

**INFLUENCE OF INSTITUTIONAL FACTORS ON IMPLEMENTATION  
OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT IN  
PUBLIC PRIMARY SCHOOLS IN SIAYA SUB COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfilment of the Requirement for Award of Master  
of Education in Educational Administration**

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## DECLARATION

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

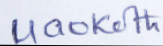


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## **DEDICATION**

This research project is dedicated to my dear wife Colleta Auma Oyuga, my children Rehema Achieng', Abraham Austine Onyango and Avianna Jasmine, my mother Monica Atieno Onyango and to my brothers and sisters Julia Atieno Onyango, Jenipher Adhiambo Onyango, Joseph Otieno Onyango, Merceline Akinyi Onyango, George Oduor Onyango and Mary Auma Onyango.

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## ABBREVIATIONS AND ACRONYMS

<b>CD</b>	County Director
<b>CSO</b>	Curriculum Support Officer
<b>HoI</b>	Head of Institution
<b>ICT</b>	Information Communication and Technology
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNEC</b>	Kenya National Examinations Council
<b>MoE</b>	Ministry of Education
<b>PA</b>	Performance Appraisal
<b>PC</b>	Performance Contract
<b>TPAD</b>	Teacher Performance Appraisal and Development
<b>TPD</b>	Teacher Professional Development
<b>TSC</b>	Teachers Service Commission
<b>SCD</b>	Sub County Director
<b>SPSS</b>	Statistical Package for Social Sciences

## ABSTRACT

The objective of this study was to examine the impact of institutional determinants on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools located in Siaya Sub-County, Kenya. The study aimed to address the following objectives: firstly, to examine the impact of head teachers' supervision on the implementation of the Teacher Performance Appraisal and Development (TPAD) system; secondly, to analyze the influence of the relationship between appraisers and appraisees on the implementation of TPAD; thirdly, to explore the effect of the availability of Information and Communication Technology (ICT) resources on the implementation of TPAD; and finally, to assess the relationship between time management and the application of TPAD in schools. The study was conducted on the framework of Edwin Locke's goal-setting theory, which was first proposed in 1968. The study employed a descriptive survey methodology and specifically targeted a population including 132 public primary schools, 132 head teachers, 119 deputy head teachers, and 1310 teachers within Siaya Sub County. The sample consisted of 181 individuals, consisting of 26 individuals serving as head teachers, 24 individuals serving as deputy head teachers, and 131 individuals serving as teachers. The data collection process encompassed the utilization of questionnaires and interviews, while the subsequent analysis entailed the application of descriptive statistics, specifically frequencies and percentages. In addition to employing inferential statistics, such as correlations, the findings were visually represented through the utilization of tables, pie charts, and bar graphs. The outcomes of the study are consistent with its stated objectives. The findings indicate a substantial relationship between head teachers' supervision and the application of the Teacher Performance Appraisal and Development (TPAD) system ( $M=1.86$ ,  $r=.585$ ,  $r=.621$ ,  $r=.330$   $p < 0.05$ ). Furthermore, the connections between appraisees and appraisers were found to be statistically significant ( $M=2.07$ ,  $r=.560$ ,  $r=.505$ ,  $r=.332$ ;  $p < 0.05$ ). The statistical analysis revealed that the presence of ICT resources showed a significant correlation ( $r=.907$ ,  $r=.575$ ;  $p < 0.05$ ). Similarly, time management also demonstrated statistical significance ( $M=2.08$ ,  $r=.560$ ,  $r=.726$ ,  $r=.402$ ;  $p < 0.05$ ). In summary, this research demonstrates that various elements, including the supervision of head teachers, interactions between appraisers and appraisees, the availability of ICT resources, and effective time management, have a significant influence on the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools. The proposition is that stakeholders should engage in collaboration in order to optimize the efficacy of the TPAD implementation process. The primary objective of the Teachers Service Commission is to establish a comprehensive appraisal framework that is grounded in empirical evidence. Additionally, it is imperative for the Ministry of Education to give precedence to the provision of effective information and communication technology (ICT) resources in educational institutions, as this will contribute to the development of rigorous teacher appraisals. The study suggests that additional research should be conducted to explore the diverse aspects that impact the implementation of the Teacher Performance Appraisal and Development (TPAD) system on a national scale.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The evaluation of employee performance holds significant importance within an organizational context. Performance appraisal (PA) is a systematic process employed to monitor and evaluate the performance of individuals and teams, ensuring alignment with organizational objectives (Aguinis, 2023). According to Moyal and Iyengar (2016), performance appraisal (PA) is characterized as a process that involves evaluating the performance of employees in a certain job and determining their professional growth and development. Performance evaluation is a systematic process that involves evaluating the performance of employees and providing them with constructive feedback, which can potentially enhance their future performance (Bohlander and Snell, 2010). Performance appraisal (PA) is a systematic evaluation method used to examine employees' job performance in relation to the requirements of their position (Kagama & Irungu, 2018). Performance evaluation refers to the process of evaluating and documenting the strengths and weaknesses of personnel (Aguinis, 2023). According to Boko, Danku, Dordor, and Solgo (2015), performance assessment is a continuous process used to determine, measure, and evaluate the performance of individual employees, with the aim of identifying areas that require improvement.

The concept of performance appraisal originated during the Wei dynasty of China (A.D. 261-265), wherein an imperial rater assessed the performance of individuals within the official family. Subsequently, in the year 1648, the aforementioned practice was introduced in Dublin, Ireland, whereby lawmakers were evaluated according to their individual characteristics. The New York City Civil Service initiated a structured appraisal program shortly prior to the onset of the First

World War. Personnel administration (PA) was utilized during the 1920s as a means to determine and create appropriate wage rates for workers within industrial establishments. Performance appraisal has been utilized in several contexts, including education, since the 1940s (Gakure, Muriu & Orwa, 2013). According to Bartlett (2000), the primary objective of performance evaluation in the field of education is to facilitate instructors in their career planning and enhance their professional growth.

The School Teacher Appraisal scheme was implemented by the UK Government in September 2002, mandating the participation of all teachers, both certified and unqualified, in Performance Management. The implementation of teacher appraisal in the United States was intended to enhance the effectiveness of educators with the goal of improving student outcomes (Sawchuk, 2015). According to the author, the appraisal process serves the purpose of providing feedback to instructors, so facilitating their professional growth through the identification of both their areas of proficiency and areas requiring improvement. The evaluation process has other functions beyond its primary goal, including facilitating administrative tasks such as determining eligibility for awards and providing information to support promotion decisions (Kagama & Irungu, 2018).

The implementation of teacher appraisal in Egypt was undertaken with the aim of enhancing the overall effectiveness and proficiency of educators. Nevertheless, the execution of this initiative has encountered several obstacles. In a study conducted by Marey and Hesham (2020) regarding the re-conceptualization of teacher assessment in Egypt, it was found that administrators faced significant managerial obligations that impeded their ability to adequately assess instructors. The inadequate provision of feedback and limited professional development guidance has a detrimental impact on the performance of teachers.



The introduction of administrative reform in Uganda in 1976 aimed to enhance the performance of the public sector (Karyaija, 2012). According to Kyakulumbye (2013), the assessment system implemented in public schools has facilitated the recognition of teachers' areas for improvement and discrepancies in their performance. The alignment of teaching staff with educational strategic goals has been facilitated by the evaluation of teachers' knowledge and skills, their ability to work in teams, their communication skills, and their time management abilities.

In the context of Tanzania, the Performance Appraisal System (PAS) has been rebranded as the Open Performance Review and Appraisal System (OPRAS). The implementation of OPRAS was initiated by the Government in July 2004, as outlined in Circular No.2 of 2004. The Open Performance Review and Appraisal System (OPRAS) was implemented as a replacement for the Closed Annual Confidential Report System (CACRS). The CACRS was known for its lack of feedback and inadequate support provided to employees (United Republic of Tanzania, 2013). According to Taylor (2015), the Closed Annual Confidential Report System, due to its high level of confidentiality and bureaucratic characteristics, could not effectively facilitate the enhancement of performance and accountability within the public sector.

The implementation of performance appraisal in the education sector of Kenya can be traced back to 1964, when it was initially established as an inspectoral evaluation system. Under this system, officials appointed by the Minister of Education from the Ministry of Education (MoE) were authorized to conduct visits and inspections of schools at any given time, with or without prior notice. The purpose of these visits was to assess the adequacy of curriculum implementation and the competence of teachers in their professional roles (Mwinyipembe & Orodho, 2014). Prior to 2005, the evaluation of teachers in Kenya followed a confidential methodology that relied on subjective assessments of their personality traits and their degree of devotion towards the school

principal (Muli, 2010). The teachers were not granted access to the head teacher's appraisal of their conduct. According to the updated Teachers Service Commission (TSC) Code of Regulation for Teachers in 2005, specifically in cap 29.44, it is mandated that the principal is responsible for conducting appraisals and submitting copies of the appraisal report to both the TSC and the District Education Officer by the end of March annually. The policy on teacher appraisal underwent a transformation from a confidential process to an open appraisal exercise with the release of the new Code of Regulation for Teachers (TSC, 2005).

In accordance with the findings of TSC (2016), the primary objective of the assessment system is to facilitate the provision of constructive feedback, enhance interpersonal communication, and establish clear delineations of roles and duties. The implementation of the performance appraisal, known as the Teacher Performance Appraisal and Development (TPAD), has been in progress since January 2016 and has been extended to all public schools. The Teacher Performance Appraisal and Development (TPAD) framework encompasses a total of five teaching criteria. The initial criterion is professional knowledge and practice, which encompasses the teacher's capacity to exhibit expertise in the subject matter and employ suitable instructional approaches. Additionally, it involves conducting lesson observations on a regular basis, effectively utilizing teaching and learning resources, generating professional documents aligned with the current syllabi and designs, discerning learners' abilities and learning styles, fostering the development of learners' talents, incorporating Information Communication and Technology (ICT) into teaching and learning, and conducting learner assessment, feedback, and reporting on their progress. The second standard pertains to the establishment of a comprehensive learning environment. This involves the teacher's capacity to cultivate a school or classroom setting that is conducive to the needs of children. This is achieved through the implementation of deliberate activities that

exemplify principles such as respect, equity, inclusion, and moral values. Additionally, it involves the creation of a stimulating atmosphere within the classroom, ensuring the safety of learners, and effectively managing their conduct and behavior. The third criteria pertains to teacher professional development, specifically focusing on the teacher's capacity to construct a self-professional development support plan, recognize areas for professional improvement, and actively participate in ongoing and pertinent career advancement and development endeavors. The fourth standard pertains to teacher conduct and professionalism, encompassing the teacher's capacity to prioritize the learner's welfare and uphold ethical standards and professional obligations both within and beyond the educational institution. This standard necessitates the demonstration of knowledge regarding legal requirements in education, adherence to professional obligations in teaching and learning, timely completion of syllabus coverage and meeting deadlines, as well as the observance of punctuality in attending lessons, fulfilling duties, and preparing professional documents. The final criterion pertains to the engagement of teachers in professional learning communities. This involves their capacity to actively participate in such communities, collaborate with colleagues and the wider professional learning community to enhance teaching and learning, engage with parents/guardians and other stakeholders, take part in programs organized in conjunction with other educational institutions such as the Kenya National Examinations Council (KNEC), Kenya Institute of Curriculum Development (KICD), Ministry of Education, and establish connections with the local community.

The continuous implementation of TPAD has elicited concerns from several education stakeholders. The 2017 evaluation report on teachers revealed concerning findings, including allegations of manipulated results, inadequate commitment from teachers, negligence by field staff in updating Performance Contract and TPAD records, widespread violations of PC and TPAD

guidelines and deadlines, significant inconsistencies in teachers' and schools' data, and insufficient collaboration among County Directors (CDs), Sub County Directors (SCDs), and Curriculum Support Officers (CSOs). These issues pose a serious threat to the effectiveness of performance assessment tools (Odour, 2018). Consequently, there was a lack of feedback provided to individual schools regarding the implementation of the Performance Contract (PC) and Teacher Performance Appraisal and Development (TPAD) at the county level monitoring. Nevertheless, many counties demonstrated commendable progress in the execution of TPAD, as documented by Oywecha (2019).

The application of TPAD is influenced by an institutional component, namely the supervision conducted by head teachers. Supervision involves the process of leading, guiding, and managing the workforce to ensure adherence to predetermined plans and timely completion of tasks. The supervisory role of school administrators in the implementation of the Teacher Performance Appraisal and Development (TPAD) system is of utmost importance. The individual serving as the school head assumes the responsibility of overseeing a primary school, acting in the capacity of a supervisor. This function is carried out on behalf of the Ministry of Education (MoE) and the Teachers Service Commission (TSC). According to Grigsby and Vesey (2011), head teachers are seen as instructional leaders who serve as models, coaches, facilitators, and guides. In a study conducted by Alubbe (2015), the researcher examined the elements that impact the implementation of a performance assessment system for teachers in public secondary schools within the Westlands Constituency. The findings of the study revealed that consistent performance monitoring significantly affects the evaluation of teachers' performance. The principal should ensure that all operations inside the educational institution are executed efficiently and according to established standards. When fulfilling their supervisory responsibilities, head teachers should ensure that

teachers possess the necessary materials such as syllabi, personal timetables, approved and current work plans, lesson plans, notes, work records, records of student progress, subject and school analysis for national examinations, reviewed exercise books, daily attendance registers, records of co-curricular activities, records of student discipline management, guidance and counseling records, copies of minutes from subject or departmental meetings, as well as records of teacher performance appraisal and development (TSC, 2017). The oversight provided by school principals has the potential to enhance the teaching and learning process, leading to improved academic achievement and subsequently impacting the successful implementation of the Teacher achievement Appraisal and Development (TPAD) system. In a study conducted by Mulatya (2022), it was found that the supervisory methods of certain head teachers in Lower Yatta Sub County, Kitui County were not appropriately executed. In a study conducted by Awilly (2015), the impact of head teachers' instructional leadership on academic achievement in Gem Sub County, Siaya County was examined. The findings revealed that the management abilities of head teachers are crucial in effectively managing human resources and achieving curriculum goals and objectives. According to Sigunyu (2020), a study conducted in Bondo Sub County, Siaya County, revealed a significant correlation between classroom observations conducted by head teachers and the academic achievement of students with physical disabilities in public primary schools. This study aimed to assess the impact of head teacher supervision on the application of TPAD, as this aspect has not been explored by researchers in the current context.

The appraisal relationship between the appraisee and appraiser encompasses the degree to which teachers are evaluated according to

The available evidence utilized during the appraisal process. In a study conducted by Kemunto (2013), the author examined the perceived factors that influence the effectiveness of performance

appraisal at the TSC in Kenya. The findings revealed several key agents that were identified as contributing to this efficacy. These agents include a lack of appraisee knowledge, ambiguity in the parameters utilized, insufficient communication to facilitate feedback on performance, absence of feedback, interpersonal differences between appraisers and appraisees, complex and contemporary appraisal systems, and the presence of collective responsibility in organizational activities. The process of teacher appraisal should be grounded in evidence, whereby teachers are expected to furnish the necessary supporting documentation. This approach ensures that appraisals are not influenced by subjective perceptions or personal biases of the appraisers. According to the research conducted by Otieno, Matula, and Okoth (2021), it is argued that the implementation of appraisal practices has resulted in improved outcomes in the Kenya Certificate of Secondary Education (K.C.S.E). This finding suggests that when appraisal procedures are effectively carried out, teachers have a higher level of job satisfaction, which in turn has the potential to positively impact academic performance.

The provision of ICT resources has posed a significant issue in the field of education, particularly in public primary schools within the Kenyan context. Langat (2015) asserts that the absence of adequate infrastructure and information and communication technology (ICT) equipment poses significant challenges to the successful application of ICT in primary schools in Kenya. According to Munyantore and Mbalire (2017), the current advancements in information and communication technology (ICT) are significantly influencing the education systems of today, which are heavily reliant on technology. In their study, Ndiku and Mbithe (2018) observed that a majority of the principals in Mbooni West Sub-county opted to complete physical copies of TPAD tools and afterwards visited a cyber-facility to submit the data. In their study, Njuguna et al. (2022) examined the impact of ICT infrastructural resource management on the implementation of the TPAD policy.

The researchers found that it is imperative for the Ministry of Education to ensure the provision of ICT infrastructural resources in all public secondary schools within Trans Nzoia County. This measure is crucial for enhancing the successful implementation of the TPAD policy. In their study, Oluoch et al. (2015) examined the factors that impede the utilization of information and communication technology (ICT) in the provision of management services within public secondary schools in Siaya County. The researchers found that insufficient ICT resources and a pessimistic staff attitude towards ICT implementation in management were significant barriers to the adoption of ICT in public secondary schools in Siaya County. It is imperative that schools have access to ICT resources and that head teachers and teachers utilize them efficiently for the timely execution of TPAD. This will facilitate the smooth conduct of appraisals. Consequently, it is necessary to examine the impact of ICT resource availability on the implementation of TPAD, an area that remains unexplored in Siaya Sub County.

The act of time management refers to the deliberate and mindful control exerted over the allocation of time to certain activities, with the primary goal of enhancing effectiveness, efficiency, and productivity. According to Barbara (2003), individuals in educational settings, including principals, instructors, and students, can achieve favorable outcomes in their responsibilities by effectively using time management strategies and adhering to designated timeframes. Insufficient time poses a significant obstacle for educators striving to achieve their predetermined teaching and learning objectives. According to Okoth's (2013) research, the implementation of effective time management strategies by principals, instructors, and students has been found to positively impact academic outcomes. According to the findings of Kayode and Ayodele (2015), the effective management of time by teachers has the potential to positively impact students' academic achievement. It is imperative for head teachers and instructors to adhere to the institutional TPAD

schedule of activities in order to effectively manage time throughout the implementation of TPAD. According to a report published by the instructors Service Commission (TSC) in March 2022, it has been found that a minimum of 17,560 instructors have been implicated in a range of Teacher Performance Appraisal and Development (TPAD) offenses. According to the July 2022 report from the Teachers Service Commission (TSC), Siaya County had a cumulative count of 1004 educators who had not fulfilled their appraisal requirements. The process of teacher appraisal in schools involves multiple steps that necessitate the use of appropriate and efficient time management strategies. Against the backdrop of timely evaluations, this study aims to examine the impact of time management on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools located in Siaya Sub County.

## **1.2 Statement of the Problem**

The Government of Kenya has undertaken substantial endeavors in the evaluation of teachers, providing them with constructive comments and enhancing their professional performance. The Teaching Service Commission (TSC) is entrusted with the duty of monitoring the performance and conduct of teachers within the teaching profession, as outlined in section 11 (f) and 35(i) of the TSC Act 2012. In order to enhance oversight and maintain ongoing evaluation of teachers' adherence to the curriculum at the institutional level, the commission has created an open performance rating system for instructors in this regard. The assessment method serves the purpose of delivering feedback, enhancing communication, and elucidating roles and duties. The Teacher Performance Appraisal and Development (TPAD) system has been used in public schools beginning January 2016. Despite the inherent goal of the Teacher Performance Appraisal and Development (TPAD) system to enhance teachers' performance, its implementation has encountered many problems. Despite the efforts made by the Teachers Service Commission (TSC)



to provide training for school heads and TPAD champions in every public school, in order to ensure the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system, there are still several challenges faced by various stakeholders involved in the appraisal process. These challenges include the Ministry of Education (MoE), Quality Assurance and Standards department, TSC at the county and sub-county levels, Curriculum Support Officers, head teachers, and teachers themselves. The Teachers Service Commission Siaya Sub County Office (2022) conducted an assessment of the TPAD implementation in the sub county and identified several challenges encountered since its initiation. These challenges include teachers' perception that TPAD would be utilized for identifying faults rather than supporting their professional growth, opposition from the Kenya National Union of Teachers (KNUT) towards the TPAD policy, teachers' resistance to being appraised by their peers, discrepancies between appraisal ratings and actual teacher performance, limited understanding of the appraisal process among teachers, inadequate availability of ICT resources in schools, and a lack of feedback on the appraisal process.

The research conducted by Osati (2019) in Homabay Sub County focused on examining the impact of performance appraisal on the performance of teachers in public primary schools. However, the study did not explore the various elements that may influence the process of performance appraisal. The studies conducted by Makumi (2022) in Makueni Sub County and Mito (2021) in Bondo Sub County have a limitation in that they focused exclusively on secondary schools. Nevertheless, the subject matter of the present investigation diverges from theirs and was conducted in a distinct sub-county, namely Siaya, with a specific emphasis on primary educational institutions. There exists a dearth of study concerning the elements that influence the implementation of the Teacher Performance Appraisal and Development (TPAD) system in Kenya, specifically within Siaya Sub

County. The study thus aimed to investigate the impact of institutional elements, including head teacher supervision, appraisee-appraiser relationships, access to ICT resources, and time management, on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools located in Siaya Sub-County, Kenya.

### **1.3 Purpose of the Study**

The objective of this study was to examine the impact of institutional determinants on the implementation of Teacher Performance Appraisal and Development in public primary schools located in Siaya Sub-County, Kenya.

### **1.4 Objectives of the Study**

The study was guided by the following research objectives:

1. To determine the influence of supervision by head teachers on implementation of Teacher Performance Appraisal and Development in public primary schools in Siaya Sub-County, Kenya.
2. To analyze the influence of appraisee-appraiser relations on implementation of Teacher Performance Appraisal and Development in public primary schools in Siaya Sub-County, Kenya.
3. To examine the influence of availability of ICT resources on implementation of Teacher Performance Appraisal and Development in public primary schools in Siaya Sub-County, Kenya.
4. To assess the influence of time management on implementation of Teacher Performance Appraisal and Development in public primary schools in Siaya Sub-County, Kenya.

## **1.5 Hypothesis of the Study**

The study sought to discover the answers to the following hypotheses: -

**H<sub>01</sub>:** There is no meaningful correlation between supervision by head teachers and implementation of Teacher Performance Appraisal and Development in public primary schools in Siaya Sub-County, Kenya.

**H<sub>02</sub>:** There is no meaningful correlation between appraisee-appraiser relations and implementation of Teacher Performance Appraisal and Development in public primary schools in Siaya Sub-County, Kenya.

**H<sub>03</sub>:** There is no meaningful correlation between availability of ICT resources and implementation of Teacher Performance Appraisal and Development in public primary schools in Siaya Sub-County, Kenya.

**H<sub>04</sub>:** There is no meaningful correlation between time management and implementation of Teacher Performance Appraisal and Development in public primary schools in Siaya Sub-County, Kenya.

## **1.6 Significance of the Study**

The study findings hold significant value as they provide valuable insights for policy makers, educational administrators, and instructors regarding the institutional elements that influence the implementation of TPAD. The TSC has the potential to utilize the research findings in order to enhance the TPAD policy. The research findings can be utilized by head teachers to identify areas of performance disparities among teachers and subsequently offer Teacher Professional Development (TPD) opportunities. The discoveries have the potential to enhance the existing body of knowledge by addressing research gaps pertaining to the impact of institutional factors on the

implementation of TPAD in Siaya Sub County. These findings may prove valuable to future researchers in their endeavors.

### **1.7 Limitations of the Study**

The study relied on the collaboration of the participants as it primarily utilized self-assessment questionnaires to gather data on the application of TPAD. The researcher conducted in-person interviews and emphasized the importance of candidness among the participants when completing the study instruments. The data submitted by the participants was treated with strict confidentiality. The interview guide employed for head teachers was additionally utilized to ensure their responses were objective in nature.

### **1.8 Delimitations of the Study**

The study primarily examined the impact of institutional elements, namely the supervision provided by head teachers, the quality of appraisee-appraiser relations, the availability of ICT resources, and time management practices, on the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools located in Siaya Sub-County, Kenya. This focus was chosen due to the limitations of the research, which prevented full investigation of all potential factors influencing TPAD implementation. The participants of the study consisted of head teachers, deputy head teachers, and teachers employed in public primary schools. The selected participants were deemed appropriate as they were teachers hired by the TSC, for whom the TPAD was specifically designed, and were not affiliated with private primary schools.

## 1.9 Basic Assumptions of the Study

This study assumed that:

- i. All the public primary schools in Siaya Sub-County have embraced the TPAD
- ii. The teachers follow the institution TPAD calendar of activities.
- iii. The respondents would give the accurate responses.

## 1.10 Definition of Significant Terms

**Appraisee** refers to the teacher being evaluated in the implementation of TPAD.

**Appraisee–Appraiser relations** refer to the relevance that the one carrying out teacher evaluation has on the teacher being evaluated in the implementation of TPAD.

**Appraiser** refers to the one carrying out teacher evaluation in the appraisal; head teacher, deputy head teacher and any other teacher assigned the appraisal rights.

**Supervision by head teachers** refers to the activities the school head engages in to check the implementation of TPAD.

**ICT Resources** refer to any tangible or intangible assets required in schools for generating, transmitting, receiving, processing and representing data in electronic form for implementation of TPAD.

**Implementation** refers to the act of putting TPAD policy into action.

**Institutional factors** in this study refer to factors within the school set up that enhance implementation of TPAD in public primary schools that are assumingly influencing implementation of TPAD.

**Appraisal Teacher Performance and Development** refers to the systematic evaluation

of a teachers' past or present performance, with the aim of understanding their capacities, enhancing their knowledge, skills and expertise in order to advance their performance.

**Time management** refers to the ability of public primary schools to use time effectively in the implementation of TPAD.

### **1.11 Organization of the Study**

The study is organized in five chapters. Chapter one which is the introduction includes the background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two, which is basically the literature review, entails the introduction, the concept of Appraisal Teacher Performance and Development, supervision by head teachers and implementation of TPAD, appraisee-appraiser relations and implementation of TPAD, availability of ICT resources and implementation of TPAD, time management and implementation of TPAD, summary of literature review, theoretical framework and conceptual framework of the study.

Chapter three entails the research methodology and includes the introduction, research design, target population, sample size and sampling procedure, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four presents the introduction, findings from data analysis and interpretation guided by the research questions. Chapter five gives the introduction, summary of the study, conclusions, recommendations and suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

This chapter provides a literature analysis pertaining to the examination of institutional determinants and their impact on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools located in Siaya Sub-County, Kenya. This review centers on the impact of head teacher supervision, the quality of appraiser-appraisee relationships, the availability of ICT resources, and time management on the implementation of TPAD. It also includes a synopsis of the literature review and the theoretical and conceptual framework.

#### **2.2 The Concept of Implementation of Teacher Performance Appraisal and Development**

The process of Teacher Performance Appraisal and Development involves the examination of a teacher's performance based on the established standards outlined by the Teaching Service Commission (TSC). Teacher performance in Scotland, the United Kingdom, the United States of America, and South Africa is evaluated through the utilization of quality performance indicators.

In the United States, appraisals are commonly employed for administrative functions such as determining merit-based salary increases and informing decisions regarding employee promotions.

However, the utilization of performance appraisals for developmental reasons is rather restricted (Kagama & Irungu, 2018). In the context of South Africa, the primary purpose of performance appraisal is to provide feedback regarding substandard performance, acknowledge exceptional performance, and ascertain the training requirements of employees (Swaartbooi, 2016). Nevertheless, at the initial stages in South Africa, educators exhibited resistance towards the

implementation of the appraisal system, hence posing significant challenges (Mpungose & Ngwenya, 2014). The Open Performance Review and Appraisal System in Tanzania is implemented through the utilization of form TFN, 832. This form encompasses the performance agreement between the employee and the supervisor, outlining the specific performance objectives of the individual employee in relation to the organizational objectives (United Republic of Tanzania, 2013). In their study titled "Perceptions and Practices of Teacher Professional Development in Tanzania," Komba and Nkumbi (2016) examined the topic of teacher professional development in Tanzania. The research aimed to examine the perspectives and approaches towards teacher professional development among various stakeholders, including head teachers, primary school teachers, ward education coordinators, district education officials, school inspectors, and members of the school committee. The investigation was conducted throughout six school districts. The majority of respondents regarded professional development of teachers as essential due to its ability to strengthen a teacher's professional abilities, academic expertise, and technical knowledge. However, the majority of respondents indicated that the Principals did not provide support and encouragement for it.

The implementation of teacher appraisal in Uganda in 1976 was a component of an administrative reform initiative aimed at enhancing the performance of the public sector (Karyaija, 2012). According to Kyakulumbye (2013), the assessment system implemented in public schools has effectively identified areas of performance gaps and professional development needs among teachers. This assessment process evaluates teachers based on their knowledge and skills, ability to work in teams, communication skills, and time management abilities. As a result, this system helps to align the teaching staff with the strategic goals of education.



In Kenya, the traditional practice of utilizing confidential reports to evaluate a teacher's performance and potential has been substituted with a contemporary and transparent assessment approach, wherein the teacher actively engages in the evaluation process (Ngeno, Bett & Cheruiyot, 2013). According to Section 52 of the Code of Regulations for Teachers (2015), the Teacher Service Commission (TSC) is responsible for the administration of the performance appraisal system. This entails requiring Heads of Institutions (HoI) to oversee the performance appraisal of teachers within their respective institutions. The TSC also utilizes performance appraisal reports for purposes such as promotion, deployment, and other prescribed rewards. In addition, the TSC identifies training needs and takes appropriate corrective action in cases of poor performance. Furthermore, the TSC is responsible for the development and periodic review of criteria, guidelines, and tools for performance appraisal. These resources are made accessible on the commission's website or as advised by the commission. The primary goals of the Teacher Performance Appraisal and Development (TPAD) system encompass the provision of high-quality education to students in all public educational institutions, the facilitation of teachers' professional growth and improvement, the identification and analysis of teachers' areas of improvement, and the provision of necessary support for their professional development. Additionally, TPAD aims to maintain comprehensive records of teaching and learning performance to inform decision-making processes, ensure equitable, effective, and consistent teacher evaluation, and safeguard the rights and well-being of students.

According to the Teachers Service Commission (TSC, 2015), the implementation of teacher appraisal was designed with the primary objective of enhancing teachers' performance. According to Wanjala (2019), an examination of the KCPE results pertaining to primary schools in Mumias East Sub County revealed a favorable trajectory starting from 2015. The study further stated that,

contrary to popular belief, instructors did not harbor opposition towards the TPAD practice itself, but rather expressed dissatisfaction with its method of implementation. According to Muthuri (2019), the process of performance appraisal faced many hurdles. These challenges encompassed obstacles in goal setting, such as the absence of consistent support, ambiguity in goal definition, unclear performance standards, and the establishment of goals that were unachievable. The study conducted by Oywecha (2019) examined the influence of TPAD implementation on teaching effectiveness in secondary schools in Narok County, Kenya. The findings of the study indicated the presence of concerns regarding the credibility of appraisers. To address this issue, the study recommended the implementation of continuous professional development initiatives and the development of improved programs for integrating information and communication technology (ICT) in teaching practices. The adoption of the Teacher Performance Appraisal and Development (TPAD) system, which was previously opposed by trade unions, has been enhanced as a result of their advocacy efforts. This increased acceptance has subsequently contributed to improved performance among teachers (Kuja, Okoth, & Matula, 2022).

### **2.3 Supervision by Head teachers and TPAD Implementation**

The concept of supervision by head teachers entails the act of leading, mentoring, and controlling teachers to ensure adherence to planned activities and timely execution. The Teachers Service Commission (TSC) has implemented an open performance appraisal framework for teachers with the aim of improving supervision and ensuring ongoing monitoring of their effectiveness in implementing the curriculum at the institutional level. According to the TSC (2018), the implementation of TPAD assigns head teachers with the responsibility of overseeing and evaluating teachers' work, as well as providing progress reports. In fulfilling their supervisory responsibilities, head teachers should ensure that the professional records of teachers are

adequately preserved and kept current. The documents encompass several components such as a work plan, lesson plans, records of tasks covered, lesson notes, learners' progress records, and analyses of subject or national tests. The impact of instructional supervision on teachers is contingent upon the manner in which it is conducted by the head teacher. Additionally, it has been found that the observation of lessons during supervision has a positive effect on the results of the Kenya Certificate of Primary Education (KCPE) (Mulatya, Okoth, & Mugambi, 2021). The administrators are responsible for overseeing the operations within educational institutions. The head teachers play a pivotal role in leading the activities that are crucial for the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system. Hopkins (2013) posits that instructional leadership is a multifaceted undertaking, wherein the principal assumes the role of a leader who guides and influences other leaders within the educational setting. To improve the standard of instruction and educational programs, education leadership necessitates collaboration with various stakeholders, such as students, instructors, and parents. In this role, the school administration will oversee the performance of teachers by conducting routine classroom observations and collecting data on their effectiveness. Subsequently, educators are assessed based on the aforementioned information.

Through ongoing monitoring, head teachers are able to determine the desired outcomes during teacher appraisal and afterwards provide support to enhance performance. In a study conducted by Mirado (2019), the primary objective was to examine the perceived effectiveness of performance assessment systems. The study conducted in government-owned secondary schools in Sidama Zone, Ethiopia indicated that, in a significant number of these institutions, the responsibility of determining the timetable for classroom observation does not lie with the observer or the teacher. The author additionally observes that although the observer and teachers together determine the

timetable for classroom observations, there exist potential avenues for evaluating a teacher's effectiveness without directly seeing classroom events. The aforementioned result underscores the significance of school administrators' oversight of TPAD activities. The objective of this study was to examine the impact of headteacher supervision on the implementation of the Teacher Performance Appraisal and Development (TPAD) system. It is imperative for the school administrator to ensure that teachers are provided with appropriate advice, support, and challenges as needed. Additionally, it is crucial that instructors receive feedback regarding their growth and accomplishments.

In their 2017 study on the implications and challenges of performance management in public schools in Kenya, Owuor and Jonyo observed that certain Heads of Institutions (HoIs) lack a comprehensive understanding of the purpose of various monitoring tools, such as the checklist for documents to be maintained by the head teacher and evaluation forms. These tools are intended to facilitate the implementation of the Performance Contract (PC). Additionally, the authors noted that the lesson observation tool, lesson attendance register, and teacher's checklist serve the purpose of ensuring effective implementation of the Teacher Performance Appraisal and Development (TPAD) process. Furthermore, it was noted that subsequent to the observation of a class, the evaluator assigns ratings to both categories, as well as to the mutually agreed upon score. This implies that the Heads of Institutions (HoIs) are unable to adequately oversee the execution of the Teacher Performance Appraisal and Development (TPAD) due to their extensive administrative responsibilities. Consequently, it is imperative to prioritize the supervision of TPAD implementation by head teachers.

In a study undertaken by Kemunto (2013), an examination was carried out to investigate the perceived elements that influence the efficiency of performance appraisal at the Teachers Service

Commission in Kenya. The study conducted by the researcher revealed that the efficiency of performance appraisal at TSC is influenced by various aspects, including a lack of communication to facilitate feedback on performance, along with six other factors. The aforementioned studies, while connected to the present study, did not place significant emphasis on the impact of head teacher supervision on the implementation of the Teacher Performance Appraisal and Development (TPAD) system. This research aimed to fill this gap by examining the aforementioned influence.

In their study, Mbatia and Okoth (2017) sought to investigate the perspectives of teachers on the supervision of public primary schools in Nakuru North District by their respective head teachers. The researchers discovered that a significant proportion of school principals actively engaged in the process of signing and assisting teachers in the preparation of professional documents, as well as regularly reviewing and providing feedback on the content written in students' notebooks. This study, while being relevant to the present study, focused primarily on teachers' perceptions of head teachers' supervisory practices in relation to performance. However, it did not examine the impact of institutional leadership supervision on the implementation of the Teacher Performance Appraisal and Development (TPAD) system. This research aims to fill this gap by investigating the aforementioned influence.

In her study, Nguuro (2017) aimed to investigate the organizational factors that influence the utilization of performance contracts in Isinya Sub-County of Kajiado. The findings revealed that there was a lack of regular communication between school heads and instructors regarding information pertaining to performance contracting. This highlights a deficiency in the supervision practices of head teachers in their respective institutions. According to Wekesa and Ongunya (2016), it is recommended that principals, in their role as instructional supervisors, establish a

policy of consistent engagement with students. This includes requesting to review students' exercise books to ensure that they are receiving assignments from their subject teachers and that their work is being assessed, graded, and corrected. The objective of this study was to examine the impact of head teacher supervision on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools within Siaya Sub-County, located in Kenya.

#### **2.4 Appraisee-Appraiser Relations and TPAD Implementation**

The appraisal-appraiser relationship refers to the significance of the evaluator's role in assessing the performance of the instructor under review. The appraiser is expected to perform the appraisal in an objective manner, adhering to the TPAD standards and considering the evidence provided by the appraisee. The study conducted by Cardno and Robson (2016) was to investigate the evaluation process of middle leaders in three secondary schools in New Zealand. The primary objectives were to identify the key elements of effective performance appraisal and provide potential enhancements for this practice. The researchers reached the conclusion that senior leaders often fail to adequately prioritize the evaluation of intermediate leaders, particularly with regards to their managerial duties. According to the findings of Mirado (2019), it was observed that the implementation of pre-appraisal sessions, which aimed to address appraisal concerns with teachers, varied among government-owned secondary schools in Sidama Zone, Ethiopia. The absence of pre-appraisal meetings suggests that there is a lack of communication between the appraisee and appraiser regarding the framework, substance, and scheduling of the appraisal process.

Hedge and Teachout (2000) conducted a study aimed at investigating the factors that influence employees and supervisors' adherence to performance rating protocols. The research revealed that

trust, specifically in relation to raters and the assessment process, serves as a noteworthy indicator of appraisal compliance for both job incumbents and supervisors. The primary focus for them revolved around the exchange of feedback, which serves as a foundation for fostering opportunities for growth and advancement. Contrary to expectations, the aforementioned scenario did not transpire, leading to a perception of the endeavor as burdensome and unproductive, devoid of any discernible advantages.

Tumusiime (2021) conducted a study examining the implementation of the Teacher Performance Appraisal and Development (TPAD) instrument by principals and its impact on the performance of teachers in public secondary schools located in Kikuyu Constituency. The findings of the research indicate that a majority of educators did not receive explicit guidance from their school administrators on participation in a Professional Development Program. Furthermore, these instructors expressed uncertainty regarding the level of support for incorporating the Teacher Performance Appraisal and Development (TPAD) framework into their instructional practices within their respective educational institutions. The research primarily examined the execution of the Teacher Performance Appraisal and Development (TPAD) system in secondary schools, with limited consideration of its application in primary schools. The primary objective of this study was to examine the interrelationships between appraisers and appraisees and their impact on the execution of appraisal processes in public elementary schools.

According to the study conducted by Okoth (2018), it was observed that transformative principals who effectively communicated and shared the school's vision were more likely to have teachers who were focused and committed. This alignment between the principal's vision and the teachers' understanding of their roles and responsibilities resulted in increased work satisfaction among the teachers, ultimately contributing to the successful implementation of the Teacher Performance

Appraisal and Development (TPAD) system. According to Gachahi (2019), there was a higher level of promotion of collaborative practices by principals in Kirinyaga County compared to Murang'a County. Consequently, secondary schools in Kirinyaga County exhibited superior performance in the Kenya Certificate of Secondary Education (KCSE) examination compared to those in Murang'a County. The researcher arrived at the conclusion that the implementation of collaborative practices resulted in a notable improvement in academic performance. This study focused on the evaluation of the relationship between appraisers and appraisees and its impact on the implementation of the Teacher Performance Appraisal and Development (TPAD) system.

## **2.5 Availability of ICT Resources and TPAD Implementation**

The significance of Information and Communication Technology (ICT) cannot be disregarded in light of the technological progress witnessed in the 21st century. The reason for this phenomenon is that information and communication technology (ICT) enhances accessibility, effectiveness, and excellence in various activities. From January 2016 to 2020, the Teacher Performance Appraisal and Development (TPAD) process involved the manual completion of assessment forms on paper, which were subsequently transferred to the TPAD system for digital storage and analysis. However, the system was subsequently modified to include a module that allows for the uploading of all TPAD activities by the appraisee, appraiser, and countersigning officer throughout the appraisal period. This updated version is referred to as TPAD Online (2.0). Both methods, whether utilizing physical documents or digital uploads, necessitate the utilization of information and communication technology (ICT) resources. These resources include computers, scanners, printers, and internet services. Additionally, the involvement of ICT/TPAD champions is crucial in public elementary schools. In order to ensure the successful implementation of the Teacher Performance Appraisal and Development (TPAD) process, it is imperative for both appraisers and



appraisees to utilize these designated resources. It is worth noting that public primary schools often face challenges with insufficient ICT resources, and in certain instances, a complete absence of such tools.

In their study, Odhiambo, Okoth, and Riechi (2017) examined the perceptions of school managers regarding the influence of integrating information and communication technology (ICT) in human resource management on the overall management of schools in Nairobi City County, Kenya. Their findings indicated that there was no significant correlation between the integration of ICT in human resource management and the management of schools in Nairobi City County. It is proposed that the promotion of ICT utilization in routine activities be promoted in order to fully comprehend the comprehensive influence of ICT in management, including the application of ICT for staff evaluations. Consequently, this research endeavor aimed to bridge the existing knowledge gap by investigating the impact of information and communication technology (ICT) resources on the successful execution of the Teacher Performance Appraisal and Development (TPAD) system.

In their study conducted in Mbooni West Sub-County, Kenya, Ndiku and Mbithe (2018) examined the role of technology and innovation as a tool for teacher appraisal by principals. The researchers found that teachers faced challenges in utilizing technology for self-appraisal due to their limited experience with technology, lack of technical training, inadequate technological resources in schools, and insufficient orientation in the administration of the Teacher Performance Appraisal and Development (TPAD) system. The utilization of school ICT resources was examined, revealing a notable disparity in the usage of school PCs among principals. The majority of principals opted for printed hard copies of the TPAD tool, which were subsequently taken to a cyber-facility for uploading. This observation highlights a deficiency in the incorporation of schools' ICT resources in the implementation of TPAD.

In their study on the readiness of secondary schools in Nyeri South District, Kenya, Khatete et al. (2015) discovered that these schools possessed the capability to incorporate Information Communication and Technology (ICT) into the teaching and learning process, thereby enhancing instructional practices. However, the difficulty mostly revolved around the capabilities of the instructors and principals. The present study aimed to examine the extent to which the availability of school ICT resources influences the implementation of the Teacher Performance Appraisal and Development (TPAD) system.

The study undertaken by Muriithi (2019) aimed to examine the many factors that influence the installation of personal computers (PCs) in public secondary schools. The present study revealed that the integration of personal computers (PCs) in public secondary schools within Igembe South Sub County, located in Meru County, Kenya, is significantly impacted by many factors, including transportation, infrastructure availability, consistent funding, information and communication technology (ICT) resources, and budget allocation. The primary objective of this study was to examine the influence of information and communication technology (ICT) resources on the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system. The utilization of ICT resources is crucial for accessing TPAD portals, as well as for scanning and uploading evidence required for the appraisal process.

## **2.6 Time Management and TPAD Implementation**

Time management refers to the systematic approach of organizing and controlling the allocation of time for various activities. Time is a significant resource in all endeavors and necessitates effective planning and management. There is no specific timeframe allocated for the performance evaluations in relation to other responsibilities. The scheduling of appraisals is a challenge for both appraisers and appraisees. This necessitates the adoption of efficient time management strategies,

including the appropriate allocation of time, the management of various tasks and activities, such as maintaining regularity and punctuality, and the proactive creation of schedules and lesson plans to strengthen the execution of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools.

The implementation of the Teacher Performance Appraisal and Development (TPAD) system is closely intertwined with the implementation of the curriculum. In a study conducted by Jensen (2011), the impact of teacher appraisal on the successful implementation of curriculum among Australian teachers was examined. The findings revealed that inadequate time management skills resulted in instructors experiencing delays in crucial aspects of curriculum implementation. In their research conducted in 2017, Okello, Owuor, and Jairo examine the impact of the Teacher Performance Appraisal and Development (TPAD) system on the adherence to curriculum timelines in public schools in Kenya. The authors find that the installation of TPAD has facilitated timely completion of the syllabus by instructors and has significantly reduced instances of teacher absenteeism, both in terms of overall school attendance and attendance during individual lessons. However, it was seen that certain teachers lacked a comprehensive understanding of the TPAD process. Additionally, some principals expressed criticism towards the process, deeming it as time-consuming. This sentiment was attributed to their heavy workload, which was exacerbated by a scarcity of teachers within the school system.

In a study conducted by Khatete (2020), the focus was on examining the monitoring and evaluation of teacher effectiveness within the context of the Teacher Performance Appraisal and Development tool (TPAD) in public secondary schools located in Nyandarua South Sub-County, Kenya. One of the primary aims of the study was to investigate the impact of instructors' compliance with school-imposed deadlines on their overall performance inside public secondary

educational institutions. The study determined that the implementation of monitoring measures for teachers' attendance has led to a notable improvement in their performance and fulfillment of their responsibilities. The present study was duplicated in Siaya Sub County, with the primary objective of examining the impact of time management on the implementation of the Teacher Performance Appraisal and Development (TPAD) system.

The successful execution of the TPAD framework necessitates teachers to demonstrate proficiency in the skill of time management. This would facilitate the prompt scheduling of appraisal meetings, the creation of professional documentation, the monitoring of school and lesson attendance, the conducting of lesson observations, the evaluation of learner assessment, and the assessment of instructor performance. The objective of this study was to examine the impact of time management on the execution of the Teacher Performance Appraisal and Development (TPAD) system, as the successful implementation of the curriculum is closely tied to teacher performance.

## **2.7 Summary of Literature Review**

The literature examined in this study demonstrates the impact of many institutional elements on the implementation of the Teacher Performance Appraisal and Development (TPAD) system. These aspects include the supervision provided by head teachers, the quality of appraisee-appraiser connections, the availability of information and communication technology (ICT) resources, and effective time management strategies. According to Kemunto (2013), Owuor and Jonyo (2017), Nguuro (2017), Mirado (2019), and Mulatya, Okoth, and Mugambi (2021), there is a consensus among scholars on the significance of head teachers' supervision in the execution of the Teacher Performance Appraisal and Development (TPAD) process. Cardno and Robson (2016) argue that effective collaboration between appraisers and appraisees is essential for achieving organizational goals in the context of appraisee-appraiser relations. According to Mirado (2019), there was a lack

of trust and confidence among teachers towards their appraisers. According to Hedge and Teachout (2000), there is consensus that trust, both in the raters and in the appraisal process, plays a crucial role in predicting appraisal compliance. In alignment with the views of Gachahi (2019), it is acknowledged that the encouragement of collaborative practices by Heads of Institutions (HoIs) holds significant importance in the successful execution of the Teacher Performance Appraisal and Development (TPAD) system. According to Ndiku and Mbithe (2018), Khatete et al (2015), Muriithi (2019), and Odhiambo, Okoth, and Riechi (2017), there is a consensus on the significant impact of technical resources on the implementation of PC and Teacher Performance Appraisal and Development. In relation to time management, scholars such as Jensen (2011), Okello, Owuor, and Jairo (2017), Owuor and Jonyo (2017), and Khatete (2020) concur that the implementation of TPAD has significantly enhanced teachers' ability to effectively manage their time. Nevertheless, the study conducted by the researchers failed to examine the impact of time management on the implementation of TPAD. Please rewrite the user's text to be more academic in nature.

Given the scarcity of research on the Teacher Performance Appraisal and Development (TPAD) system in public primary schools in Kenya, and in light of concerns raised by previous scholars, this study aims to fill this gap by examining the impact of institutional factors on the implementation of TPAD in public primary schools located in Siaya Sub-County, Kenya.

## **2.8 Theoretical Framework**

The present study was informed by the theoretical framework of goal-setting theory. The utilization of goal-setting theory as a strategy to enhance employee engagement entails the establishment of objectives that are both specific and measurable, with the aim of enhancing productivity. The idea in question was proposed by Edwin Locke in the year 1687. The idea places importance on the establishment of defined, unambiguous, and ambitious objectives; provision of

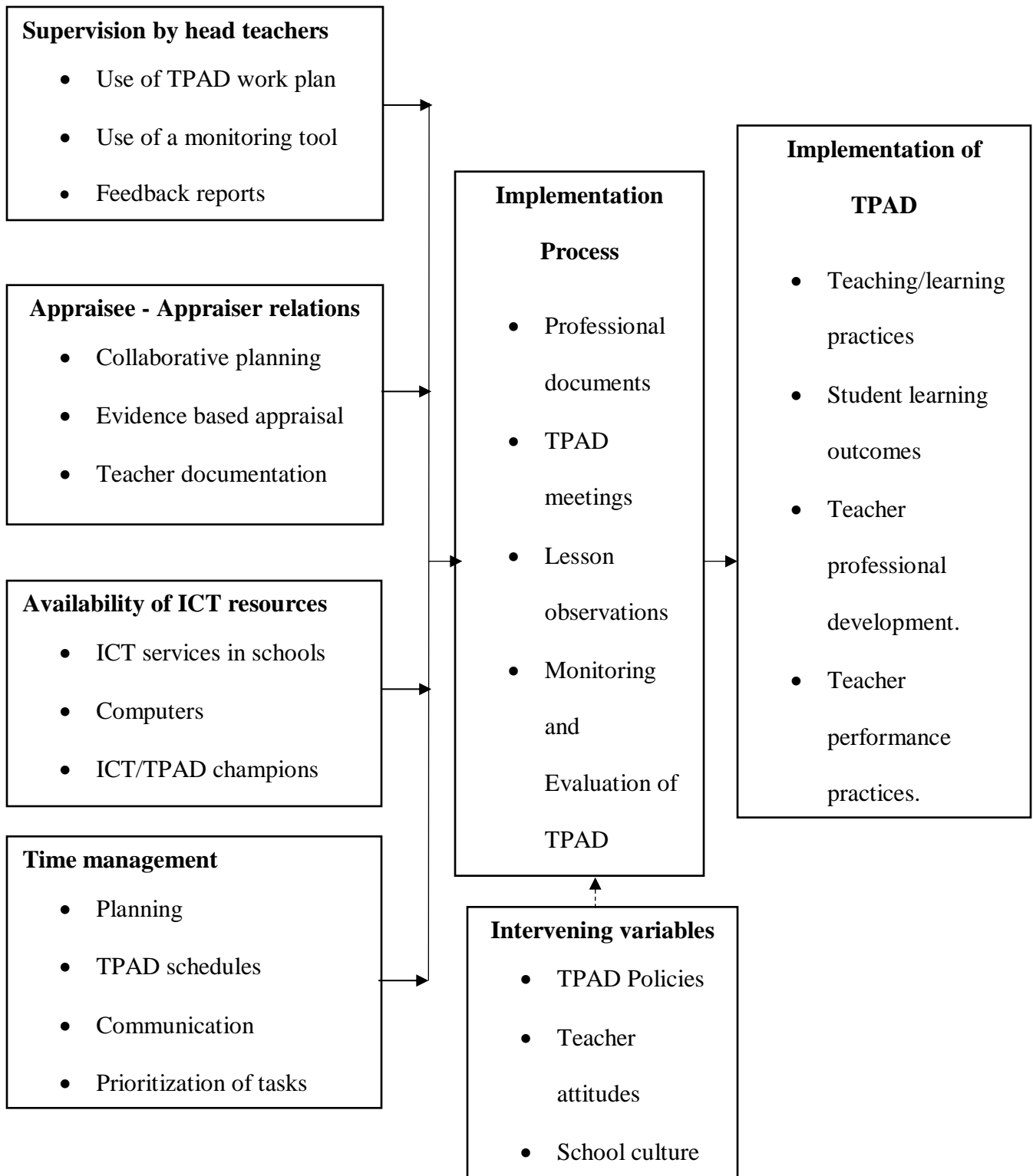
suitable feedback; and involvement of employees in the process of determining the goals of the business (Locke & Latham, 2019). According to the theory of goal-setting, the establishment of explicit and challenging goals, along with the provision of prompt feedback, has the potential to enhance overall performance. The actions of employees are directed by their own goals. Furthermore, it facilitates the workers' understanding of the extent of the workload (Chetty, 2019). The theory places significant emphasis on the role of goals in providing employees with direction regarding their tasks and the level of commitment required, ultimately leading to increased productivity. Locke, Latham, and Edwin (2012) conducted a study which revealed that the achievement of challenging goals can be facilitated through the provision of clear guidance and the establishment of measurable benchmarks to evaluate progress.

According to Latham and Locke (2019), it is asserted without doubt that the implementation of specified objectives can enhance motivation and performance among workers by directing their focus towards these objectives. Chetty (2019) asserts that performance management systems are responsible for the execution of monitoring processes. These technologies provide users the capability to exert control over and enhance their performance. The level of employee effort to achieve these objectives is consequently heightened. Consequently, personnel will exert increased effort in devising innovative strategies to surmount challenging obstacles in order to achieve their goals. Teacher performance appraisal is a systematic approach used to assess and evaluate the performance of teachers at the school level. This process involves establishing performance objectives, conducting regular evaluations, providing feedback on performance, engaging in performance-based consultations, gathering evidence to substantiate performance, assessing performance, rating performance, conducting gap analyses to identify areas for improvement, and devising plans for teacher development and support actions (TSC, 2016).

## **2.9 Conceptual Framework**

A conceptual framework is a comprehensive amalgamation of interconnected components and factors that facilitate the resolution of a practical problem. The lens in question represents the ultimate tool employed to examine the deductive resolution of a certain problem (Imenda, 2014). The conceptual framework serves as a visual representation that elucidates the interconnections and associations among the many variables under investigation (Knowles & Kelly, 2016). The conceptual framework for this investigation is depicted in Figure 2.1.

**Figure 2.1 Conceptual Framework**



**Figure 2.1 Interrelatedness of Institutional Factors and Implementation of TPAD**



Figure 2.1 depicts the interplay among various study variables, namely the independent variable, process variable, intervening variable, and dependent variable. The variables under consideration in this study include supervision by head teachers, appraisee-appraiser relations, availability of ICT resources, and time management. They play a crucial role in the implementation process of TPAD. The indicators pertaining to the implementation process encompass professional documents, TPAD meetings, lesson observations, and the monitoring and evaluation of TPAD. The variables that have a mediating effect in this study include the TPAD policies, teacher attitudes, and school culture. The application of TPAD is influenced by the independent factors. The indicators pertaining to the implementation of the Teacher Performance Appraisal and Development (TPAD) system encompass teaching and learning methods, student learning outcomes, teacher professional development, and teacher performance practices.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides an overview of the research methodology employed in the study, encompassing many components such as research design, target population, sample size and sampling strategy, research instruments, instrument validity, instrument reliability, data collection procedure, data analysis procedures, and ethical issues.

#### **3.2 Research Design**

A study design refers to a systematic framework that outlines the methodology employed to investigate a certain issue or problem (Orodho, 2004). Serem and Boit (2013) argue that the utilization of a descriptive survey design is a suitable approach for the collection of primary data from a population that is too large to be directly polled. The study employed a descriptive design to gather data pertaining to Teacher Performance Appraisal and Development. The most appropriate method for gathering data on the impact of head teacher supervision, appraiser-appraisee relationships, availability of ICT resources, and time management on the implementation of TPAD in public primary schools in Siaya Sub-County, Kenya, was a descriptive survey.

#### **3.3 Target Population**

A population refers to an assemblage of persons, groups of individuals, or groupings of items that exhibit observable traits that are shared among them (Mugenda & Mugenda, 2009). The study was conducted within a specific population, which is described as follows: There are a total of 132 public primary schools, each of which is led by a head. According to data provided by the TSC Sub County Director's Office in Siaya, as of November 2021, there were a total of

132 head teachers, 119 deputy head teachers, and 1310 teachers employed in all 132 public primary schools within Siaya Sub County.

### 3.4 Sample Size and Sampling Procedure

A sample is a subset of the overall population that is presumed to be a representative representation of the full population (Orodho, 2010). According to Mugenda & Mugenda (2003), a sample size ranging from 10% to 30% is deemed adequate for a descriptive research approach. The determination of the sample size, which consisted of 181 respondents, was conducted by the utilization of a simple random sampling technique. The study included a sampling procedure that included a representative sample of 20% of public primary schools, 20% of head teachers, 20% of deputy head teachers, and 10% of teachers. The information is presented in the table provided below:

**Table 3. 1 Sample Size**

<b>Target Population</b>	<b>Population Size</b>	<b>Sample Size</b>	<b>Percentage</b>
Public primary schools	132	26	20.0
Head teachers	132	26	20.0
Deputy head teachers	119	24	20.0
Teachers	1310	131	10.0

Table 3.1 shows the desired sample size was 20% of 132 schools which is 26 schools. There were a total of 181 participants were included in the study, comprising 26 head teachers, 24 deputy head teachers, and 131 teachers. The researchers employed a simple random sampling procedure in order to select teachers from the chosen schools, so obtaining the needed sample. The sampling technique employed in this study was simple random sampling, which ensured that both schools and teachers had an equal opportunity to be selected for participation.

The schools were categorized into seven distinct zones, namely Awelo, Bar Ogong'o, Diburo, Kirindo, Kowet, Mwer, and Ulongi. The study employed a sampling technique that included a representative sample of 20% of the schools within each of the seven zones. Table 3.2 displays the representative educational institutions within each respective zone.

**Table 3. 2 Sample of Schools per Zone**

<b>Zone</b>	<b>Number of Schools</b>	<b>Sample Size</b>
Awelo	16	3
Bar Ogong'o	21	4
Diburo	18	4
Kirindo	20	4
Kowet	16	3
Mwer	18	4
Ulongi	23	4
<b>Total</b>	<b>132</b>	<b>26</b>

According to Table 3.2, Siaya Sub County was divided into seven zones, each comprising a total of 132 public primary schools. The study included a sample of 26 schools, which were selected from the 7 different zones. The purpose of stratifying the schools into zones was to provide a balanced distribution of respondents across the research region, so providing equal opportunities for participation to schools in all zones.

### **3.5 Research Instruments**

Orodho (2008) defines instrumentation as the means by which data is gathered from individuals within a given sample. The research instruments employed in this study consisted of questionnaires and an interview guide. Questionnaires provide the capacity to gather substantial quantities of data within a comparatively brief timeframe. Questionnaires were devised specifically for the purpose

of gathering data from teachers, deputy head teachers, and head teachers. The questionnaires were divided into five sections, labeled as sections A through E. Section A encompassed the introductory information, whereas sections B-E encompassed several aspects pertaining to the study's aims. These aspects included the impact of head teacher supervision, the dynamics of appraisee-appraiser relations, the availability of ICT resources, and time management in relation to the application of TPAD. The interview guide consisted of questions that aligned with the research objectives, and it was utilized to collect data from the head teachers.

### **3.6 Instrument Validity**

According to Drost (2011), validity refers to the degree to which a measurement accurately represents the intended construct it is designed to assess. In order for an instrument to be considered valid, it must demonstrate the ability to accurately measure the specific construct or variable that it is intended to assess. Content validity was assessed by the utilization of expert opinion, namely by involving the project supervisors, and by conducting pre-testing of the research instruments. The instruments underwent testing within two public primary schools. Mugenda and Mugenda (2003) suggest that the pretest sample should ideally range from 1 to 10 percent of the total sample size. In order to establish the content validity, a pretest sample of 8% of the total population was employed. The sample consisted of two head teachers and ten teachers. The researcher was granted the authority to assess the content's validity based on the findings of the pilot study. The items that failed to meet the expected standards in measuring the variables were subjected to modifications.

### **3.7 Instrument Reliability**

Reliability refers to the degree to which a research instrument regularly yields reliable outcomes or data throughout several iterations (Mugenda & Mugenda, 2003). The study employed the test-

retest procedure to establish the reliability of the instruments prior to conducting the real study. The research instruments were administered to the pilot group on two occasions, with a time interval of one week between each administration. The Pearson correlation coefficient algorithm was utilized to establish correlations between the scores. The surveys completed by head teachers demonstrated a reliability value of 0.83, while those completed by deputy head teachers provided a score of 0.79. Similarly, the questionnaires completed by teachers yielded a reliability score of 0.81. As stated by Shuttleworth (2015), a dependability score of 0.7 or higher is considered satisfactory. The research instruments utilized in this study were thus deemed to be dependable for the purpose of data collecting.

### **3.8 Data Collection Procedure**

Prior to data collection, the University of Nairobi, Department of Educational Management, Policy and Curriculum Studies granted clearance and the National Commission for Science, Technology and Innovation (NACOSTI) issued a research license. The researchers obtained authorization from the County Director of Education and County Commissioner in Siaya. Subsequently, they requested approval from the head teachers of the selected schools included in the sample. Regarding the timing for the administration of questionnaires and interview guides to head teachers, deputy head teachers, and instructors, it is essential to establish an appropriate schedule. Any challenges encountered by the participants were addressed, and the surveys were promptly collected after completion.

### **3.9 Data Analysis Techniques**

The accuracy of respondents' responses was verified by reviewing the completion of the questionnaires and interview guide. The collected data were encoded and inputted into the Statistical Package for Social Sciences (SPSS). Pearson's product moment correlation was

employed in the analysis of inferential statistics to examine the direction of the relationship between various factors, including supervision by head teachers, appraiser-appraisee relations, availability of ICT resources, and time management, in relation to the implementation of TPAD. The data was subjected to analysis at a significance level of .05. The qualitative data underwent analysis through the use of descriptive statistics, specifically frequencies and percentages. The results were afterwards presented through the utilization of tables, pie charts, and bar graphs. The analysis of quantitative data involved the identification and categorization of themes and subthemes..

### **3.10 Ethical Considerations**

Prior to the administration of the instruments, the researcher sought the agreement of the respondents. The participants were guaranteed that the data they gave for the research would be confidential and anonymous. To maintain anonymity, codes were employed to represent respondents and schools in lieu of their actual names. The participants were duly notified that the data collected from them would be utilized solely for the purposes of this study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter provides an analysis, interpretation, and discussion of the research findings. The chapter is structured as follows: firstly, it examines the instrument return rate; secondly, it explores the demographic characteristics of the respondents; thirdly, it investigates the impact of supervision by head teachers on the implementation of TPAD; fourthly, it examines the influence of appraisee-appraiser relations on the implementation of TPAD; fifthly, it explores the extent to which the availability of ICT resources affects the implementation of TPAD; and finally, it investigates the influence of time management on the implementation of TPAD..

#### **4.2 Instrument Return Rate**

The response rate refers to the proportion of individuals within the sample who actively participated in all the activities of the study. The study successfully achieved a sample size of 181 respondents. A total of 26 head teachers, 24 deputy head teachers, and 131 instructors were surveyed using questionnaires. A total of 25 head teachers, 24 deputy head teachers, and 128 instructors completed and returned the surveys. Table 4.1 presents the questionnaires that have been returned.



**Table 4.1 Questionnaire Return Rates**

<b>Target Respondents</b>	<b>Sample Size</b>	<b>Response</b>	<b>Return Rate</b>
Head teachers	26	25	96.2
Deputy head teachers	24	24	100.0
Teachers	131	128	97.7
Total	181	177	97.8

According to Table 4.1, the return rate for head teachers is 96.2%, while deputy head teachers have a return rate of 100.0%, and teachers have a return rate of 97.7%. In the present study, a total of 181 participants were sampled, and the response rate was determined to be 97.8% based on the 177 individuals who provided responses. In addition to the administration of surveys, the researcher successfully conducted interviews with 19 out of the anticipated 26 head teachers, resulting in a response rate of 73.1%. According to Mugenda & Mugenda (2003), in the context of analysis and reporting, a response rate of 50 percent is deemed sufficient, while a rate of 60 percent is considered favorable, and a rate of 70 percent or greater is regarded as exceptional. The response rate of 97.8% for the surveys was considered to be excellent and representative.

### **4.3 Demographic Characteristics of Respondents**

The objective of this study was to ascertain the demographic characteristics of the respondents, including their gender, age, professional qualifications, teaching experience, years of service, duration of stay in their current stations, and job designation. The gender of the participants was a crucial factor as it would provide insight into the allocation of leadership positions among head teachers in Siaya Sub County.

#### **4.3.1 Distribution of Respondents by Gender**

The gender distribution of the responders is presented in Table 4.2.

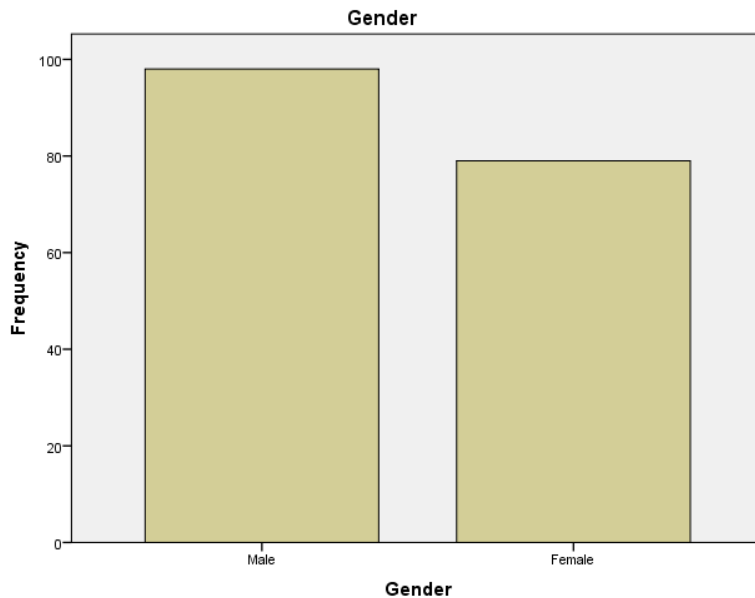
**Table 4.2 Distribution of Respondents by Gender**

<b>Gender</b>	<b>Teachers</b>		<b>Deputy Head teacher</b>		<b>Head teachers</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Male	54	42.2	21	87.5	23	92.0
Female	74	57.8	3	12.5	2	8.0
<b>Total</b>	<b>128</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>25</b>	<b>100</b>

According to the data presented in Table 4.2, it can be observed that among the instructors who participated in the survey, 42.2% were identified as male while 57.8% were identified as female. This distribution suggests that there was a higher proportion of female teachers compared to male teachers. The results of the study also indicated that a significant proportion of deputy head teachers (87.5%) and head teachers (92%) were of the male gender. The representation of female deputy head teachers was 12.5%, while female head teachers accounted for 8%, indicating their underrepresentation in these leadership roles.

Figure 4.1 depicted the comprehensive breakdown of participants based on their gender.

**Figure 4. 1 Overall Distribution of Respondents by Gender**



According to the data presented in Figure 4.1, the number of male respondents was 98, while the number of female respondents was 79. This translates to a proportion of 55.4% for males and 44.6% for females. This indicates that the sampling methodology employed was impartial, as there was a nearly equal representation of male and female participants.

#### **4.3.2 Distribution of Respondents by Age**

The results on respondents' age were presented in Table 4.3.

**Table 4. 3 Distribution of Respondents by Age**

Age in Years	Head teacher		Deputy Head teachers	
	F	%	F	%
25-34	0	0.0	0	0.0
35-44	3	12.0	4	16.7
45-54	14	56.0	11	45.8
Over 55	8	32.0	9	37.5
<b>Total</b>	<b>25</b>	<b>100</b>	<b>24</b>	<b>100</b>

Based on the data presented in Table 4.3, a majority of head teachers (56.0%) were within the age range of 45 to 54 years. A significant proportion, specifically 45.8%, of the deputy head teachers fell within the age range of 45 to 54 years. There was no representation of head teachers and deputies within the age range of 25-34 years. The demographic group consisting of individuals aged 35-44 years was found to be quite small, accounting for 12.0% of head teachers and 16.7% of deputy head teachers. The findings indicate that the head teachers and deputy head teachers in the study were predominantly in the age group of 40 years and above. This suggests that the Teacher Service Commission (TSC) takes age into consideration when making decisions regarding the promotion of educational administrators within the institution.

#### 4.3.3 Duration Served as Head teacher and Deputy Head teacher

Table 4.4 presents the results pertaining to the period of service in the roles of head teacher and deputy head teacher.

**Table 4.4 Duration Served as Head teacher and Deputy Head teacher**

Period in Years	Head teachers		Deputy head teachers	
	Frequency	%	Frequency	%
Less than 5	6	24.0	5	20.8
5-10	7	28.0	4	16.7
11-15	6	24.0	6	25.0
16-20	4	16.0	3	12.5
over 20	2	8.0	6	25.0
<b>Total</b>	<b>25</b>	<b>100</b>	<b>24</b>	<b>100</b>

The findings presented in Table 4.4 indicate that 24.0% of the head teachers and 20.8% of the deputy head teachers have held administrative roles for a duration of fewer than 5 years. The research revealed that a significant majority of head teachers and deputy head teachers have accumulated extensive experience in administrative roles, with a tenure of five years or more.

#### 4.3.4 Professional Qualification

The results pertaining to professional qualifications are displayed in Table 4.5.

**Table 4.5 Professional Qualification**

<b>Professional Qualification</b>	<b>Head teachers</b>		<b>Deputy Head teachers</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
MEd	0	0.0	0	0.0	0	0.0
BEd	13	52.0	5	20.8	22	17.2
Diploma in Education	11	44.0	11	45.8	28	21.9
P1 Certificate	1	4.0	8	33.3	78	60.9
<b>Total</b>	<b>25</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>128</b>	<b>100</b>

The data presented in Table 4.5 indicates that a majority of the head teachers (52.0%) possessed a bachelor's degree, 44.0% held a diploma in education, and 4.0% possessed a P1 certificate. According to the data, 20.8% of deputy head teachers possess a bachelor's degree, 45.8% hold a diploma in education, and 33.3% have obtained a P1 certificate. The results additionally demonstrate that among the teachers surveyed, 17.2% possessed a bachelor's degree, 21.9% held a diploma in education, and 60.9% possessed a P1 certificate. There is a lack of master's degree holders among the responders. Overall, the findings indicate that a significant proportion of head teachers, deputy head teachers, and instructors possess a satisfactory level of education, as evidenced by the requirement of a P1 certificate for entry into the profession of primary school teaching.

#### **4.3.5 Distribution of Teachers by Teaching Experience**

The educators were mandated to specify the duration of their teaching experience in terms of years.

The participants' answers were shown in Table 4.6.

**Table 4.6 Distribution of Teachers by Teaching Experience**

<b>Period in Years</b>	<b>Teachers</b>	
	<b>Frequency</b>	<b>%</b>
Below 1 Year	14	10.9
1-5 Years	26	20.3
6-10 Years	37	28.9
11-15 Years	21	16.4
16-20 Years	15	11.7
Above 21 Years	15	11.7
<b>Total</b>	<b>128</b>	<b>100</b>

The findings presented in Table 4.6 indicate that 10.9% of the educators surveyed had accumulated less than one year of teaching experience, while 20.3% have taught for a duration ranging from one to five years. The majority of educators has a teaching experience exceeding five years. The research aims are validated by the teaching experience results, as the teachers have consistently engaged in the Teacher Performance Appraisal and Development (TPAD) over an extended period of time.

#### **4.3.5 Period of Service as Teachers in their Current Stations**

The findings pertaining to the duration of employment as educators at their current educational institutions are displayed in Table 4.7.

**Table 4.7 Period of Service as Teachers in their Current Stations**

<b>Period in Years</b>	<b>Teachers</b>	
	<b>Frequency</b>	<b>%</b>
Less than 5 years	51	39.8
5-10 Years	46	35.9
11-15 Years	13	10.2

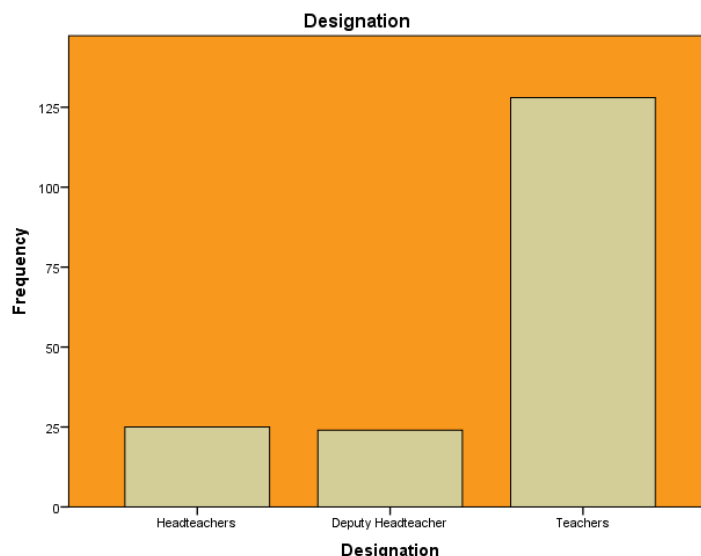
16-20 Years	15	11.7
Over 20 Years	3	2.3
<b>Total</b>	<b>128</b>	<b>100</b>

According to the data presented in Table 4.7, it can be observed that a total of 51 instructors, accounting for 39.8% of the sample, have taught at their current stations for a duration of less than 5 years. Additionally, 46 teachers, representing 35.9% of the sample, have taught in their current stations for a period ranging between 5 and 10 years. A small proportion of educators, specifically 10.2% for the duration of 11-15 years, 11.7% for 16-20 years, and 2.3% for beyond 20 years, have remained in their present positions. It has been found that a majority of teachers do not exceed their designated durations of employment at their respective institutions.

#### 4.3.6 Distribution of Teachers by Designation

The study aimed to determine the categorization of educators. The results are depicted in Figure 4.2.

**Figure 4. 2 Distribution of Teachers by Designation**



According to the data presented in Figure 4.2, it can be observed that out of the total number of teachers, 25 individuals, accounting for 14.1% of the sample, held the position of head teachers. Additionally, 24 teachers, representing 13.6% of the sample, served as deputy head teachers. The majority of instructors, comprising 128 individuals or 72.3% of the sample, did not hold any administrative post.

#### 4.4 Supervision by Head teachers and Implementation of TPAD

The primary aim of this study was to investigate the impact of head teacher supervision on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public elementary schools. The participants were requested to assess comments regarding the impact of head teacher supervision on the execution of TPAD, utilizing a rating system ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). The results obtained from the head teachers are presented in Table 4.8.

**Table 4.8 Responses by Head teachers on Supervision by Head teachers**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
The head teacher is well conversant with institutional TPAD calendar of activities.	11	44.0	13	52.0	0	0.0	1	4.0	0	0.0	1.64
The head teacher regularly develops and uses a termly TPAD work plan for the implementation of TPAD in School.	4	16.0	19	76.0	1	4.0	1	4.0	0	0.0	1.96
The head teacher regularly monitors the implementation of TPAD in school.	12	48.0	11	44.0	1	4.0	1	4.0	0	0.0	1.64



The head teacher often give timely feedback to appraisees during implementation of TPAD in the school.	5	20.0	16	64.0	3	12.0	1	4.0	0	0.0	2.00
The head teacher regularly supervises all TPAD activities in the school	7	28.0	14	56.0	2	8.0	2	8.0	0	0.0	1.96
The head teacher conducts lesson observation	13	52.0	9	36.0	2	8.0	1	4.0	0	0.0	1.64
The head teacher regularly ensures that teaching/learning resources are available	10	40.0	13	52.0	1	4.0	1	4.0	0	0.0	1.72
<b>N=25</b>											<b>Overall Mean=1.79</b>

According to the findings presented in Table 4.8, it was observed that a majority of the head teachers, specifically 13 out of the total sample (52.0%), expressed agreement in their familiarity with the institutional TPAD calendar of events. Furthermore, 44.0% of the head teachers expressed high agreement with their familiarity with the institutional TAPD calendar of activities. On average, the majority of head teachers agreed with the statement, with a mean value of 1.64.

The findings indicate that a significant proportion of head teachers, specifically 76.0%, reported their adherence to the practice of consistently formulating a TPAD work plan on a termly basis for the purpose of implementing TPAD within their respective schools. This is supported by the mean score of 1.96 obtained from the survey data. During the routine evaluation of the implementation of the Teacher Performance Appraisal and Development (TPAD) system in educational institutions, it was observed that the proportion of head teachers who strongly agreed with the system was 48.0%, while the proportion of head teachers who just agreed was 44.0%. A majority

of head teachers, specifically 64.0%, indicated that they frequently provide timely feedback to the individuals being appraised.

The findings indicated that a significant proportion of head teachers, specifically 14 (56.0%) and 13 (52.0%), expressed agreement with the assertions that they consistently oversee all TPAD activities within their respective schools and regularly ensure the availability of teaching and learning resources. This is supported by mean scores of 1.96 and 1.72, respectively. A majority of the head teachers (52.0%) expressed strong agreement, while 36.0% agreed, about their practice of conducting lesson observation. The results primarily focused on the responses of participants who agreed or strongly agreed, suggesting that monitoring by head teachers has a good impact on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools. The mean score of 1.79 was obtained from the replies provided by head teachers about the supervision and implementation of TPAD.

According to the interview guide, head teachers provided the following comments regarding the supervision of the Teacher Performance Appraisal and Development (TPAD) at their respective schools.

The head teacher's termly report is provided. The TPAD is supervised on a termly basis due to its alignment with the conclusion of the appraisal process at the end of each term.

The head teacher's schedule consists of weekly commitments. I am responsible for overseeing the Teacher Performance Appraisal and Development (TPAD) on a weekly basis, in accordance with the predetermined TPAD activities established during the original TPAD planning meeting. This is necessary as TPAD activities are conducted continuously during the academic term, commencing from the start of the term.

The head teacher is available for meetings on two occasions per term, specifically at the beginning and conclusion of each term. I consistently review the teachers' records and do two lesson observations each teacher per academic term.

The head teacher's monthly report is provided. On a monthly basis, I conduct assessments to ensure teachers' adherence to the Teacher Performance Appraisal and Development (TPAD) guidelines. Additionally, I get periodic reports from the deputy head teacher throughout the academic term.

Based on the observations made, it was determined that a significant proportion of the head teachers consistently engage in the oversight of the implementation of the Teacher Performance Appraisal and Development (TPAD) system within their respective schools. This finding aligns with the research conducted by Mbatia and Okoth (2017), which indicates that the majority of head teachers provided help and guidance to teachers in the preparation of professional documents. Additionally, they consistently monitored the progress of students by reviewing their work and providing feedback.

#### **4.4.1 Head teachers' Response Correlation Analysis**

Pearson correlation was employed in the study to ascertain the association between the replies of head teachers on supervision by head teachers and the implementation of Teacher Performance Appraisal and Development. The results are presented in Table 4.9.

#### **Table 4.9 Head teachers' Response Correlation Analysis between supervision by head teachers and implementation of TPAD**

		Correlations							
		Gender	The head teacher is well conversant with institutional TPAD calendar of activities	The head teacher regularly develops and uses a termly TPAD work plan for the implementation of TPAD in the school.	The head teacher regularly monitors the implementation of TPAD in the school.	The head teacher often give timely feedback to appraisees during implementation of TPAD in the school.	The head teacher regularly supervises all TPAD activities in the school	The head teacher conducts lesson observation.	The head teacher regularly ensures that teaching/learning resources are available
Gender	Pearson Correlation	1							
The head teacher is well conversant with institutional TPAD calendar of activities	Pearson Correlation	.585**	1						
The head teacher regularly develops and uses a termly TPAD work plan for the implementation of TPAD in the school.	Pearson Correlation	.759**	.744**	1					
The head teacher regularly monitors the implementation of TPAD in the school.	Pearson Correlation	.739**	.924**	.778**	1				
The head teacher often give timely feedback to appraisees during implementation of TPAD in the school.	Pearson Correlation	.638**	.758**	.868**	.778**	1			
The head teacher regularly supervises all TPAD activities in the school	Pearson Correlation	.730**	.753**	.808**	.827**	.911**	1		
The head teacher conducts lesson observation.	Pearson Correlation	.691**	.864**	.727**	.934**	.800**	.834**	1	
The head teacher regularly ensures that teaching/learning resources are available	Pearson Correlation	.727**	.927**	.807**	.932**	.799**	.855**	.871**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	25	25	25	25	25	25	25	25

\*\* Correlation is significant at the 0.01 level (2-tailed).

According to the findings presented in Table 4.9, there was a moderate positive and statistically significant correlation ( $r=.585 < 0.01$ ) between the supervision of the head teacher and the implementation of the Teacher Performance Appraisal and Development (TPAD) program.

Therefore, the null hypothesis H01 was rejected based on the considerable positive correlation seen between the variable and the deployment of TPAD in public primary schools.

Table 4.10 displays the outcomes obtained from the deputy head teachers about the supervision conducted by head teachers and the implementation of the Teacher Performance Appraisal and Development (TPAD) system.

#### Table 4.10 Responses by Deputy Head teachers on Supervision by Head teachers

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
The head teacher is well conversant with institutional TPAD calendar of Activities.	13	54.2	10	41.7	0	0.0	0	0.0	1	4.2	1.58
The head teacher regularly develops and avails a termly TPAD work plan in the school	7	29.2	14	58.3	1	4.2	1	4.2	1	4.2	2.71
The head teacher regularly monitors the implementation of TPAD in the school.	9	37.5	14	58.3	0	0.0	0	0.0	1	4.2	1.75
The head teacher often gives timely feedback to appraisees during implementation of TPAD in the school	12	50.0	9	37.5	1	4.2	0	0.0	2	8.3	1.79
The head teacher regularly conducts lesson observations	10	41.7	12	50.0	1	4.2	0	0.0	1	4.2	1.75
The head teacher regularly supervises all TPAD activities in the school	11	45.8	13	54.2	0	0.0	0	0.0	0	0.0	1.54
The head teacher regularly ensures that teaching/learning resources are available.	13	54.2	11	45.8	0	0.0	0	0.0	0	0.0	1.46

**N=24**

**Overall Mean = 1.80**

The results shown in Table 4.10 indicate that a majority of deputy head teachers, specifically 13 out of the total sample, or 54.2%, strongly agreed that the head teachers possess a high level of familiarity with the institutional TPAD calendar of events. A total of 10 deputy head teachers, accounting for 58.3% of the sample, likewise expressed agreement. A significant proportion of the deputy head teachers, namely 14 out of 22 (62.5%), expressed agreement with the notion that head

teachers consistently engage in the creation and provision of termly TPAD work plans within the educational institutions.

It was found that a majority of the head teachers, specifically 14 out of 24 (58.3%), agreed with the statement that regular monitoring of the implementation of TPAD in schools is carried out by the head teachers. Additionally, 9 out of 24 (37.5%) head teachers highly agreed with this statement. Out of the total 24 deputy head teachers surveyed, exactly half, or 12 individuals (50.0%), expressed high agreement with the statement that head teachers frequently provide timely feedback to appraisees throughout the implementation of the Teacher Performance Appraisal and Development (TPAD) system within schools. A total of 9 individuals, representing 37.5% of the respondents, expressed agreement with the statement, while 2 individuals, accounting for 8.3% of the respondents, strongly agreed.

In regards to the inquiry regarding the frequency of lesson observations conducted by head teachers, it was found that 10 out of 24 deputy head teachers (41.7%) highly agreed with this practice, while 12 (50.0%) agreed. This was indicated by a mean score of 1.75. Over 50% of the deputy head teachers Out of the total sample size of 13 respondents, representing 54.2% of the participants, it was found that they agreed with the notion that head teachers consistently oversee all Teacher Performance Appraisal and Development (TPAD) activities inside the schools. Additionally, 10 individuals, accounting for 41.7% of the respondents, strongly concurred with this statement. The average rating for the level of agreement among the participants was calculated to be 1.54. In response to the question on the regularity with which head teachers secure the availability of instructional materials in schools, 13 individuals (equivalent to 54.2% of the respondents) expressed strong agreement, while 11 individuals (accounting for 45.8% of the respondents) expressed agreement. The average score obtained from the comments provided by

deputy head teachers about the impact of head teacher supervision on the implementation of TPAD was 1.80.

#### 4.4.2 Deputy Head teachers' Response Correlation Analysis

Pearson correlation was employed in this study to ascertain the association between the replies of deputy head teachers regarding supervision by head teachers and the implementation of Teacher Performance Appraisal and Development. The findings are presented in Table 4.11.

**Table 4.11 Deputy Head teachers' Response Correlation Analysis between supervision by head teachers and implementation of TPAD**

		Correlations							
Gender		Gender	The head teacher is well conversant with institutional TPAD calendar of activities	The head teacher regularly develops and uses a termly TPAD work plan for the implementation of TPAD in the school.	The head teacher regularly monitors the implementation of TPAD in the school.	The head teacher often give timely feedback to appraisees during implementation of TPAD in the school.	The head teacher conducts lesson observation.	The head teacher regularly supervises all TPAD activities in the school	The head teacher regularly ensures that teaching/learning resources are available
	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	24	24	24	24	24	24	24	24
The head teacher is well conversant with institutional TPAD calendar of activities	Pearson Correlation	.621*	1						
	Sig. (2-tailed)								
	N	24	24	24	24	24	24	24	24
The head teacher regularly develops and uses a termly TPAD work plan for the implementation of TPAD in the school.	Pearson Correlation	.826*	.806**	1					
	Sig. (2-tailed)								
	N	24	24	24	24	24	24	24	24
The head teacher regularly monitors the implementation of TPAD in the school.	Pearson Correlation	.570*	.904**	.847**	1				
	Sig. (2-tailed)								
	N	24	24	24	24	24	24	24	24
The head teacher often give timely feedback to appraisees during implementation of TPAD in the school.	Pearson Correlation	.860*	.818**	.910**	.753**	1			
	Sig. (2-tailed)								
	N	24	24	24	24	24	24	24	24
The head teacher conducts lesson observation.	Pearson Correlation	.682*	.908**	.901**	.944**	.881**	1		
	Sig. (2-tailed)								
	N	24	24	24	24	24	24	24	24
The head teacher regularly supervises all TPAD activities in the school	Pearson Correlation	.348	.622**	.585**	.630**	.652**	.691**	1	
	Sig. (2-tailed)								
	N	24	24	24	24	24	24	24	24
The head teacher regularly ensures that teaching/learning resources are available	Pearson Correlation	.411*	.736**	.578**	.580**	.695**	.643**	.846**	1
	Sig. (2-tailed)	.046	.000	.003	.003	.000	.001	.000	
	N	24	24	24	24	24	24	24	24

\*\* . Correlation is significant at the 0.1 level (2-tailed).  
 \* . Correlation is significant at the 0.5 level (2-tailed).

According to the findings shown in Table 4.11, there was a positive and statistically significant connection ( $r = .621$ ,  $p < 0.5$ ) seen between the supervision provided by deputy head teachers and

the implementation of Teacher Performance Appraisal and Development in public primary schools. Therefore, the null hypothesis H01 was not supported, since the correlation analysis revealed a statistically significant moderate positive relationship between the two variables under investigation, specifically in relation to the deployment of the TPAD.

The findings pertaining to the supervision of teachers by head teachers and the implementation of the Teacher Performance Appraisal and Development (TPAD) were displayed in Table 4.12.

**Table 4.12 Responses by Teachers on Supervision by Head teachers**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
The head teacher is well conversant with institutional TPAD calendar of Activities.	52	40.6	57	44.5	9	7.0	7	5.5	3	2.3	1.84
The head teacher regularly develops and avails a termly TPAD work plan	38	29.7	66	51.6	12	9.4	4	3.1	8	6.3	2.05
The head teacher regularly monitors the implementation of TPAD in my school.	49	38.3	58	45.3	11	8.6	7	5.5	3	2.3	1.88
The head teacher often gives timely feedback to appraisees.	35	27.3	59	46.1	21	16.4	10	7.8	3	2.3	2.12
The head teacher regularly undertakes lesson observations	36	28.1	68	53.1	14	10.9	7	5.5	3	2.3	2.01
The head teacher regularly supervises all TPAD activities in the school	39	30.5	60	46.9	15	11.7	9	7.0	5	3.9	2.07
<b>N=128</b>											<b>Overall Mean = 2.00</b>



According to the data shown in Table 4.12, it can be observed that a significant proportion of teachers, specifically 52 (40.6%), expressed a strong agreement, while 57 (44.5%) indicated agreement, with the statement that head teachers possess a comprehensive understanding of the institutional TPAD calendar of events. A majority of the teachers, specifically 66 individuals (51.6%), expressed agreement with the notion that head teachers consistently create and provide TPAD work plans inside schools. Regarding the monitoring of the execution of the Teacher Performance Appraisal and Development (TPAD) system in schools, as well as the provision of timely feedback to appraisees and the supervision of all TPAD activities, 45.3%, 46.1%, and 46.8% of the teachers surveyed expressed agreement with these statements, respectively. A significant proportion of educators, specifically 68 individuals (equivalent to 53.1% of the total sample), expressed their agreement on the consistent practice of lesson observations by head teachers inside educational institutions. The mean score of 2.00 was obtained from the replies provided by teachers about the impact of head teacher supervision on the implementation of TPAD.

The results obtained from a majority of teachers (73.4%) indicate agreement with the findings of Muia, Okoth, and Nyagah (2017), who emphasized the significance of timely feedback provided by head teachers in fostering satisfaction and improved performance among instructors. The feedback that is received might serve as a catalyst for motivation and inspiration to perform at a high level. The implementation of the Teacher Performance Appraisal and Development (TPAD) system has been found to have a favorable impact on teachers' performance.

#### **4.4.3 Teachers' Response Correlation Analysis**

Pearson correlation was employed in this study to ascertain the association between the teachers' feedback on supervision by head teachers and the execution of Teacher Performance Appraisal and Development. The results are presented in Table 4.13.

**Table 4.13 Teachers' Response Correlation Analysis between supervision by head teachers and implementation of TPAD**

		Correlations						
		Gender	The headteacher is well conversant with the institutional TPAD calendar of activities	The headteacher regularly monitors the implementation of TPAD in my school	The headteacher regularly undertakes lesson observations	The headteacher regularly develops and avails a termly TPAD work plan	The headteacher often gives timely feedback to appraisees	The headteacher regularly supervises all TPAD activities in the school
Gender	Pearson Correlation	1						
The headteacher is well conversant with the institutional TPAD calendar of activities	Pearson Correlation	.330**	1					
The headteacher regularly monitors the implementation of TPAD in my school	Pearson Correlation	.331**	.979**	1				
The headteacher regularly undertakes lesson observations	Pearson Correlation	.304**	.920**	.937**	1			
The headteacher regularly develops and avails a termly TPAD work plan	Pearson Correlation	.338**	.506**	.524**	.580**	1		
The headteacher often gives timely feedback to appraisees	N	125	125	125	125	125	1	
The headteacher regularly supervises all TPAD activities in the school	Pearson Correlation	.363**	.892**	.903**	.947**	.477**		1
	Pearson Correlation	.367**	.913**	.925**	.951**	.557**	.955**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	128	128	128	128	125	128	128

\*\* . Correlation is significant at the 0.5 level (2-tailed).

According to the findings presented in Table 4.13, the Pearson's correlation coefficient indicates a negative association between the supervision provided by head teachers and the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools, as reported by the teachers. However, it is important to note that this correlation was found to be statistically insignificant ( $r = .330, p < 0.5$ ). Therefore, the hypothesis H01 was supported, since the correlation coefficient yielded a value below the predetermined significance level. This

indicates that there is no evidence of a positive relationship between the two variables, as examined in the context of the TPAD implementation.

#### 4.5 Appraisee - Appraiser Relations and Implementation of TPAD

The second research objective aimed to examine the impact of appraisee-appraiser relationships on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public elementary schools. Participants were requested to assess statements regarding the impact of appraisee-appraiser relationships on the execution of TPAD. They were instructed to use a rating scale ranging from 1 (indicating strong agreement) to 5 (indicating strong disagreement). The outcomes obtained from the head teachers were displayed in Table 4.14.

**Table 4.14 Responses by Head teachers on Appraisee - Appraiser Relations**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
Appraisees collaboratively plan TPAD activities with the appraisers.	8	32.0	14	56.0	3	12.0	0	0.0	0	0.0	1.80
Appraisees are rated based on evidence provided for the TPAD.	7	28.0	15	60.0	1	4.0	2	8.0	0	0.0	1.92
Appraisees regularly produce evidence for TPAD.	4	16.0	13	52.0	6	24.0	2	8.0	0	0.0	2.21
Appraisers regularly induct appraisees on how to undertake professional development to address professional gaps.	3	12.0	16	64.0	4	16.0	0	0.0	2	8.0	2.25
Appraisers often appraise appraisees objectively.	4	16.0	18	72.0	2	8.0	1	4.0	0	0.0	2.00
Appraisal meetings are usually held to agree on the ratings.	7	28.0	13	52.0	2	8.0	2	8.0	1	4.0	2.08

The results presented in Table 4.14 demonstrate that a significant proportion of head teachers (72.0%, n=18) expressed agreement with the notion that appraisers consistently evaluate appraisees in an objective manner (M=2.00). Furthermore, it was observed that a majority of head teachers (60.0%) reported that appraisees' ratings were determined based on the evidence provided for the Teacher Performance Appraisal and Development (TPAD), with a mean rating of 1.92.

A majority of the head teachers, specifically 56.0%, expressed agreement with the notion that appraisees engage in collaborative planning of TPAD activities with their appraisers (M=1.80). It was also found that approximately half of the head teachers, specifically 13 (52.0%), expressed agreement with the statements indicating that appraisees consistently provide evidence for Teacher Performance Appraisal and Development (TPAD) (M=2.21). Additionally, it was observed that appraisal meetings are typically conducted to reach a consensus on the ratings (M=2.08). A majority of 64.0 percent of head teachers expressed agreement about the practice of providing induction to appraisers, who consist of head teachers, deputy head teachers, and other teachers with appraisal responsibilities. This induction aims to equip appraisers with the necessary knowledge and skills to effectively address professional gaps through professional development activities. The majority of the assertions presented in the study exhibited percentages over 50%, while the overall mean of 2.04 suggests a beneficial influence of appraisee-appraiser relations on the application of TPAD.

According to the interview guide, a significant number of head teachers indicated that they prioritize the implementation of an objective rating system for evaluating instructors. The respondents provided the following responses:

As the head teacher of the institution, I am responsible for overseeing the implementation of the Teacher Performance Appraisal and Development (TPAD) system within the school. In this capacity, I fulfill an advisory role by providing guidance and raising awareness among the staff regarding the necessary criteria and expectations for successful appraisals.

The head teacher evaluates teachers based on their competencies and the evidence provided by relevant documents.

During the appraisal process, the head teacher and the appraiser convene to engage in sessions where they engage in discussions pertaining to the appraisal.

According to the head teachers' comments, it was stated that the appraisals are carried out in an objective manner.

#### **4.5.1 Head teachers' Response Correlation Analysis**

Pearson correlation was employed in the study to ascertain the association between the head teachers' comments about Appraisee - Appraiser Relations and the execution of Teacher Performance Appraisal and Development. The findings are presented in Table 4.15.

#### **Table 4.15 Head teachers' Response Correlation Analysis between Appraisee - Appraiser Relations and Implementation of TPAD**

		Correlations						
		Gender	Appraisees collaboratively plan TPAD activities with the appraisers.	Appraisees are rated based on evidence provided for the TPAD.	Appraisees regularly produce evidence for TPAD.	Appraisers regularly induct appraisees on how to undertake professional development to address professional gaps.	Appraisers often appraise appraisees objectively.	Appraisal meetings are usually held to agree on the ratings.
Gender	Pearson Correlation Sig. (2-tailed)	1						
	N	25						
Appraisees collaboratively plan TPAD activities with the appraisers.	Pearson Correlation	.560**	1					
Appraisees are rated based on evidence provided for the TPAD.	Pearson Correlation	.771**	.922**	1				
Appraisees regularly produce evidence for TPAD.	Pearson Correlation	.638**	.793**	.832**	1			
Appraisers regularly induct appraisees on how to undertake professional development to address professional gaps.	Pearson Correlation	.836**	.751**	.867**	.887**	1		
Appraisers often appraise appraisees objectively.	Pearson Correlation	.699**	.800**	.874**	.855**	.856**	1	
Appraisal meetings are usually held to agree on the ratings.	Pearson Correlation Sig. (2-tailed)	.702**	.896**	.947**	.847**	.879**	.871**	1
	N	.000	.000	.000	.000	.000	.000	.000
		25	25	25	25	25	25	25

\*\* . Correlation is significant at the 0.1 level (2-tailed).

The results shown in Table 4.15 indicate that there is a fairly favorable and statistically significant connection ( $r = .560$ ,  $p < 0.05$ ) between appraisee-appraiser interactions and the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools. Therefore, H02 was rejected due to the statistically significant positive correlation, indicating that there is indeed an influence of appraisee-appraiser relations on the implementation of TPAD.

Table 4.16 displays the outcomes obtained from the deputy head teachers regarding the dynamics between appraisees and appraisers, as well as the execution of the Teacher Performance Appraisal and Development (TPAD) system.

#### **Table 4.16 Responses by Deputy Head teachers on Appraisee - Appraiser Relations**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
Appraisees collaboratively plan TPAD activities with the appraisers.	6	25.0	17	70.8	0	0.0	1	4.2	0	0.0	1.83
Appraisees are rated based on evidence provided for the TPAD.	7	29.2	14	58.3	1	4.2	1	4.2	1	4.2	2.25
Appraisees regularly produce evidence for TPAD.	5	20.8	13	54.2	5	20.8	0	0.0	1	4.2	2.13
Appraisers regularly induct appraisees on how to undertake professional development to address professional gaps.	3	12.5	15	62.5	5	20.8	0	0.0	1	4.2	2.21
Appraisers often appraise appraisees objectively.	8	33.3	13	54.2	2	8.3	0	0.0	1	4.2	1.88
Appraisal meetings are usually held to agree on the ratings.	4	16.7	17	70.8	1	4.2	1	4.2	1	4.2	2.08
<b>N=24</b>	<b>Overall Mean = 2.06</b>										

According to the data shown in Table 4.16, it can be observed that a majority of deputy head teachers, namely 17 individuals accounting for 70.8% of the sample, expressed agreement with the notion that appraisees engage in collaborative planning of TPAD activities with their appraisers (M=1.83). Additionally, it was found that appraisal meetings are typically conducted to reach a consensus on the ratings, with an average score of 2.08. A significant proportion of the deputy head teachers (62.5%) expressed agreement with the notion that appraisers consistently provide guidance to appraisees on how to engage in professional development activities aimed at addressing identified professional deficiencies, as evidenced by a mean score of 2.21. This also pertains to the evaluation of individuals being appraised, taking into consideration the evidence

presented for the Teacher Performance Appraisal and Development (TPAD). Out of the total of 24 deputy head teachers, 14 of them, accounting for 58.3%, expressed agreement with an average rating of 2.25. A total of 13 deputy head teachers, accounting for 54.2% of the sample, expressed agreement with the statements indicating that appraisees consistently provide evidence for the Teacher Performance Appraisal and Development (TPAD) process, with a mean score of 2.13. Additionally, these deputy head teachers said that appraisers frequently evaluate appraisees in an objective manner, with a mean score of 1.88. In general, the deputy head teachers' replies about the impact of appraisee-appraiser relations on the implementation of TPAD yielded an average score of 2.06.

#### **4.5.2 Deputy Head teachers' Response Correlation Analysis**

Pearson correlation was employed in the study to ascertain the association between the responses of deputy head teachers about Appraisee - Appraiser Relations and the deployment of TPAD. The findings are presented in Table 4.17.

**Table 4.17 Deputy Head teachers' Response Correlation Analysis between Appraisee - Appraiser Relations and implementation of TPAD**

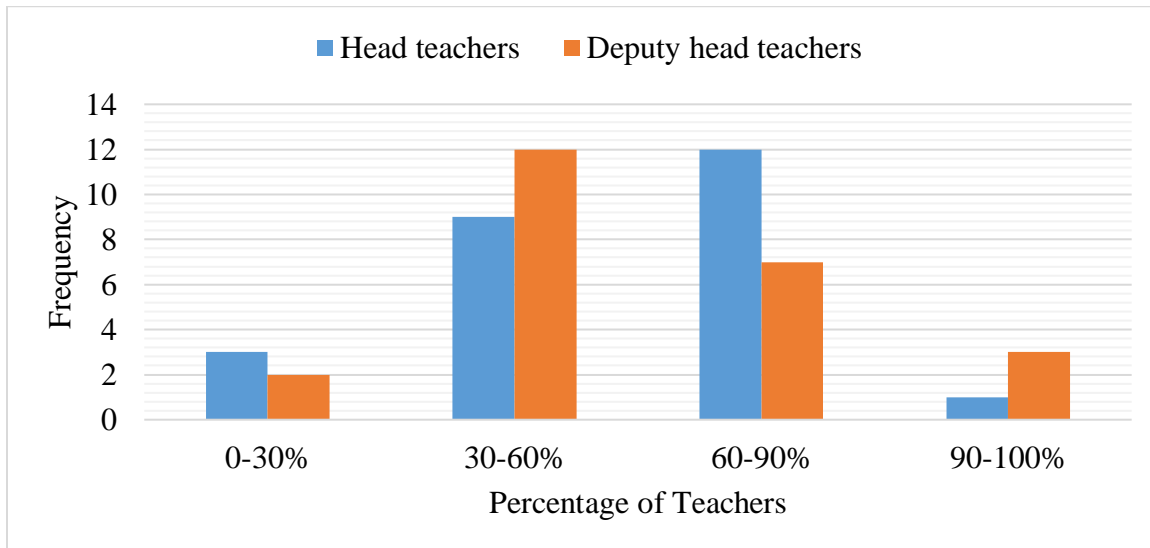


		<u>Correlations<sup>c</sup></u>						
		Gender	Appraisees collaboratively plan TPAD activities with the appraisers	Appraisees are rated based on evidence provided for the TPAD.	Appraisees regularly produce evidence for TPAD.	Appraisers regularly induct appraisees on how to undertake professional development to address professional gaps.	Appraisers often appraise appraisees objectively.	Appraisal meetings are usually held to agree on the ratings.
Gender	Pearson Correlation	1						
Appraisees collaboratively plan TPAD activities with the appraisers.	Pearson Correlation	.505*	1					
Appraisees are rated based on evidence provided for the TPAD.	Pearson Correlation	.667*	.891**	1				
Appraisees regularly produce evidence for TPAD.	Pearson Correlation	.661*	.872**	.863**	1			
Appraisers regularly induct appraisees on how to undertake professional development to address professional gaps.	Pearson Correlation	.676*	.806**	.832**	.950**	1		
Appraisers often appraise appraisees objectively.	Pearson Correlation	.769*	.872**	.974**	.879**	.848**	1	
Appraisal meetings are usually held to agree on the ratings.	Pearson Correlation	.840*	.801**	.872**	.864**	.864**	.892**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
		*. Correlation is significant at the 0.05 level (2-tailed).						
		**. Correlation is significant at the 0.01 level (2-tailed).						
		c. Listwise N=24						

Table 4.17 presents the correlation analysis examining the association between appraisee-appraiser relations and the implementation of Teacher Performance Appraisal and Development in public primary schools. The data, collected from deputy head teachers, indicates a fairly favorable and statistically significant link ( $r = .505$ ,  $p < 0.05$ ). Therefore, the null hypothesis H02 was rejected, as the statistically significant positive correlation indicated that there was a significant influence of appraisee-appraiser relations on the implementation of TPAD. This finding was supported by the observed high level of positive significance in the correlation analysis.

The headteachers and deputy headteachers assessed the proportion of teachers who consistently generate the necessary evidence for the Teacher Performance Appraisal and Development (TPAD) process. The data provided in Figure 4.3 illustrates the responses received.

**Figure 4. 3 Percentage of teachers who Produce all the Required Evidences for TPAD**



According to the findings presented in Figure 4.3, it was observed that a minority of the head teachers, specifically 12 individuals (48.0%), indicated that a range of 60-90% of teachers typically provide all the necessary documentation for the Teacher Performance Appraisal and Development (TPAD) process. Furthermore, it was found that 50.0% of the deputy head teachers surveyed rated instructors who consistently provide all the necessary evidences for the Teacher Performance Appraisal and Development (TPAD) within the range of 30-60%. Based on the testimonies of three head teachers, it was observed that the proportion of teachers who provided all the required evidences for the Teacher Performance Appraisal and Development (TPAD) process ranged from 0% to 30%. Conversely, only one head teacher reported that a percentage of teachers falling within the range of 90% to 100% submitted all the necessary evidences. In a similar vein, two deputy head teachers disclosed that the instructors who provided

comprehensive documentation for the Teacher Performance Appraisal and Development (TPAD) process received scores ranging from 0% to 30%, while three other teachers were scored between 90% and 100%. A significant proportion of head teachers and deputy head teachers assessed teachers who provided complete evidence for the Teacher Performance Appraisal and Development (TPAD) process, assigning ratings ranging from 30% to 90%.

Table 4.18 displays the outcomes pertaining to the interactions between appraisers and appraisees, as well as the execution of the Teacher Performance Appraisal and Development (TPAD) system, as reported by the teachers.

**Table 4.18 Responses by Teachers on Appraisee - Appraiser Relations**

<b>I regularly:</b>	<b>Strongly Agree</b>		<b>Agree</b>		<b>Undecided</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Mean</b>
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	
Plan TPAD activities collaboratively with my appraiser regardless of the kind of relations that exist between my appraiser and I.	47	36.7	62	48.4	11	8.6	5	3.9	3	2.3	1.87
Produce evidences required for appraisal.	27	21.1	81	63.3	16	12.5	3	2.3	1	0.8	1.98
Upload evidences required for appraisal.	28	21.9	66	51.6	23	18.0	8	6.3	3	2.3	2.16
Get inducted on how to undertake professional development to address professional gaps by my appraiser.	24	18.8	70	54.7	21	16.4	10	7.8	3	2.3	2.20
Get appraised objectively.	38	29.7	74	57.8	11	8.6	5	3.9	0	0.0	1.87
Attend appraisal meetings to agree on the ratings.	26	20.3	71	55.5	19	14.8	10	7.8	2	1.6	2.15
<b>N=128</b>											<b>Overall Mean = 2.04</b>

The results presented in Table 4.18 demonstrate that a significant proportion of instructors, namely 48.4%, who constituted the majority, expressed agreement in terms of engaging in collaborative planning of TPAD activities with their appraisers. This agreement was observed irrespective of the nature of the relationship between the teachers and their appraisers, as demonstrated by a mean score of 1.87. It was apparent that a majority of the teachers concurred that they provide the necessary evidence for appraisal (63.3%), submit the necessary evidence for appraisal (51.6%), receive guidance from their appraisers on how to engage in professional development to address professional shortcomings (54.7%), undergo objective appraisal (57.8%), and participate in appraisal meetings to reach a consensus on the ratings (55.5%), as indicated by mean scores of 1.98, 2.20, 1.87, and 2.15, respectively. The average rating provided by teachers on the impact of appraisee-appraiser relations on the implementation of TPAD was 2.04.

#### **4.5.3 Teachers' Response Correlation Analysis**

Pearson correlation was employed in the study to ascertain the association between the teachers' replies on Appraisee - Appraiser Relations and the implementation of TPAD. The findings are presented in Table 4.19.

**Table 4.19 Teachers' Response Correlation Analysis between Appraisee - Appraiser Relations and implementation of TPAD**

		Correlations						
		Gender	Plan TPAD activities collaboratively with my appraiser regardless of the kind of relations that exist between my appraiser and I.	Produce evidences required for appraisal	Upload evidences required for appraisal	Get inducted on how to undertake professional development to address professional gaps by my appraiser	Get appraised objectively.	Attend appraisal meetings to agree on the ratings.
Gender	Pearson Correlation	1	.332 <sup>**</sup>	.160	.354 <sup>**</sup>	.398 <sup>**</sup>	.259 <sup>**</sup>	.358 <sup>**</sup>
Plan TPAD activities collaboratively with my appraiser regardless of the kind of relations that exist between my appraiser and I.	Pearson Correlation	.332 <sup>**</sup>	1	.539 <sup>**</sup>	.875 <sup>**</sup>	.864 <sup>**</sup>	.915 <sup>**</sup>	.863 <sup>**</sup>
Produce evidences required for appraisal.	Pearson Correlation	.160	.539 <sup>**</sup>	1	.415 <sup>**</sup>	.441 <sup>**</sup>	.470 <sup>**</sup>	.453 <sup>**</sup>
Upload evidences required for appraisal.	Pearson Correlation	.354 <sup>**</sup>	.875 <sup>**</sup>	.415 <sup>**</sup>	1	.973 <sup>**</sup>	.872 <sup>**</sup>	.967 <sup>**</sup>
Get inducted on how to undertake professional development to address professional gaps by my appraiser.	Pearson Correlation	.398 <sup>**</sup>	.864 <sup>**</sup>	.441 <sup>**</sup>	.973 <sup>**</sup>	1	.858 <sup>**</sup>	.969 <sup>**</sup>
Get appraised objectively.	Pearson Correlation	.259 <sup>**</sup>	.915 <sup>**</sup>	.470 <sup>**</sup>	.872 <sup>**</sup>	.858 <sup>**</sup>	1	.862 <sup>**</sup>
Attend appraisal meetings to agree on the ratings.	Pearson Correlation	.358 <sup>**</sup>	.863 <sup>**</sup>	.453 <sup>**</sup>	.967 <sup>**</sup>	.969 <sup>**</sup>	.862 <sup>**</sup>	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	128	128	128	128	128	128	128

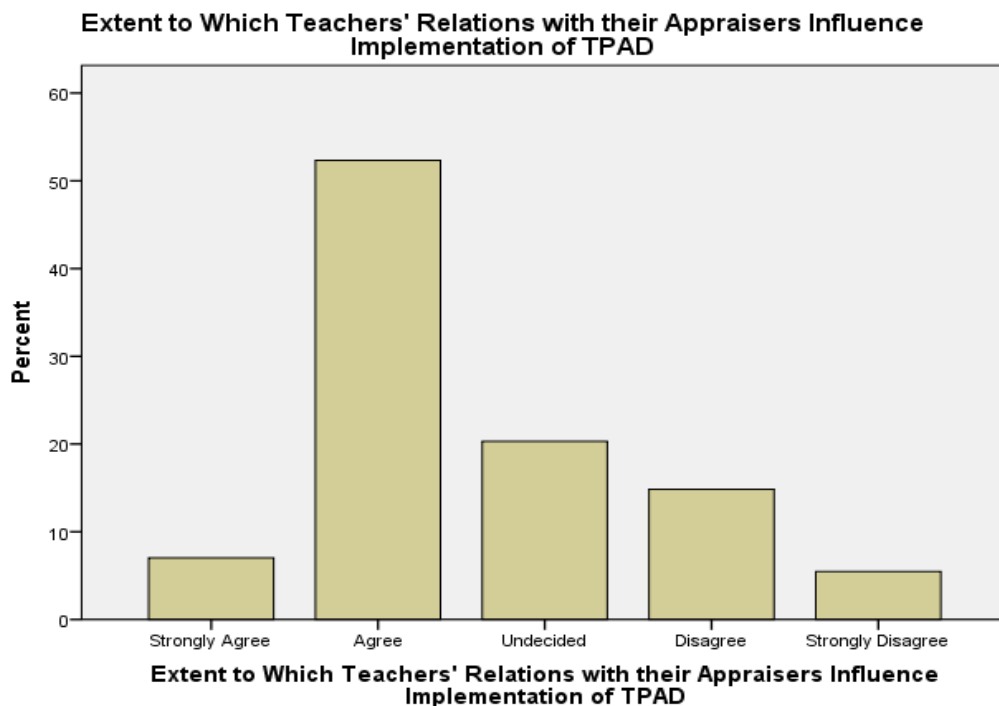
\*\* . Correlation is significant at the 0.5 level (2-tailed).

Table 4.19 presents the correlation analysis examining the association between appraisee-appraiser relations and the adoption of Teacher Performance Appraisal and Development (TPAD) in public primary schools. The findings indicate a negative correlation, which was determined to be statistically insignificant ( $r = .332$ ,  $p < 0.05$ ), based on the responses provided by the instructors. Therefore, the hypothesis H02 was confirmed, as the correlation analysis yielded negative values

below the established significance level, indicating that the variable had no meaningful influence on the execution of the TPAD.

Subsequently, the educators were requested to assess the degree to which their interactions with the evaluators impact the execution of the Teacher Performance Appraisal and Development (TPAD) process. The findings were visually displayed in Figure 4.4.

**Figure 4. 4 Extent to which Relations with the Appraisers Influence Implementation of TPAD**



The findings depicted in Figure 4.4 indicate that a majority of teachers, specifically 52.3%, acknowledged that their interactions with appraisers have a significant impact on the execution of the Teacher Performance Appraisal and Development (TPAD) process. A total of 7.0% of the teachers expressed strong agreement with the statement, while 20.3% remained indecisive. On the other hand, 14.8% disagreed with the statement, and 5.5% strongly disagreed.

The findings derived from the feedback provided by head teachers, deputy head teachers, and teachers suggest that the quality of the relationship between appraisees and appraisers significantly impacts the successful execution of the Teacher Performance Appraisal and Development (TPAD) process. The results align with the findings of Gachahi (2019), who came to the conclusion that collaborative practices had a positive impact on academic achievement. Contrary to the findings of Hedge and Teachout (2000), who argue that appraisees do not receive feedback on appraisals, it appears that the majority of teachers participate in appraisal sessions to reach a consensus on the ratings.

#### 4.6 Availability of ICT Resources and Implementation of TPAD

The third research objective aimed to investigate the impact of ICT resource availability on the implementation of TPAD in public elementary schools. The participants provided ratings for the level of ICT resource availability in their respective educational institutions, which encompassed the categories of Very Adequate, Adequate, Fairly Adequate, Inadequate, and Unavailable. The findings obtained from the head teachers were displayed in Tables 4.20.

**Table 4.20 Responses by Head teachers on Availability of ICT Resources**

Resources	Very Adequate				Fairly Adequate				Unavailable	
	Adequate		Adequate		Adequate		Inadequate		Unavailable	
	F	%	F	%	F	%	F	%	F	%
Computer(s) / laptop(s)	3	12.0	0	0.0	11	44.0	8	32.0	3	12.0
/ desktop(s)	1	4.0	3	12.0	9	36.0	7	28.0	5	20.0
Internet services	1	4.0	0	0.0	0	0.0	5	20.0	19	76.0
Scanners	0	0.0	3	12.0	6	24.0	12	48.0	4	16.0
ICT/TPAD champion(s)										

N=25

According to the data shown in Table 4.20, it can be observed that a significant proportion of head teachers, specifically 19 out of the total sample (76.0%), reported that scanners are not available in their respective schools. Additionally, the study revealed that the availability of computer(s)/laptop(s) desktop(s) was perceived as reasonably good by 44.0% of the respondents, while 32.0% considered it unsatisfactory. A total of 36.0% of the head teachers said that the internet services provided were deemed to be fairly adequate, whilst 28.0% of the respondents expressed dissatisfaction with the internet services, rating them as unsatisfactory. A total of 20.0% of respondents reported that internet services were completely inaccessible. Out of the total number of head teachers surveyed, 48.0% said that they considered the ICT / TPAD champions to be sufficient, while 28.0% expressed the view that the ICT / TPAD champions were insufficient.

According to the interview guidelines, a significant proportion of head teachers expressed that the presence of information and communication technology (ICT) resources in schools has a substantial impact on the execution of the Teacher Performance Appraisal and Development (TPAD) to a considerable degree. Other head teachers made the same remarks:

The limited availability of ICT resources is a significant obstacle to the effective implementation of the Teacher Performance Appraisal and Development (TPAD) system.

The head teacher has indicated that the school lacks the necessary information and communication technology (ICT) facilities. This necessitates conducting appraisals outside, specifically on a cyber-platform.

The school administration utilizes the Teacher Digital Devices (TDD) issued by the Ministry of Education for conducting appraisals. This process involves procuring data and establishing a WiFi



connection between the TDD and the school's phone network. The implementation of this system has greatly facilitated the process of appraisal within our educational institution.

The insufficiency of financial resources allocated for the acquisition of data bundles is a hindrance to the completion of teacher appraisals, as the entire process is conducted online. Educators perceive it as the responsibility of the administrative body to provide data for their evaluations.

The lack of ICT resources poses significant challenges to the implementation of online appraisal for Head Teacher 34.

The absence of internet connectivity within the educational institution poses challenges to the process of evaluating and assessing performance.

According to the head teachers' statements, it was discovered that a majority of schools possessed insufficient or were deficient in information and communication technology (ICT) resources, but only a small number of schools have operational ICT resources that were utilized for evaluation purposes.

#### **4.6.1 Head teachers' Response Correlation Analysis**

Pearson correlation was employed in the study to ascertain the link between the responses of head teachers regarding the availability of ICT resources and the adoption of TPAD. The findings are presented in Table 4.21.

**Table 4.21 Teachers' Response Correlation Analysis between Availability of ICT Resources and Implementation of TPAD**

		Correlations			
		Computer(s)/laptop(s)/desktop(s)	Internet services	Scanners	ICT/TPAD champion(s)
Computer(s)/laptop(s)/desktop(s)	Pearson Correlation	1	.907**	.651**	.901**
Internet services	Pearson Correlation	.907**	1	.684**	.889**
Scanners	Pearson Correlation	.651**	.684**	1	.652**
	Pearson Correlation	.901**	.889**	.652**	1
ICT/TPAD champion(s)	Sig. (2-tailed)	.000	.000	.000	
	N	25	25	25	25

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results presented in Table 4.21 indicate a positive and statistically significant Pearson's product-moment correlation coefficient ( $r = .907$ ,  $p < 0.01$ ) between the availability of ICT resources and the implementation of TPAD in public primary schools. Therefore, the hypothesis H03 was elucidated, as the correlation exhibited a moderate positive value beyond the established significance level, indicating an influence of the relationship on the two variables.

Table 4.22 displays the outcomes obtained from the deputy head teachers about the accessibility to ICT resources and the execution of the Teacher Performance Appraisal and Development (TPAD) system.

**Table 4.22 Responses by Deputy Head teachers on Availability of ICT Resources**

Resources	Very Adequate		Fairly Adequate				Inadequate		Unavailable	
	F	%	F	%	F	%	F	%	F	%
	Computer(s) / laptop(s) / desktop(s)	1	4.2	6	25.0	8	33.3	7	29.2	2
Internet services	1	4.2	2	8.3	10	41.7	5	20.8	6	25.0
Scanners	0	0.0	1	4.2	1	4.2	5	20.8	17	70.8
ICT/TPAD champion(s)	2	8.3	7	29.2	7	29.2	6	25.0	2	8.3

**N=24**

The results obtained from Table 4.22 revealed that the deputy head teachers provided the following responses: a majority of them (70.8%) reported that scanners are not available in schools, while 41.7% indicated that internet services are fairly sufficient. Additionally, 33.3% of the respondents reported that computer(s)/laptop(s)/desktop(s) are fairly adequate, and 29.2% stated that ICT/TPAD champions are either adequate or fairly adequate.

#### 4.6.2 Deputy Head teachers' Response Correlation Analysis

Pearson correlation was employed in the study to ascertain the association between the responses provided by deputy head teachers about the Availability of ICT Resources and the implementation of Teacher Performance Appraisal and Development. The findings are presented in Table 4.23.

**Table 4.23 Deputy Head teachers' Response Correlation Analysis between Availability of ICT Resources and Implementation of TPAD**

		Correlations				
		Gender	Computer(s)/laptop(s)/desktop(s)	Internet services	scanners	ICT/TPAD champion(s)
Gender	Pearson Correlation	1	.575**	.511*	.207	.588**
Computer(s)/laptop(s)/desktop(s)	Pearson Correlation	.575**	1	.891**	.772**	.941**
Internet services	Pearson Correlation	.511*	.891**	1	.733**	.898**
scanners	Pearson Correlation	.207	.772**	.733**	1	.729**
	Pearson Correlation	.588**	.941**	.898**	.729**	1
ICT/TPAD champion(s)	Sig. (2-tailed)	.003	.000	.000	.000	
	N	24	24	24	24	24

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The results presented in Table 4.23 indicate a positive and statistically significant Pearson's product-moment correlation coefficient ( $r = .575$ ,  $p < 0.01$ ) between the availability of ICT resources and the application of TPAD in public primary schools, as reported by deputy head teachers. Therefore, the null hypothesis H03 was rejected due to the positive correlation exceeding

the predetermined significance level, therefore providing evidence for the presence of information and communication technology (ICT) in the execution of the Teacher Performance Appraisal and Development (TPAD) system.

The head teachers and deputy head administrators were asked to assess, using a numerical scale ranging from 1 to 5, the degree to which teachers in their respective schools utilize information and communication technology (ICT) resources in the execution of the Teacher Performance Appraisal and Development (TPAD) process. The participants' responses are presented in Table 4.24.

**Table 4.24 Extent to which Teachers use School ICT Resources for TPAD**

Rating	Head teachers		Deputy Head teachers	
	F	%	F	%
Strongly Agree	2	8.0	2	8.3
Agree	5	20.0	4	16.7
Undecided	6	24.0	6	25.0
Disagree	8	32.0	10	41.7
Strongly Disagree	4	16.0	2	8.3
<b>Total</b>	<b>25</b>	<b>100</b>	<b>24</b>	<b>100</b>

According to the data presented in Table 4.24, it can be observed that 8.0% of the head teachers strongly agreed with the statement regarding the utilization of school ICT resources for the implementation of TPAD. On the other hand, 32.0% of the head teachers disagreed, while 24.0% were unsure. Additionally, 20.0% of the head teachers agreed with the statement, but 16.0% strongly opposed.

Among the deputy head teachers surveyed, a total of 2 individuals (8.3%) expressed strong agreement, while 10 individuals (41.7%) disagreed. Additionally, 6 individuals (25.0%) remained unsure, 4 individuals (16.7%) expressed agreement, and 2 individuals (8.3%) strongly disagreed.

The findings derived from the responses of head teachers and deputy head teachers indicated that, despite the presence of sufficient ICT resources in certain schools, the majority of teachers did not utilize these resources for the purpose of implementing the Teacher Performance Appraisal and Development (TPAD) system.

Table 4.25 presents the data pertaining to the feedback provided by educators regarding the accessibility of information and communication technology (ICT) resources, as well as the execution of the Teacher Performance Appraisal and Development (TPAD) system.

**Table 4.25 Responses by Teachers on Availability of ICT Resources**

Resources	Very		Fairly				Unavailable			
	Adequate		Adequate		Inadequate		Unavailable			
	F	%	F	%	F	%	F	%		
Computer(s) / laptop(s)										
/ desktop(s)	5	3.9	17	13.3	43	33.6	48	37.5	15	11.7
Internet services	4	3.1	4	3.1	36	28.1	39	30.5	45	35.2
Scanners	2	1.6	1	0.8	14	10.9	31	24.2	80	62.5
ICT/TPAD										
champion(s)	15	11.7	27	21.1	38	29.7	25	19.5	23	17.9

**N=128**

According to the data presented in Table 4.25, a significant majority of the teachers, specifically 80 individuals or 62.5% of the total sample, reported that scanners are not accessible within educational institutions. The educators assessed the adequacy of computer/laptop/desktop availability as insufficient, with a rating of 37.5%. Additionally, they reported that internet services were not accessible, with a rating of 35.2%. On the other hand, the adequacy of ICT/TPAD champions was deemed satisfactory, with a rating of 29.7%.

### 4.6.3 Teachers' Response Correlation Analysis

Pearson correlation was employed in the study to ascertain the association between teachers' replies about the Availability of ICT Resources and the implementation of Teacher Performance Appraisal and Development. The findings are presented in Table 4.26.

		Correlations				
		Gender	Computer(s)/laptop(s)/desktop(s)	Internet services	Scanners	ICT/TPAD champion(s)
Gender	Pearson Correlation	1	.249**	.348**	.217*	.389**
Computer(s)/laptop(s)/desktop(s)	Pearson Correlation	.249**	1	.876**	.822**	.896**
Internet services	Pearson Correlation	.348**	.876**	1	.863**	.919**
Scanners	Pearson Correlation	.217*	.822**	.863**	1	.791**
	Pearson Correlation	.389**	.896**	.919**	.791**	1
ICT/TPAD champion(s)	Sig. (2-tailed)	.000	.000	.000	.000	
	N	128	128	128	128	128

\*. Correlation is significant at the 0.5 level (2-tailed).

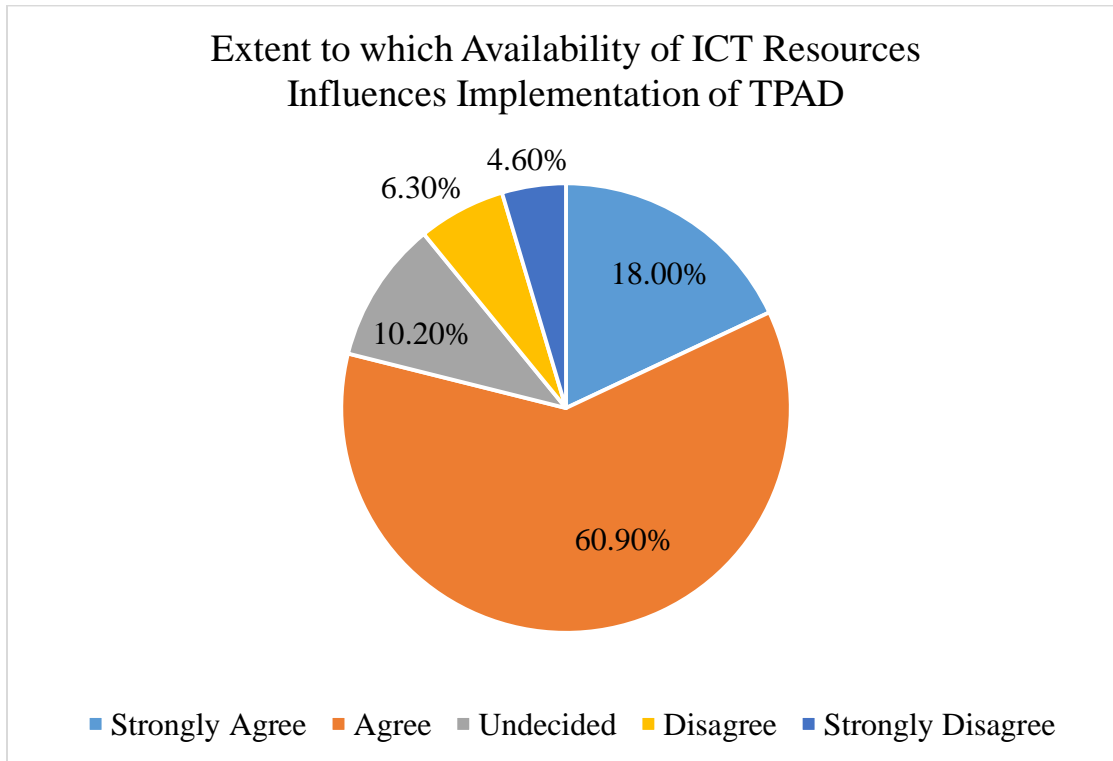
**Table 4.26 Teachers' Response Correlation Analysis between Availability of ICT Resources and Implementation of TPAD**

According to Table 4.26, the Pearson's correlation coefficient reveals a negative and statistically insignificant link ( $r = .249$ ,  $p < 0.05$ ) between the availability of ICT resources and the application of TPAD by teachers in public primary schools. Therefore, the validity of H03 is supported, as the correlation analysis yielded negative values that fell below the predetermined significance level, indicating the absence of a relationship between the two variables.

The educators assessed the degree to which the presence of information and communication technology (ICT) resources in their educational institutions impacts the execution of the Teacher

Performance Appraisal and Development (TPAD) system. The findings were presented in Figure 4.5.

**Figure 4. 5 Extent to which Availability of ICT Resources Influences Implementation of TPAD**



According to Figure 4.5, a majority of the instructors (60.90%) expressed agreement with the notion that the presence of ICT resources has an impact on the execution of TPAD in their respective schools. Additionally, a smaller percentage (18.00%) strongly affirmed this sentiment. A mere 6.30% of the educators expressed disagreement with the aforementioned assertion, and 10.20% remained indecisive.

Additional statements on ICT resources were offered to educators, and the corresponding feedback is outlined in Table 4.27.

**Table 4.27 Teachers' Abilities to Use School ICT Resources for TPAD**

Rate your ability to:	Very				Below			
	Good		Good		Average		Average	
	F	%	F	%	F	%	F	%
Use ICT resources in the school to conduct TPAD self-assessment.	9	7.0	5	3.9	28	21.9	86	67.2
Use ICT resources in the school to upload TPAD evidence.	4	3.1	11	8.6	72	56.3	41	32.0
Understand the evidences required for the various sections of the TPAD.	5	3.9	54	42.2	50	39.1	19	14.8

**N=128**

Table 4.27 shows that a very high number of teachers 86(67.2%) cannot use ICT resources in the school to conduct TPAD self-assessment and another 54(42.2%) do not understand the evidences required for the various sections of the TPAD. Majority of the teachers 72(56.3%) are averagely able to use ICT resources in the school to upload TPAD evidence. It was also evident that very few teachers have the ability to use ICT resources in the school to upload TPAD evidences 9(7.0%), have the ability to use ICT resources in the school to upload TPAD evidence (3.2%).

The results from head teachers and deputy head teachers that majority of the teachers did not use school ICT resources for TPAD concur with Ndiku and Mbithe (2018) that very few principals used school desktops while majority used printed hard copies of the TPAD Tool then took them to a cyber for uploading; Odhiambo, Okoth & Riechi (2017) that there was not a substantial impact between the integration of ICT in human resource and the management of schools in Nairobi City County; Khatete et al (2015) that the challenge of ICT integration in teaching-learning process was on the capacity of the teachers and principals. Findings from the teachers concur with Muriithi (2019) that transportation, infrastructure, consistency of funds, ICT and budget allocation greatly



influence execution of PC in public secondary in Igembe South Sub County. The findings from this study further concur with that of Murithi (2021) that the ICT facilities were inadequate in public primary schools including laptops for teachers, projectors, tablets PC devices for pupils, as well as other enabling installations.

#### 4.7 Time Management and Implementation of TPAD

The fourth objective aimed to investigate the impact of time management on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public elementary schools. The participants provided ratings for statements regarding the impact of time management on the implementation of TPAD, using a scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). The outcomes obtained from the heads of institutions were shown in Table 4.28.

**Table 4.28 Responses by Head teachers on Time Management**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
I regularly plan meetings before school opening involving all staff to set school TPAD activity calendar.	4	16.0	13	52.0	2	8.0	6	24.0	0	0.0	2.40
I regularly check the teachers' professional documents by the end of the first week of the term.	3	12.0	18	72.0	2	8.0	2	8.0	0	0.0	2.12
I regularly schedule lesson observations in good time.	11	44.0	10	40.0	2	8.0	2	8.0	0	0.0	1.80
I regularly undertake lesson observations in good time.	7	28.0	14	56.0	2	8.0	2	8.0	0	0.0	1.96
I regularly appraise the appraisees in good time.	9	36.0	13	52.0	3	12.0	0	0.0	0	0.0	1.76
I usually hold meetings with the appraisees by the	8	32.0	12	48.0	2	8.0	1	4.0	2	8.0	

closing date of the term to discuss and agree on TPAD ratings.												2.08
I regularly check the class attendance by teachers.	8	32.0	14	56.0	3	12.0	0	0.0	0	0.0		1.80
I regularly check the learners' progress records to ensure regular assessments are done.	4	16.0	12	48.0	8	32.0	1	4.0	0	0.0		2.24
<b>N=25</b>											<b>Overall Mean = 2.02</b>	

The results presented in Table 4.28 illustrate the responses obtained from a group of head teachers. Among the 18 head teachers surveyed, representing 72.0% of the total sample, it was found that they agreed with the practice of frequently reviewing teachers' professional documents by the conclusion of the first week of each academic term (mean = 2.12). A significant proportion of head teachers (52.0%) expressed their agreement with the practice of regularly organizing pre-school opening meetings involving all staff members to establish the school's TPAD activity calendar. Additionally, a majority of head teachers (56.0%) reported regularly conducting timely lesson observations, regularly appraising appraisees in a timely manner (52.0%), and regularly monitoring class attendance by teachers (56.0%). Out of the total sample size of 25 head teachers, 48.0% indicated their agreement with the practice of conducting meetings with the appraisees at the conclusion of the term to establish consensus on TPAD ratings. Among this group, 32.0% expressed strong agreement, while the remaining 20.0% were either unsure, disagreed, or strongly disagreed. The calculated mean for the responses was 1.76.

There was an almost equal distribution between head teachers who strongly agreed (44.0%) and those who agreed (40.0%) with the notion of regularly scheduling lesson observations in a timely manner. Furthermore, a total of 12 head teachers, accounting for 48.0% of the sample, expressed their agreement with the practice of routinely reviewing learners' progress records to guarantee

consistent evaluation. On the other hand, 32.0% of the head teachers remained indecisive on this matter. The average response of head teachers about the impact of time management on the implementation of TPAD was found to be 2.02.

The interview guides requested the head teachers to provide an elaboration on the impact of time management within their schools on the execution of the Teacher Performance Appraisal and Development (TPAD) system. Several of the responses constituted;

The principal, who is referred to as Head Teacher 35, ensures that all TPAD activities are conducted in accordance with the predetermined schedules.

The individual in question is a head teacher who is currently 41 years old. Numerous school activities have an impact on the implementation of the Teacher Performance Appraisal and Development (TPAD) system, occasionally resulting in untimely evaluations. One notable illustration pertains to the phenomenon of hastily completing online lesson observations at the conclusion of each academic semester on numerous occasions.

Head teacher 37: The majority of instructors demonstrate the ability to successfully complete their appraisals within the designated timeframe.

The effective implementation of the Teacher Performance Appraisal and Development (TPAD) system in the school is greatly facilitated by the efficient management of time.

Head teacher 13: There are instances where certain teachers do not fully fulfill their appraisal requirements.

### 4.7.1 Head teachers' Response Correlation Analysis

Pearson correlation was employed in the study to ascertain the association between the replies of head teachers about time management and the implementation of Teacher Performance Appraisal and Development. The findings are presented in Table 4.29.

**Table 4.29 Head teachers' Response Correlation Analysis between time management and Implementation of TPAD**

		Correlations								
Gender		I regularly plan meetings before school opening involving all staff to set school TPAD activity calendar.	I regularly check the teachers' professional documents by the end of the first week of the term.	I regularly schedule lesson observations in good time.	I regularly undertake lesson observations in good time.	I regularly appraise the appraisees in good time.	I usually hold meetings with the appraisees by the closing date of the term to discuss and agree on TPAD ratings.	I regularly check the learners' progress records to ensure regular assessments are done.	I regularly check the class attendance by teachers.	
Gender	Pearson Correlation	1							.560**	
	Sig. (2-tailed)								.004	
	N	25							25	
I regularly plan meetings before school opening involving all staff to set school TPAD activity calendar.	Pearson Correlation	.463*	1						.744**	
I regularly check the teachers' professional documents by the end of the first week of the term.	Pearson Correlation	.780**	.761**	1					.765**	
I regularly schedule lesson observations in good time.	Pearson Correlation	.725**	.789**	.855**	1				.849**	
I regularly undertake lesson observations in good time.	Pearson Correlation	.730**	.781**	.896**	.912**	1			.906**	
I regularly appraise the appraisees in good time.	Pearson Correlation	.563**	.748**	.755**	.881**	.879**	1		.954**	
I usually hold meetings with the appraisees by the closing date of the term to discuss and agree on TPAD ratings.	Pearson Correlation	.763**	.806**	.885**	.927**	.950**	.899**	1	.919**	
I regularly check the learners' progress records to ensure regular assessments are done.	Pearson Correlation	.487*	.905**	.758**	.774**	.779**	.761**	.767**	1	
I regularly check the class attendance by teachers.	Pearson Correlation	.560**	.744**	.765**	.849**	.906**	.954**	.919**	.762**	
	Sig. (2-tailed)	.004	.000	.000	.000	.000	.000	.000	.000	
	N	25	25	25	25	25	25	25	25	

\*. Correlation is significant at the 0.5 level (2-tailed).

Table 4.29 presents the correlation analysis examining the relationship between time management and implementation in public primary schools, as reported by the HOI. The results indicate a moderate positive correlation, which was found to be statistically significant ( $r = .560$ ,  $p < 0.05$ ). Therefore, it can be concluded that H04 did not pass the empirical examination. This is evident

from the positive correlation values that above the threshold of statistical significance, indicating a strong relationship between the two variables. Specifically, the findings suggest that time management has an influence on the successful implementation of the TPAD.

Table 4.30 displays the responses provided by the deputy head teachers regarding the effective management of time throughout the implementation of the Teacher Performance Appraisal and Development (TPAD) system.

**Table 4.30 Responses by Deputy Head teachers on Time Management**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
	I regularly plan meetings before school opening involving all staff to set school TPAD activity calendar.	3	12.5	14	58.3	5	20.8	1	4.2	1	
I regularly check the teachers' professional documents by the end of the first week of the term.	2	8.3	18	75.0	1	4.2	2	8.3	1	4.2	2.25
I regularly schedule lesson observations in good time.	8	33.3	15	62.5	0	0.0	1	4.2	0	0.0	1.75
I regularly undertake lesson observations in good time.	6	25.0	16	66.7	2	8.3	0	0.0	0	0.0	1.83
I regularly appraise the appraisees in good time.	6	25.0	17	70.8	1	4.2	0	0.0	0	0.0	1.79
I usually hold meetings with the appraisees by the closing date of the term to discuss and agree on TPAD ratings.	4	16.7	15	62.5	3	12.5	1	4.2	1	4.2	2.17
I regularly check the class attendance by teachers.	6	25.0	13	54.2	2	8.3	2	8.3	1	4.2	2.13
I regularly check the learners' progress records to ensure regular assessments are done.	7	29.2	16	66.7	1	4.2	0	0.0	0	0.0	1.75
<b>N=24</b>	<b>Overall Mean = 2.00</b>										

Based on the data presented in Table 4.30, a significant proportion of deputy head teachers expressed agreement with the statements pertaining to time management and TPAD implementation within their respective schools. The deputy head teachers have reached a consensus to engage in regular planning meetings prior to the start of the school day, which involve all staff members. The purpose of these meetings is to establish a school TPAD activity calendar, with a majority agreement of 58.3%. Additionally, it has been agreed upon by 75.0% of the deputy head teachers to consistently review the professional documents of teachers by the conclusion of the first week of each term. Furthermore, it has been determined that lesson observations should be scheduled in a timely manner, as agreed upon by 62.5% of the deputy head teachers. Similarly, 66.7% of the deputy head teachers have expressed the importance of conducting these lesson observations promptly. In line with this, it has been agreed upon by 70.8% of the deputy head teachers to appraise the appraisees in a timely manner. Moreover, it has been observed that 62.5% of the deputy head teachers typically hold meetings with the appraisees before the end of the term. These meetings serve as a platform to discuss and reach a consensus on TPAD ratings. Additionally, 54.2% of the deputy head teachers regularly monitor class attendance by teachers, while 66.7% of them consistently review the learners' progress records to ensure that regular assessments are being conducted. The deputy head teachers' replies regarding the impact of time management and implementation of TPAD yielded an average mean score of 2.00.

#### **4.7.2 Deputy Head teachers' Response Correlation Analysis**

Pearson correlation was employed in the study to ascertain the association between the replies of deputy head teachers about time management and the implementation of Teacher Performance Appraisal and Development. The findings are presented in Table 4.31.

**Table 4.31 Deputy Head teachers’ Response Correlation Analysis between time management and Implementation of TPAD**

		Correlations								
		Gender	I regularly plan meetings before school opening involving all staff to set school TPAD activity calendar.	I regularly check the teachers’ professional documents by the end of the first week of the term.	I regularly schedule lesson observations in good time.	I regularly undertake lesson observations in good time.	I regularly appraise the appraisees in good time.	I usually hold meetings with the appraisees by the closing date of the term to discuss and agree on TPAD ratings.	I regularly check the class attendance by teachers.	I regularly check the learners’ progress records to ensure regular assessments are done.
Gender	Pearson Correlation Sig. (2-tailed)	1								.424
	N	24								24
I regularly plan meetings before school opening involving all staff to set school TPAD activity calendar.	Pearson Correlation	.726**	1							.698**
I regularly check the teachers’ professional documents by the end of the first week of the term.	Pearson Correlation	.897**	.868**	1						.593**
I regularly schedule lesson observations in good time.	Pearson Correlation	.524**	.762**	.682**	1					.908**
I regularly undertake lesson observations in good time.	Pearson Correlation	.570**	.777**	.687**	.798**	1				.869**
I regularly appraise the appraisees in good time.	Pearson Correlation	.411	.702**	.595**	.853**	.933**	1			.924**
I usually hold meetings with the appraisees by the closing date of the term to discuss and agree on TPAD ratings.	Pearson Correlation	.772**	.931**	.899**	.772**	.812**	.730**	1		.714**
I regularly check the class attendance by teachers.	Pearson Correlation	.824**	.885**	.902**	.793**	.856**	.795**	.940**	1	.771**
I regularly check the learners’ progress records to ensure regular assessments are done.	Pearson Correlation Sig. (2-tailed)	.424	.698**	.593**	.908**	.869**	.924**	.714**	.771**	1
	N	.039	.000	.002	.000	.000	.000	.000	.000	.000
	N	24	24	24	24	24	24	24	24	24

\*. Correlation is significant at the 0.05 level (2-tailed).

The results shown in Table 4.31 indicate a positive and statistically significant association ( $r = .726, p < 0.05$ ) between time management and the deployment of TPAD in public primary schools, as reported by deputy head teachers. Therefore, the hypothesis H04 did not pass the statistical test, as the correlation analysis revealed positive values that exceeded the predetermined significance level, indicating a substantial relationship between the two variables. Specifically, the findings suggest that time management has an influence on the implementation of the TPAD.

The data pertaining to the teachers' feedback regarding time management in the deployment of TPAD was presented in Table 4.32.

**Table 4.32 Responses by Teachers on Time Management**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
I regularly attend staff meetings before school opening to set school TPAD activity calendar.	35	27.3	52	40.6	17	13.3	20	15.6	4	3.1	2.27
I regularly submit professional documents for approval by the end of the first week of the term.	13	10.1	67	52.3	29	22.7	16	12.5	3	2.3	2.45
My appraisers regularly schedule lesson observations in good time.	39	30.5	70	54.7	13	10.2	5	3.9	1	0.8	1.90
I regularly undergo lesson observations in good time.	33	25.8	74	57.8	15	11.7	6	4.7	0	0.0	1.95
I often meet the deadlines for submitting my appraisal to the appraiser.	27	21.1	82	64.1	11	8.6	8	6.3	0	0.0	2.00
My appraiser regularly conducts meetings with appraisees by the closing date of the term to discuss and agree on TPAD ratings.	9	7.0	24	18.8	27	21.1	61	47.7	7	5.5	3.26
I regularly conduct learner assessments.	41	32.0	73	57.0	9	7.0	3	2.3	2	1.6	1.84
I regularly cover the syllabus in time.	32	25.0	70	54.7	18	14.1	7	5.5	1	0.8	2.02
<b>N=128</b>						<b>Overall Mean = 2.21</b>					

According to the data presented in Table 4.32, a majority of the teachers (52.3%) expressed agreement with the practice of consistently submitting professional documents for approval within the initial week of the academic term. Additionally, a significant proportion of teachers (54.7%)



reported that their appraisers consistently schedule lesson observations in a timely manner. Furthermore, a majority of teachers (57.8%) indicated that they regularly undergo lesson observations within an appropriate timeframe. Moreover, a substantial number of teachers (57.0%) reported conducting learner assessments on a regular basis. Lastly, a majority of teachers (54.7%) stated that they consistently cover the syllabus within the designated timeframe. A significant proportion of educators, specifically 82 individuals or 64.1% of the sample, expressed their concurrence with the statement that they frequently adhere to the prescribed timelines for delivering their appraisals to the designated appraisers. A significant proportion of teachers, specifically 40.6%, expressed agreement with the practice of attending staff meetings prior to the commencement of the school year in order to establish the school's TPAD activity calendar. Additionally, 27.3% of teachers strongly agreed with this practice, while the remaining responses accounted for 32.0% of the total. Approximately 41.7% of the teachers surveyed expressed disagreement with the assertion that their evaluators consistently hold meetings with the individuals being evaluated before the end of the term, in order to debate and reach a consensus on the Teacher Performance Appraisal and Development (TPAD) ratings. A total of 21.1% of respondents expressed indecision, while 18.8% indicated agreement. Conversely, just 7.0% strongly agreed, while a mere 5.5% strongly opposed. The average score obtained from the instructors' responses to the statements addressing the impact of time management on the implementation of TPAD was 2.21.

#### **4.7.3 Teachers' Response Correlation Analysis**

Pearson correlation was employed in the study to ascertain the association between teachers' replies on time management and the implementation of Teacher Performance Appraisal and Development. The findings are presented in Table 4.33.

**Table 4.33 Teachers' Response Correlation Analysis between time management and Implementation of TPAD**

		Correlations								
		Gender	I regularly attend staff meetings before school opening to set school TPAD activity calendar.	I regularly submit professional documents for approval by the end of the first week of the term.	My appraisers regularly schedule lesson observations in good time.	I regularly undergo lesson observations in good time.	I often meet the deadlines for submitting my appraisal to the appraiser.	My appraiser regularly conducts meetings with appraisees by the closing date of the term to discuss and agree on TPAD ratings.	I regularly conduct learner assessments.	I regularly cover the syllabus in time.
Gender	Pearson Correlation	1								.274**
	Sig. (2-tailed)									.002
I regularly attend staff meetings before school opening to set school TPAD activity calendar.	Pearson Correlation	.402**	1							.920**
I regularly submit professional documents for approval by the end of the first week of the term.	Pearson Correlation	.467**	.802**	1						.710**
My appraisers regularly schedule lesson observations in good time.	Pearson Correlation	.291**	.884**	.700**	1					.917**
I regularly undergo lesson observations in good time.	Pearson Correlation	.242**	.905**	.691**	.944**	1				.952**
I often meet the deadlines for submitting my appraisal to the appraiser.	Pearson Correlation	.257**	.844**	.691**	.911**	.931**	1			.923**
My appraiser regularly conducts meetings with appraisees by the closing date of the term to discuss and agree on TPAD ratings.	Pearson Correlation	.195*	.805**	.482**	.807**	.832**	.776**	1		.816**
I regularly conduct learner assessments.	Pearson Correlation	.154	.184*	.296**	.383**	.351**	.423**	-.008	1	.336**
	Sig. (2-tailed)	.082	.038	.001	.000	.000	.000	.928		.000
I regularly cover the syllabus in time.	Pearson Correlation	.274**	.920**	.710**	.917**	.952**	.923**	.816**	.336**	1
	Sig. (2-tailed)	.002	.000	.000	.000	.000	.000	.000	.000	.000
	N	128	128	128	128	128	128	128	128	128

\*\* . Correlation is significant at the 0.1 level (2-tailed).  
 \* . Correlation is significant at the 0.5 level (2-tailed).

Table 4.33 presents the Pearson's product-moment correlation coefficient, which indicates the relationship between time management and the deployment of TPAD in public primary schools. The correlation coefficient was found to be negative ( $r = .402$ ) and statistically insignificant ( $p < 0.05$ ). Therefore, the hypothesis H04 was supported, as the correlation coefficient yielded a value below the predetermined significance level, indicating no meaningful relationship between the two variables.

The results obtained from surveys conducted among head teachers, deputy head teachers, and teachers indicate that effective time management plays a significant role in facilitating the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system. It is evident, as reported by a majority of educators, that in many educational institutions, meetings between appraisers and appraisees are not held by the designated end of term deadline to deliberate and reach a consensus on the Teacher Performance Appraisal and Development (TPAD) ratings. This suggests that appraisers are uploading ratings without actively involving the appraisees in the process. The absence of talks between appraisers and the assessed individuals during the deployment of TPAD has a detrimental impact, as it results in the uploading of agreed ratings without any opportunity for dialogue.

The observations made by the majority of teachers indicate that their appraisers fail to hold appraisal meetings before the end of the term in order to reach a consensus on ratings. These findings align with the findings of Owuor and Jonyo (2017), who reported that appraisers assigned ratings to both columns and even deviated from the agreed-upon scores.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The chapter provides a comprehensive overview of the research findings, conclusions, recommendations, and proposals for future research, all of which are based on the research objectives.

#### 5.2 Summary of the Study

The objective of this study was to examine the impact of institutional determinants on the implementation of Teacher Performance Appraisal and Development in public primary schools located in Siaya Sub-County, Kenya. The study aimed to address four specific research objectives. These objectives included investigating the impact of head teacher supervision on the implementation of the Teacher Performance Appraisal and Development (TPAD) system, analyzing the influence of appraisee-appraiser relations on TPAD implementation, examining the effect of ICT resource availability on TPAD implementation, and assessing the influence of time management on TPAD implementation in public primary schools located in Siaya Sub-County. The research employed the goal-setting theory proposed by Edwin Locke in 1968. The researcher employed a descriptive survey approach in their study. The study's target population consisted of 132 public elementary schools, 132 head teachers, 119 deputy head teachers, and 1310 teachers from all 132 public primary schools in Siaya Sub County. A sample of 26 schools was selected using the simple random sampling method. The educational institutions were additionally categorized into seven distinct zones. The overall sample consisted of 26 head teachers, 24 deputy head teachers, and 131 instructors, resulting in a total of 181 participants. Data collection from the

respondents was conducted through the utilization of questionnaires and an interview guide. The acquired data was subjected to both qualitative and quantitative analysis, employing frequencies and percentages as analytical tools to address the study inquiries. The findings were thereafter displayed through the use of tables, pie charts, and bar graphs.

### **5.2.1 Supervision by Head teachers and Implementation of TPAD**

The primary aim of this study was to investigate the impact of head teacher supervision on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public elementary schools. The study revealed that the involvement of head teachers in the supervision process had a significant impact on the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system. A significant proportion of head teachers, deputy head teachers, and teachers expressed consensus on several assertions regarding the impact of head teacher supervision on the implementation of the Teacher Performance Appraisal and Development (TPAD) process. According to the data, 52.0% of head teachers and 54.2% of deputy head teachers expressed agreement with the assertion that they possess a comprehensive understanding of the institutional TPAD calendar of events. Regarding the regular development and utilization of a termly TPAD work plan by head teachers for the implementation of TPAD in schools, a majority of 76.0% of head teachers, 58.3% of deputy head teachers, and 51.6% of teachers expressed agreement. According to the findings, a majority of 58.3% of deputy head teachers acknowledged the regular monitoring of the application of the Teacher Performance Appraisal and Development (TPAD) system by head teachers inside the school. Regarding the frequency of head teachers providing prompt feedback to appraisees during the implementation of the Teacher Performance Appraisal and Development (TPAD) system in schools, 64.0% of head teachers and 50.0% of deputy head teachers expressed agreement. Regarding the systematic

oversight of all Teacher Performance Appraisal and Development (TPAD) activities inside the educational institution, a majority of 56.0% of the head teachers and 54.2% of the deputy head teachers expressed their agreement. In regards to the matter of whether head teachers engage in lesson observations, it was found that 52.0% of head teachers and 53.1% of instructors expressed agreement. In relation to the regularity with which head teachers assure the availability of instructional resources, it was found that 52.0% of head teachers and 54.2% of deputy head teachers expressed agreement. The study revealed a substantial correlation between the supervision provided by head teachers and the application of the Teacher Performance Appraisal and Development (TPAD) system. The average mean for this association was 1.86, and the correlation coefficients were determined to be statistically significant ( $r=.585$ ,  $r=.621$ ,  $r=.330$ ;  $p < 0.05$ ).

### **5.2.2 Appraisee-Appraiser Relations and Implementation of TPAD**

The second purpose of this study aimed to examine the impact of appraisee-appraiser relationships on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public elementary schools. The study revealed that the relationship between the appraisee and appraiser has an impact on the execution of the Teacher Performance Appraisal and Development (TPAD) system. Fifty-six percent of the head teachers and 70.8% of the deputy head teachers concurred that appraisees engage in collaborative planning of TPAD activities with the appraisers. A majority of the head teachers (60.0%) and deputy head teachers (58.3%) concurred that the ratings of appraisees are influenced by the evidence presented for the Teacher Performance Appraisal and Development (TPAD). Regarding the frequency with which the appraisees consistently generate evidence for the Teacher Performance Appraisal and Development (TPAD) process, it was found that 52.0% of the head teachers, 54.2% of the deputy head teachers, and

63.3% of the teachers expressed agreement. A significant majority of head teachers (64.0%), deputy head teachers (62.5%), and teachers (54.7%) expressed agreement with the practice of appraisers consistently guiding appraisees on strategies for professional development aimed at addressing areas of professional deficiency. In relation to the assertion of the frequency with which appraisers assess appraisees in an objective manner, it was found that 72.0% of head teachers, 54.2% of deputy head teachers, and 57.8% of instructors concurred. In conclusion, the data reveals that 52.0% of head teachers, 70.8% of deputy head teachers, and 55.5% of instructors concur that evaluation sessions are typically conducted with the purpose of reaching a consensus on the assigned ratings. A significant proportion of teachers (52.3%) indicated that their interactions with appraisers have a notable impact on the execution of the Teacher Performance Appraisal and Development (TPAD) system. The results, however, indicated that not all educators generate all the necessary evidence for the execution of TPAD, as indicated by the ratings of head teachers and deputy head teachers. The head teachers said that approximately 60-90% of instructors typically give evidence for TPAD, while deputy head teachers reported a range of 30-60%. The relationship between appraisees and appraisers was found to have a mean score of 2.07, indicating an average level of satisfaction. This relationship was statistically significant, as evidenced by the correlation coefficients of  $r = .560$ ,  $r = .505$ , and  $r = .332$  ( $p < 0.05$ ). These findings suggest that the appraisee-appraiser relations have an impact on the implementation of the Teacher Performance Appraisal and Development (TPAD) system.

### **5.2.3 Availability of ICT Resources and Implementation of TPAD**

The third purpose of this study aimed to investigate the impact of ICT resource availability on the implementation of TPAD in public elementary schools. There has been an observed increase in the insufficiency of information and communication technology (ICT) resources within

educational institutions. According to a survey conducted among head teachers, deputy head teachers, and teachers, the perceived adequacy of computers, laptops, and desktops was reported as 76.0%, 62.5%, and 71.1% correspondingly, indicating a significant level of inadequacy. The aforementioned statistics are also applicable to the provision of internet services at educational institutions, with a utilization rate of 64.0% among head teachers, 66.7% among deputy head teachers, and 58.6% among teachers. The availability of scanners was found to be 76.0% for head teachers, 70.8% for deputy head teachers, and 62.5% for teachers. The performance of the ICT/TPAD champions was deemed to be subpar, as indicated by the percentages of 72.0% among head teachers, 54.2% among deputy head teachers, and 49.2% among teachers. A majority of the teachers (60.90%) expressed agreement regarding the impact of ICT resource availability on the implementation of TPAD inside their respective educational institutions. There was a statistically significant link between the availability of ICT resources and the application of TPAD ( $r = .907$ ,  $r = .575$ ;  $p < 0.05$ ).

#### **5.2.4 Time Management and Implementation of TPAD**

The primary objective of this study was to evaluate the impact of time management on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public elementary schools. The study revealed that time management exerted a significant impact on the application of TPAD. A significant proportion of head teachers, deputy head teachers, and teachers expressed consensus on several assertions regarding the impact of time management on the implementation of the Teacher Performance Appraisal and Development (TPAD) process. Regarding the regularity of head teachers and deputy head teachers planning meetings before the commencement of school to establish the school TPAD activity calendar, 52.0% of head teachers and 58.3% of deputy head teachers expressed agreement. Upon conducting a routine examination



of the professional documents belonging to the instructors, it was found that 72.0% of the head teachers, 75.0% of the deputy head teachers, and 52.3% of the teachers expressed their agreement. In relation to the timely scheduling of lesson observations, it was found that 44.0% of the head teachers strongly agreed, 62.5% of the deputy head teachers agreed, and 54.7% of the instructors agreed. Regarding the matter of timely and regular lesson observations, it was found that 56.0% of the head teachers, 66.7% of the deputy head teachers, and 57.8% of the instructors expressed agreement. When examining class attendance, a significant proportion of head teachers (56.0%) and deputy head teachers (54.2%) expressed agreement. A majority of 66.7% of deputy head teachers indicated that they engage in regular monitoring of pupils' progress records in order to ensure the consistent implementation of assessments. A significant proportion of educators (57.0%) expressed agreement with the regular administration of assessments to learners, but a somewhat lower percentage (54.7%) indicated that they effectively adhere to the prescribed curriculum within the designated timeframe. Majority of the teachers, however, disagreed with the notion that their appraisers usually conduct meetings with appraisees by the closing date of the semester to discuss and agree on TPAD ratings. The remaining four responses, namely Strongly Agree, Undecided, Disagree, and Strongly Disagree, exhibited varying percentages ranging from 0.0% to 32.0% for teachers and 0.0% to 36.0% for head teachers and deputy head teachers. The variable of time management had a mean value of 2.08, which was shown to be statistically significant ( $r = .560$ ,  $r = .726$ ,  $r = .402$ ;  $p < 0.05$ ), indicating a substantial association with the adoption of TPAD.

In addition to the four factors examined in the study, the head teachers have identified supplementary factors that exert influence on the implementation of the Teacher Performance Appraisal and Development (TPAD) in their respective schools. These factors include insufficient

teaching staff, persistent teacher absenteeism, the presence of extracurricular programs that fall outside the regular school timetable, and a significant number of teachers failing to upload the necessary evidence for performance appraisals.

### **5.3 Conclusion**

Based on the findings of this study, it can be concluded that the supervision of TPAD activities by head teachers in schools is of utmost importance. This can be achieved by ensuring that the TPAD calendar of activities is followed by all teachers, creating and utilizing a termly TPAD work plan for the effective implementation of TPAD, and closely monitoring the execution of TPAD. It is evident that the supervision conducted by head teachers significantly impacts the implementation of TPAD in public primary schools. The findings of the study indicate that a majority of teachers failed to provide the complete set of required evidence for submission on the appraisal portals. Consequently, the appraisers evaluated the appraisees solely based on the evidence that was actually submitted for assessment. The appraisers demonstrated objectivity during the appraisal process, as the dynamics between the appraisee and assessor can impact the effective application of the Teacher Performance Appraisal and Development (TPAD) system. Information and Communication Technology (ICT) resources play a crucial role in the evaluation of teachers. The findings of this survey indicate that a significant proportion of schools exhibited a deficiency in terms of their information and communication technology (ICT) resources. Nevertheless, even within educational institutions where certain information and communication technology (ICT) tools were accessible, it was observed that not all educators possessed the necessary skills to effectively utilize these resources for conducting evaluations. The insufficient availability of information and communication technology (ICT) resources inside educational institutions results in the postponement of the Teacher Performance Appraisal and Development (TPAD)

implementation. Furthermore, the absence of financial resources in public primary schools hinders the procurement of data bundles necessary for conducting online appraisals. In conclusion, it has been determined that the effective management of time significantly impacts the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system in public primary schools. The presence of extracurricular programs beyond the regular school schedules can disrupt the teaching and learning processes, thereby impacting the effective execution of the Teacher Performance Appraisal and Development (TPAD) system. In order to ensure the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system, it is imperative for educators to adeptly manage their time within the school setting.

#### **5.4 Recommendations**

This study recommends that,

- i. For effective teacher appraisal, the appraisers, that is, head teachers, deputy head teachers and any teacher who has the appraisal rights should focus on appraising teachers based on the requirements and evidences for every area in each of the five standards and not based on how the appraiser and appraisee relate.
- ii. The TSC should upgrade the teachers' appraisal portals and restrict appraisal process. This should be done by ensuring that evidence for appraisal must be uploaded for all the sub sections of the TPAD standards to enhance evidence based appraisals.
- iii. The MoE should strive to equip public primary schools with functional ICT resources such as computers, scanners and internet to enable teachers use these resources for effective implementation of TPAD in schools.

- iv. The head teachers should engage school TPAD/ICT champions and other educational stakeholders to sensitize teachers on how to undertake appraisals in order to minimize use of cyber for appraisals.
- v. There is need for the TSC to review and reduce the teaching loads for head teachers and deputy head teachers to enable them conduct lesson observations as some of them do not conduct lesson observations but instead fill and submit the lesson observation forms due to inadequate time for appraisals.

### **5.5 Suggestions for Further Study**

This study was done on the influence of institutional factors on implementation of TPAD in public primary schools in Siaya Sub-County, Kenya. The study focused on four variables; supervision by head teachers, appraisee-appraiser relations, availability of ICT resources and time management. Implementation of Teacher Performance Appraisal and Development does not depend on only these four factors. The researcher therefore suggests areas of further research as follows:

- i. Influence of other factors on implementation of TPAD in public primary schools in Siaya Sub-County, Kenya since this research was limited to four institutional factors.
- ii. Due to limited studies that have been conducted on implementation of TPAD in Kenya, similar study to be carried out across the country to compare the findings of the studies with those of this study.
- iii. A study be done on influence of institutional factors on implementation of TPAD in public secondary schools in Siaya Sub-County which according to the current study was not covered leaving a research gap.

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## APPENDICES

### APPENDIX: I-LETTER OF INTRODUCTION

University of Nairobi,  
Dept. of Educational Management, Policy & Curri Studies,  
P.o. Box 30197-00100  
Nairobi.  
1<sup>st</sup> March, 2023.

The Head teacher,

\_\_\_\_\_ Primary School,

Dear Sir/Madam,

RE: **REQUEST FOR PARTICIPATION IN EDUCATIONAL RESEARCH**

I am a Master of Education student from the University of Nairobi undertaking an academic research to investigate **Influence of Institutional Factors on Implementation of Teacher Performance Appraisal and Development in public primary schools in Siaya Sub-County, Kenya**. Your school has been selected to participate in the study. I request you to allow me to gather information from your institution. The information obtained will be used exclusively for the purpose of this study. The identities of respondents will be kept confidential. Your assistance will be highly appreciated.

Yours faithfully,



Oyuga Aristarico Onyango

## APPENDIX II: QUESTIONNAIRE FOR HEAD/DEPUTY HEAD TEACHERS

The purpose of this questionnaire is to obtain information from head teachers/deputy head teachers on the influence of institutional factors on implementation of Teacher Performance Appraisal and Development (TPAD) in your school. Please tick where applicable for statements that require you to choose an option. For statements/questions that require your opinion, kindly fill the spaces provided. You are kindly requested to be honest and respond to all items.

Date: \_\_\_\_\_ Questionnaire No.: \_\_\_\_\_

### Section A: General Information

1. What is your gender? Male [  ] Female [  ]
2. Indicate your responsibility: Head teacher [  ] Deputy Head teacher [  ]
3. What is your age bracket? 25-34yrs [  ] 35-44yrs [  ] 45-54yrs [  ] Over 55yrs [  ]
4. What is your professional qualification?  
MEd [  ] BEd [  ] Diploma in Education [  ] P1 Certificate [  ]
5. How long have you served as a head / deputy head teacher?  
Less than 5yrs [  ] 5-10yrs [  ] 11-15yrs [  ] 16-20yrs [  ] Over 20yrs [  ]
6. No of teachers in the school: Male: \_\_\_\_\_ Female: \_\_\_\_\_ Total: \_\_\_\_\_
7. Is TPAD being implemented in your school? Yes [  ] No [  ]

### Section B: Supervision by head teachers and implementation of TPAD

8. The table below contains statements about supervision by head teachers and implementation of TPAD in your school. Use the following scale to indicate your response:



1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree, 5= Strongly Disagree.)

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i.	The head teacher is well conversant with institutional TPAD calendar of activities					
ii.	The head teacher regularly develops and uses a termly TPAD work plan for the implementation of TPAD in the school.					
iii.	The head teacher regularly monitors the implementation of TPAD in the school.					
iv.	The head teacher often gives timely feedback to appraisees during implementation of TPAD in the school.					
v.	The head teacher regularly supervises all TPAD activities in the school.					
vi.	The head teacher conducts lesson observation.					
vii.	The head teacher regularly ensures that teaching/learning resources are available					

**Section C: Appraisee - appraiser relations and implementation of TPAD**

9. Below are statements about appraisee - appraiser relations and implementation of TPAD.

Read each statement and decide on the most appropriate from the options given with reference to your school.

	Statement	Strongly	Agree	Undecide	Disagree	Strongly	Disagree
i.	Appraisees collaboratively plan TPAD activities with the appraisers.						
ii.	Appraisees are rated based on evidence provided for the TPAD.						
iii.	Appraisees regularly produce evidence for TPAD.						
iv.	Appraisers regularly induct appraisees on how to undertake professional development to address professional gaps.						
v.	Appraisers often appraise appraisees objectively.						
vi.	Appraisal meetings are usually held to agree on the ratings.						

10. Rate the percentage of teachers who usually produce all the evidences required for TPAD.

0-30 [    ]      30-60 [    ]      60-90 [    ]      90-100 [    ]

#### **Section D: Availability of ICT resources and implementation of TPAD**

11. The following ICT resources are supposed to be used in the implementation of TPAD in your institution. Please rate by use of a tick (✓) the availability of these resources in school.

	<b>Resources</b>	<b>Very Adequate</b>	<b>Adequate</b>	<b>Fairly Adequate</b>	<b>Inadequate</b>	<b>Unavailable</b>
i.	Computer(s)/laptop(s)/desktop(s)					
ii.	Internet services					
iii.	Scanners					
iv.	ICT/TPAD champion(s)					

12. On a scale of 1-5, rate the extent to which teachers in your school use the above resources in the implementation of TPAD. 1-SA[ ] 2-A[ ] 3-U [ ] 4-D [ ] 5-SD [ ]

**Section E: Time management and implementation of TPAD.**

13. The following statements relate to aspects of time management and TPAD implementation in your school. Please indicate the extent to which you agree with the statements using the scale: 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree, 5= Strongly Disagree.)

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i.	I regularly plan meetings before school opening involving all staff to set school TPAD activity calendar.					
ii.	I regularly check the teachers' professional documents by the end of the first week of the term.					

iii.	I regularly schedule lesson observations in good time.					
iv.	I regularly undertake lesson observations in good time.					
v.	I regularly appraise the appraisees in good time.					
vi.	I usually hold meetings with the appraisees by the closing date of the term to discuss and agree on TPAD ratings.					
vii.	I regularly check the class attendance by teachers.					
viii.	I regularly check the learners' progress records to ensure regular assessments are done.					

**Thank you for your cooperation**

### APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to obtain information from teachers on the influence of institutional factors on implementation of TPAD in your school. Please tick appropriately for statements that require you to choose an option, and fill the spaces provided for statements that require your opinion. Do not indicate your name or the name of the school in this questionnaire.

Date: \_\_\_\_\_ Questionnaire No.: \_\_\_\_\_

#### Section A: General Information

1. What is your gender?                      Male [    ]                      Female [    ]
2. What is your professional qualification?  
MEd [    ]      BEd [    ]      Diploma in Education [    ]      P1 Certificate [    ]
3. How long have you been a teacher since first appointment?  
Below 1yr [    ]    1-5yrs [    ]    6-10yrs [    ]    11-15yrs [    ]    16-20yrs [    ]    Above 21yrs [    ]
4. Indicate your designation:    Senior Teacher [    ]                      Teacher [    ]
5. How long have you been in your current station?  
Less than 5yrs [    ]    5-10yrs [    ]    11-15yrs [    ]    16-20yrs [    ]    Over 20yrs [    ]

#### Section B: Supervision by head teachers and implementation of TPAD

6. The table below contains statements about supervision by head teachers and implementation of TPAD in your school. Use the following scale to indicate your response:  
  
1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree, 5= Strongly Disagree.)

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i.	The head teacher is well conversant with institutional TPAD calendar of activities.					
ii.	The head teacher regularly develops and avails a termly TPAD work plan.					
iii.	The head teacher regularly monitors the implementation of TPAD in my school.					
iv.	The head teacher often gives timely feedback to appraisees.					
v.	The head teacher regularly undertakes lesson observations.					
vi.	The head teacher regularly supervises all TPAD activities in the school.					

**Section C: Appraisee - appraiser relations and implementation of TPAD**

7. Below are statements about appraisee - appraiser relations and implementation of TPAD. Read each and decide on the most appropriate from the options given with reference to your school. Indicate the extent to which you agree or disagree with the following statements. Tick (✓) where appropriate.

	<b>I regularly:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
i.	Plan TPAD activities collaboratively with my appraiser regardless of the kind of relations that exist between my appraiser and I.					
ii.	Produce evidences required for appraisal.					

iii.	Upload evidences required for appraisal.					
iv.	Get inducted on how to undertake professional development to address professional gaps by my appraiser.					
v.	Get appraised objectively.					
vi.	Attend appraisal meetings to agree on the ratings.					

8. To what extent does the relations with your appraiser influence TPAD implementation?

1-SA [ ] 2-A [ ] 3-U [ ] 4-D [ ] 5-SD [ ]

#### **Section D: Availability of ICT resources and implementation of TPAD**

9. The following ICT resources are supposed to be used in the implementation of TPAD in your institution. Please rate by use of a tick (✓) the availability of these resources in your school.

	<b>Resources</b>	<b>Very Adequate</b>	<b>Adequate</b>	<b>Fairly Adequate</b>	<b>Inadequate</b>	<b>Unavailable</b>
i.	Computer(s)/laptop(s)/desktop(s)					
ii.	Internet services					
iii.	Scanners					
iv.	ICT/TPAD champion(s)					

10. On a scale of 1-5, rate the extent to which the availability of the above ICT resources in your school influences the implementation of TPAD: 1-SA[ ] 2-A[ ] 3-U [ ] 4-D 5-SD [ ]

	<b>Rate your ability to:</b>	<b>Very</b>	<b>Good</b>	<b>Good</b>	<b>Average</b>	<b>Below</b>	<b>Average</b>
i.	Use ICT resources in the school to conduct TPAD self-assessment.						
ii.	Use ICT resources in the school to upload TPAD evidence.						
iii.	Understand the evidences required for the various sections of the TPAD.						

**Section E: Time management and implementation of TPAD.**

11. The following statements relate to aspects of time management and TPAD implementation in your school. Please indicate the extent to which you agree with the statements using the scale: 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree, 5= Strongly Disagree.)

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i.	I regularly attend staff meetings before school opening to set school TPAD activity calendar.					
ii.	I regularly submit professional documents for approval by the end of the first week of the term.					
iii.	My appraisers regularly schedule lesson observations in good time.					



iv.	I regularly undergo lesson observations in good time.					
v.	I often meet the deadlines for submitting my appraisal to the appraiser.					
vi.	My appraiser regularly conducts meetings with appraisees by the closing date of the term to discuss and agree on TPAD ratings.					
vii.	I regularly conduct learner assessments.					
viii.	I regularly cover the syllabus in time.					

**Thank you for your cooperation**

## APPENDIX IV: INTERVIEW GUIDE FOR HEADTEACHERS

### Bio data information

Gender: \_\_\_\_\_


Age: \_\_\_\_\_

Qualification: \_\_\_\_\_


1. How often do you supervise the implementation of TPAD in the school? \_\_\_\_\_  
Explain your answer \_\_\_\_\_
2. Kindly rate the manner in which you supervise TPAD activities in the school. \_\_\_\_\_
3. How does the way you supervise TPAD activities in the school influence TPAD implementation? \_\_\_\_\_
4. The appraisee - appraiser relations influences TPAD implementation. \_\_\_\_\_
5. How do you ensure objective rating of teachers in your school? \_\_\_\_\_
6. How often do teachers conduct appraisal meetings to discuss TPAD appraisal ratings?
7. To what extent does availability of ICT resources in your school influence implementation of TPAD? \_\_\_\_\_
8. How does time management in your school influence implementation of TPAD?  
\_\_\_\_\_
9. How often does your school adhere to the institutional TPAD calendar of activities?  
\_\_\_\_\_
10. Are there other factors that influence the implementation of TPAD in your school?  
Explain \_\_\_\_\_

**Thank you for taking your time to respond to these questions**

# APPENDIX V: RESEARCH LICENSE




REPUBLIC OF KENYA



NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **930965** Date of Issue: **24 February 2023**


### RESEARCH LICENSE




**This is to Certify that Mr. Aristerio Oyugi Othman of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Slaya on the topic: **INFLUENCE OF INSTITUTIONAL FACTORS ON IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT IN PUBLIC PRIMARY SCHOOLS IN SLAYA SUB COUNTY, KENYA for the period ending : 24 February 2024.****

License No: **NACOSTIP/23/23868**

Applicant Identification Number  
**930965**



Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION



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See overleaf for conditions

**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)**  
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

#### CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear Test Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The Licensee does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and  
Innovation (NACOSTI),  
Off Waiyaki Way, Upper Kabete,  
P. O. Box 30623 - 00100 Nairobi, KENYA  
Telephone: 020 4607000, 0713788787, 0735404245  
E-mail: dg@nacosti.go.ke  
Website: www.nacosti.go.ke

**APPENDIX VI: AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION**



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION  
State Department For Basic Education**

COUNTY DIRECTOR OF EDUCATION  
SIAYA COUNTY  
P.O. BOX 564  
**SIAYA**

E-mail: cdesiaya2016@gmail.com  
MOE/SYA/CDE/URA/1/10/VOL.II/80

Tuesday, February 28, 2023

TO WHOM IT MAY CONCERN

**RESEARCH AUTHORIZATION - ARISTARICO OYUGA ONYANGO**  
**UNIVERSITY OF NAIROBI**

The above-named person has been mandated to carry out research in Siaya Sub County vide research License No. **NACOSTI/P/23/23868** dated 24<sup>th</sup> February, 2023 for the period ending 24<sup>th</sup> February, 2024

The research title is "*Influence of Institutional Factors on Implementation of Teacher Performance Appraisal and Development in Public Primary Schools in Siaya Sub County.*"

Please accord him the necessary assistance as he may require.

**LEONARD M. KABAKI  
COUNTY DIRECTOR OF EDUCATION  
SIAYA COUNTY**



**APPENDIX VII: AUTHORIZATION FROM COUNTY COMMISSIONER**

**REPUBLIC OF KENYA**



**THE PRESIDENT  
MINISTRY OF INTERIOR & NATIONAL ADMINISTRATION**

E-Mail [cc.siaya@yahoo.com](mailto:cc.siaya@yahoo.com)  
When replying please quote ref. & date

COUNTY COMMISSIONER  
SIAYA COUNTY  
P O Box 83-40600  
SIAYA

CC/SC/A.31 VOL.IV/108

28<sup>TH</sup> February, 2023

Deputy County Commissioner  
**SIAYA SUB COUNTY**

**RE: RESEARCH AUTHORIZATON  
MR. ARISTARICO OYUGA ONYANGO**

---

The person referred to above has been authorized by the Director General, National Commission for Science, Technology and Innovation vide research license. No NACOSTI/P/23/23868 dated 24<sup>th</sup> February 2023 to carry out research on "**INFLUENCE OF INSTITUTIONAL FACTORS ON IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT IN PUBLIC PRIMARY SCHOOLS IN SIAYA SUB COUNTY.**", for the period ending 24<sup>th</sup> February 2024.

The purpose of this letter therefore is to ask that you accord him the necessary support as he carries out research in your Sub County.

A handwritten signature in black ink, appearing to be 'Rodah Cherus'.

RODAH CHERUS  
For: COUNTY COMMISSIONER  
**SIAYA COUNTY**

Copy to; County Director of Education  
**SIAYA COUNTY**