	27.8	3	16.7	3	3.6
PhD	2	11.1	0	0.0	0	0.0
Total	18	100.0	18	100.0	83	100.0

From the findings presented in Table 4.4 most of the head teachers (44.4%) indicated that they had attached bachelors of Education as their highest academic qualification. A majority of the deputy head teachers (72.2%) had also attained Bachelors of Education as the highest academic qualification while, 35(42.2%) of the teachers had attained certificate in teaching, 16 (20%) had attained Masters Level, 8 (10%) had attained Doctorate/PhD Level, while 6 (8%) of the respondents had attained Diploma Level. The findings therefore implies that majority of the respondents had attained up to University education. This shows that all teachers had attained different levels of education with a minimum of P1 certificate, hence, they were in agreement with the Ministry of Education recommendations of 2008, that all teachers should attain pre-service training to make them suitable to conduct their teaching role among other responsibilities in the learning institutions.

4.3.4 Duration of Service of the Respondents

The study sought to find out the distribution of the respondents according to the duration of service, the data collected were presented in the Table 4.5.

Table 4.5: Distribution of Respondents by Duration of Service

No. of teachers	Head teachers		Deputy head teachers		Teachers	
	f	%	f	%	f	%
5 yrs & below	0	0.0	0	0.0	17	20.5
6 – 10 yrs	0	0.0	0	0.0	16	19.3
11 – 15 yrs	1	5.6	1	5.6	35	42.2
16 – 20 yrs	2	11.1	3	16.7	12	14.5
21 yrs and above	15	83.3	14	77.8	3	3.6
Total	18	100.0	18	100.0	83	100.0

From Table 4.5, the findings show that majority of head teachers (83.3%) indicated that they had being teaching for 21 years and above. Also a majority of the deputy head teachers had being teaching for 21 years and above, while most of the teachers (42.2%) had served between 11-15) years. The study findings therefore imply that majority of the teacher TSC respondents had been in service for long enough to give credible information regarding the study variables on the influence of Teacher performance appraisal on teacher performance because they had been in the profession long enough to differentiate between teacher performance before TPAD inception in 2012 and after.

4.3.5 Duration Served as an Administrator

Further the study sought to ascertain the leadership position of the respondents; the data collected were presented in the Table 4.6.

Table 4.6: Duration Served as an Administrator

No. of years	Head teachers		Deputy head teachers	
	F	%	f	%
5 yrs & below	0	0.0	2	11.1
6 – 10 yrs	2	11.1	4	22.2
10 – 15 yrs	4	22.2	7	38.9
16 – 20 yrs	3	16.7	4	22.2
21 yrs and above	9	50.0	1	5.6
Total	18	100.0	18	100.0

From the data in Table 4.6, the findings show that half of the head teachers indicated that they had served in the administrator capacity for 21 years and above while most of their deputy head teachers (38.9%) have served in school administration for between 11 to 15 years. This implied that most of the head teachers and deputies who participated in the study had served as supervisors in primary schools long enough to give credible information on their role in Teacher performance appraisal as supervisors. The MoE (2012) stipulates that school head teachers, deputies, panel heads and senior teachers should act as supervisors in the TPAD program to ensure effective implementation of the performance appraisal policy as well as represent the ministry in improving teacher performance in public schools.

4.4 Appraisal of Teachers' Professional Knowledge and Application and Teacher Performance

Objective one of the study sought to establish the influence of the appraisal of Teachers' professional knowledge and application on teacher performance, therefore the findings presented in the following sections were in reference to objective one. The study sought to establish the importance of performance appraisal among the respondents by issuing them with a likert scale to show your level of agreement to the provided statements on establish the influence of the appraisal of Teachers' professional knowledge and application on teacher performance. The key used included SA – Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree.

4.4.1 Head teachers' Responses on Appraisal of Professional Knowledge and Application Influencing Teacher Performance

The findings from the head teachers were presented on Table 4.7.

Table 4.7: Head teachers' Responses on Appraisal of Professional Knowledge and Application Influencing Teacher Performance

Appraisal of Professional Knowledge and Application	SA		A		D		SD	
	f	%	f	%	F	%	f	%
a) Appraisal of Professional Knowledge and Application enhance preparation of teachers' professional documents?	17	94.4	1	5.6	0	0.0	0	0.0
b) Appraisal of Professional Knowledge and Application has improved syllabus coverage by teachers.	18	100.0	0	0.0	0	0.0	0	0.0
c) Appraisal of Professional Knowledge and Application makes teachers to use their professional documents while teaching.	18	100.0	0	0.0	0	0.0	0	0.0

n=18

Table 4.7 shows that a majority of the head teachers strongly agreed that appraisal of professional knowledge and application enhance preparation of teachers' professional documents, while all head teachers (100%) were in strong agreement with the statements stating that appraisal of professional knowledge and application has improved syllabus coverage by teachers and appraisal of professional knowledge and application makes teachers to use their professional documents while teaching. This shows that the head teachers strongly believed that appraisal of teachers' professional knowledge and application contributed greatly towards teacher performance in public primary schools. The findings imply that appraising teachers' professional knowledge and application ensured that teachers were fit to execute

instructional role as mandated by the ministry of education and their employer TSC.

4.4.2 Deputy Head teachers' Responses on Appraisal of Professional Knowledge and Application Influencing Teacher Performance

The study further sought deputy head teachers' response on the influence of appraisal of teachers' professional knowledge and application and presented the study findings as shown in Table 4.8.

Table 4.8: Deputy Head teachers' Responses on Appraisal of Professional Knowledge and Application Influencing Teacher Performance

Appraisal of Professional Knowledge and Application	SA		A		D		SD	
	f	%	f	%	F	%	f	%
a) Appraisal of Professional Knowledge and Application enhance preparation of teachers' professional documents?	18	100.0	0	0.0	0	0.0	0	0.0
b) Appraisal of Professional Knowledge and Application has improved syllabus coverage by teachers.	18	100.0	0	0.0	0	0.0	0	0.0
c) Appraisal of Professional Knowledge and Application makes teachers to use their professional documents while teaching.	18	100.0	0	0.0	0	0.0	0	0.0

n=18

Data contained in Table 4.8 shows that all (100%) of the deputy head teachers strongly concurred with their head teachers by strongly agreeing that Appraisal of Professional Knowledge and Application enhance preparation of teachers' professional documents, it has improved syllabus coverage by

teachers as well as making teachers to use their professional documents while teaching. This show that deputy head teachers strongly believed that the use of TPA tool helped in improving teacher performance because of the regular requirements to conduct appraisal supervision on set deadlines.

4.4.3 Teachers' Responses on Appraisal of Professional Knowledge and Application Influencing Teacher Performance

Teachers were also to indicate their level of agreement to the statements on the likert scale showing their agreement and disagreement on the influence of appraising teacher professional knowledge and application on their performance. Table 4.9 presents teachers responses.

Table 4.9: Teachers' Responses on Appraisal of Professional Knowledge and Application Influencing Teacher Performance

Appraisal of Professional Knowledge and Application	SA		A		D		SD	
	f	%	f	%	f	%	F	%
a) Appraisal of Professional Knowledge and Application enhance preparation of teachers' professional documents?	20	24.1	35	42.2	13	15.7	15	18.1
b) Appraisal of Professional Knowledge and Application has improved syllabus coverage by teachers.	9	10.8	31	37.3	19	22.9	24	28.9
c) Appraisal of Professional Knowledge and Application makes teachers to use their professional documents while teaching.	19	22.9	25	30.1	16	19.3	23	27.7

n=83

From Table 4.9, the findings show that majority 55 (66.3%) of the teachers strongly agreed that TPAD enhance preparation of teachers' professional documents which was important to the teaching fraternity, 31 (37.3%) of the respondents agreed that TPAD has improved syllabus coverage by teachers., while 25 (30.1%) strongly agreed to the fact that the use of TPAD makes teachers to use their professional documents while teaching., from the findings it can be deduced that performance was important to the teaching fraternity as indicated by the majority of the respondents.

4.5 Appraisal of Time management and Teacher performance

Objective two of the study sought to establish the influence of appraisal of time management on teacher performance, the various parameters under which this objective was measured are presented in the following section; The study sought to find out the degree to which the respondents agreed to the fact that appraisal of time management influences teacher performance. Thus, to establish the importance of performance appraisal among the respondents was sought by issuing them with a likert scale to show your level of agreement to the provided statements on establish the influence of the appraisal of time management on teacher performance. The key used included SA – Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree.

4.5.1 Head teachers' Responses on Appraisal of Time management Influencing Teacher Performance

The data collected from the head teachers were presented on the following Table 4.10.

Table 4.10: Head teachers' Responses on Appraisal of Time management**Influencing Teacher Performance**

Appraisal of Time management	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a) Appraisal of Time management has improved teachers school attendance	16	88.9	2	11.1	0	0.0	0	0.0
b) Appraisal of Time management has improved lesson attendance	9	50.0	3	16.7	4	22.2	2	11.1
c) Appraisal of Time management has enhanced syllabus coverage	18	100.0	0	0.0	0	0.0	0	0.0
d) Appraisal of Time management improves teachers' preparation of professional document	8	44.4	9	50.0	1	5.6	0	0.0
e) Appraisers spend more of their teaching time in the exercises	16	88.9	2	11.1	0	0.0	0	0.0

n=18

According to information presented in Table 4.10 shows that 88.9 percent of the head teachers strongly agreed that appraisal of time management has improved teachers school attendance half (50%) of the head teachers strongly agreed that appraisal of time management has improved lesson attendance, while all head teachers strongly agreed that appraisal of time management has enhanced syllabus coverage as well as 94.4 percent of head teachers were in agreement that appraisal of time management improves teachers' preparation of professional document. This implies that appraisal of teachers' time management improved the contact time between teachers and learners as well

as increasing instructional time. This in turn improves both the teachers and the learners performance. However, 88.9 percent of the head teachers strongly agreeing that appraisers spend more of their teaching time in the exercises. This implies that despite on the benefits of curriculum delivery and implementation attributed to appraisal of teachers' time management, the appraisal program consumes a lot of time thus yielding negative attitude from the appraiser and the appraise.

4.5.2 Deputy Head Teachers' Responses on Appraisal of Time management Influencing Teacher Performance

Further the deputy head teachers were to respond on the influence of appraisal of time management on teacher performance and the study findings presented in Table 4.11.

Table 4.11: Deputy Head Teachers' Responses on Appraisal of Time management Influencing Teacher Performance

Appraisal of Time management	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a) Appraisal of Time management has improved teachers school attendance	14	77.8	2	11.1	1	5.6	1	5.6
b) Appraisal of Time management has improved lesson attendance	18	100.0	0	0.0	0	0.0	0	0.0
c) Appraisal of Time management has enhanced syllabus coverage	13	72.2	1	5.6	3	16.7	1	5.6
d) Appraisal of Time management improves teachers' preparation of professional document	18	100.0	0	0.0	0	0.0	0	0.0
e) Appraisers spend more of their teaching time in the exercises	6	33.3	10	55.6	2	11.1	0	0.0

n=18

Table 4.11 shows that 77.8 percent of the deputy head teachers strongly agreed that appraisal of time management has improved teachers school attendance, 100 percent strongly agreed that appraisal of time management has improved lesson attendance, 72.2 percent strongly agreed that appraisal of time management has enhanced syllabus coverage while all deputies (100%) were in strong agreement that appraisal of time management improves teachers' preparation of professional document while 55.6 percent agreed that appraisers spend more of their teaching time in the exercises.

The findings concurred with the head teachers in that appraisal of time management increased teachers management of classroom activities through the preparation of professional documents as well as attending lessons promptly. However, deputy head teachers felt that the process consumed much of the appraisers time because of the needed paper work. This implies that supervisors or appraisers were loaded with a lot of clerical work in the performance appraisal program making teachers and appraiser to have a negative attitude towards the process.

4.5.3 Teachers' Responses on Appraisal of Time management Influencing Teacher Performance

The teachers were also expected to issue their responses on the influence of appraisal of time management on their performance. Table 4.12 presents the study findings.

Table 4.12: Teachers' Responses on Appraisal of Time management

Influencing Teacher Performance

Appraisal of Time management	SA		A		D		SD	
	f	%	f	%	f	%	F	%
a) Appraisal of Time management has improved teachers school attendance	15	18.1	31	37.3	27	32.5	10	12.0
b) Appraisal of Time management has improved lesson attendance	22	26.5	29	34.9	28	33.7	4	4.8
c) Appraisal of Time management has enhanced syllabus coverage	10	12.0	40	48.2	19	22.9	14	16.9
d) Appraisal of Time management improves teachers' preparation of professional document	23	27.7	25	30.1	20	24.1	15	18.1
e) Appraisers spend more of their teaching time in the exercises	47	56.6	9	10.8	25	30.1	2	2.4

n=83

Table 4.12 shows that a majority 64 (78.3%) of the teachers strongly agreed that appraisal of time management has improved teachers school attendance, 28 (33.7%) disagreed on the notion that appraisal of time management has improved lesson attendance, a majority 50 (60.2%) with agreed on that appraisal of time management has enhanced syllabus coverage, while 47 (57.8%) agreed that appraisal of time management improves teachers' preparation of professional document, the findings therefore reveals that

appraisal of time management which is an element of TPAD have a significant influence on teacher performance. The findings disagree with Dorothy and Bonn (2017) revealed that TPAD has enhanced teacher time management and this has improved quality teaching.

Further one of the TSC staff contends that task and schedule slippage; work Schedules, progress Reports and Budget overruns have been used to some extent as reporting function tools in the teacher performance appraisal system. A respondent indicated that meeting set teachers' professional knowledge and application , jointly agreed action plans, respecting Budgets set in each department and meeting Deadlines and objectives collectively contributed to the teacher performance appraisal systems and have been often been applied by the TSC on its staff. The findings agree with Jinsen (2011) Okelo, Odongo and Jairo (2017) who confirmed that teachers were lagging behind on key areas of curriculum implementation due to poor time management. Time management helps teachers to improve in quality of teaching and learning as they teach within the time frame. Kerry (2013) also affirms that to increase the focus on teaching quality teacher appraisal can be a key level as at is based on discussive approach.

By implication, the findings reveals that, allocation of days to complete remaining tasks, completion of remaining tasks, adherence to a work Schedule, percentage of tasks completed and the analysis of submitted Reports were among the monitoring function tools which were being utilized in the teacher performance appraisal systems.

The findings therefore implies that task and schedule slippage is the most commonly used reporting function in the teacher performance appraisal systems, while work Schedules, progress reports and budget overruns are only used occasionally as reporting function tools in the teacher performance appraisal system. By implications meeting set teachers' professional knowledge and application, jointly agreed action plans, respecting Budgets set in each department and meeting deadlines and objectives collectively contributed to the teacher performance appraisal systems as depicted from the findings.

4.6 Appraisal of Innovation and Creativity in Teaching and Teacher Performance

Objective three of the study sought to establish the influence of appraisal of innovation and creativity in teaching on teacher performance, the data collected under this objective were presented in the following section; The study sought to establish the effectiveness of the appraisal of innovation and creativity in teaching on the performance appraisal, the respondents were issued with a likert scale to show your level of agreement to the provided statements on establish the influence of the appraisal of innovation and creativity in teaching on teacher performance. The key used included SA – Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree.

4.6.1 Head Teachers Responses on Appraisal of Teachers' Creativity and Innovation Influencing Teacher Performance

The findings from the head teachers were presented on Table 4.13.

Table 4.13: Head Teachers Responses on Appraisal of Teachers' Creativity and Innovation Influencing Teacher Performance

Appraisal of teachers' creativity and innovation	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a) Appraisal of teachers' creativity and innovation has improved teachers creativity and innovation in teaching	18	100.0	0	0.0	0	0.0	0	0.0
b) Appraisal of teachers' creativity and innovation has improved teachers use of ICT in teaching.	0	0.0	0	0.0	0	0.0	18	100.0
c) Appraisal of teachers' creativity and innovation has enhanced access of online teaching/ learning resources.	15	83.3	3	16.7	0	0.0	0	0.0

n=18

Table 4.13 shows that all the head teachers (100%) strongly agreed that appraisal of teachers' creativity and innovation has improved teachers creativity and innovation in teaching, while, 83.3 percent of the head teachers strongly agreed that appraisal of teachers' creativity and innovation has enhanced access of online teaching/ learning resources. However, 100 percent

of the head teachers strongly disagreed that appraisal of teachers' creativity and innovation has improved teachers use of ICT in teaching.

This shows that although teacher performance appraisal was exposing teachers to creativity and innovation during the instructional process, the use of ICT in teaching was still lagging behind in public primary schools in Homa Bay Sub-County. The findings implied that teachers were now able to access learning materials from the internet and utilize other creative options to innovate teaching and learning aids thus increasing the lesson delivery which translates to increased performance. However, the lack of ICT and other newer technologies have hampered effective implementation of the creativity and innovation requirement of TPAD for holistic instructional process.

4.6.2 Deputy Head Teachers' Responses on Appraisal of Teachers' Creativity and Innovation Influencing Teacher Performance

Further the deputy head teachers were to answer on the influence of appraisal of teachers' innovation and creativity on teacher performance and the responses to the likert scale provided as shown in Table 4.14.

Table 4.14: Deputy Head Teachers' Responses on Appraisal of Teachers' Creativity and Innovation Influencing Teacher Performance

Appraisal of teachers' creativity and innovation	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a) Appraisal of teachers' creativity and innovation has improved teachers creativity and innovation in teaching	18	100.0	0	0.0	0	0.0	0	0.0
b) Appraisal of teachers' creativity and innovation has improved teachers use of ICT in teaching.	1	5.6	3	16.7	6	33.3	8	44.4
c) Appraisal of teachers' creativity and innovation has enhanced access of online teaching/ learning resources.	18	100.0	0	0.0	0	0.0	0	0.0

n=18

Data presented in Table 4.14 shows that a majority of the deputy head teachers were in agreement with their head teachers. For instance, 100 percent of deputy head teachers strongly agreed that appraisal of teachers' creativity and innovation has improved teachers' creativity and innovation in teaching; and on the notion that appraisal of teachers' creativity and innovation has enhanced access of online teaching/ learning resources. On the other hand most of the deputy head teachers (44.4%) strongly disagreed that appraisal of teachers' creativity and innovation has improved teachers use of ICT in teaching.

The findings show that deputy head teachers just like their head teachers showed a strong agreement that appraisal of innovation and creativity in teaching influenced teacher performance despite the absence of effective infrastructure to facilitate teachers' innovation and creativity which include use of ICT during instructional process.

4.6.3 Teachers' Responses on Appraisal of Teachers' Creativity and Innovation Influencing Teacher Performance

Teachers were also asked to indicate the influence of appraisal of their creativity and innovation on teacher performance. The results were as presented in Table 4.15.

Table 4.15: Teachers' Responses on Appraisal of Teachers' Creativity and Innovation Influencing Teacher Performance

Appraisal of teachers' creativity and innovation	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a) Appraisal of teachers' creativity and innovation has improved teachers creativity and innovation in teaching	13	15.7	25	30.1	34	41.0	11	13.3
b) Appraisal of teachers' creativity and innovation has improved teachers use of ICT in teaching.	10	12.0	16	19.3	34	41.0	23	27.7
c) Appraisal of teachers' creativity and innovation has enhanced access of online teaching/ learning resources.	3	3.6	21	25.3	30	36.1	29	34.9

n=83

From the data collected majority 38 (45.8%) of the teachers strongly agreed and agreed that the appraisal of teachers' innovation and creativity in teaching has improved teachers creativity and innovation in teaching, 57

(68.7%) disagreed that the appraisal of teachers' innovation and creativity in teaching has improved teachers use of ICT in teaching, while 59(70%) disagreed that the appraisal of teachers' innovation and creativity in teaching has enhanced access of online teaching/ learning resources.

The findings therefore implies that the understanding of the innovation and creativity in teaching across the teaching staff varies considerably as could be depicted by the findings, a good number of the teachers did understand and appreciates the application of the techniques while others are not well aware of the techniques equivalently. From the findings it can be deduced that merit rating, 360 degree and rewards are among the innovation and creativity in teaching which have effectively been applied in the teacher performance appraisal. An interview schedule with one of the interviewee confirmed that innovation and creativity in teaching have effectively been used in the teacher performance appraisal systems, it was also deduced from the key informants that Merit rating, 360 degrees and rewards systems have been utilized in the implementation of the rewards systems among the teaching staff.

4.7 Appraisal of Learner Protection and Safety and Teacher performance

Objective four of the study sought to establish the influence of appraisal of learner protection, and safety on teacher performance, the data collected under this objective were presented in the following sub section; The study sought to establish the effectiveness of the influence of appraisal of learner protection, and safety on the teacher performance, the respondents were issued with a likert scale to show your level of agreement to the provided

statements on establish the influence of the appraisal of learner protection, and safety on teacher performance. The key used included SA – Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree.

4.7.1 Head Teachers’ Responses on Appraisal of Learners Protection and Safety Influencing Teacher Performance

The findings from the head teachers were presented on Table 4.16.

Table 4.16: Head Teachers’ Responses on Appraisal of Learners Protection and Safety Influencing Teacher Performance

Appraisal of learners protection and safety	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a) Appraisal of learners protection and safety has improved child protection in schools.	18	100.0	0	0.0	0	0.0	0	0.0
b) Appraisal of learners protection and safety improved the child safety awareness in schools	18	100.0	0	0.0	0	0.0	0	0.0
c) Appraisal of learners protection and safety has improved teachers awareness of child rights	0	0.0	4	22.2	5	27.8	9	50.0

n=18

Table 4.16 shows that all (100%) head teachers who participated in the study strongly agreed that appraisal of learners’ protection and safety has improved child protection in schools as well as that appraisal of learners’ protection and safety improved the child safety awareness in schools. Half of the head teachers (50%) indicated that they strongly disagree on the whether appraisal

of learners protection and safety has improved teachers awareness of child rights.

The findings show that the elements of TPAD on appraisal of learners' protection and safety have increased teachers performance on safety awareness and strategies to increase child protection. The performance appraisal program has also child safety although most of the head teachers disagreed to the role of TPA on improving teachers' awareness of child rights. This implies that teachers could have been exposed to awareness on child rights prior to the introduction of teacher performance appraisal programmes in 2012.

4.7.2 Deputy Head Teachers' Responses on Appraisal of Learners Protection and Safety Influencing Teacher Performance

Further the deputy head teachers were to indicate the extent to which they agree to the influence of appraisal of learners' protection and safety on teachers' performance using the likert scale where SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree. Table 4.17 presents the study findings.

Table 4.17: Deputy Head Teachers' Responses on Appraisal of Learners

Protection and Safety Influencing Teacher Performance

Appraisal of learners protection and safety	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a) Appraisal of learners protection and safety has improved child protection in schools.	18	100.0	0	0.0	0	0.0	0	0.0
b) Appraisal of learners protection and safety improved the child safety awareness in schools	18	100.0	0	0.0	0	0.0	0	0.0
c) Appraisal of learners protection and safety has improved teachers awareness of child rights	0	0.0	0	0.0	0	0.0	18	100.0

n=18

Table 4.17 shows unison acceptance to the head teachers' opinions on the influence of appraisal of learners' protection and safety on teacher performance. All of them (100%) strongly agreed that appraisal of learners' protection and safety has improved child protection in schools; and that appraisal of learners' protection and safety improved the child safety awareness in schools while the opposite was indicated by all the deputies who strongly disagreed that appraisal of learners' protection and safety has improved teachers awareness of child rights. This showed that learner protection was increased by assessment of teachers protection and offering learners with safety or child friendly learning environment. This implies that

schools were more safe and secure with increased appraisal of learners' protection and safety during teaching and learning. The issue of improving awareness on child rights the findings from the deputy head teachers shows that teachers were already familiar with child rights prior to TPA programmes.

4.7.3 Teachers' Responses on Appraisal of Learners Protection and Safety Influencing Teacher Performance

The study further sought responses from teachers and presented the findings as shown in Table 4.18.

Table 4.18 Teachers' Responses on Appraisal of Learners Protection and Safety Influencing Teacher Performance

Appraisal of learners protection and safety	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a) Appraisal of learners' protection and safety has improved child protection in schools.	6	7.2	20	24.1	39	47.0	18	21.7
b) Appraisal of learners protection and safety improved the child safety awareness in schools	5	6.0	24	28.9	36	43.4	18	21.7
c) Appraisal of learners protection and safety has improved teachers awareness of child rights	7	8.4	27	32.5	26	31.3	23	27.7

n= 83

From Table 4.18, majority 57 (68.7%) of the teachers strongly disagreed that the appraisal of learners' protection and safety has improved child protection

in schools, 54(64.1%) disagreed that the appraisal of learners’ protection and safety improved the child safety awareness in schools, while 26(31.3%) disagreed that TPAD implementation has improved teachers awareness of child rights. From the findings its can be concluded that learner protection and safety did not influence teachers performance as reported by the majority of the respondents.

4.7.4 Factors Affecting Learner Protection and Safety Cycle

Further the study sought to establish the factors affecting the learner protection, and safety cycles, the data collected were presented in the Table 4.19.

Table 4.19: Factors Affecting Learner Protection and Safety Cycle

Factors Affecting Learner protection, and safety Cycle	Mean	STDev
Communication Mechanisms	4.5	0.089
Top Managers Attitude	3.9	0.234
Information Systems	3.4	1.940
Organization Culture	2.6	1.096

From the data collected, majority of the head teachers reported that Communication Mechanisms (mean=4.5) very highly influence the teacher performance appraisal, others reported that top manager attitude (mean=3.9) highly influence the teacher performance appraisal, a few of the respondents reported that information Systems (mean=3.4) and organization culture moderately influence on the teacher performance appraisal. From the

findings it can be implied that communication Mechanisms, top Managers Attitude, information Systems and organization Culture contributes considerably on influencing the teacher performance appraisal. On learner protection, and safety, a respondent confirmed that learner protection, and safety affects the performance appraisal systems, equally it was noted that communication, top management attitudes, information systems and organization culture influence greatly the learner protection, and safety cycle as was alluded by the interviewees.

4.7.5 Factors Affecting Teachers’ Performance Appraisal

The study sought to establish the factors influencing the teachers’ performance appraisal from the respondents the data collected were presented in the Table 4.20.

Table 4.20: Factors Affecting Teachers’ Performance Appraisal

Factors influencing Performance	Mean	STDev
Quality standards	3.6	0.145
Planning	3.8	1.908
Job Analysis	4.4	0.768

Table 4.20 shows that where the degree of measurement used were strongly agree, Agree, Disagree and strongly Disagree; majority of the head teachers, deputies and teachers agreed that job analysis influenced teachers’ professional knowledge and application as was shown by (mean =4.4), others of the head teachers and deputies equally agreed that planning influence performance of the teachers as was shown by (mean= 3.8) while

others agreed that Quality standards equally influenced on teachers' professional knowledge and application as was shown by (mean= 3.6). From the data collected the findings therefore revealed that quality standards, planning and job analysis influenced greatly on the performance of teachers.

Further a representative from the TSC eluded that performance appraisal were most important to the teaching fraternity, equally it was reported that quality standards, planning and job analysis were some of the factors which affects teacher performance. One of the staff from the TSC reported that teachers' professional knowledge and application have been high among the teachers in the locality.

4.7.6 Teachers' Performance Appraisal Ratings

The study also sought to establish from the teachers on the general ratings of the effectiveness of teachers' performance appraisal in the Sub-county, the responses collected from the respondents were presented in the following Table 4.21.

Table 4.21: Teachers' Performance Appraisal Ratings

Response	Frequency	Percentage
High	42	53
Normal	25	31
Below Average	10	13
Not applicable	6	4
TOTAL	83	100

Table 4.21 shows that a majority 42 (53%) of the teachers, reported that teachers' professional knowledge and application was high in the Sub-county among the teachers, 25 (31%) reported that teachers' professional knowledge and application are normal, 10(13%) reported that teachers' professional knowledge and application was below the average, while 3(4%) of the teachers reported that it was not application. From the findings it can therefore be concluded that teachers' professional knowledge and application are high as indicated by the response by the majority of the teachers.

4.8 Correlation Analysis

The researcher further, sought to establish the relationship between the independent variables (professional knowledge and application, time management, creativity and innovation as well as learner protections and safety) and the dependent variable (teachers performance) by correlating the study findings. Table 4.22 shows the correlation matrix of the study.

Table 4.22: Correlation Matrix

		Knowledge application	Time management	Innovation techniques	Learner protection, and safety
Teacher performance	Pearson Correlations Sig. (2-tailed)	1			
Knowledge application	Pearson Correlations Sig. (2-tailed)	0.638 0.29	1		
Time management	Pearson Correlations Sig. (2-tailed)	0.764 0.017	0.523 0.016	1	
Innovation techniques	Pearson Correlations Sig. (2-tailed)	0.622 0.017	0.743 0.012	0.597 0.028	1
Learner protection, and safety	Pearson Correlations Sig. (2-tailed)	0.529 0.047	0.533 0.009	0.72 0.002	0.531 0.014

* Correlation is significant at the $P \leq 0.05$ level (2-tailed)

The data presented in Table 4.22 shows that teachers' professional knowledge and application, continuous monitoring, innovation and creativity in teaching and learner protection, and safety were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. Table 4.22 indicates that the correlation matrix between the factors (teachers' professional knowledge and application,

continuous monitoring, innovation and creativity in teaching and learner protection, and safety) and performance Appraisals. According to the correlation matrix, there is a positive and significant relationship between Teachers performance appraisals and teachers' professional knowledge and application of magnitude 0.638 and a P-value of 0.029 at 5% level of significance and 95% level of confidence. The positive relationship indicates that there is a correlation between teachers' professional knowledge and application and the performance appraisals.

The findings also show that there is a positive and significant relationship between performance appraisals and continuous monitoring of magnitude 0.764 and a P-value of 0.017 at 5% level of significance and 95% level of confidence. The positive relationship indicates that there is a correlation between continuous monitoring and the performance Appraisals.

According to the correlation matrix, there is a positive and significant relationship between performance appraisals and innovation and creativity in teaching of magnitude 0.622 and a P-value of 0.021 at 5% level of significance and 95% level of confidence. The positive relationship indicates that there is a correlation between innovation and creativity in teaching and teachers performance appraisals.

According to the correlation matrix, there is a positive and significant relationship between performance appraisals and learner protection, and safety of magnitude 0.529 and a P-value of 0.047 at 5% level of significance and 95% level of confidence. The positive relationship indicates that there is a

correlation between learner protection, and safety and the performance appraisals.

The correlation findings infers that continuous monitoring has the highest effect on performance appraisals, followed by teachers' professional knowledge and application , then innovation and creativity in teaching while learner protection, and safety have the lowest effect on the performance appraisals. This notwithstanding, all the factors were significant (p-value <0.05) at 95% confidence level.

CHAPTER FIVE
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND
SUGGESTIONS FOR FURTHER STUDY

5.1 Introduction

This chapter covers summary of the study, discussion of the results and conclusions drawn from the study as well as the recommendations based on the study findings and suggestions for further study.

5.2 Summary of the Study

The purpose of the study was to determine the influence of Performance Appraisal on teachers performance in public primary school in Homa Bay Sub County, Homa bay county, Kenya. The study was set to achieve the following objectives; to examine the extent to which appraisal of teachers' professional knowledge and application, time management, innovation and creativity in teaching of teachers as well as learners' protection, and safety influence teacher performance in public primary schools. The study was guided by Performance Appraisal Model and it applied a descriptive survey research design. The target population was drawn from 60 public primary schools with 60 head teachers, 60 Deputy head teachers and 460 assistant teachers. The study sample comprised of 30 percent of the entire public school population that were sampled using stratified proportional sampling based on the educational zone.

Selection of head teachers and deputy heads, census sampling method was used to select all the 18 head teachers and their deputies in every sampled

school to participate in the study. Teachers were sampled using simple random sampling to obtain five assistant teachers in every sampled school, consisting of 90 assistant teachers. The study adapted questionnaire and document analysis guide for data collection. The instruments were piloted in two schools to ensure reliability and validity measures. Descriptive statistics was to analyze collected data.

5.3 Summary of the Findings

Objective one of the study sought to establish the influence of the appraisal of Teachers' professional knowledge and application on teacher performance. The study findings showed that a majority of the head teachers strongly agreed that appraisal of teachers' professional knowledge and application contributed greatly towards teacher performance in public primary schools. The deputy head teachers strongly concurred with their head teachers by strongly agreeing that the use of TPA tool helped in improving teacher performance because of the regular requirements to conduct appraisal supervision on set deadlines. Also, a majority (66.3%) of the teachers strongly agreed that TPA enhance preparation of teachers' professional documents which was important to the teaching fraternity. The findings implied that appraising teachers' professional knowledge and application ensured that teachers were fit to execute instructional role as mandated by the ministry of education and their employer TSC.

Objective two of the study sought to establish the influence of appraisal of time management on teacher performance. The findings revealed that appraisal of teachers' time management improved the contact time between

teachers and learners as well as increasing instructional time. This in turn improves both the teachers and the learners performance. However, 88.9 percent of the head teachers strongly agreeing that appraisers spend more of their teaching time in the exercise.

The findings from all (100%) deputy head teachers and a majority, 78.3 percent, of the teachers concurred with the head teachers in that appraisal of time management increased teachers management of classroom activities through the preparation of professional documents as well as attending lessons promptly. However, deputy head teachers felt that the process consumed much of the appraisers time because of the needed paper work. This implies that supervisors were loaded with a lot of clerical work in the performance appraisal program making teachers and appraiser to have a negative attitude towards the process.

Objective three of the study sought to establish the influence of the innovation and creativity in teaching on the teacher performance. The findings from the study showed that all the head teachers and deputy head teachers (100%), as well as 45.8 percent of teachers strongly agreed that appraisal of teachers' creativity and innovation has improved teachers creativity and innovation in teaching. These findings revealed that although teacher performance appraisal was exposing teachers to creativity and innovation during the instructional process, the use of ICT in teaching was still lagging behind in public primary schools. The findings implied that teachers were not able to access learning materials from the internet and utilize other creative options to innovate teaching and learning aids thus increasing the lesson delivery which translates

to increased performance. However, the lack of ICT and other newer technologies have hampered effective implementation of the creativity and innovation requirement of TPAD for holist instructional process.

Objective four of the study sought to establish the influence of appraisal of learner protection, and safety on teacher performance, the data collected for the study showed that all (100%) head teachers and their deputies as well as 68.7 percent of teachers who participated in the study strongly agreed that appraisal of learners' protection and safety has improved child protection in schools as well as that appraisal of learners' protection and safety improved the child safety awareness in schools. The findings show that the elements of TPAD on appraisal of learners' protection and safety have increased teachers performance on safety awareness and strategies to increase child protection. The performance appraisal program has also child safety although most of the head teachers disagreed to the role of TPA on improving teachers' awareness of child rights. This implies that teachers could have been exposed to awareness on child rights prior to the introduction of teacher performance appraisal programmes in 2012.

5.4 Conclusions of the Study

The study was conducted to investigate on the factors influencing the teacher performance appraisal systems. Based on the study objectives the following conclusions are thus drawn;

- i. On teachers' professional knowledge and application, the study concludes that appraisal of teachers' professional knowledge and application greatly

increased teachers' preparation and utilization of professional documents are high among the teachers.

- ii. On time management, the study concludes that continuous time management greatly influences teachers' performance increasing school and lesson attendance as well as syllabus coverage.
- iii. On innovation and creativity in teaching, the study concludes that the appraisal of the innovation and creativity in teaching varies considerably among teachers due to the availability of ICT resources in schools.
- iv. On learner protection and safety, the study concludes that learner protection, and safety influence teachers' performance.

5.5 Recommendations of the Study

Based on the findings and Conclusions of the study the following recommendations were drawn;

- i. The TSC should help train head teachers and deputies on how to assess teacher performance so as to offer appropriate professional knowledge. This will help the head teachers and deputies to make the appraisal process effective in determining proper teacher activity. This will allow teachers to understand the use and preparation of their professional documents.
- ii. The BOM should enhance performance planning for better time management during the schools' programmes to ensure that teaching and learning activities meet the set deadlines for effective running of the schools.

- iii. The teachers participating in teachers' performance appraisal need to be educated on new technologies to increase teachers' creativity and innovation during teaching and learning process.
- iv. The BOM should help in improving on the provision of teaching and learning facilities as well as donating ICT infrastructure in schools to ensure that teachers have access appropriate resources and information to increase their creativity and innovation during teaching and learning process.
- v. The head teachers should be provided for clear objectives of the appraisal system as well as the expectations in improving teacher performance so as to ensure that everyone understands the goals of the appraisal process; without biasness and misunderstanding which are fraught with confusion and mistrust.
- vi. The Quality Assurance officers should receive consistent and ongoing training on the application of the system as an essential element for its success and to make it valuable to teachers.
- vii. Teachers should be enlightened on improved child protection and safety strategies to increase their role in ensuring that child rights and safety precautions are adhered to during the teaching and learning process.

5.6 Suggestions for Further Study

The study investigated the influence of Performance Appraisal on teachers performance in public primary school in Homa Bay Sub County, Homa bay county, Kenya, the researcher recommends the following research topics;

- i. Influence of continuous training on the effective implementation of appraisal systems.
- ii. The influence of performance planning on the teacher performance appraisals
- iii. Effectiveness of the performance appraisal systems applied by the public service commission.

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APPENDICES

APPENDIX A: INTRODUCTION LETTER

UNIVERSITY OF NAIROBI
SCHOOL OF EDUCATION
P.O. BOX 30197 – 00100
NAIROBI
DATE.....

The head teacher,

.....Primary School

Dear Sir/ Madam

RE: REQUEST FOR PARTICIPATION IN RESEARCH

I am a student in the University of Nairobi, department of educational administration and planning pursuing Master’s Degree. I am currently undertaking research on “**Influence of Performance Appraisal on Teachers Performance in Public Primary School in Homa Bay Sub County, Homa Bay county, Kenya**”. Your school is one of these chosen for the study. Please, kindly assist by providing the information on the various sought items. You are assured that the information you provide will be used for academic purposes only and will be treated with almost confidentiality

Yours Faithfully,

Juma Willis Osati.

**APPENDIX B: QUESTIONNAIRES FOR HEADTEACHERS AND
DEPUTIES**

The purpose of this questionnaire is to gather information on the influence of Performance Appraisal on teachers' performance in public primary school in Homa Bay Sub County, Homa Bay County, Kenya. Please respond to each item as appropriate. Do not write your name or that of the school for confidentiality purposes.

Section A: Demographic Information

1) What is your gender? Male Female

2) What is your age bracket

24 – 30 years 31 – 35 yrs

36 – 40 yrs 41 – 45 yrs

46 – 50 yrs 51 yrs & abv

3) What is your highest academic qualification?

Diploma BEd MEd

PhD other specify_____

4) For how long have you served in teaching profession?

15 yrs & below 16 – 20 yrs

21 – 25 yrs 25 yrs and above

5) For how long have you served as an administrator?

15 yrs & below 6 – 10 yrs

10 – 15 yrs 16 – 20 yrs

21 yrs and above

Section B: Performance Appraisal and Teachers' performance

Kindly use the following likert scale to show your level of agreement to the provided statements. Key: SA – Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree

6)	Appraisal of Professional Knowledge and Application	SA	A	D	SD
a)	Appraisal of Professional Knowledge and Application enhance preparation of teachers' professional documents?				
b)	Appraisal of Professional Knowledge and Application has improved syllabus coverage by teachers.				
c)	Appraisal of Professional Knowledge and Application makes teachers to use their professional documents while teaching.				

7)	Appraisal of Time management	SA	A	D	SD
a)	Appraisal of Time management has improved teachers school attendance				
b)	Appraisal of Time management has improved lesson attendance				

c)	Appraisal of Time management has enhanced syllabus coverage				
d)	Appraisal of Time management improves teachers' preparation of professional document				
E)	Appraisers spend more of their teaching time in the exercises				

8)	Appraisal of teachers' creativity and innovation	SA	A	D	SD
a)	Appraisal of teachers' creativity and innovation has improved teachers creativity and innovation in teaching				
b)	Appraisal of teachers' creativity and innovation has improved teachers use of ICT in teaching.				
c)	Appraisal of teachers' creativity and innovation has enhanced access of online teaching/ learning resources.				

9)	Appraisal of learners protection and safety	SA	A	D	SD
a)	Appraisal of learners protection and safety has improved child protection in schools.				
b)	Appraisal of learners protection and safety improved the child safety awareness in schools				
c)	Appraisal of learners protection and safety has				

	improved teachers awareness of child rights				
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10) The following aspects attribute to TPAD's elements on knowledge and application? Kindly tick (Performance of the teachers or the appraisal system where you perceive these knowledge applications influence teacher performance.

	Strongly agree	Agree	Disagree	Strongly Disagree
Quality standards				
Planning				
Job Analysis				

11) Kindly indicate in your own words other suggestions on TPA other than the mentioned above that contribute to teachers performance in your school.

Thank you for taking time to fill this questionnaire.

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

The purpose for this questionnaire is to gather effectiveness of TPAD on teacher's performance in public primary schools. Please respond to each item as appropriate. Do not write your name or that of the school for confidentiality purposes.

Section A: Demographic Information

1) What is your gender? Male female

2) What is your age bracket?

24 – 30 years 31 – 35 yrs

36 – 40 yrs 41 – 45 yrs

46 – 50 yrs 51 yrs & abv

3) What is your highest academic qualification?

Diploma BEd MEd

PhD other specify_____

4) Kindly indicate your teaching experience.

15 yrs & below 6 – 10 yrs

10 – 15 yrs 16 – 20 yrs

21 yrs and above

Section B: Performance Appraisal and Teachers' performance

Kindly use the following likert scale to show your level of agreement to the provided statements on variables from TPAD and their influence on teachers' performance. Using the key: SA = Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree

5)	Appraisal of Professional Knowledge and Application	SA	A	D	SD
a)	Appraisal of Professional Knowledge and Application enhance preparation of teachers' professional documents?				
b)	Appraisal of Professional Knowledge and Application has improved syllabus coverage by teachers.				
c)	Appraisal of Professional Knowledge and Application makes teachers to use their professional documents while teaching.				

6)	Appraisal of Time management	SA	A	D	SD
a)	Appraisal of Time management has improved teachers school attendance				
b)	Appraisal of Time management has improved lesson attendance				
c)	Appraisal of Time management has enhanced syllabus coverage				
d)	Appraisal of Time management improves teachers' preparation of professional document				
e)	Appraisers spend more of their teaching time in the exercises				

7)	Appraisal of teachers' creativity and innovation	SA	A	D	SD
a)	Appraisal of teachers' creativity and innovation has improved teachers creativity and innovation in teaching				
b)	Appraisal of teachers' creativity and innovation has improved teachers use of ICT in teaching.				
c)	Appraisal of teachers' creativity and innovation has enhanced access of online teaching/ learning resources.				

8)	Appraisal of learners protection and safety	SA	A	D	SD
a)	Appraisal of learners protection and safety has improved child protection in schools.				
b)	Appraisal of learners protection and safety improved the child safety awareness in schools				
c)	Appraisal of learners protection and safety has improved teachers awareness of child rights				

9) The following aspects attribute to TPAD's elements on knowledge and application? Kindly tick (Performance of the teachers or the appraisal system where you perceive these knowledge applications influence teacher performance.

	Strongly agree	Agree	Disagree	Strongly Disagree
Quality standards				
Planning				
Job Analysis				

10) Kindly indicate in your own words other suggestions on TPA other than the mentioned above that contribute to teachers performance in your school.

Thank you for taking time to fill this questionnaire.

APPENDIX D: 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/19/38124/30555**

Date: **28th May, 2019.**

Juma Willis Osati
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of performance appraisal on teachers’ performance in public primary schools in Homa Bay Sub County Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **27th May, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Homa Bay 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. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

APPENDIX E: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/19/38124/30555**
MR. JUMA WILLIS OSATI **Date Of Issue : 28th May,2019**
of UNIVERSITY OF NAIROBI, 92-902 **Fee Received :Ksh 1000**
KIKUYU,has been permitted to conduct
research in Homabay County

on the topic: INFLUENCE OF
PERFORMANCE APPRAISAL ON TEACHERS
PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN HOMA BAY SUB COUNTY
KENYA

for the period ending:
27th May,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.



REPUBLIC OF KENYA

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.

NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH LICENSE

Serial No.A 24924

CONDITIONS: see back page

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