

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON
TEACHERS' PERFORMANCE APPRAISAL DEVELOPMENT IN
PUBLIC SECONDARY SCHOOLS IN MAKUENI SUB-COUNTY,
KENYA**

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DECLARATION

This research is my original work and has not been presented for examination in any other university or institution of higher learning for award of degree for academic award purposes.



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DEDICATION

This research work is dedicated to my Husband James Kioko and our three wonderful babies Neema, Pendo and Baraka.

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I am humbled by the grace that the Almighty God has bestowed upon me this far. I give Him all the glory.

ABSTRACT

This study aimed to investigate the impact of principals' management methods on the growth of teachers' performance appraisal in public secondary schools within Makueni sub-county. The purpose of this study was to evaluate the impact of principals' resource allocation on the development of teachers' performance appraisal in public secondary schools in Makueni sub-county. Additionally, the study aimed to investigate the effect of principals' leadership skills, monitoring and evaluation practices, and rewards and compensation recommendations on teachers' performance appraisal development in the same schools. The research employed a descriptive survey methodology. The research encompassed a total of 234 teachers, 13 principals, and 1 TSC sub-county director. The participants were chosen using a stratified random sample technique. The study utilized primary data collection methods, specifically a questionnaire and interview guide, in order to address the study's objectives. The responses were condensed, categorized, organized into tables, and reviewed for accuracy and completeness. Subsequently, they were subjected to analysis using the SPSS software and visually represented through tables, figures, and charts. The study revealed that the available resources inside educational institutions are insufficient to adequately meet the needs of both students and teachers. The research additionally revealed that effective leadership exhibited by principals has a crucial role in guiding schools towards achieving high academic achievement and successfully fulfilling the schools' mission. Moreover, the research findings indicate that the implementation of monitoring and evaluation practices in educational institutions is crucial. This is because it enables educators to access valuable information regarding their own performance and effectively delineates their professional obligations. Finally, the study demonstrated that the provision of rewards and remuneration serves as a significant factor in fostering motivation among instructors, leading to enhanced performance and dedication in their professional endeavors, ultimately facilitating the attainment of their objectives. The research findings indicate that the implementation of the Teacher Performance Appraisal and Development (TPAD) in public secondary schools in Makueni sub-county, Kenya is influenced by the management practices of principals. These practices include the allocation of resources, leadership skills, monitoring and assessment, and rewards and pay. The statistical significance of this relationship is shown at a significance level of $p < 0.05$. The study suggests that there is a requirement for improved performance planning, more effective performance monitoring throughout the year, and careful consideration of ongoing feedback during the year. During the review process, it is imperative for TSC officials to allocate sufficient time for conducting thorough evaluations, while also ensuring that personal biases are minimized. Additionally, there should be a significant focus on fostering personnel growth and enhancing two-way communication channels. It is imperative to duplicate these findings in several places in order to conduct a comparative analysis and ascertain the strength and validity of the conclusions, recommendations, and formulation

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ABBREVIATIONS AND ACRONYMS

ICT	Information Communication and Technology
MBO	Management by Objectives
MoE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
PA	Performance Assessment
PC	Performance Contracting
SPSS	Statistical Package for Social Science
TPAD	Teacher Performance Appraisal Development
TPAS	Teacher Performance Appraisal Systems
TSC	Teachers Service Commission
USA	United States of America

CHAPTER ONE

INTRODUCTION

BackgroundtotheStudy

Education is a fundamental component for the advancement of any given society and is often regarded as a means to enhance political and social consciousness, as well as to uphold the level of human resources (Onyara, 2017). The aforementioned advantages have resulted in a rise in the enrollment of students in basic and secondary educational institutions globally (Musyoka, 2018). Yara and Otieno (2020) assert that education constitutes an inherent and essential entitlement of all individuals. According to Oguntuase, Awe, and Ajayi (2018), a crucial factor in achieving sustained growth, peace, and stability both within nations and beyond borders is the effective implementation of high-quality education for the populace.

Performance appraisal (PA) refers to the systematic evaluation of an employee's job performance and their overall contribution to the organization (Ademola, 2017). Forexample, Davis et al. (2019)conceptualized performanceevaluation as an ongoing process that involves the identification, measurement, and assessment of employee performance, with the aim of identifying areas in need of improvement within the organization. Furthermore, the implementation of performance appraisal (PA) has been shown to enhance work ethics and increase employee job satisfaction. The primary objective of evaluation is to provide a comprehensive assessment of the contributions made by individual workers and their level of performance (Bulto & Markos, 2017).

Performance assessment (PA) is a widely employed method for evaluating employee work performance and gauging the achievement of organizational objectives (Yamima, 2018). According to Montgomery (2012), performance appraisal has been found to be a successful strategy for enhancing the quality and productivity of instructors, ultimately leading to improved academic outcomes for children. According to Warokka, Gallato, and Moorthy (2012), the purpose of performance appraisal is to enhance the performance of teachers. According to Kim et al. (2020), the purpose of teacher evaluation is to facilitate professional development, manage performance, and recognize exceptional teachers. Kagema and Irungu (2018) define performance appraisal as the systematic assessment of employees' performance in a particular task, comparing it to predetermined conditions or goals. The aforementioned statement describes the methodology employed to evaluate the performance of an employee in relation to a specific assignment and ascertain their progression within their professional career (Moyal & Iyengar, 2016). According to Gurr (2017), the utilization of performance assessment contributes to enhancing employees' sense of accountability and productivity. According to Ibrahim and Benson (2020), the evaluation of human resources at educational institutions is an essential component of the corporate performance management system. This process ensures that tasks, responsibilities, and outcomes are aligned with the priorities of the business. If an institution effectively manages the outcomes of performance review, it can gain a competitive edge over its competitors. The utilization of performance appraisal in the field of education has been widely adopted by governments worldwide as a means of assessing educational achievements within various educational frameworks (Kirui et al., 2022).

The Organization for Economic Cooperation and Development (OECD) study of 2013 highlights the significance of teacher performance appraisal in assessing an individual's level of achievement, identifying their training and development requirements, and offering constructive feedback to facilitate effective management of their professional growth. According to the Organisation for Economic Co-operation and Development (OECD, 2013), the objectives of teacher evaluation encompass two primary aims. Firstly, it aims to enhance teachers' performance by discerning their areas of proficiency and areas for improvement. Secondly, it seeks to guarantee that teachers operate at their optimal level to enhance educational achievements. For PA to effectively serve as a control mechanism, it is imperative for institutions to define feasible objectives, provide comprehensive training and ongoing communication with instructors, and include them in the creation of mechanisms that can yield significant economic and employee control.

A considerable number of nations are currently adopting the practice of teacher evaluation, as evidenced by the inclusion of 28 countries in the OECD Review on Evaluation and Assessment Frameworks for Enhancing School Outcomes. According to the OECD (2013), in the year 2013, a total of 22 countries reported the existence of national policy frameworks for teacher assessment. Reddy et al (2013) assert that the United States of America has been recognized as a pioneer in the implementation of teacher evaluation frameworks. In the United States, educational institutions are faced with pressure from district and state accountability programs to enhance students' outcomes. Consequently, there is a need to evaluate instructors in order to enhance their performance (Sayeeduddin & Vijayakumar, 2018). The author argues that the assessment process serves as a valuable tool for providing feedback to instructors, facilitating their professional growth, and offering insights into their areas of proficiency and areas needing improvement.

Furthermore, within the United States, educators known as Maverick educators, as referenced by Kwedho (2015), proposed the implementation of the Teachers' Performance Appraisal and Development (TPAD) program in the mid-1990s as a response to the underperformance observed in schools. Performance Contracting (PC) has become firmly established in numerous jurisdictions, with school boards assuming the role of managers. The primary objective of implementing performance rating systems was to enhance the effectiveness and competence of instructors, hence leading to improved academic outcomes for students. Performance assessment is a tool utilized by managers to assess training needs, make decisions regarding promotions, transfers, and recognize staff (Haque, 2019).

Teacher assessment and evaluation systems are implemented in the United Kingdom with the aim of monitoring and assessing teacher performance in order to ensure the provision of high-quality education within educational institutions. The employer employs two teacher appraisal methods, namely a professional development appraisal model and an accountability appraisal model. According to Ondari et al. (2022), the implementation of these two models has demonstrated a positive impact on teacher performance across various educational institutions, particularly when employers actively monitor the daily teaching process. In the context of New Zealand, it can be seen that upon the conclusion of the probationary period, newly appointed teachers are required to demonstrate their proficiency in order to obtain their teaching certification. Individuals who exhibit a high level of competence will be granted the opportunity to attain or be deemed eligible for a long-term post, while those who do not meet this standard will be subject to regular evaluations (Macharia, 2020). According to Kim et al. (2020), in the context of Korea, upon completion of the assessment process, assessment sheets are consolidated and utilized to generate a final report that reflects the performance of the individuals being assessed. Remarkable educators are then granted the option to partake in a study year, which serves as a means for them to actively participate in activities aimed at enhancing their professional growth and development. Haque (2013) asserts that individuals who exhibit below-average performance levels participate in training programs of varying durations across India, China, and Bangladesh, with their engagement being influenced by the outcomes of these programs over both short and long timeframes. According to the OECD (2016), Canadian schools implemented a continuous professional development program for teachers, aimed at enhancing their instructional effectiveness and fostering their professional growth.

Performance evaluations have been introduced in African nations such as Ghana and Nigeria. It is worth noting that the implementation of performance appraisals has primarily been observed in state-owned enterprises (SOEs), suggesting that these organizations consider performance appraisals to be crucial tools for evaluating employee performance and enhancing organizational effectiveness (Lutan, 2019). This particular situation necessitates an inquiry into the potential impact of performance appraisals (PAs) on the organizational performance of non-profit entities, namely those that are focused on providing social benefits to the public, such as government ministries. According to Njiru (2018), the Government of Ghana demonstrates transparency by publicly disclosing the outcomes of Performance Appraisal in the public sector. This practice serves as an indication of the government's commitment to both political and public support for the Performance Appraisal system. In Nigeria, the executive branch has refrained from publicly disclosing the performances of different Ministries, citing political concerns connected with such announcements. According to Njiru (2018), Kenya stands out as an exemplary nation in the field of Performance Appraisal within the public service sector.

The implementation of teacher appraisal in Egypt was initiated with the aim of enhancing the effectiveness and efficiency of educators (Marey & Hesham, 2020). The use of Teachers' Performance Appraisal in the education sector of Rwanda has been documented in empirical research, which have demonstrated significant advancements in learning outcomes (Mbabazi, 2018). Tanzania has made significant efforts and implemented proactive measures to incorporate a comprehensive array of performance management tools, commonly referred to as OPRAS, with the aim of attaining improved performance outcomes within the public sector (Mujtaba, 2017).

Muweesi, Mugagga, Qian, and Kaggawa (2018) assert that performance appraisal procedures are utilized in Uganda. The methods encompass self-evaluation, evaluative interviews, and management by objectives (MBO), which mostly involve interactions with head teachers, albeit infrequently. Furthermore, Kyakulumbye (2013) observed that the implementation of the assessment system inside public schools has resulted in the recognition of discrepancies in performance and the identification of areas where teachers require further development. The alignment of teaching staff to education strategy goals has been facilitated by the assessment of teachers' knowledge and skills, teamwork abilities, communication proficiency, and time management capabilities. The objective of Teachers' Performance Appraisal is to assess the effectiveness of teachers in facilitating student learning by monitoring and evaluating their instructional capacities.

According to the Teachers Service Commission (TSC, 2015), in Kenya, the implementation of a performance evaluation system for teachers in their respective roles is provided for under Code of Regulation 52(1). Based on the TSC Annual Report 2015/2016, the implementation of performance contracting (PC) and Teacher performance appraisal systems (TPAS) is a component of the wider Public-Sector Reforms initiative. The primary objective of these reforms is to enhance efficiency, foster a culture of performance, and establish a system of accountability within public educational institutions (TSC, 2016: Macharia, 2020). In an effort to enhance the standard of instruction, Kenya has implemented a novel tool known as the Teachers' Performance Appraisal Development (TPAD). This tool facilitates the monitoring of various aspects of teachers' performance, including attendance, syllabus coverage, classroom performance, proficiency, innovation, creativity, and integration of information and communication technology (ICT) to align with the demands of the 21st-century technological landscape (Kareithi, 2018).

The TSC Annual Report for the fiscal year 2015/2016 introduced and implemented the PC (Performance Contract) and TPAD (Teacher Performance Appraisal and Development) system for school administrators and instructors. This initiative aimed to increase the efficiency of curriculum implementation and ultimately better learning results. According to Macharia (2020), TPAD assesses educators based on their pedagogical practices, including their proficiency in preparing and implementing schemes of work, lesson plans, and notes, as well as their ability to effectively monitor learners' progress and maintain accurate assessment records. The TPAD framework encompasses seven distinct competency areas, each addressing a specific aspect of teacher performance. These areas include professional development, professional knowledge and application, time management, innovation and creativity in teaching, learner protection, safety, discipline, and teacher conduct, promotion of co-curricular activities, and collaboration with parents/guardians and stakeholders (TSC, 2016).

There are various management elements that exert an influence on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in educational institutions. This study will examine many management elements, including principals' allocation of resources, their leadership skills, the implementation of evaluation and feedback mechanisms, and their suggestions about rewards and compensation. The allocation of resources by principals has a crucial role in enhancing the elucidation of complex concepts, hence facilitating a deeper comprehension (Wanyama, 2017). Musyoka (2018) posits that the academic performance of students can be impacted by factors such as the accessibility, allocation, and utilization of educational resources. The leadership abilities of principals play a crucial role in ensuring, sustaining, and enhancing the quality of education that children receive within the school setting (Nyamongo et al., 2014). According to Nyongesa (2018), the implementation of monitoring and evaluation processes for performance measurement has the potential to enhance productivity by providing staff with clear expectations and objectives. The absence of equity within the performance appraisal improvement system results in adverse consequences and discontentment among instructors, as evidenced by the research conducted by Gillian and Langdon (2018).

The selection of Makueni sub-county for the present study is based on the observation that previous studies, including those conducted by Oganda et al. (2020), Omar (2019), and Danya et al. (2018), have not extensively explored the impact of principals' management techniques on the implementation of the Teacher Performance Appraisal and Development (TPAD) system. Additionally, the TSC Makueni sub-County office (2022) has noted that the implementation of teachers' performance evaluation in the sub-county has encountered several obstacles since its beginning. The opposition of the teachers union towards the Teacher Performance Appraisal and Development (TPAD) system has resulted in resistance among teachers. This resistance stems from the perception that the appraisals conducted through TPAD do not accurately reflect their actual work, leading to a lack of support for the appraisal process. Additionally, some teachers have demonstrated a lack of understanding regarding the TPAD process. Furthermore, the absence of internet connectivity in schools has hindered the implementation of TPAD. The increased enrollment of students has also contributed to an increased workload for teachers. Moreover, discrepancies have been observed between the targets set for appraisers and the actual results achieved. The feedback provided by teachers has not effectively reached the Teachers Service Commission (TSC). Inconsistencies have been identified in the filing of online TPAD documents. Some teachers have not undergone the appraisal process, while others have received unrealistically high marks without sufficient evidence. Issues such as the cancellation of uploaded forms by teachers and a failure to log into the TPAD system have also been observed. The data shown in Table 1.1 is accessible at the office of the sub-county director of TSC Makueni:

Table 1.1: Filling of online TPAD in Makueni sub-County in 2022

Teachers who attempted	%	Submitted TPAD forms	%	Rejected forms	TPAD %
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191	33.9%	53	27.7	22	41.5
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According to the data presented in the table, it can be observed that among the total population of teachers who participated in the Teacher Report and Appraisal Development (TRAD) process, only 33.9% completed the form. Furthermore, out of the completed forms, a mere 27.7% were actually submitted for appraisal. Upon evaluation, it was found that 41.5% of the submitted forms were rejected owing to errors in the data provided. This study aims to identify elements that can be ascribed to the phenomenon under consideration. It is worth noting that the bulk of the studies examined in this analysis primarily concentrated on performance in various sub-counties, including Mbooni, East, Nakuru town, Kisumu East, among others. Additionally, other studies focused on the broader context of the education sector as a whole. This study, however, specifically examined the key management practices that impact the implementation of TPAD. These practices are of utmost importance as they assume a supervisory role that is vital in the execution of TPAD (TSC, 2022). Hence, it is of significant value to analyze the impact of management methods employed by these principals on the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public secondary schools within Makueni Sub-County.

Statement of the Problem

The role of secondary school management is crucial in the evaluation of teachers' performance, as it necessitates the implementation of supervision, coordination, and organization in the design and execution of performance appraisals. The TPAD policies in Kenya demonstrate several flaws, particularly in relation to teachers and schools, that necessitate immediate attention in order to attain a high standard of teaching quality. The matter at hand pertains to the tardy provision of evaluation feedback, the lack of consistency in continuous professional development (CPD), and the problem of teacher attrition. According to Oduor (2018), educators have linked the introduction of the Teacher Performance Appraisal and Development (TPAD) system to instances of postponed or withheld promotions. According to a recent study conducted by Khatete and Macharia (2020), it was found that a significant number of teachers faced considerable pressure to meet elevated expectations, resulting in a tendency to complete assessment forms in a perfunctory manner, without engaging in critical reflection on their real performance. This behavior was primarily driven by a desire to appease the appraisers. The TSC subsequently initiated a review of the appraisal system in response to concerns voiced by teachers (Manyinsa & Oywecha, 2019). Hence, the objective of this study was to investigate the managerial methods employed by principals that impact the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public secondary schools within the Makueni sub-county.

The study conducted by Macharia (2020) has provided evidence of a significant correlation between school-based characteristics and the performance of teachers in Kenya. According to the findings of Okongo et al. (2015), the variation in academic performance can be attributed to the allocation and management of resources, including human, physical, and financial resources, inside educational institutions. According to the findings of Mutwiri (2016), awards and pay were found to have a significant impact on the execution of the Teacher Performance Appraisal and Development (TPAD) system. This is attributed to their role in providing motivation for instructors involved in the process. According to the findings of Mugwe (2018), there exists a positive correlation between leadership qualities and both job engagement and enhanced performance. According to Nyongesa's (2018) study, the provision of evaluation and feedback to teachers has been shown to be beneficial in both theoretical and practical contexts. This assistance facilitates self-evaluation, enhances self-confidence, and mitigates apprehension about the evaluation process. While the aforementioned studies successfully achieved their objectives, they did not thoroughly investigate the impact of principals' management practices on the creation of performance appraisals for teachers in public secondary schools within the Kenyan environment, particularly in the Makueni sub-county. The primary objective of this study was to address the existing knowledge gap.

Purpose of the Study

The primary objective of this study was to investigate the impact of principals' management techniques on the professional growth of teachers through performance appraisal in public secondary schools within Makueni sub-county.

Objectives of the Study

The study objectives are:

- i. To assess the influence of principals' provisions of resources on teachers' performance appraisal development in public secondary schools in Makueni sub-county
- ii. To determine the influence of principals' leadership skills on teachers' performance appraisal development in public secondary schools in Makueni sub-county
- iii. To examine the influence of principals' monitoring and evaluation practices on teachers' performance appraisal development in public secondary schools in Makueni sub-county
- iv. To establish the influence of principals' rewards and compensation recommendations on teachers' performance appraisal development in public secondary schools in Makueni sub-county

Research Questions

- i. What is the influence of principals' provision of resources on teachers' performance appraisal development in public secondary schools in the Makueni sub-county?
- ii. How do principals' leadership skills influence teachers' performance appraisal development in public secondary schools in the Makueni sub-county?

- iii. How do evaluation and feedback influence teachers' performance appraisal development in public secondary schools in the Makueni sub- county?
- iv. What is the influence of principals' rewards and compensation recommendations on teachers' performance appraisal development in public secondary schools in the Makueni sub-county?

Significance of the Study

The present study holds potential significance for scholars and researchers, as it contributes to the existing body of knowledge on school-based factors and their impact on TPAD. This study has the potential to contribute to the existing body of knowledge in the field of education administration. The research findings could potentially offer valuable insights to public secondary schools in Makueni sub-county and Kenya as a whole. This information could assist principals and management in gaining a comprehensive understanding of the Teacher Performance Appraisal and Development (TPAD) system, as well as identifying strategies to enhance teacher performance and ultimately improve the schools' Kenya Certificate of Secondary Education (KCSE) outcomes. Educators have the potential to enhance their efficacy by acquiring knowledge on strategies to surmount the obstacles encountered in their vocation, hence yielding improved outcomes in the Teacher Performance Appraisal and Development (TPAD) process. The office of the sub-county director can utilize the findings to enhance

the implementation of the Teacher Performance Appraisal and Development (TPAD) in Makueni sub-county. This can be achieved by comprehending the difficulties encountered by teachers and devising strategies to effectively address them. The recommendations and results derived from this study may also prove beneficial to the government and education stakeholders, including the Ministry of Education (MoE), as they seek to gain insights into the efficacy of performance appraisal in secondary schools. The research study has the potential to provide benefits to the TSC management. It is anticipated that the outcomes of this study could assist the administration in evaluating and enhancing performance appraisal techniques and procedures in order to effectively assess instructors' performance. The acquisition of such relevant insights would be of great importance to the inspectorate, as it would enable them to make informed decisions regarding the most effective approaches for fulfilling their primary responsibility of evaluating teachers in a more approachable manner. This, in turn, has the potential to enhance students' academic achievement.

Limitations of the Study

One of the issues encountered pertained to the potential for teachers and principals to exhibit self-assessment biases when completing surveys, so resulting in erroneous results for the study. In order to address this issue, a comprehensive data collection process was undertaken, involving the solicitation of information from a diverse group of educators, including teachers and principals, with the aim

of obtaining a more nuanced understanding of the topic at hand. One additional obstacle encountered was the hesitancy of participants to complete the surveys. However, this issue was addressed by assuring them of the research's confidentiality and the non-disclosure of any personal information. The provision of inaccurate information by individuals can compromise the overall credibility of the data. The researcher established a positive rapport with the teachers in order to ensure the provision of accurate information. The biases of individuals were influenced by their personal connections to the head instructor. The researcher implored the participants to refrain from harboring any disagreements with individuals while completing the surveys.

Delimitations of the Study

The scope of this study was limited to public secondary schools located within Makueni County, serving as the designated study region. The scope of this study is limited to four distinct independent variables: the provision of resources by principals, the leadership qualities of principals, the evaluation and feedback process, and the recommendations made by principals about rewards and remuneration.

Assumptions of the Study

The study posited that the management practices of principals had an impact on the establishment of performance appraisals for teachers in public secondary schools within Makueni sub-county. The study also posited that the allocation of

resources by principals, the leadership abilities of principals, the evaluation and feedback provided by principals, and the recommendations made by principals about rewards and remuneration all had an impact on the development of performance appraisals among teachers. The study operated under the assumption that the respondents provided the necessary information in an honest manner, since this would contribute to gaining valuable insights for the current research.

Definition of Significant Terms

Performance appraisal is a systematic evaluation of school employee performance that can be used to understand their abilities for further growth and development.

Principals' rewards and compensation recommendation refers to endorsements and approvals of external and internal incentives that influence aspiration and energy in teachers for continuous dedication to their jobs or to make strides in achieving their targets

Principals' monitoring and evaluation refer to the assessment provided by the principals concerning the teachers' job performance

Principals' leadership skills refer to the methods used by principals to encourage and motivate teachers to give their best in the pursuit of the desired results by the head teachers

Principals' provisions of resources refer to all human, material, and non-material audio-visual school environment and community materials provided by

the principals and available in an academic environment to facilitate school administration and simplify the teaching-learning process.

Organization of the Study

This study was organized in five chapters. Chapter one looks at the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definition of significant terms. Chapter two comprised of literature review, both empirical and theoretical review. Chapter three consisted of research methodology, which consists of research design, target population, sample size and sample procedures, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four consisted of data analysis, presentation, interpretation and discussion of the findings. Chapter five focused on summary, conclusions, recommendations and suggestion for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This section provides an overview of the existing literature conducted by scholars and researchers. Section 2.2 delves into the conceptual framework of the Teacher Performance Appraisal and Development (TPAD), while Section 2.3 focuses on the allocation of resources by principals and their role in implementing TPAD. Section 2.4 of the study delves into the examination of principals' leadership qualities and their effective implementation of the Teacher Performance Appraisal and Development (TPAD) system. Section 2.5 pertains to the examination of principals' monitoring and assessment procedures, as well as their implementation of the Teacher Performance Appraisal and Development (TPAD) system. Section 2.6 focuses on principals' suggestions for rewards and remuneration, along with their implementation of the TPAD system. Section 2.7 involves a theoretical review, while Section 2.8 centers around the conceptual framework.

Concept of Teachers' Performance Appraisal Development (TPAD)

According to Flores (2016), performance appraisal is a process employed to assess the level of effectiveness with which an individual carries out their work. According to Aswatappa (2017), performance appraisal is the systematic evaluation of an individual's performance, wherein various factors such as job knowledge, output quality and quantity, initiative, leadership abilities, supervision, dependability, cooperation, judgment, and health are measured.

Sarwar, Awan, and Nazir (2018) claim that performance appraisal is a systematic and unbiased approach to evaluating the comparative value or competence of an individual employee in carrying out their assigned responsibilities. Once objectives have been achieved, the process of assessment can be utilized to discern and evaluate the quality of one's work, perhaps leading to the identification of areas for improvement. Nevertheless, this particular technique is constrained in its scope as it solely focuses on the end result. The current approach lacks emphasis on the efficient allocation and exploitation of resources and human capital in order to attain the desired result. According to Keno (2018), performance appraisal is the process employed to assess the degree to which an individual effectively carries out their employment. This suggests that the effectiveness of an individual's work is contingent upon their contribution of effort. Performance appraisal is a structured organizational system that involves a planned and systematic method for evaluating the effectiveness of employees. According to Gesme and Wisman (2019), performance appraisal is a deliberate undertaking aimed at assessing the effectiveness of individuals in their respective roles. The concept of performance appraisal has been in existence for several years and has gained widespread adoption as a human resource management tool. However, it is important to note that its implementation varies across different businesses (Elverfields, 2020).

Within the field of management, the assessment of performance encompasses the discernment of mutual objectives that are jointly held by the evaluator and the individual being evaluated. These objectives function as a correlation within the broader framework of the company. According to Davis (2015), the effectiveness of performance appraisal has a direct impact on the productivity of a business. Hence, it is imperative for individual professional objectives to align with the overarching organizational goals. The accurate and fair implementation of performance appraisal plays a crucial role in effectively measuring employee performance, identifying obstacles that impede productivity, and developing practical solutions to solve these difficulties. The implementation of a performance assessment system inside a company serves three primary purposes: assessing performance against established standards, identifying core competencies, and effectively communicating these standards and competencies to personnel. According to Longenecker (2017),

The utilization of performance appraisal to compare the performance of various personnel might provide valuable insights for informing future organizational enhancements. The process of performance assessment, as a managerial function, establishes a connection between organizational objectives, performance standards, and evaluation, which then informs the application of performance reviews. Within an organizational context, the measurement of effectiveness and efficiency is widely recognized as a fundamental practice in the field of human resource management (Redman et al., 2019). Research on organizational fairness and justice has demonstrated that employees develop views that significantly impact their attitudes within the workplace. For instance, individuals' views can shape their attitudes towards employers, influence their level of job satisfaction, contribute to their intents to leave their current job, impact their level of devotion to their work, and potentially result in absenteeism. According to Coldren and Spillane (2017), these factors have an impact on the productivity of the company.

Folger, Konovsky, and Cropanzano (2020) conducted a study which revealed that an organization's evaluation process, in order to be comprehensive and efficient, should possess three key attributes: sufficient advance notice, equitable opportunity for a hearing, and provision of feedback. Adequate notice refers to the capacity of management to effectively and promptly communicate relevant information to employees. The firm ought to engage its agents to disseminate both oral and written communication to its employees regarding forthcoming performance evaluations, ensuring that such information is promptly delivered. It is imperative for the business to provide a clear and comprehensive explanation of the objectives of the assessment process to its personnel. In order to ensure sufficient notification, it is imperative for enterprises and their representatives to disseminate and elucidate performance criteria to their employees, engage in discussions regarding the methods and rationale behind meeting these criteria, and establish mechanisms for consistent and punctual performance feedback (Kirwa, Ogula, & Atoni, 2022). The concept of fair hearing necessitates the organization of a structured evaluation session, during which an employee is apprised of a preliminary evaluation of their performance and the methodology employed by the management to arrive at this assessment. It is expected that the manager possesses a comprehensive understanding of the employee's performance. Feedback entails the process through which an assessor periodically imparts to appraisees information regarding the results or consequences of their performance. Positive feedback is characterized by a focus on tasks that have been executed effectively. On the other hand, constructive criticism is utilized as a means to express areas that want improvement to the employee (Davis et al., 2019).

The responses of employees and managers towards appraisal systems play a crucial role in achieving at least three objectives of appraisals, including employee development, allocation of rewards, and legal documentation (Murphy & Cleveland, 2015). According to Boswell and Boudreau (2018), performance assessments have two primary functions: evaluative and developmental. In essence, the process of assessment aims to assess the performance and competencies of individuals, while also identifying specific areas in which employees may require further support from the firm. According to Kovach (2017), employees prioritize incentives that promote performance, responsibility, and advancement in their employment. A reward and recognition system that effectively targets these specific areas is expected to yield the desired outcomes, which are established through the process of assessment. Consequently, the implementation of performance appraisal lacks justification in the absence of adequate support provided to employees to effectively achieve the desired results. Collaborative goal formulation with employees can enhance the likelihood of achieving desired goals, as it enables employees to envision and engage in constructive discussions with management over feasible objectives (Coldren & Spillane, 2017).

Skarlicki and Folger (2017) conducted a study which demonstrated that the evaluation procedure has the potential to generate significant discontentment within the workplace. Instances of employee dissatisfaction with the assessment process may arise, particularly in cases where the process is perceived as biased, irrelevant, or influenced by political factors. The efficacy of performance appraisal is compromised when it is handled inadequately, as employees view the process to be both inaccurate and unfair, so hindering the attainment of meaningful outcomes. Hence, it is imperative to establish a rigorous set of criteria and implement thorough monitoring protocols in order to facilitate the successful execution of evaluations. In a study conducted by Ahmed (2019), an examination was undertaken to assess the efficacy of performance appraisal measures within a state agency. The research revealed that employees possess a comprehensive understanding of the optimal criteria that can facilitate a just and precise evaluation of their performance. The recommendations encompassed various aspects, such as the level of employee satisfaction about the system, employee motivation, the fairness of the appraisal system toward employees, the perception formed based on the appraisal process, the objectivity of the process, and the extent to which feedback is communicated to employees regarding the process.

According to Cole (2018), the initiation of a successful performance appraisal begins during the design phase. The initial phase should be succeeded by the interviewing process, during which the management assesses the advancement of the appraisal with the personnel. The outcomes of the interview should manifest a mutually agreed-upon course of action, either to be undertaken by the staff member alone or in collaboration with the management. This phenomenon typically manifests in the form of a job enhancement strategy, advancement to a different position or level, or an increase in income. The outcome of the evaluation is conveyed and deliberated with the employees individually. The primary subject matter of this discourse pertains to the domains of communication and active listening. This paper aims to analyze and address the outcomes, challenges, and potential remedies in order to achieve resolution and consensus. It is imperative to provide feedback in a favorable manner, as the delivery style significantly influences the subsequent performance of employees. The primary objective of the assessment meeting should be to address and resolve the challenges encountered by employees, while also fostering motivation to enhance their performance (Kirwa, Ogula, & Atoni, 2022).

According to Befekadu (2019), educators argue that the definition of satisfactory teacher performance extends well beyond mere physical presence in the school and classroom. This implies that the effectiveness of instructors is determined by factors beyond their mere physical presence in the school and their preparation for lessons. The assessment of employee performance acts as a fundamental criterion for evaluating the strengths and weaknesses of employees. In order to foster the development of a robust and efficient work environment, it is imperative to consistently exert effort. Performance appraisal is a methodical approach to assessing an employee's performance and their potential for growth. Through ongoing monitoring and periodic evaluations, performance appraisal aids in the refinement of training and development policies (Habtamu, 2019). When conducted appropriately, performance appraisal not only benefits employees but also contributes to organizational effectiveness. The understanding of one's current performance can have an impact on their future degree of effort and task direction (Gelegela, 2018).

The Teachers' Performance Appraisal and Development (TPAD) is a comprehensive instrument that combines the assessment of teachers' performance with a system to identify and address any areas of performance that may require improvement. The purpose of performance appraisal for teachers is to ensure a fair, objective, and consistent evaluation of their abilities, which is essential for making important management decisions such as teacher assignment, deployment, and promotion. Additionally, it aims to provide a fair, effective, and consistent evaluation process for teachers, allowing them the opportunity to enhance their performance, develop their competencies, and identify any areas of improvement. Moreover, performance appraisal serves as a means to offer support for teachers' professional development. In conclusion, it is imperative for institutions to engage in ongoing monitoring and periodic evaluation of their programmes in order to align with the established objectives of the institution and effectively address the evolving requirements of students and society. According to Wanjala (2019), the ongoing evaluation of programs should lead to continual enhancements inside the organization.

The teacher performance appraisal system is a human resource tool employed by managers to assess the performance of individual teachers. It has been widely utilized in various regions across the globe and has been acknowledged as a reliable source of motivation, akin to work productivity and the professional development of teachers (Ademola, 2017). According to Gichuki (2019), the outcomes of teacher performance appraisals can provide valuable information to the Teaching Service Commission (TSC) for making decisions related to the progression and job satisfaction of teachers. Therefore, the assessment of educators is of utmost importance since its primary objective is to enhance individual motivation and performance. The approach to teacher assessment has transitioned from a secretive process to an open appraisal exercise. This implies that every teacher has the opportunity to evaluate their own performance, while the appraiser then verifies the evaluation by assessing the instructor and conducting classroom observations. Both individuals experience the TPAD form, in which they independently complete distinct sections of the form according to the instructions provided (Murphy, 2018).

Bethuel (2017) asserts that the introduction of performance management systems in South African colleges has been fraught with perceived discrepancies, resulting in a lack of success in their history. The absence of clear understanding on the intended objectives of the performance management system led to unfavorable perceptions of the system and opposition from important stakeholders due to inadequate consultation, knowledge, and involvement in the entirety of the process. The absence of a performance management system led to a dearth of responsibility, failure to adhere to established standards, and a reluctance to embrace change.

According to Flores (2020), there is agreement with the notion that instructors generally show a preference for performance appraisal systems that prioritize their professional development needs rather than solely focusing on production. According to the author, the developmental purpose of appraisal can potentially motivate teachers to enhance their performance by offering them opportunities to engage in reflective practice. Beadwell and Brondue (2016) conducted a study in the United States to investigate the potential relationship between various uses of performance appraisal and employees' reactions to the appraisal process. The findings of their study revealed a positive correlation between the use of performance appraisal for identifying training needs and increased satisfaction with the appraisal, particularly in relation to receiving praise.

On the other hand, Stronge (2020) posits that an optimal teacher evaluation system should include both accountability and professional growth elements in order to enhance the effectiveness and utility of the assessment process in attaining targeted outcomes. This assessment adequately fulfills the requirements of an educator and other individuals involved in the school community. According to the author, the two purposes of appraisal are not in competition with each other, but rather complement each other. Therefore, it is essential for a thorough teacher appraisal system to be based on these two factors. According to MaGreal (2018), it is agreed that a multifunctional assessment system can be effective within a staff evaluation system, but only when the system is viewed as a component of a broader mission that seeks to accomplish the goals of the school. In order to achieve its objectives, an effective system for evaluating teachers should prioritize the enhancement of both individual instructors and overall school performance. It is noteworthy that, in certain instances, the intended objective of performance appraisal fails to materialize (Milliman et al., 2018). According to Mwae (2018), there is a prevalent issue where the performance appraisal procedure has transformed into a disingenuous annual tradition in numerous countries.

In a study conducted by Kareithi (2018) on the impact of performance evaluation on the performance of secondary school teachers in Kenya, it was found that there is a substantial positive correlation between the practices of goal planning, performance feedback, and reward systems, and the performance of teachers. The study examined the effects of goal setting techniques, performance feedback practices, and reward system practices on the performance of secondary school teachers. In their study, Kagema and Irungu (2018) conducted an analysis of teacher performance assessments and their impact on teacher performance within the context of Kenyan secondary schools. The results of their investigation revealed a significant relationship between teacher evaluation and teacher performance. The study's findings indicated that the utilization of appraisals has the potential to serve as a motivational tool for teachers, consequently leading to enhancements in students' academic achievements. In a study conducted by Nyamwaya and Okemwa (2019), the researcher examined the impact of teachers' performance appraisal on public secondary schools in Nakuru town, Kenya. The study found that the primary objective of teacher performance assessment is to assist school administrators in making decisions regarding teachers, in addition to promoting their professional development. The report proposed that the system should integrate effective professional development and accountability for teacher job performance as part of its objectives.

Principals' Provision of Resources and Teachers' Performance Appraisal Development

Various factors contribute to the evaluation of teachers' performance, encompassing financial considerations, the quality of teachers themselves, the size and ambiance of the classroom, the availability of instructional resources such as textbooks and supplementary reading materials, as well as the condition of school buildings and infrastructure (Eshwani, 2016). In industrialized nations, the integration of technology has become a prominent tool in educational settings, serving as a valuable resource for both teaching and learning. The primary objective behind this integration is to enhance the effectiveness and capabilities of educators (Wenglinskiy, 2014).

According to the findings of Kiptum (2018), there is a favorable correlation between the availability of physical resources in schools and the level of teacher satisfaction. According to the findings of Orji and Enyiamaka (2018), the amount of dedication exhibited by teachers and the overall performance of an organization are influenced by factors such as human resources and interpersonal interactions. This finding aligns with the research conducted by Gemora (2017), which suggests a significant relationship between human resources and teaching performance, indicating a strong interconnection between these two factors. According to Akporehe (2021), the augmentation of resources inside high schools has the potential to enhance both their production and the quality of education they provide. The existing studies have failed to adequately consider the impact of principals' allocation of resources on the implementation of teacher performance evaluation in public high schools. Consequently, there are significant gaps in the literature that this research aims to address. Furthermore, this study will employ interviews as a means to gather additional data for comprehensive analysis.

In a study conducted by Laurillard (2017) on effective pedagogy and educational technologies in Botswana, it was discovered that inadequate access to pertinent teaching resources significantly contributed to subpar teacher performance. According to a study conducted by Momoh (2020) in the West African region, it was observed that there exists a statistically significant and positive correlation between the availability of instructional materials and the performance of teachers. The study additionally discovered that educational institutions possessing greater resources demonstrated superior performance compared to those with limited resources. This finding aligns with the research conducted by Babayomi (2019), which supports the notion that private schools outperform public schools due to the presence of sufficient teaching resources. The studies conducted by Njoka (2019) and Onkoba and Nyamwaya (2019) highlight a deficiency in the professional growth of educators nationwide. This rationale provides ample justification for the assessment of educators, facilitating the detection of deficiencies in teachers' professional growth.

According to the findings of Huerto and Hasegawa (2019), teachers have encountered difficulties in effectively utilizing Information and Communications Technology (ICT) due to deficiencies in equipment and training inside educational institutions. This assertion was corroborated by Isaboke (2018), who found that educators in schools exhibited limited utilization of information and communication technology (ICT) for educational purposes. This was attributed to a lack of adequate ICT proficiency and comprehension among instructors. As a solution, Isaboke (2018) proposed the implementation of teacher training programs focused on ICT application and the integration of ICT pedagogy into the teacher training curriculum. According to a study conducted by Kigenyi et al. (2017), it was found that resources have a significant role in the Teacher Performance Appraisal and Development (TPAD) process. Additionally, Orji and Enyiamaka (2018) discovered that the availability of physical resources has an impact on teachers' commitment levels and overall performance. In contrast, the study conducted by Kuncoro and Dardiri (2017) did not identify a significant association between physical resources and teacher performance.

According to the findings of Olaniyan and Ojo (2018), a significant obstacle to the effective deployment of early technology in Nigerian secondary schools was the absence of textbooks and training manuals. This aligns with the findings of Chiriswa (2019), which indicate that the presence of appropriate and sufficient resources, such as books, laboratories, library materials, and visual and audio teaching aids, is crucial for facilitating effective teaching and learning. These resources have been shown to contribute to improved performance in national examinations.

In a study conducted by Akinsanya (2018), the objective was to examine the impact of differential distribution and utilization of human resources on the academic performance of students in state-owned and federal schools located in Ogun State, Nigeria. The findings of the study indicated that both human resources and physical facilities, such as laboratories and libraries, were insufficient, thereby exerting a significant influence on students' academic performance. According to the study conducted by Oni (2015), the presence and caliber of educational resources contribute to the efficient functioning of educational institutions, resulting in improved teaching and learning processes and ultimately leading to higher academic achievements among students.

The study conducted by Onyara (2017) revealed a positive correlation between the academic achievement of students and the presence of adequate physical amenities within educational institutions. This assertion aligns with the findings of Mwangi and Nyagah (2018), who posited that the presence of well-equipped school infrastructure and effective educational strategies significantly contribute to improved academic performance. The attainment of high educational performance can also be facilitated by the presence of a conducive environment and adequate physical infrastructure, including amenities such as latrines and playgrounds. The objective of this study was to determine whether this phenomenon occurs in Makueni Sub-County.

In a study conducted by Wanyama (2017) in Narok-North County, the researcher examined the impact of school-based factors on students' performance in the Kenya Certificate of Secondary Education. The findings revealed that students' academic performance was influenced by their attitude towards education. The research additionally revealed that factors such as school administration and the presence of physical amenities such as classrooms, laboratories, and dormitories exerted an impact on students' academic achievement. The objective of this study was to determine whether this phenomenon exists in Makueni Sub-County.

Principals' Leadership Skills and Teachers' Performance Appraisal Development

According to Lydiahand Nasongo(2019),effective leadership by head teachers is essential in secondary schools for the purpose of facilitating performance appraisals and ensuring the successful attainment of the school's mission. The quality, regular, and continuous supervision of instruction plays a crucial role in determining the success of education at any level (Musyoka, 2018). The responsibility of managers encompassed the task of ensuring comprehension, accessibility, and adherence to performance appraisal procedures among staff members at all organizational levels. According to Chakanyuka (2014), if supervisors fulfill their responsibilities proficiently during the performance appraisal process, employees would possess a clear comprehension of their expectations and objectives. According to Mito (2021), it is imperative for managers to effectively communicate the organization's aims and objectives to their employees, as this facilitates the employees' ability to establish their own targets.

According to the findings of Viramontez's (2019) research, elementary principals in California had varying perceptions regarding the impact of standards-based performance evaluations on their professional development. The principals asserted that the approach offered added value through dialogues whereby they obtained feedback regarding the extent to which their decision-making and actions were fostering the school's success. The participants explicitly highlighted the advantages of being involved in the establishment of objectives for measuring success. The principals emphasized the importance of addressing the distinct needs of their individual schools during the performance evaluation cycle, alongside the mandatory uniform requirements applicable to all schools. The principals expressed their belief that the performance evaluation method was in accordance with professional standards and emphasized the significance they attributed to student accomplishment statistics in their evaluations. The participants had a good perception towards engaging in the goal-setting process and engaging in reflective practices to assess their progress. The prevailing sentiment among principals was that the performance evaluation procedure did not contribute significantly to their professional growth. The aforementioned study was only characterized by a qualitative approach, which regrettably did not yield any quantitative data that could have facilitated the generation of generalizable conclusions. Consequently, the present study employed a mixed approaches approach.

In a study conducted by Christensen (2018), an investigation was carried out to explore the public perceptions in the state of Massachusetts. This particular state had implemented specific timetables and offered assistance for the creation of local performance evaluation systems. The research findings indicate that principals perceive performance evaluation systems that provide them with the option to contribute to their creation and ongoing development as more equitable compared to systems that do not offer such an opportunity. The principals in Massachusetts had the same perspective as their counterparts in California, asserting that the performance evaluation method did not effectively enhance comprehension of teaching and learning. The aforementioned principals held the belief that their active participation in the development and periodic revision of the performance evaluation procedure was of utmost importance. The study under evaluation was carried out in the United States of America, while the present study was undertaken in Kenya.

The study conducted by Franca and Pahor (2017) investigated the effects of managerial attitudes on the implementation of employee involvement. The findings of the study indicated that management played a significant role in shaping the manner in which employee participation initiatives were executed. The results of the study revealed a significant positive relationship between the managers' inclination to engage in participation and the subsequent execution of such participation. If managers were to perceive a good association between employee engagement and business performance, it is probable that they would exhibit a greater inclination towards enhancing employee participation. The previous study examined managers inside corporate organizations, whereas the present study focused on secondary school teachers.

In a study conducted by Bulawa (2019), an examination was carried out to explore the various elements that lead to head teachers' favorable impressions of the performance appraisal system within high schools in Botswana. The research findings revealed that the underlying motivation for this phenomenon stemmed from the expectation of several advantages, including comprehensive enhancement, increased accountability, and more effective strategic management. The study suggests that further investigation should be undertaken to explore the challenges that senior management may face during the implementation of a performance appraisal system. The aforementioned recommendation provided the motivation for the present investigation.

In a study done by Oghu (2017), an investigation was undertaken to explore the perspectives of principals regarding the academic achievements of students in the Senior Secondary Certificate Examination (SSCE) across six high schools located in the southern region of Nigeria. The results of the study revealed that effective leadership from principals and a positive school environment had a crucial role in enhancing teacher expectations and strategies, leading to improved academic outcomes among students in high-achieving schools. The study under evaluation was carried out in Nigeria, whereas the present study was undertaken in Kenya.

According to Onumah (2018), the primary supervisory functions of secondary school head teachers encompass the management of curriculum and instruction, the supervision of classroom instruction, the monitoring and evaluation of students' progress and achievement, the promotion and enhancement of the learning environment, the establishment and support of continuous staff development, and the procurement of instructional materials for teaching and learning. According to a study conducted by Musungu and Nasongo (2018), the instructional leadership responsibilities of secondary school head teachers included the supervision of teachers' work through the implementation of performance reviews. According to Wanyama (2017), the performance of teachers is contingent upon the leadership of the school head teacher. The significance of head teachers lies in their central role within a school, as they oversee critical functions and possess control over resources that might impact the performance of instructors. The present study was conducted within an alternative context, specifically in public high schools located in Makueni Sub County.

According to Ankomah (2015), a key attribute of a successful educational institution is the existence of robust leadership, which is demonstrated by effective oversight of instructors' responsibilities. According to a study conducted by Nannyonjo (2017), the utilization of effective supervision strategies was identified as a crucial determinant of academic performance in examinations. The results of this study align with the research conducted by Sushila and Bakhda (2014) about the impact of head teachers on school performance in Kuria District, Kenya. According to Jonjo and Owuor (2017), the implementation of the Teacher Performance Appraisal and Development (TPAD) procedure necessitates principals to evaluate teachers and provide progress reports on their levels of achievement. The authors further assert that since its introduction, the implementation of TPAD has yielded notable accomplishments in Kenya.

Gong and Subramaniam (2018) provided empirical evidence to support the proposition that a transactional leadership style, characterized by reliance on bureaucratic power and adherence to organizational rules, tends to limit employees' autonomy and flexibility. In a study conducted by Wang and Chen (2016) regarding the evaluation of teachers in Taiwan's educational discourse, it was suggested that enhancing the leadership, discussion, and listening abilities within school administrative units could lead to improvements in the evaluation process. The study conducted by Ozegenel et al. (2020) examined the impact of school principals' leadership qualities on the performance of teachers in public secondary schools in Istanbul. The findings of the study revealed a statistically significant and moderately positive relationship between the effective leadership qualities of school principals and the performance of teachers. The present study aimed to address a research gap by investigating these results within the context of Makueni Sub County.

According to a research conducted by Nyangosia, Waweru, and Njuguna (2019), the investigation focused on identifying the factors that influence academic achievement in public secondary schools located in Central Kenya. The study found that the frequency of internal supervision conducted by head teachers was positively associated with improved academic performance. This encompassed the implementation of effective instructional methods and review, diligent oversight of instructors and students' academic progress, a comprehensive assessment strategy, thorough curriculum implementation, teacher training programs, and fostering a collaborative work environment.

The study conducted by Bhurtel and Adhikari (2016) employed a qualitative approach to investigate the perspectives of supervisors regarding the performance appraisal process and its impact on employee development within technical schools in Nepal. The findings of this study revealed that the utilization of performance appraisal for the purpose of employee development facilitates the identification of training requirements for individuals. The use of this approach facilitates the appraiser in comprehending the proficiency and aptitude of employees. The research highlighted that appraisals serve as a valuable tool in identifying successful professional development plans for employees. It is widely recognized as a benchmark for mitigating unproductivity by identifying staff members who possess the potential for high performance but are now exhibiting underperformance. These individuals are then provided with appropriate support and guidance to foster their growth and development. The initial study was conducted within technical institutions, whilst the subsequent study was carried out among public secondary schools located in Makueni sub-county.

In a study conducted by Candraet al. (2020), the researcher examined the impact of work environment, teacher work commitment, and school leadership on the performance of secondary school tutors in the Pringsewu district of Indonesia. The findings of the study revealed that principal leadership and the school environment were not found to have a significant influence on teacher performance. The aforementioned research were conducted in a distinct environment, distinct from the Makueni sub county.

Furthermore, Nyamongo, Sang, Nyaoga, and Matoke(2014) emphasized the need of clearly defining goals and aims when performing supervisory duties. It was also emphasized that a significant number of head teachers lacked clearly defined objectives and mission aims to provide guidance for their respective schools. The study revealed that a significant proportion, specifically 80%, of the head teachers who were interviewed had not participated in any instructional sessions, resulting in a lack of awareness regarding the ongoing activities within their respective classrooms. Consequently, these head teachers solely relied on the final Kenya Certificate of Secondary Education (KCSE) results as a measure of their schools' performance, which ultimately contributed to the unsatisfactory academic outcomes seen.

Principals' Monitoring and Evaluation Practices of Teachers' Performance Appraisal Development

Within educational institutions, the process of performance appraisal monitoring and evaluation encompasses the provision of performance data to teachers, pertaining to their assigned activities and responsibilities subsequent to experiencing a comprehensive performance evaluation. Performance monitoring and evaluation, as described by Shiferaw (2019), serves as a valuable tool for educators to assess the degree to which predetermined goals have been achieved, evaluate individual performance, and identify areas for growth. As stated by Robert (2018), the process of performance appraisal affords appraisees, such as teachers, the ability to identify and address difficulties pertaining to their level of accomplishment, while also requesting the necessary assistance to attain anticipated outcomes. Significant main evaluation encompasses a precise assessment of teaching effectiveness, encompassing both its notable strengths and areas that require improvement. This evaluation is afterwards followed by the provision of constructive criticism, coaching, support, and avenues for professional growth. It is imperative to acknowledge, commemorate, and incentivize the efforts of principals. According to Habtamu (2019), a significant proportion of educators express a strong desire for the evaluation and feedback they receive to be advantageous, equitable, and conducive to their growth as school administrators.

According to Odhiambo (2015), the process of monitoring, evaluation, and feedback in performance appraisal serves the purpose of facilitating change by providing feedback on performance and offering opportunities for development and training. This activity is aligned with the ongoing improvement standards of organizational performance management. According to a survey conducted by Gichuhi (2019), it was found that head teachers do not receive timely evaluations following friendly contact, which leads teachers to develop a negative perception of the appraisal of their performance. In order to obtain more information, new research instruments in the form of interview guides will be employed to explore these elements inside Makueni sub-county.

The research conducted by Omayo (2019) in Borabu district presents a collection of recurrent methods for assessing teachers, which encompass a 7.89% analysis of work records, 10.52% individual ranking, 21.05% essay writing, and 55.2% objective setting. According to Jacob and Lefgren (2018), a consensus exists regarding the potential benefits of collaborative endeavors between teachers and principals in selecting appropriate assessment tools. These methods can effectively assess the strengths and shortcomings of instructors in their instructional practices. There exists the potential to enhance the effectiveness of a teacher. Professional development plays a crucial role in addressing and eliminating areas of weakness among educators.

In a study conducted by Kyakulumbye (2019), the impact of the appraisal system on employee performance in selected private schools in Uganda was examined. The study specifically focused on head teachers, deputies, and teaching staff. The findings revealed a robust and statistically significant positive correlation between appraisal feedback and staff performance. This suggests that an increase in the frequency of appraisal feedback within schools is associated with improved staff performance. Kyakulumbye (2019) did not utilize an interview as a data collection method in the present study, hence limiting the availability of further factual information for analysis.

In circumstances where instructors and workers collaborate to make decisions regarding the evaluation of each objective, Habangaan (2019) asserts that it is imperative to do performance appraisal. Throughout the entirety of the assessment period, it is imperative that every individual is adequately integrated and informed throughout the entirety of the process. According to Iraki (2020), it is crucial for the evaluation of employee performance to be unambiguous in order to provide a clear understanding of their performance. According to Gichuhi's (2019) study, the selection of an evaluation method by an institution has a significant impact on the perception of its workers towards that particular appraisal approach. According to Muli's (2016) study conducted in Kitui West, a limited number of schools were found to actively engage in monitoring and evaluating the evaluation process, as well as providing feedback to their teachers. The previous research failed to consider the potential impact of monitoring and evaluation management methods on the implementation of TPAD, which is the specific subject of this study.

The study conducted by Ibrahim and Benson (2020) examines the monitoring and evaluation of teacher effectiveness, specifically focusing on the implementation of the Teacher Performance Appraisal and Development tool (TPAD) in public secondary schools located in Nyandarua South Sub-County, Nyandarua County, Kenya. The findings of the study indicated that the implementation of teacher monitoring systems for reporting to and leaving from duty resulted in increased teacher presence in schools, leading to greater interaction time between teachers and students. Additionally, the monitoring of teacher class attendance was found to enhance the covering of syllabus by teachers. The majority of educational institutions are successfully achieving timely completion of syllabus coverage. Teachers now have the capacity to engage in revision activities as part of their instructional practices, aimed at adequately preparing students for examinations and facilitating their progression to higher academic levels. The adherence to deadlines has fostered a favorable culture among the educators inside the educational institutions. Teachers currently view meeting the deadlines established by educational institutions as a positive development that fosters increased accountability. Finally, the use of measures aimed at monitoring teachers' attendance and performance has yielded notable improvements in their professional responsibilities.

In their study conducted in 2015, Chidiebere, Ngozi, and Ifeoma examined the impact of effective communication on organizational performance within the context of Nnamdi Azikiwe University in Nigeria. Their findings suggest that companies should use effective communication practices as a strategic tool for enhancing the overall management and performance of their operations. While the study acknowledged the significance of communication in effective employee management, it did not specifically address the management of teachers and their performance. This current study, however, aims to examine the impact of communication, specifically in monitoring and evaluation, on the Teacher Performance Appraisal and Development (TPAD) system in public secondary schools in Makueni sub-County.

In a study conducted by Odhiambo (2018), the impact of performance management methods on employee productivity was examined, specifically focusing on Schindler Limited. The study emphasized the crucial role of effective feedback inside an organization in order to achieve its objectives. In light of this objective, it became evident that facilitating employees' comprehension of the organization's expectations is feasible. Likewise, it has been determined that the provision of appropriate performance feedback between employees and their supervisors contributes to the overall effectiveness and efficiency of a business. The study's findings suggest that providing effective feedback can increase accountability among employees and supervisors, fostering a commitment to goal setting, skill development, and professional growth.

The study conducted by Monyatsi et al. (2016) examined the perceptions of teachers on the efficacy of teacher appraisal in the context of Botswana. The study found that many teachers lacked a clear understanding of the purpose and implementation of the current evaluation process, mostly owing to a lack of training and orientation. It is recommended that both managerial and training aspects be improved to address this issue. According to feedback provided by educators, the process of evaluation is perceived as a demeaning and repressive practice that elicits significant emotional responses among teachers. Furthermore, it is argued that this approach seeks information that ultimately serves no discernible purpose. The study findings indicate that the existing technique of evaluating teachers is ineffective and poses potential risks, since it lacks both regularity and expertise in the evaluators. Monyatsi et al. (2016) argue that assessments designed to evaluate teachers' performances should have a high regard for the professional status of instructors. Monyatsi et al. (2016) recognized the necessity of providing teachers with training to comprehend the significance and implementation of performance appraisal. This particular study examined this element in a distinct context within Makueni Sub County.

The study conducted by Onyaro (2016) examined the factors influencing instructors' attitudes towards performance. The findings revealed that directors do not provide timely feedback when evaluating instructors, and when feedback is given, it is not communicated in a friendly manner. Consequently, educators develop a negative perception towards Teacher Performance Appraisal and Development (TPADs). The examination indicates that it is advisable to provide comments subsequent to evaluating educators in order to prevent delays. According to Kamuri (2018), it is recommended that the evaluation of exhibitions should be conducted within a context where the instructor and the organization collaborate to establish criteria for assessing each objective impartially. During the assessment period, it is imperative to ensure the comprehensive inclusion and effective instruction of every individual throughout the entire process. According to Wangui (2020), it is essential for exhibition examination feedback to provide precise explanations regarding workers' performance.

Principals' Rewards and Compensation Recommendations and Teachers' Performance Appraisal Development

Compensation and rewards serve as both internal and external motivators that impact teachers' needs, enthusiasm, and commitment to their work, subject matter, and professional growth (Nyakundi, 2015). According to Wondosen (2017), employees' compensation can be categorized into two forms: direct monetary payment, which includes bonuses, commissions, wage incentives, and salaries, and indirect payment, which encompasses nonfinancial rewards that are difficult to quantify, as well as company-sponsored entertainment and allowances such as insurance.

The findings of a study conducted by Santot, Marina, and Audi (2021) indicate a notable correlation between job satisfaction and the working environment of teachers. As a result, the researchers urge that school principals take measures to guarantee that the working environment for teachers is conducive to their satisfaction. The research findings demonstrated a significant correlation between school leadership and the improvement of the teaching profession as well as job satisfaction. Work motivation is a crucial value that is highly esteemed within the context of a school culture. The efficacy of the TPAD tool is contingent upon the prevailing school culture. Motivation is a crucial factor in sustaining employee productivity, and it can be derived from both internal and external sources. Each educational institution employs distinct strategies to inspire and incentivize its teaching staff. Various educational institutions employ diverse strategies to foster internal motivation among teachers, which encompass a range of approaches such as offering nutritious meals, providing cash incentives, and granting recognition to deserving educators. Recommendation letters are granted to educators who have demonstrated exceptional merit in a range of curricular activities within the educational institution.

In a comprehensive cross-national study conducted by Hunt (2017), data was collected from 40 countries, encompassing nations such as Afghanistan, Bangladesh, and Palestine. The primary focus of this research was to examine the extent to which teacher quality and its impact on learning outcomes are incorporated within the national education policy of these countries. The researcher observed a correlation between the provision of incentives to teachers and the academic achievement of students. Hunt (year) emphasized that the inclusion of various reward strategies, such as continuing teacher professional development in the form of in-service education, performance-related pay, and promotion opportunities, within national education policies can effectively enhance the quality of teachers and subsequently improve learning outcomes. This study examined the impact of rewards on teachers' performance and student outcomes. However, it neglected to consider crucial aspects of principal management practices, such as resources, leadership skills, and monitoring and evaluation. The present study aims to address these gaps by investigating the influence of principals' management practices on the development of teachers' performance appraisals in public secondary schools in Makueni sub-county.

According to the findings of Mwangi (2018), the implementation of a performance-based compensation system resulted in heightened levels of teacher motivation, which in turn positively influenced student achievement. This finding aligns with the research conducted by Mwangi and Njuguna (2019), which suggests that teachers express satisfaction with extrinsic incentives such as bonuses, salary, and allowances. The findings of a preliminary investigation conducted by Yamoah (2019) regarding the relationship between rewards and work performance in public schools in Ghana indicated a statistically significant correlation between teacher rewards and job performance. The recommendations put forth involve the implementation of supplementary incentive programs by school administrators, such as the provision of complimentary lunches and access to loans, with the aim of enhancing the overall effectiveness and productivity of instructors.

Chitimwango (2016) conducted a study in Zambia to examine the impact of a reward system on the performance of teachers. The findings of the study revealed that implementing a performance-based incentive system significantly enhances the motivation, dedication, and efficiency of instructors. Chitimwango emphasized that the implementation of performance-based incentives resulted in a consistent and significant enhancement in instructors' performance and dedication, ultimately leading to a remarkable improvement in students' academic achievements. In addition to enhancing students' academic achievements, it has been seen that school administrators derive advantages from decreased oversight as teachers become intrinsically motivated to deliver instruction, resulting in accolades and enhanced reputation. Although the referenced research yielded interesting data, it is important to note that the study was conducted in a different geographical context, distinct from the current research which was carried out in Makueni sub-county, Kenya. In addition, it is important to note that the referenced study had a methodological limitation in terms of its sample size, as it only included three schools and three principals. In contrast, the present study utilized a larger sample, consisting of 13 schools and 13 principals. The data generated through this study provided valuable insights into the impact of principals' usage of rewards in deploying the TPAD tool on teachers' performance in public secondary schools in Makueni Sub-County.

According to a study conducted by Nyakundi (2015), the provision of rewards and recognition has been found to foster a sense of commitment among teachers towards their professional roles. This finding is consistent with a previous study conducted by Musungu et al. (2016) at Vihiga secondary schools, which found that all head teachers in high-performing educational institutions employed prizes as a means of motivating their teachers. The utilization of rewards was found to be a crucial component in the motivating approach aimed at enhancing and sustaining the academic achievement within the Vihiga District. The incentives encompassed providing teachers with meals and refreshments during their breaks, offering financial rewards for improved academic performance, and organizing educational excursions. According to a study conducted by Muli (2016), the inclusion of comfortable furniture and television sets as incentives for instructors has the potential to enhance their motivation and job performance. According to Namuddu (2015), motivation plays a crucial role in enhancing instructors' dedication and exertion towards their work, leading to improved academic performance and increased efficiency within the school.

Ocham (2017) performed a survey that examined the significant involvement of teachers in decision-making processes within schools, highlighting its potential to enhance their dedication, motivation, and ultimately, school performance. In a study conducted by Kageha (2018), it was shown that a majority of head teachers employ a strategy of motivating their colleagues by providing them with complimentary meals throughout the day, including morning tea, tea-break, lunch, and supper. This approach involves fostering a collaborative relationship between teachers and parents through a partnership association. This initiative aims to afford teachers the option to allocate additional instructional time and offer individualized support to students during periods of heightened motivation. The study conducted by Nzaro (2021) revealed a significant relationship between salary, rewards, and motivation with regards to the performance rating of teachers in Ganza, Kenya.

In a study conducted by Odhiambo (2018), the impact of performance management practices on employee productivity was examined, specifically within the context of Schindler Limited. The findings of the study indicated that performance management practices, such as the provision of feedback and rewards, afford employees the opportunity to articulate their thoughts and aspirations, thereby facilitating the achievement of the organization's strategic objectives. In Gichuki's (2021) research, the focus was on examining the impact of performance management on employee productivity within the civil service, specifically within the immigration department in Kenya. The study concluded that training and development initiatives play a crucial role in fostering creativity among staff members. Consequently, in order to enhance and optimize employee productivity, it is imperative for the immigration department to fully utilize performance appraisal and regularly evaluate employee performance.

Singh and Rana (2020) conducted a study that revealed a favorable and statistically significant correlation between performance rating and motivation. The examination of each component of performance appraisal revealed that both goal setting and performance feedback were important predictors of teacher and professional institution motivation. According to Lusekelo (2016), several factors are crucial for maintaining teachers' motivation. These include timely payment of salaries, provision of general teaching and hardship allowances, facilitation of transportation to and from schools, and ensuring that instructors are well-informed about their rights.

In their study, Samuel and Berhanu (2019) conducted research on the implementation and difficulties associated with evaluating the performance appraisals of teachers in government preparatory schools located in the Woloita zone in Southern Ethiopia. The study unveiled a lack of recognition for teachers who demonstrate superior performance, potentially impacting their overall job motivation. The potential consequence of this situation is the development of unfavorable perceptions of the assessment framework employed within educational institutions. The report suggests that the allocation of teacher awards should be entrusted to education officers and school principals. In their study, Samuel and Berhanu (2019) utilized a simple random sampling technique to select teachers. Additionally, this research performed stratified proportionate sampling to ensure a representative proportion of the population was included. Moreover, in order to address a research gap, this study was conducted in a distinct context with the aim of examining the potential impact of incentive management systems on the execution of teachers' performance rating. This particular feature was not taken into consideration by Samuel and Berhanu(2019).

In their research conducted in 2016, Fung and Gordon utilized a mixed method multilevel approach to gather data on the rewarding of education leaders and educators in research-intensive universities in the United Kingdom. The study suggests that individuals in significant roles as education leaders or tutors should be provided with opportunities to advance to the highest positions within the institution, taking into account their contributions to the educational mission. It also recommends reviewing the promotion processes to ensure a diverse panel is involved in the decision-making, as well as examining the criteria for awards and recognition to ensure fairness and acknowledgment of both collective and individual achievements. Fung and Gordon (2016) implemented qualitative research methods, specifically interviews and focus groups, to gather data for their study. In contrast, our study utilized quantitative research methods, specifically questionnaires and interviewing schedules. Additionally, our study employed a diverse sampling strategy, including stratified proportionate sampling, simple random sampling, purposive sampling, and census sampling, to select participants for the study. The study conducted by Fung and Gordon (2016) did not consider the potential impact of rewards on the implementation of teachers' performance appraisal, therefore creating a gap in the existing literature. This current study aims to address this gap by examining the influence of rewards on the implementation of teachers' performance appraisal.

In a scholarly investigation conducted by Kim (2017), the focus was on the mobilization and transformation of policies pertaining to teacher pay for performance in South Korea. The study employed frameworks of policy mobility and transformation, as well as written texts, as the primary means of data collection. The analysis determined that the implementation of teacher pay for performance policy did not align with the initial projections of policymakers, and instead underwent frequent revisions due to resistance from teachers' unions. The study findings revealed a lack of incentives for teachers who outperformed their peers, potentially leading to a detrimental impact on their work morale. The present study aimed to address a research gap by investigating various aspects inside public high schools in Makueni Sub County. In contrast to Kim's (2017) study, the present investigation incorporates the perspectives of instructors and principals. This was achieved through the administration of questionnaires, which served to gather additional data for analysis.

In a study conducted by Ndungu (2017), the effects of reward and recognition on employee work performance were examined within the context of Kenyatta University in Kenya. The results of the study revealed a statistically significant relationship between rewards, such as acknowledging employees' efforts, and the performance of employees. The study argued that it is imperative for policy makers to implement measures that recognize and reward exceptional employee performance. This may be achieved by assigning additional responsibilities to high-performing workers and involving them in decision-making processes, thereby fostering a sense of value and significance in their contributions. The present study effectively elucidates the correlation between rewards and employee performance, albeit within the confines of a university setting. Consequently, the generalizability of its findings to secondary school environments remains uncertain. Hence, the present study aimed to examine the impact of rewards and motivation on Teacher Performance Appraisal and Development (TPAD) in public secondary schools, with a specific focus on the Makueni sub-County.

According to Midimo (2017), a study conducted on the response of teachers to teacher assessments in secondary schools in Nyeri County, it was observed that the recognition and awarding of teachers is acknowledged as a means of motivating them. The survey substantiated that a notable proportion of educators, specifically 14%, reported being suggested to enroll in in-service courses as a means to enhance their pedagogical abilities subsequent to performance evaluations. A total of 6% of the instructors surveyed reported receiving guidance, counseling, and promotion, while 4% reported receiving guidance, promotion, and recommendations for further training. Based on the data, it is hypothesized that the limited number observed can be attributed to the recent introduction of the TPAD tool, which may explain the absence of instructors' benefits such as promotions and recommendations for further training. It is recommended that further time be allowed for these rewards to materialize. The primary objective of this study was to investigate the impact of rewards and pay on Teacher Performance Appraisal and Development (TPAD) in Makueni sub- County.

The study conducted by Kiprop (2018) examined the impact of rewards on the performance of teachers in a specific set of secondary schools located in Kericho County. The results of the study revealed that rewards, including basic salary and overtime payment, have a substantial influence on the performance of instructors. Additionally, it has been determined that non-financial awards have a favorable yet statistically insignificant impact on performance, whereas appropriate compensation for both overtime and salary enhances the performance of teachers. The present study demonstrated a methodological limitation by employing a descriptive cross-sectional approach. In order to address this disparity, the present study employed a descriptive survey approach to examine the impact of rewards on teachers' performance, specifically in relation to motivation, rewards, and promotion. The study focused on public secondary schools located in Makueni sub-county.

at their research, Oganda et al. (2020) conducted a study to examine the impact of reward systems on the job satisfaction of teachers at secondary schools located in Kikuyu Sub County. The study's findings indicated that providing awards based on performance served as a motivating factor for teachers, resulting in enhanced levels of efficiency and productivity. The study suggests that it is advisable to provide timely rewards based on merit, provide activities that serve as sources of motivation for instructors, and allocate resources to support them. The study suggests the need for increased awareness among the employers of teachers on the significance of performance-based reward systems. Additionally, it recommends that the Teachers Service Commission (TSC) should prioritize the promotion of teachers based on merit rather than solely considering years of service. The study identified several factors that can serve as motivators for teachers in public secondary schools in Makueni Sub County. These factors include promotion opportunities, timely rewards, merit-based reward systems, and activities aimed at fostering motivation. The study aimed to address the existing gap in knowledge regarding teacher motivation in this specific setting.

In their study, Kituyi et al. (2019) conducted an investigation of the usefulness of school-based awarding systems in enhancing the performance of teachers in secondary schools in Kenya. The survey findings indicate that a variety of school-based incentive systems were present in different schools. However, a significant majority of instructors expressed a preference for money tokens as the primary form of reward. The primary focus of this study conducted in Makueni Sub County was to examine the school-based reward systems and identify the key obstacles hindering their effective implementation. Among the various factors analyzed, it was found that school head teachers played a significant role in impeding the successful realization of these reward systems. The study found that educational institutions that implemented well-established reward systems had significant improvements in overall performance. This study employed a more extensive sample size of 80 participants to examine the impact of rewards on the implementation of teachers' performance appraisal, a factor that was not addressed by Kituyi et al. (2019), thus creating a research gap.

In a study conducted by Zatti (2019) regarding the evaluation policy of teaching performance in Brazilian state education networks, the analysis was guided by theoretical frameworks proposed by Herbert Marcuse, which explore the logical inconsistencies of development in modern industrial society, and by Robert Castel, who examines the contemporary shifts in work relations and the resulting insecurities within modern society. The study findings indicate that providing salary increases or financial incentives to certain professions over others does not effectively reflect the importance of the teaching profession and the effort involved. Moreover, variations in the educational settings within schools contribute to differences in the outcomes attained in standardized assessments. The study suggests that it is advisable for public administration to allocate sufficient resources in order to ensure competitive compensation for all employees, as well as establish appropriate frameworks that facilitate the improvement of educational standards. The study conducted by Zatti (2019) did not specifically examine the impact of reward management systems on the implementation of teachers' performance reviews. Furthermore, the study found that financial incentives do not improve various areas of teaching job. This study aimed to address a research gap by investigating a distinct location inside Makueni Sub County, Kenya.

Furthermore, according to Kohn (2019), it has been discovered that increased compensation does not necessarily result in enhanced performance. Furthermore, the study conducted by Thomas and Gabriel (2018) demonstrated that while financial rewards may not serve as the primary sources of motivation, they do enhance the motivational impact of some other elements. The aforementioned findings by Kohn (2019), as well as Thomas and Gabriel (2018), are in alignment with a study conducted by Roland and Fryer (2019) that examines the relationship

between teacher incentives and student achievement in public schools located in New York City. The study findings indicate a lack of data suggesting that incentives have an impact on tutor behavior. This study aimed to address this research gap by investigating this phenomenon in a different location, specifically in Makueni sub-county..

Theoretical Framework

The Goal Setting Theory (GST), developed by Locke in 1968, posits a significant relationship between goal setting and job performance (Latham & Locke, 1979). According to the aforementioned hypothesis, the cognitive determinants of significance and evaluative assessment hold considerable importance. According to Locke and Latham (2006), employees demonstrate commitment to their work in order to achieve objectives. According to Locke and Latham (2002), the theoretical proposition posits that employees ought to establish objectives as a primary step, afterwards engaging in responsive and performance-oriented behaviors aimed at attaining such goals. Hence, the Goal Setting Theory commences with the establishment of values, whereby value judgments are employed to cultivate emotions that facilitate the attainment of the established goals.

Once the objective is attained, the outcomes should manifest in the performance, replies, or actions of the employees, thereby providing feedback. The reason for this is that the Goods and Services Tax (GST) is grounded in values and value judgments that give rise to desires. Similarly, the Teacher Performance Appraisal and Development (TPAD) tool is initiated when teachers establish targets that align with the specified teaching standards (Islami & Mulolli, 2018). The tool provides educators with a comprehensive understanding of the fundamental standards for professional practice and behaviour among instructors, as suggested by Newstrom (2011). According to Newstrom, employees who actively engage in the process of creating goals tend to exhibit improved performance. Hence, it is expected that educators should exhibit enhanced performance in their professional responsibilities. Performance appraisal refers to the process of evaluating the degree to which predetermined objectives have been accomplished. However, if the established objectives are not effectively formulated to ensure clarity and measurability, the attainment of productivity will not be achieved.

The proposed model advocates for the implementation of a termly appraisal system, wherein each staff member is required to provide a report on the completion of their assigned tasks. This report should be completed at the end of each term, as agreed upon during the initial job designation. Upon the conclusion of the term, an assessment is conducted utilizing the work plan to evaluate the performance of the staff during the entire duration (Juneja, 2019). This concept highlights the advantages of involving employees (namely instructors) in the establishment of goals, as well as the enhancement of student performance. As a result, the act of contributing to the initiation of goals serves to inspire teachers, leading to increased efficiency and speed in completing tasks, ultimately resulting in improved outcomes through enhanced effort, feedback, and the quality of enthusiasm (Islami & Mulolli, 2018).

Ordoñez et al. (2009) have voiced criticism of the idea, arguing that it tends to be excessively prescriptive, potentially resulting in unexpected consequences. They further contend that pushing staff to achieve specific and challenging goals can lead to incorrect behavior. According to O'Neil and Drillings (1994), implementing a system of incremental rewards for achieving goals, along with the establishment of organizational control systems and the promotion of workplace ethics, can effectively address the aforementioned issues. Simons and Chabris (1999) propose that excessive concentration on a certain job or objective may result in the neglect of a crucial element within the surrounding environment. According to Janicek (2016), it has been suggested that the presence of goals can potentially supplant the need for autonomous thought and individual initiative.

One critique of the idea highlights the reliance on the quality of feedback rather than the proactive capabilities of the teacher. Therefore, it is evident that there are instances where goals that have been established are not successfully attained, resulting in the ineffectiveness of an appraisal system unrectifying subpar performance (Simons & Chabris, 1999). Hence, it is imperative for educational institutions to create regulations that facilitate the proactive integration of feedback. Janicek (2016) suggests the implementation of a reward system to acknowledge and reinforce performance achievements, as well as the provision of training opportunities for individuals who demonstrate poor performance. Additionally, Janicek proposes the use of motivational strategies to encourage and support individuals who consistently achieve desired outcomes. Hence, the selection of goal setting theory as the most suitable framework for this study was based on its capacity to provide guidance on effectively formulating and executing performance appraisals, thereby resulting in enhanced employee performance.

Conceptual Framework

This serves as a perceptivedepictionofthephenomenonbeinginvestigated,along by a visual or graphical portrayal of the primary variables (dependent and independent). The intended meaning of a term used to describe a variable is explicitly specified. This study will examine the independent variables of principals' resource allocation, leadership abilities, monitoring and assessment processes, and recommendations for rewards and pay. The variable that will be measured and analyzed in this study is TPAD, which will serve as the dependent variable.

Independent Variables

Dependent variables

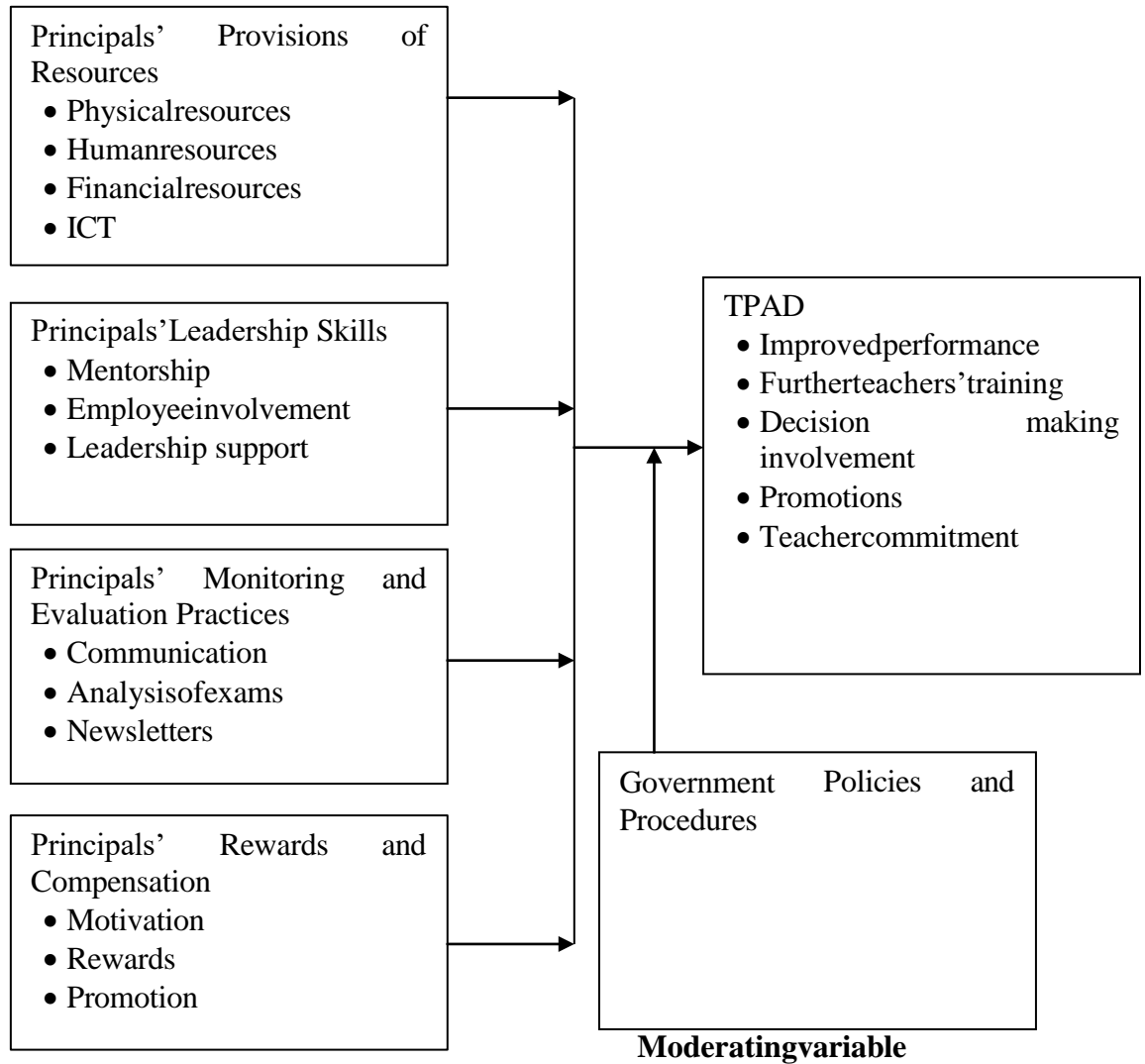


Figure2.1:ConceptualFramework

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This section outlines the specific methodologies employed in the implementation of the present study. The key components encompassed in this study are the research design, the specific population under investigation, the sample size and sampling methods employed, the research instruments utilized, the validity and reliability of such instruments, the processes employed for data collecting, the analysis of collected data, and the ethical issues taken into account.

Research Design

The research employed a descriptive survey design, as defined by Orodho (2009), which aims to address the research questions derived from the problem statement through the collection, summarization, presentation, and interpretation of data. The utilization of a descriptive survey research strategy was deemed most appropriate for this study, as it enables the description of features linked to the subject population, with a specific focus on factors influencing their behavior. Furthermore, the research employed a descriptive survey research strategy due to its capacity to gather a substantial amount of comprehensive data pertaining to the target population under investigation. According to Gandebo (2015).

Target Population

The research focused on a total of 44 public secondary schools located in Makueni sub-county. The study focused on a sample of 44 principals and 563

teachers who were affiliated with public secondary schools in the Makueni sub-county, as indicated by the Makueni sub-county Education Office in 2019. Additionally, one TSC Sub-County Director from Makueni Sub-County was included in the study.

Sample Size and Sampling Procedures

The research employed a stratified random sampling technique to choose a representative sample of public secondary schools, constituting 30% of the entire population. According to Gay and Airasian (2003), a descriptive study that includes a sample size ranging from 10% to 30% of the total population is considered sufficient for research purposes. Hence, a total of thirteen principals were chosen as participants for the present study. In addition, the study employed the Yamane (1967) formula to choose a sample of 234 teachers. The sample size for the present study consisted of 234 instructors, 13 principals, and 1 TSC sub-county director.

Table 3.1: Sample Size

Respondents	Target Population	Sample Size
Teachers	563	234
Principals	44	13
TSC Sub-County Director	1	1
Total	608	248

Research Instruments

The research employed a survey instrument to collect data from the educators, a method that Kothari (2009) asserts is efficient in acquiring a substantial volume of information within a relatively short time frame. The survey instrument was

structured into distinct sections. Section A focused on gathering demographic information, while sections B to E examined the independent variables, which included principals' provision of resources, principals' leadership skills, principals' monitoring and evaluation practices, and principals' recommendations on rewards and compensation. Lastly, section F addressed the dependent variable, which was the Teacher Performance Appraisal and Development (TPAD). In order to collect data based on the study questions, an interview guide was employed, following the approach suggested by Orodho (2009). This guide served to standardize the interview process, ensuring that the researcher posed the same questions consistently to both the principals and the TSC sub-county directors.

Validity of the Instruments

A pilot study was conducted with a sample size consisting of 23 teachers and 1 principal, which constituted 10% of the total respondents. The purpose of this pilot study was to assess the validity and reliability of the questionnaires used in the research. In order to ascertain the reliability and accuracy of the research instrument, the study employed content validity and made necessary adjustments, additions, and revisions based on consultations and discussions with the University supervisors.

Reliability of the Instruments

In order to assess the dependability of the instrument, the Cronbach's Coefficient Alpha method, as suggested by Golafshani (2003), was employed. The internal

consistency of the instruments was assessed using the SPSS 25.0 software program. According to Wambugu et al. (2015), the correlation coefficients observed in the study varied between 0.0, indicating complete lack of dependability, and 1.0, indicating excellent reliability. The study instruments underwent a reliability assessment, whereby a threshold of 0.7 or higher was deemed acceptable. Any items that fell below this threshold were either rephrased or eliminated entirely in order to enhance the overall reliability of the instruments.

Data Collection Procedures

Permission was secured to collect data from schools through a transmittal letter from the University of Nairobi and a permit from the National Commission for Science, Technology and Innovation (NACOSTI). Following the selection of schools for sampling, the researcher arranged meetings with the selected schools' principals to facilitate the administration of the questionnaires. Subsequently, the surveys were administered at each educational institution. Upon obtaining explicit instructions and guarantees of confidentiality, the participants were granted a sufficient amount of time to fully respond to the questions. Subsequently, the researcher proceeded to collect the duly filled questionnaires. The researcher employed qualified research assistants to assist in the timely collection of data. The researcher scheduled an appointment with the TSC Makeni sub-county director and conducted an interview in their office.

Data Analysis Techniques

The acquired information was condensed and categorized in order to identify any potential errors or omissions. Subsequently, it was inputted into the SPSS software. The data obtained from the closed-ended questions were subjected to analysis using descriptive statistics, including frequencies, percentages, means, and standard deviations. Additionally, inferential statistics such as correlation and regression analysis were employed. The findings were then presented in the form of tables, graphs, and charts. The open-ended questions were subjected to thematic analysis and afterwards presented in a cohesive narrative format. The present investigation employed the subsequent hypothesis:

H₀: There is no significant influence of principals' management practices on teachers' performance appraisal development in public secondary schools in Makeni sub-county, Kenya

Table 3.2 Statistical Analysis

Objective	Indicators	Measurement Scale	Statistical Analysis
Influence of principals' provisions of resources on teachers' performance appraisal development	<ul style="list-style-type: none"> • Physical resources • Human resources • Financial resources • ICT 	Ordinal	Descriptive Statistics (Frequencies, percentage mean, standard deviation) Correlation Analysis Regression analysis
Influence of principals' leadership skills on teachers' performance appraisal development	<ul style="list-style-type: none"> • Mentorship • Employee involvement • Leadership support 	Ordinal	Descriptive Statistics (Frequencies, percentage mean, standard deviation) Correlation Analysis
principals' monitoring and evaluation practices on teachers' performance appraisal development	<ul style="list-style-type: none"> • Communication • Analysis of exams • Newsletters 	Ordinal	Descriptive Statistics (Frequencies, percentage mean, standard deviation) Correlation Analysis
Influence of principals' rewards and compensation recommendations on teachers' performance appraisal development	<ul style="list-style-type: none"> • Motivation • Salary • Promotion 	Ordinal	Descriptive Statistics (Frequencies, percentage mean, standard deviation) Correlation Analysis

Ethical Considerations

The primary objective of this study is to contribute to the existing body of knowledge on TPAD. In order to ensure the integrity of the research, strict confidentiality measures were implemented to protect the privacy of the participants. The researcher ensured that all participants were afforded the

opportunity to exercise their autonomy in deciding whether to join and contribute to the study. Prior to conducting the interviews, the researchers obtained verbal agreement from the participants. Furthermore, prior to the initiation of the study, the researchers sought consultation from relevant research authorities and obtained consent. Additionally, clear and adequate explanations were provided to the participants. Furthermore, the adherence to appropriate citing practices ensured the avoidance of any instances of plagiarism, encompassing all acknowledged authors.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

Introduction

This chapter has provided a comprehensive discussion on the fundamental aspects pertaining to data analysis, presentation, and interpretation. This chapter provides an analysis of the feedback obtained from principals, teachers, and the TSC sub-county Education Officer of public secondary schools in Makueni sub-county, Makueni County, Kenya. The focus of the study is to examine the impact of principals' management practices on the development of teachers' performance appraisal in public secondary schools within the aforementioned sub-county in Kenya. Initially, the computation and presentation of the response rate have been accomplished. Furthermore, a comprehensive description of the demographic features of the participants has been provided. Furthermore, the study has provided and analysed the findings pertaining to the primary objectives. The collected responses are subjected to analysis through the utilization of descriptive and inferential statistical methods. The resulting findings are then visually represented through the presentation of tables, graphs, and charts.

Instrument Response Rate

The table 4.1 shows the response rate. Overall, the response rate was considered very high and sufficient for the study as shown in Table 4.1.

Table 4.1: Response Rate

Response Rate	Frequency (F)	Percentage (%)
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Returned(Teachers)	198	84.8
Notreturned (Teachers)	36	15.2
Returned(Principals)	10	76.9
Notreturned (Principals)	3	23.1

Demographic Characteristics of the Respondents

Gender of the Respondents

The study sought to find out the gender of the teachers. The findings are shown in figures 4.1.

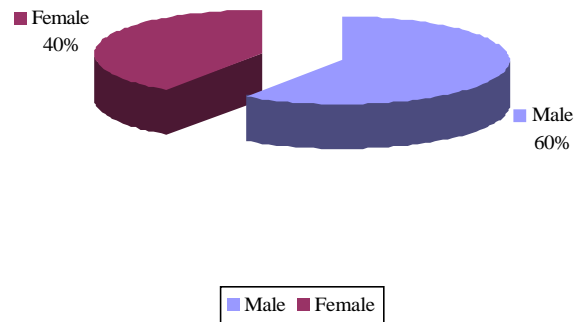


Figure 4.1: Distribution of Teachers by Gender

The findings reveal that majority of the teachers in public secondary schools in Makueni sub-county are male (60.0%) while 40.0% are female.

Education Level of the Respondents

The study sought to find out the level of education of the respondents. The findings are shown below:

Table 4.2: Distribution of the Teachers by Education level

Education level	Frequency (F)	Percentage (%)
P1	38	19.2
Diploma Education	69	34.8
Bachelor's degree	91	46.0
Total	198	100.0

The data shown in Table 4.2 indicates that a significant proportion of teachers (46.0%) have achieved a bachelor's degree, followed by a diploma level of education (34.8%) and P1 (19.2%). This observation suggests that a significant proportion of the educators in public secondary schools within Makueni sub-county have achieved the necessary educational qualifications.

Age of the Respondents

The study sought to find out the age of the principals and teachers. The findings are shown in Table 4.3.

Table 4.3: Distribution of the Respondents by Age

Age	Frequency	Percentage
30-39 years	67	33.8
40-49 years	92	46.5
50-59 years	38	19.2
60 years and above	1	0.5

The results of the study indicate that a significant proportion of the instructors surveyed fall within the age range of 40-49 years (46.5%), followed by the age range of 30-40 years (33.8%). A smaller percentage of teachers were found to be aged between 50-59 years (19.2%), while a very small fraction of teachers were

60 years and older (0.5%). This observation suggests that a significant proportion of educators in public secondary schools within Makueni sub-county are of middle age, thus potentially possessing the capacity to comprehend the Teacher Performance Appraisal and Development (TPAD) system.

Duration worked in the School

The study sought to find out the duration the respondents have worked in the school. The findings are shown below:

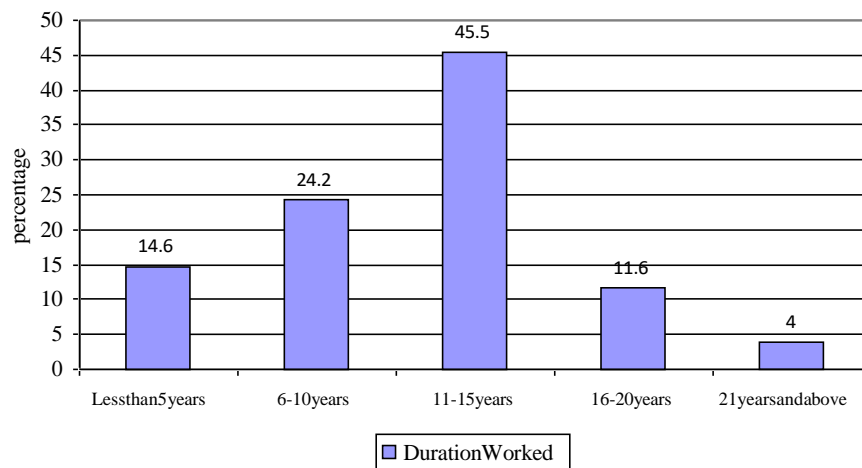


Figure 4.2: Duration the Principal has been in the position

The data presented in the figure indicates that a significant proportion of teachers have accumulated 11-15 years of experience at the school (45.5%), followed by those with 6-10 years (24.2%), fewer than 5 years (14.6%), 16-20 years (11.6%),

and 21 years and above (4.0%). This observation suggests that a significant proportion of teachers in public secondary schools in Makueni sub-county have accumulated sufficient experience to comprehend the impact of principals' management practices on the growth of teachers' performance appraisals in public secondary schools.

Principals' Provision of Resources and TPAD

Table 4.4: Influence of Principals' Provision of Resources on TPAD

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
The school has sufficient physical resources	10.1	58.1	22.7	3.5	5.6	2.36	.917
There is adequate human resources in the school	22.7	55.1	14.1	5.1	3.0	2.11	.915
The financial resources in the school are enough to cater for the day-to-day running	11.1	58.1	20.2	3.0	7.6	2.38	.989
There is provision of ICT in the school	38.4	38.4	11.1	7.1	4.0	1.99	1.071
The school is free from	22.2	25.8	20.7	19.2	12.1	2.73	1.327

outside
forces and
interruption
s

The data presented in the Table indicates that a significant proportion of teachers expressed disagreement with regards to the adequacy of financial resources (58.1%), physical resources (58.1%), human resources (55.1%), provision of ICT (38.4%), and freedom from external forces and interruptions (25.8%). These statements pertain to the impact of principals' resource provision on TPAD. The sub-county education officer observed that the available resources in the schools are insufficient to adequately meet the demands of both the pupils and the teachers. The principals have observed a lack of resources in public secondary schools, which poses a problem for instructors in effectively educating pupils and subsequently results in poor academic performance within these schools. This implies that certain expenditures related to performance are not adequately addressed, the human resource allocation is insufficient to meet all the necessary instructional demands, and there is a lack of information and communication technology (ICT) infrastructure in schools, resulting in a dearth of computers available to assist instructors in lesson preparation. The network infrastructure in certain areas is insufficient, which poses challenges for the school. Additionally, external entities, including the government and local community, seek involvement in the school's operations. This presents a formidable obstacle for principals, as exerting complete control over all aspects of the school proved to be an arduous task.

The present findings provide support for the assertions made by Kiptum (2018), who conducted a study demonstrating a favorable correlation between the availability of physical resources in schools and teachers' satisfaction levels.

According to the findings of Orji and Enyiamaka (2018), the commitment level of teachers and the overall performance of an organization are influenced by human

resources and interpersonal interactions. This finding aligns with the research conducted by Gemora (2017), which suggests a significant relationship between human resources and teaching performance, highlighting their interdependence. According to Akporehe (2021), the augmentation of resources inside high schools has the potential to enhance both their production and the quality of education they provide. According to a study conducted by Momoh (2020) in the West African region, it was observed that there exists a statistically significant and positive correlation between the availability of instructional materials and the performance of teachers. The study additionally discovered that educational institutions possessing greater resources had superior academic performance compared to schools with fewer resources. Njoka (2019) and Onkoba and Nyamwaya (2019) highlight a deficiency in the professional development of educators nationwide. According to the study conducted by Wanyama (2017), it was observed that the academic performance of students was influenced by their attitude towards education. The study additionally discovered that factors such as school administration and the presence of physical amenities, including classrooms, laboratories, and dormitories, had an impact on students' academic achievement. The study conducted by Onyara (2017) revealed a positive correlation between the academic achievement of students and the presence of adequate physical infrastructure within educational institutions. This assertion aligns with the findings of Mwangi and Nyagah (2018), who posited that the presence of well-equipped school infrastructure and effective educational strategies significantly contribute to improved academic performance. According to a study conducted by Akinsanya (2018), it was determined that insufficiencies in human resources and physical facilities, such as laboratories and libraries, had a significant impact on the academic performance of students.

The results indicated that a significant proportion of teachers expressed agreement with the notion that there was an insufficient availability of physical resources within the educational institutions. The results align with the research conducted by Samuel and Berhanu (2019), which demonstrated that inadequate instructional materials and unqualified instructors pose obstacles to the quality of education in secondary schools within the Mukono Area.

The assertion that a significant number of teachers express disagreement regarding the presence of information and communication technology (ICT) in schools is supported by Nyamai's (2018) research, which highlights the absence of internet connectivity at various educational levels. Nyamai (2018) further observes that teachers often allocate their time to visiting cyber cafes in order to search for and complete necessary forms, rather than remaining on school premises to engage with students. The responsibility of completing the hardcopy TPAD is delegated to the cyber technician during midnight hours in order to adhere to deadlines. Consequently, teachers have been relegated to the role of clerical officers, resulting in a squandering of important instructional time for students. There exists empirical evidence indicating a discrepancy between the physical submission and online uploading of Teacher Performance Appraisal and Development (TPAD) documents.

Principals' Leadership skills and TPAD

Table 4.5: Influence of Principals' Leadership skills on TPAD

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
The principal inspires positive changes to the teachers	2.5	1.5	2.5	48.0	45.5	4.32	.816
Involvement of teachers in school decision making improve teacher	0.0	3.0	2.0	19.2	75.8	4.68	.666

motivation and commitment improves school performance	18.2	10.6	12.1	22.2	36.9	3.49	1.517
The principal organizes induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers.	11.6	9.1	8.6	20.7	50.0	3.88	1.411
The principal organizes workshops as a means of improving teachers' skills, competencies and enhancing their professional growth							

The data shown in the Table indicates that a significant proportion of teachers expressed agreement with the notion that the involvement of teachers in school decision-making processes has a positive impact on teacher motivation and commitment, ultimately leading to improved school performance (75.8%). The principal implements workshops as a strategy to enhance the skills, competencies, and professional development of teachers, accounting for 50.0% of the influence on TPAD. Additionally, the principal serves as a catalyst for positive changes among teachers, contributing to 45.5% of the influence. Furthermore, the principal regularly organizes induction seminars and facilitates consultations, while also designating experienced teachers as mentors for novice teachers, which accounts for 36.9% of the influence on TPAD. These statements highlight the impact of principals' leadership skills on TPAD.

According to the sub-county education officer, effective leadership by principals plays a crucial role in driving schools towards academic excellence and successfully accomplishing the schools' objectives. The administrators have made efforts to actively engage teachers in decision-making processes. Additionally, they have organized seminars and workshops to facilitate one-on-one discussions with teachers regarding the issues they encounter within the school environment, with the aim of enhancing overall school performance. One of the administrators highlighted the occasional organization of induction programs for newly hired teachers, aimed at familiarizing them with the school's operations, clarifying expectations, and facilitating connections with other teachers who may provide support when necessary. Additionally, this approach serves as an effective means of fostering collaboration and synergy among educators and administrative personnel inside the institution.

The present findings are consistent with the research conducted by Musungu and Nasongo (2018), which revealed that head teachers employed performance appraisals as a means of overseeing teachers' work. According to Ndunda (2019) and Wanyama (2017), it has been observed that the performance of teachers is contingent upon the leadership of the school head teacher. The significance of head teachers in a school lies in their central role as the primary system through which essential activities are carried out and as the overseers of all resources that have the potential to impact the performance of teachers inside the school.

According to a study conducted by Nannyonjo (2017), the utilization of effective supervision strategies was identified as a crucial determinant in the academic performance of students during examinations. The results of this study align with the research conducted by Sushila and Bakhda (2014) about the impact of head teachers on school performance in Kuria District, Kenya. According to Jonyo and Owuor (2017), the adoption of TPAD necessitates principals to evaluate teachers and provide progress reports on their levels of achievement. Since its introduction, TPAD implementation in Kenya has demonstrated noteworthy accomplishments.

Furthermore, the results align with a study conducted by Ozegenel et al. (2020), which determined that there exists a statistically significant and somewhat favorable correlation between the effective leadership skills of school principals and the performance of tutors. According to a study conducted by Nyangosia, Waweru, and Njuguna (2019), it was found that the frequency of internal monitoring carried out by head teachers had a positive impact on academic achievement. This encompassed the implementation of effective instruction and review methods, meticulous oversight of educators and students' academic

progress, a comprehensive assessment strategy, thorough curriculum implementation, professional development programs for instructors, and fostering a collaborative work environment. Nevertheless, the study conducted by Candraet al. (2020) revealed that there was no significant impact of principal leadership and the school environment on teacher performance.

Principals' Monitoring and Evaluation and TPAD

Table 4.6: Influence of Principals' Monitoring and Evaluation on TPAD

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
The principal creates open discussion during post appraisal conference to evaluate and reach consensus and set future plan of action	26.3	32.3	10.6	18.2	12.6	2.59	1.378
The school provides remedial action maintenance and developmental approach at post-performance appraisal	12.1	27.3	13.1	23.2	24.2	3.20	1.389
Teachers get adequate feedback on their performance based on performance appraisal form from the principal	13.6	18.2	9.6	9.1	49.5	3.63	1.555
Monitoring and evaluation helps	2.5	16.7	19.7	44.4	16.7	3.56	1.034

inform the
teachers about
the extent to
which set
objectives have
been met, how
well one has
done and the
improvement
needed

The data presented in the Table indicates that a significant proportion of teachers expressed agreement with two statements related to the impact of Principals' Monitoring and Evaluation on the Teacher Performance Appraisal and Development (TPAD) system. Specifically, 49.5% of teachers agreed that they receive sufficient feedback on their performance through the performance appraisal form provided by the principal. Additionally, 24.2% of teachers agreed that the school offers remedial action, maintenance, and developmental support following the completion of the performance appraisal process. Nevertheless, it was found that 32.3% of the teachers expressed disagreement with the notion that the principal fosters open discussion during post-appraisal conferences in order to evaluate and reach a consensus, as well as establish future plans of action. Similarly, 27.3% of the teachers disagreed with the statement that the school provides remedial action, maintenance, and a developmental approach following post-performance appraisals. These findings pertain to the impact of principals' monitoring and evaluation on the Teacher Performance Appraisal and Development (TPAD) process.

The principals observed that the monitoring and evaluation process is contingent upon the available resources. Nevertheless, the institution makes diligent efforts to ensure that teachers are provided with constructive feedback regarding their performance. Additionally, the institution engages in meaningful talks with teachers to explore avenues for enhancing their professional capabilities. The

principals have observed that certain instructors exhibit a cooperative attitude and respond favorably to the comments, whilst others adopt a defensive stance and dismiss the findings as being biased. The principals also endeavor to engage in individualized conversations with underperforming teachers in order to identify potential strategies for enhancing their performance. This facilitates the development of confidence among teachers in their leaders. The need of monitoring and assessment in schools was emphasized by the sub-county education officer. This practice serves to furnish teachers with their performance data and shed light on their responsibilities.

These findings align with the research conducted by Odhiambo (2015), which revealed that the process of monitoring, evaluating, and providing feedback on performance appraisals aims to facilitate change by offering feedback on performance, as well as opportunities for development and training. This activity is an integral part of managing performance and is driven by the ongoing improvement norms within the organization. According to a study conducted by Gichuhi (2019), it was found that head teachers do not receive timely evaluations following amicable contact, which leads to teachers developing a negative perception of the appraisal of their performance. In a study conducted by Kyakulumbye (2019), the impact of the appraisal system on employee performance in selected private schools in Uganda was examined. The study specifically focused on head teachers, deputies, and teaching staff. The findings revealed a robust and statistically significant positive correlation between appraisal feedback and staff performance. This suggests that an increase in the frequency of appraisal feedback in schools is associated with improved staff performance.

Moreover, the results are consistent with the study conducted by Chidiebere, Ngozi, and Ifeoma (2015) which examined the impact of effective communication

on organizational performance at Nnamdi Azikiwe University in Nigeria. The researchers concluded that organizations should adopt effective communication practices and utilize it as a strategic tool for efficient organizational management. The study conducted by Ibrahim and Benson (2020) demonstrated that the implementation of monitoring systems for teachers' reporting and departure from duty resulted in increased teacher presence in schools, hence facilitating greater interaction between teachers and students. Additionally, the monitoring of teacher class attendance was found to enhance the covering of syllabus by teachers. According to Muli's (2016) study conducted in Kitui West, a limited number of schools were found to actively engage in monitoring and evaluating the evaluation process, as well as providing feedback to their teachers. Roschelle et al. (2016) have highlighted the issue of teachers not receiving timely evaluation reports, which has the potential to impact student performance.

Principals' Rewards and Compensation Recommendations and TPAD

Table 4.7: Influence of Principals' Rewards and Compensation Recommendations on TPAD

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Best performing teachers are promoted by the school	12.6	18.2	19.2	34.8	15.2	3.22	1.266
Teacher's rewards are varied to satisfy both the immediate needs and long impression of the workers.	7.6	13.6	16.7	35.4	26.8	3.60	1.229
Motivation makes the teachers put most effort	0.0	0.5	9.1	38.9	51.5	4.41	.676

in their work and leads to better Academic Performance								
Steps are taken to determine the efficacy of the mechanism of reward management and to ensure they represent the changing needs	5.6	12.6	10.6	47.0	24.2	3.72	1.131	

The data presented in the table indicates that a significant proportion of teachers expressed a strong agreement with the notion that motivation plays a crucial role in their level of dedication and effort towards their profession, ultimately resulting in improved academic performance. This statement pertains to the influence of rewards and pay on the implementation of the Teacher Performance Appraisal and Development (TPAD) system. The educators additionally reached a consensus that measures are used to assess the effectiveness of the incentive management system and to guarantee its alignment with evolving requirements.

According to the findings, a significant percentage (49.0%) of teachers are motivated to put forth their best efforts in their work, which ultimately leads to improved academic performance (38.9%). The rewards provided to teachers are diverse, aiming to fulfill both their immediate needs and leave a lasting impression (35.4%). Additionally, the school promotes the best performing teachers (34.8%) as a means to incentivize and recognize their contributions to the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system.

The principals observed that the provision of prizes and remunerations serves as a motivational factor for teachers, enhancing their performance and fostering dedication in their professional endeavors, ultimately leading to the attainment of their objectives. Rewards play a crucial role in promoting enhanced teacher performance, thereby leading to higher academic success inside schools.

According to the sub-county education officer, the provision of prizes serves as a

means of fostering encouragement and motivation among instructors, ultimately leading to enhanced commitment to their professional responsibilities.

The present findings provide support for the assertions made by Mwangi (2018), who conducted a study demonstrating that implementing a performance-based compensation system resulted in heightened levels of motivation among teachers, ultimately leading to improved student achievement. This finding is consistent with the research conducted by Mwangi and Njuguna (2019), which suggests that teachers express satisfaction with extrinsic incentives such as bonuses, salary, and allowances. The findings of a preliminary investigation conducted by Yamoah (2019) regarding the relationship between rewards and work performance in public schools in Ghana indicated a statistically significant correlation between prizes provided to teachers and their job performance. According to a study conducted by Nyakundi (2015), the provision of rewards and recognition has been found to play a significant role in fostering and maintaining teachers' commitment to their profession. This finding is consistent with a previous study conducted by Musungu et al. (2016) at Vihiga secondary schools, which found that all head teachers in high-performing educational institutions employed prizes as a means of motivating their teachers. The utilization of rewards was found to have a substantial impact on the motivational approach employed to enhance and sustain the academic achievements within the Vihiga District.

Furthermore, a study conducted by Samuel and Berhanu (2019) examined the implementation and difficulties associated with evaluating the performance appraisals of teachers in government preparatory schools located in the Woloita zone in Southern Ethiopia. The study findings indicate that the lack of recognition and rewards for high-performing instructors may have a negative impact on their work morale. The potential consequence of this situation is the development of unfavorable perspectives on the assessment framework employed within educational institutions. According to Kim's (2017) study on the mobilization and

transformation of teacher pay for performance policy in South Korea, it was found that there were no incentives provided to teachers who demonstrated superior performance compared to their peers. This lack of awards could potentially have a detrimental impact on teachers' work morale. In a study conducted by Kituyi et al. (2019), it was observed that educational institutions that used well-established reward systems experienced significant improvements in their overall performance.

In their study, Oganda et al. (2020) examined the impact of rewards systems on the work satisfaction of teachers in secondary schools within Kikuyu Sub County. The researchers found that awards tied to performance were effective in motivating instructors, resulting in enhanced efficiency and productivity. The study suggests that it is advisable to provide timely rewards based on merit, develop activities that effectively motivate teachers, and allocate resources to support them. In a study conducted by Kareithi (2018) on the impact of performance appraisal on the performance of teachers in secondary schools in Kenya, it was found that there is a strong positive correlation between the practices of goal setting, performance feedback, and reward systems, and the performance of instructors. According to Mito's (2021) study, the implementation of the TPAD policy was most significantly influenced by teacher salary.

The results of this study align with the findings of Ndungu (2017), which demonstrated a statistically significant relationship between rewards, such as recognition of employees' contributions, and employee performance. According to Midimo (2017), the act of awarding teachers has been acknowledged as a means of motivating them. Moreover, Lusekelo (2016) conducted a study which found that ensuring timely payment of teachers' salaries, providing adequate teaching and hardship allowances, facilitating transportation to and from schools, and promoting teachers' awareness of their rights are essential factors for enhancing teachers' motivation.

A study conducted by Surbhi (2015) examined the influence of teachers' motivation on job satisfaction among secondary school teachers in Mumbai, India. The findings of this study indicated that teachers should be motivated to establish targets and standards, assess their performance, and take necessary measures to enhance their performance by utilizing available resources collectively. These findings align with the current study, which aims to investigate the impact of teachers' motivation on the Teacher Performance Appraisal and Development (TPAD) system, which in turn affects their performance.

Nevertheless, the present study presents a contrasting viewpoint to that of Zatti (2019), who argued that providing salary increases or financial incentives to some professionals does not effectively demonstrate appreciation for the teaching profession and its job. Moreover, variations in the educational environment within schools contribute to differences in the outcomes attained in standardized assessments. Furthermore, according to Kohn's (2019) findings, there is little evidence to suggest that increased compensation leads to an enhanced level of performance. Furthermore, the study conducted by Thomas and Gabriel (2018) demonstrated that while financial rewards may not serve as the primary sources of motivation, they do enhance the motivational impact of other factors. The aforementioned findings by Kohn (2019), as well as Thomas and Gabriel (2018), are consistent with the research conducted by Roland and Fryer (2019), which did not identify any significant correlation between awards and teachers' performance.

TPAD Implementation

Table 4.8: TPAD Implementation

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
The appraisal criteria	10.6	14.1	16.2	25.3	33.8	3.58	1.360

used in the school is easy and understandable by both teachers and principals									
The major teachers' performance appraisal purposes should be for making decision	0.0	0.0	0.5	20.7	78.8	4.78	.425		
Teachers are cooperative in appraisal system	12.1	19.7	13.1	30.8	24.2	3.35	1.358		
The appraisal system has improved the performance of teachers and overall academic performance	7.1	5.1	9.1	41.4	37.4	3.97	1.144		
The appraisal has resulted to good school environment	9.1	6.6	17.7	34.8	31.8	3.74	1.231		

The data presented in the table indicates that a significant proportion of teachers expressed strong agreement with several statements related to the implementation of the Teacher Performance Appraisal and Development (TPAD) system.

Specifically, the majority of teachers (78.8%) believed that the primary purpose of the appraisal should be to inform decision-making. Additionally, a notable percentage of teachers (41.4%) felt that the appraisal system had positively impacted both teacher performance and overall academic achievement.

Furthermore, a considerable proportion of teachers (37.4%) believed that the appraisal had contributed to the creation of a favorable school environment. It is worth noting that a significant percentage of teachers (33.8%) found the appraisal criteria used in the school to be easily understandable by both teachers and principals. Lastly, a substantial number of teachers (30.8%) perceived a high level of cooperation among teachers in the appraisal system. These findings shed light on the perspectives of teachers regarding the implementation of TPAD.

In their study, Kagema and Irungu (2018) conducted an analysis on the impact of teacher performance assessments on teacher performance within the context of Kenyan secondary schools. The results of their investigation revealed a significant

relationship between teacher evaluation and subsequent teacher performance. The study's findings suggest that the use of appraisals has the potential to serve as a motivational tool for teachers, consequently leading to enhancements in students' academic achievements. In a study conducted by Nyamwaya and Okemwa(2019),theresearchersexaminedtheimpactofteachers'performanceappraisal on public secondary schools in Nakuru town, Kenya. The study found that the primary objective of teacher performance assessment is to assist school administrators in making decisions regarding teachers, beyond their professional development.

CorrelationAnalysis

Table4.9:CorrelationAnalysis

		Correlations				
		Implementatio n of TPAD	Provision of Resources	Leadershi p skills	Monitorin g and evaluation	Rewardsand compensatio n
Implementatio n of TPAD	Pearson	1	.286*			
	Correlatio n					
	Sig.(2- tailed)		.000			
	N	198	198			
Provisionof resources	Pearson	.786*	1			
	Correlatio n					
	Sig.(2- tailed)	.000				
	N	198	198			
Leadership skills	Pearson	.477*	.380*	1		
	Correlatio n					
	Sig.(2- tailed)					

	Sig.(2-tailed)	.000	.000			
	N	198	198	198		
Monitoring and evaluation	Pearson Correlation	.538	.513*	.354*	1	
	Sig.(2-tailed)	.022	.000	.000		
	N	198	198	198	198	
Rewards and compensation	Pearson Correlation	.694*	.165*	.403*	.250*	1
	Sig.(2-tailed)	.000	.020	.000	.000	
	N	198	198	198	198	198

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

The table presents data indicating a significant positive association between the provision of resources (0.786), leadership skills (0.477), monitoring and assessment (0.538), rewards and pay (0.694), and the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public secondary schools located in Makueni sub-county, Kenya. This implies that a statistically significant and positive correlation exists between the management practices of principals, including the allocation of resources, leadership abilities, monitoring and assessment techniques, and rewards and remuneration, and the successful implementation of the Teacher Performance Appraisal and Development (TPAD) system in public secondary schools located in the Makueni sub-county of Kenya.

Regression Analysis

Table 4.10: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.714	.664	.549	2.61873

Table 4.11: ANOVA

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	474.663	4	118.666	17.304	.000 ^b
	Residual	1323.544	193	6.858		
	Total	1798.207	197			

a. Dependent Variable: TPAD Implementation

b. Predictors: (Constant), resources, leadership skills, monitoring and evaluation and rewards and compensation

For the relationship between principals' management practices (resources, leadership skills, monitoring and evaluation and rewards and compensation) and TPAD implementation in public secondary schools in Makueni sub-county, Kenya, Table 4.17 shows a statistically significant F-statistic of 17.304 (4, 193) and a p-value of $0.000 < 0.05$. This means that principals' management practices (resources, leadership skills, monitoring and evaluation and rewards and compensation) influences TPAD implementation in public secondary schools in Makueni sub-county, Kenya.

Table 4.12: Regression Coefficients**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	9.473	1.460		6.487	.000
Resources	.582	.076	.177	2.388	.018
Leadership skills	.414	.075	.401	5.518	.000
Monitoring and evaluation	.630	.075	.128	1.734	.024
Rewards and compensation	.684	.093	.135	1.982	.049

a. Dependent Variable: TPAD Implementation

The results of the regression analysis indicated that the coefficient for resources was 0.582 (p-value = 0.018 < 0.05), the coefficient for leadership skills was 0.414 (p-value = 0.000 < 0.05), the coefficient for monitoring and assessment was 0.630 (p-value = 0.024 < 0.05), and the coefficient for rewards and compensation was 0.684 (p-value = 0.049 < 0.05). This finding demonstrates that the management practices of principals, including the allocation of resources, leadership abilities, monitoring and assessment techniques, and rewards and pay systems, have an impact on the implementation of the Teacher Performance Appraisal and Development (TPAD) program in public secondary schools located in Makueni sub-county, Kenya. Thus, the study rejected the null hypothesis that: *H₀: There is no significant influence of principals' management practices on teachers' performance appraisal development in public secondary schools in Makueni sub-county, Kenya* and concluded that there is a significant influence of principals'

management practices on teachers' performance appraisal development in public secondary schools in Makueni sub-county, Kenya

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides a comprehensive overview of the study's findings, draws inferences based on the results, offers recommendations for practical application, and suggests potential avenues for further research.

Summary of the Study

The purpose of this study was to examine the impact of principals' management methods on the growth of teachers' performance appraisal in public secondary schools located in Makueni sub-county, Kenya. The primary objective of this study was to evaluate the extent to which principals in public secondary schools in Makueni sub-county provide resources for the development of teachers' performance appraisal. Additionally, the study aimed to examine the impact of principals' leadership skills on the development of teachers' performance appraisal in these schools. This study aims to investigate the impact of principals' monitoring and evaluation practices on the development of teachers' performance appraisals in public secondary schools in Makueni sub-county. Additionally, it seeks to determine the influence of principals' rewards and compensation recommendations on the development of teachers' performance appraisals in the same context.

This study employed a descriptive survey research design. The research encompassed a total of 234 educators and 13 school administrators from public secondary schools located in the Makueni sub-county of Kenya. Additionally, one Sub-County Education Officer was included in the study. The study employed a simple random sampling technique to choose the participants. The study utilized primary data that was gathered through the administration of a questionnaire and the use of an interview guide in order to fulfill the objectives of the investigation. The responses were condensed, categorized, organized into tables, figures, and charts, and reviewed for any inaccuracies or omissions. Subsequently, the data was analyzed with the SPSS software and visually displayed in several graphical formats.

The findings of the survey indicate that a significant proportion of teachers and principals in public secondary schools within Makueni sub-county are male, and possess a bachelor's degree in education. The majority of instructors are between the age range of 40 to 49 years and have accumulated 11 to 15 years of experience in their current professions.

Influence of Principals' Provision of Resources on TPAD

The results of the study indicated that a significant proportion of teachers expressed disagreement with regards to the adequacy of financial resources, physical resources, human resources, provision of ICT, and the absence of external forces and interruptions in the school. These findings pertain to the impact of principals' provision of resources on the Teacher Performance Appraisal and Development (TPAD) process.

The sub-county education officer observed that the available resources in the schools are insufficient to adequately meet the demands of both the pupils and the teachers. The administrators have observed that public secondary schools lack adequate resources, which poses a problem for instructors in effectively educating students, resulting in subpar academic achievement within these institutions. This implies that certain expenditures related to performance are not adequately addressed, the human resource allocation is insufficient to meet all the necessary instructional demands, and there is a lack of information and communication

technology (ICT) infrastructure in schools, resulting in a dearth of computers available to assist instructors in lesson preparation. The network infrastructure in certain areas is inadequate, which poses a challenge for the school. Furthermore, external entities, including government and community stakeholders, seek involvement in the school's operations. This presents a difficulty for principals, as complete control over all aspects of the school becomes unattainable despite their diligent efforts.

Influence of Principals' Leadership Skills on TPAD

The results of the study indicated that a significant proportion of educators concurred that the participation of teachers in the process of making decisions within the school setting has a positive impact on their motivation and dedication, thereby leading to an enhancement in overall school performance. The principal arranges workshops as a strategy to enhance the skills, competencies, and professional development of teachers. The principal serves as a catalyst for fostering positive transformations within the teaching staff. The principal routinely arranges induction seminars and facilitates consultations, as well as designates experienced teachers as mentors for beginning teachers. These actions are indicative of the impact that principals' leadership abilities have on the Teacher Performance Appraisal and Development (TPAD) process.

According to the sub-county education officer, effective leadership by principals plays a crucial role in driving schools towards academic excellence and the successful fulfillment of their educational objectives. The principals have expressed their commitment to engaging teachers in decision-making processes. They also facilitate seminars and workshops to facilitate one-on-one discussions with teachers regarding the problems they encounter within the school environment, with the aim of enhancing overall school performance. One of the administrators highlighted the occasional organization of induction programs for

newly hired instructors, aimed at providing them with training on the school's operational procedures, clarifying the institution's expectations, and facilitating their introduction to fellow educators who may offer assistance when required. Additionally, it serves as an effective means of fostering collaboration and synergy among educators and personnel inside the educational institution.

Influence of Principals' Monitoring and Evaluation on TPAD

The results of the study indicate that a significant proportion of teachers expressed agreement with the following statements: Firstly, teachers receive sufficient feedback on their performance through the performance appraisal form, which is provided by the principal. Secondly, the school offers remedial measures and a developmental approach following the performance appraisal, indicating the influence of principals' monitoring and evaluation on the Teacher Performance Appraisal and Development (TPAD) process. However, there was a disagreement among some teachers regarding the principal's ability to foster open discussion during post-appraisal conferences in order to evaluate and reach a consensus, as well as establish future plans of action. Additionally, there were differing opinions on whether the school effectively provides remedial action, maintenance, and a developmental approach following post-performance appraisals. These statements pertain to the impact of principals' monitoring and evaluation on the Teacher Performance Appraisal and Development (TPAD) process.

The monitoring and evaluation conducted by the principals is contingent upon the available resources. Nevertheless, diligent efforts are made to ensure that teachers receive comprehensive feedback on their performance, coupled with engaging discussions aimed at enhancing their professional development. The principals have observed that certain instructors exhibit a cooperative attitude and respond favorably to the comments, whilst others adopt a defensive stance and dismiss the findings as being biased. The administrators also endeavor to engage in individualized meetings with underperforming teachers in order to identify potential strategies for enhancing their performance. This facilitates the development of confidence among teachers in their leaders. The significance of monitoring and assessment in schools was emphasized by the sub-county education officer. This practice plays a crucial role in providing teachers with their performance statistics and effectively highlighting their duties.

Influence of Principals' Rewards and Compensation Recommendations on TPAD

The findings of the study indicate that a significant proportion of teachers expressed a strong agreement with the notion that motivation plays a crucial role in driving their dedication and exertion towards their profession, ultimately resulting in improved academic performance. This statement pertains to the impact of rewards and pay on the implementation of the Teacher Performance

Appraisal and Development (TPAD) system. The educators additionally reached a consensus that measures are implemented to assess the effectiveness of the reward management system and to ensure its alignment with evolving needs. Motivation plays a crucial role in encouraging teachers to exert maximum effort in their work, resulting in improved academic performance. The rewards provided to teachers are diverse in order to cater to both their immediate needs and long-term impact, accounting for 35.4% of the workforce. Furthermore, the school promotes the most outstanding teachers as a means of acknowledging the influence of rewards and compensation on the implementation of the Teacher Performance Appraisal and Development (TPAD) program.

The principals observed that the provision of prizes and remuneration serves as a motivating factor for instructors, enhancing their performance and fostering dedication to their profession, ultimately enabling them to achieve their objectives. Rewards play a crucial role in promoting enhanced teacher effectiveness, which consequently leads to higher academic success inside schools. According to the sub-county education officer, the provision of prizes serves as a means of fostering encouragement and motivation among instructors, ultimately leading to enhanced commitment to their professional responsibilities.

TPAD Implementation

The results of the study indicated that a significant proportion of educators expressed a strong agreement with the notion that the primary objective of teacher performance appraisal should be decision-making. Furthermore, it was found that the implementation of the appraisal system has resulted to enhancements in both teacher performance and overall academic achievement. The evaluation has yielded a positive outcome in terms of the school environment. The appraisal criteria employed at the school are straightforward and comprehensible to both teachers and principals. Additionally, the teachers demonstrate cooperation within the appraisal system, as evidenced by their statements regarding the implementation of the Teacher Performance Appraisal and Development (TPAD) process.

The findings of the correlation study indicate a statistically significant positive association between the management practices of principals (specifically in terms of resources, leadership skills, monitoring and assessment, and rewards and compensation) and the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public secondary schools located in the Makueni sub-county of Kenya. The findings of the regression analysis indicate a significant relationship between principals' management practices, including the allocation of resources, leadership skills, monitoring and assessment, and rewards and pay, and the implementation of the Teacher Performance Appraisal and Development

(TPAD) system in public secondary schools located in Makueni sub-county, Kenya. This relationship was shown to be statistically significant at a significance level of $p < 0.05$. The study has refuted the null hypothesis, H_0 , which states that there is no significant impact of principals' management practices on the development of teachers' performance appraisals in public secondary schools located in Makueni sub-county, Kenya. Consequently, the study has concluded that there is indeed a significant influence of principals' management practices on the development of teachers' performance appraisals in public secondary schools in Makueni sub-county, Kenya.

Conclusion

Influence of Principals' Provision of Resources on TPAD

The study findings indicate that both principals and teachers recognize the impact of principals' resource allocation on the implementation of the Teacher Performance Appraisal and Development (TPAD) in Makueni sub-county. The present findings provide support for the assertions made by Kiptum (2018), who posited that the presence of adequate physical resources in educational institutions has a favorable impact on instructors' satisfaction levels. According to the findings of Orji and Enyiamaka (2018), the commitment level of teachers and the overall organizational performance are influenced by human resources and

interpersonal interactions. This finding aligns with the research conducted by Gemora (2017), which suggests a significant relationship between human resources and teaching performance, highlighting their interdependence. According to Akporehe (2021), the augmentation of resources inside high schools has the potential to enhance both their production and the quality of education they provide. According to a study conducted by Momoh (2020) in the West African region, it was shown that there exists a statistically significant positive correlation between the availability of instructional materials and the performance of teachers. The study additionally revealed that educational institutions possessing greater resources demonstrated superior academic performance compared to schools with limited resources. Njoka (2019) and Onkoba and Nyamwaya (2019) highlight a deficiency in the professional development of educators nationwide.

According to the study conducted by Wanyama (2017), it was determined that the academic performance of students was influenced by their attitude towards education. The research additionally revealed that factors such as school administration and the presence of physical amenities such as classrooms, laboratories, and dormitories had an impact on students' academic achievement. The study conducted by Onyara (2017) revealed a positive correlation between the academic achievement of students and the presence of adequate physical

amenities within educational institutions. This assertion aligns with the findings of Mwangi and Nyagah (2018), who posited that the presence of well-equipped school infrastructure and suitable educational strategies significantly contribute to enhanced academic performance through the facilitation of effective teaching and learning processes. According to a study conducted by Akinsanya (2018), it was determined that insufficiencies in human resources and physical facilities, such as laboratories and libraries, had a significant impact on the academic performance of students.

Influence of Principals' Leadership Skills on TPAD

The study findings indicate that both principals and teachers recognize the significant impact of the principal's leadership qualities on the successful implementation of the Teacher Performance Appraisal and Development (TPAD) in schools. The present findings align with the research conducted by Musungu and Nasongo (2018), which revealed that head teachers employed performance appraisals as a means of overseeing teachers' work. According to Ndunda (2018) and Wanyama (2017), the performance of teachers is contingent upon the leadership of the school head teacher. This is due to the fact that head teachers serve as the central system of a school, responsible for overseeing all critical functions and managing the resources that can impact teachers' performance inside the school. In a study conducted by Nannyonjo (2017), it was determi

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that the utilization of effective supervision strategies played a crucial role in affecting academic performance outcomes in tests. The results of this study align with the research conducted by Sushila and Bakhda (2014) about the impact of head teachers on school performance in Kuria District, Kenya. According to Jonyo and Owuor (2017), the implementation of the Teacher Performance Appraisal and Development (TPAD) procedure necessitates principals to evaluate teachers and provide progress reports on their levels of achievement. The authors further assert that since its introduction, the implementation of TPAD has yielded noteworthy accomplishments within the educational landscape of Kenya.

Furthermore, the results align with the research conducted by Ozegenel et al. (2020), which determined that there exists a statistically significant and somewhat favorable correlation between the effective leadership attributes of school principals and the performance of tutors. According to a study conducted by Nyangosia, Waweru, and Njuguna (2019), it was found that the regularity of internal monitoring conducted by head teachers had a positive impact on overall performance outcomes. This encompassed the implementation of effective instruction and review methods, meticulous oversight of instructors and students' academic progress, a comprehensive assessment strategy, thorough curriculum implementation, professional development programs for teachers, and fostering a collaborative work environment. In contrast, the study conducted by Candra et al.

(2020) revealed that there was no significant impact of principal leadership and the school environment on teacher performance.

Influence of Principals' Monitoring and Evaluation on TPAD

The study's findings indicate that both principals and teachers recognize the impact of principals' monitoring and evaluation on the Teacher Performance Appraisal and Development (TPAD) system in schools. These findings align with the research conducted by Odhiambo (2015), which revealed that the process of monitoring, evaluation, and feedback in performance appraisal serves the purpose of facilitating change by providing feedback on performance and offering opportunities for development and training. This activity is integral to the management of performance and is driven by the ongoing improvement standards of the organization. According to the findings of a survey conducted by Gichuhi (2019), it was seen that head teachers do not receive timely evaluations following friendly contact, which subsequently leads to teachers developing a negative opinion of the appraisal of their performance. In a study conducted by Kyakulumbye (2019), the impact of the appraisal system on employee performance in selected private schools in Uganda was examined. The study specifically focused on head teachers, deputies, and teaching staff. The findings revealed a robust and statistically significant positive correlation between appraisal feedback and staff performance. This suggests that an increase in the

frequency of appraisal feedback in schools is associated with improved staff performance.

Moreover, the results are consistent with the study conducted by Chidiebere, Ngozi, and Ifeoma (2015) that examined the impact of effective communication on organizational performance at Nnamdi Azikiwe University in Nigeria. The researchers concluded that organizations should adopt effective communication as a strategic tool for efficient organizational management. The study conducted by Ibrahim and Benson (2020) demonstrated that the implementation of monitoring systems for teachers' attendance at the beginning and conclusion of their duty resulted in increased teacher presence in schools. This, in turn, led to an increase in the amount of time teachers spent interacting with students during school hours. Additionally, the monitoring of teacher attendance in classrooms was found to positively impact the extent to which teachers were able to cover the syllabus. According to Muli's (2016) study conducted in Kitui West, a limited number of schools were found to actively engage in monitoring and evaluating the evaluation process, as well as providing feedback to their teachers.

Influence of Principals' Rewards and Compensation Recommendations on TPAD

The study findings indicate that both principals and teachers acknowledged the influence of Principals' Rewards and Compensation Recommendations on Teacher Performance Appraisal and Development (TPAD) in schools. The present findings provide support for the assertions made by Mwangi (2018), who conducted a study demonstrating that the implementation of performance-based compensation systems resulted in heightened levels of teacher motivation, ultimately leading to improved student academic outcomes. This finding is consistent with the research conducted by Mwangi and Njuguna (2019), which suggests that teachers express satisfaction with extrinsic incentives such as bonuses, salary, and allowances. Yamoah (2019) conducted an exploratory study examining the relationship between prizes provided to teachers and work performance in public schools in Ghana. The study found a statistically significant link between rewards and job performance. According to a study conducted by Nyakundi (2015), it was shown that rewards and recognition play a significant role in fostering and maintaining teachers' commitment to their profession. This finding is consistent with a previous study conducted by Musungu et al. (2016) at Vihiga secondary schools, which found that all head teachers in high-performing educational institutions employed prizes as a means to motivate their teachers.

The utilization of rewards was found to be a crucial component in the motivating approach aimed at enhancing and sustaining the academic achievement within the Vihiga District.

The results of this study align with the findings of Ndungu (2017), which demonstrated a statistically significant relationship between rewards, such as recognition of employees' contributions, and employee performance. According to Midimo (2017), the act of awarding teachers has been acknowledged as a means of motivating them. Additionally, Lusekelo (2016) conducted a study which found that ensuring timely payment of teachers' salaries, providing general teaching and hardship allowances, facilitating transportation to and from schools, and informing teachers about their rights are essential factors for enhancing teachers' motivation.

In a study conducted by Surbhi (2015), the impact of teachers' motivation on job satisfaction among secondary school teachers in Mumbai, India was examined. The findings of this study suggest that teachers should be motivated to establish targets and standards, assess their performance, and take necessary actions to enhance their performance by utilizing available resources collectively. These findings align with the present study, which aims to investigate the influence of teachers' motivation on the Teacher Performance Appraisal and Development (TPAD) process, which in turn affects their overall performance.

Nevertheless, the current study presents a contrasting perspective to the findings of Zatti (2019), which suggested that providing salary increases or financial incentives to select professionals did not effectively demonstrate appreciation for the teaching profession and its associated effort. Moreover, variations in the educational settings within schools contribute to differences in the outcomes attained in standardized assessments. Furthermore, according to Kohn's (2019) findings, there is little evidence to suggest that increased compensation leads to enhanced job performance. Furthermore, the study conducted by Thomas and Gabriel (2018) demonstrated that while financial rewards are not the primary drivers of motivation, they do enhance the motivational impact of other factors. The aforementioned findings by Kohn (2019), as well as Thomas and Gabriel (2018), are consistent with the conclusions drawn from a study conducted by Roland and Fryer (2019), which did not identify any significant correlation between awards and the performance of teachers.

TPAD Implementation

The results indicated that the primary objective of teachers' performance appraisal should be decision-making. The implementation of the appraisal system has led to enhancements in teachers' performance as well as overall academic achievement. Additionally, the appraisal process has contributed to the establishment of a positive school environment. The criteria employed in the appraisal system are

straightforward and comprehensible to both teachers and principals. Furthermore, teachers have demonstrated cooperation in the implementation of the Teacher Performance Appraisal and Development (TPAD) system. In their study, Kagema and Irungu (2018) conducted an analysis of teacher performance assessments and their impact on teacher performance within the context of Kenyan secondary schools. The results of their investigation revealed a significant relationship between teacher evaluation and teacher performance. The study's findings indicated that the utilization of appraisals has the potential to serve as a motivational tool for teachers, consequently leading to enhancements in students' academic achievements. In a study conducted by Nyamwaya and Okemwa (2019) on the impact of teachers' performance appraisal in public secondary schools in Nakuru town, Kenya, it was found that the primary objective of teacher performance assessment is to assist school administrators in making decisions regarding educators, in addition to facilitating their professional development.

The research findings indicate that the implementation of the Teacher Performance Appraisal and Development (TPAD) system in public secondary schools in Makueni sub-county, Kenya is influenced by the management practices of principals. These practices include the allocation of resources, the demonstration of effective leadership abilities, the implementation of monitoring and assessment mechanisms, and the provision of rewards and compensation. The

statistical significance of these impacts is established at a significance level of $p < 0.05$. Consequently, the study has reached the conclusion that there exists a notable impact of principals' management techniques on the growth of teachers' performance appraisal inside public secondary schools located in Makueni sub-county, Kenya.

Recommendations

The study proposes that there is a necessity for improved performance planning, more effective performance monitoring throughout the year, and a thorough examination of continuing feedback during the year. During the review process, it is imperative for TSC officials to allocate sufficient time for conducting thorough evaluations, while also ensuring that personal biases are minimized. Furthermore, there should be a significant focus on fostering employee growth and facilitating open and effective communication channels. Moreover, the study suggests that it is imperative for all educators, particularly top administrative personnel, to possess a comprehensive comprehension of the appraisal system. It is imperative for all individuals to possess a comprehensive comprehension of the objectives associated with the process. In the absence of such understanding, the process is susceptible to being characterized by a state of perplexity and a lack of confidence.

In order for teacher appraisal to provide optimal results, it is imperative that both teachers and TSC officials possess a comprehensive understanding of the system, including its merits and potential drawbacks. This knowledge is essential for the successful implementation and utilization of an efficient and productive performance appraisal system. Furthermore, the establishment of explicit performance criteria serves as a fundamental basis for the assessment procedure. In order to enhance the efficacy of the appraisal process, it is imperative to develop unambiguous objectives that may effectively ascertain appropriate teacher engagement. This will enable educators to ascertain the appropriate course of action to either sustain satisfactory performance or rectify unsatisfactory behavior. In conclusion, the study suggests that the appraisal process should be executed with proficiency and effectiveness in order to prevent the erosion of the system's trust. If teachers are not provided with the correct message, their positive activities and attributes will not receive support, and negative work habits will not be rectified.

Suggestions for Further Research

This study aimed to investigate the impact of principals' management methods on the growth of teachers' performance appraisal in public secondary schools located in Makueni sub-county, Kenya. The study exclusively concentrated on a certain geographic region, namely Makueni sub-county. It is imperative to duplicate these findings in several geographical areas in order to conduct a comparative analysis and ascertain the strength and validity of the conclusions, recommendations, and formulation. There is a pressing requirement to undertake a comprehensive study that specifically examines the obstacles encountered during the implementation of

the Teacher Performance Appraisal and Development (TPAD) system in publicsecondary schools within the context of Kenya.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Eunice Mwikali Peter,

P.O. Box 1457

Nairobi, Kenya.

25th January, 2023.

Dear Respondent,

RE: DATA COLLECTION

I am a student at University of Nairobi currently undertaking a study to fulfill the requirements of the Award of Masters of Educational Administration. The topic is: **“influence of principals’ management practices on teachers’ performance appraisal development in public secondary schools in Makeni sub-county”**. Please allow me to collect data. I would largely appreciate your participation as you have been randomly selected by answering all the questions honestly and completely. Your identity will be treated with extreme confidentiality while the findings will only be used for academic purpose. You are required to participate voluntarily as no one will be coerced. Kindly spare a few minutes to complete the questionnaire.

Thank you.

Yours Faithfully,



Eunice Mwikali Peter.

APPENDIXII:QUESTIONNAIRE(For Teachers)

Kindly tick appropriately and do not include any personal information. Part A:

Demographic characteristics

1. What is your Gender? Male () Female ()
2. What is your age bracket? Below 30 years () 30-39 years () 40-49 years () 50-59 years () 60 years and above ()
3. Please indicate your level of education: P1 () Diploma () BEd () Postgraduate () PhD () Others specify _____
4. Indicate your work experience: Less than 5 years () 6-10 years () 11-15 years () 16-20 years () 21 years and above ()

PART B: Principals' Provision of Resources and TPAD

5. Kindly tick appropriately: 5= Strongly Disagree, 4=Disagree, 3=Neutral, 2=Agree, 1= Strongly Agree

Resources	5	4	3	2	1
The school has sufficient physical resources					
There is adequate human resources in the school					
The financial resources in the school are enough to cater for the day-to-day running					
There is provision of ICT in the school					
The school is free from outside forces and interruptions					

6. Any other comments regarding influence of Principals' provision of resources on TPAD in Makueni sub-County, Kenya?

PART C: Principals' Leadership skills and TPAD

7. Kindly tick appropriately 5=Strongly Disagree, 4=Disagree, 3=Neutral, 2=Agree, 1= Strongly Agree

Leadership skills	5	4	3	2	1
The principal inspires positive change to the teachers					
Involvement of teachers in school decision making improves teacher motivation and commitment hence improves school performance					
The principal organizes induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers.					
The principal organizes workshop as a means of improving teachers' skills, competencies and enhancing their professional growth					

8. Any other comments regarding influence of principals' leadership skills on TPAD in Makueni sub-County, Kenya?

PART D: Principals' Monitoring and evaluation and TPAD

9. Kindly tick appropriately:5= Strongly Disagree, 4=Disagree, 3=Neutral, 2=Agree, 1= Strongly Agree

Monitoring and Evaluation	5	4	3	2	1
The principal creates open discussion during post appraisal conference to evaluate and reach consensus and set future plan of action					
The school provides remedial action maintenance and developmental approach at post performance appraisal					
Teachers get adequate feedback on their performance based on performance appraisal form from the principal					
Monitoring and evaluation helps inform the teachers about the extent to which set objectives have been met, how well one has done and the improvement needed					

10. Any other comments regarding influence of monitoring and evaluation on TPAD in Makueni sub-County, Kenya?

PART E: Principals' Rewards and Compensation Recommendations and TPAD

11. Kindly tick appropriately:5= Strongly Disagree, 4=Disagree, 3=Neutral, 2=Agree, 1= Strongly Agree

Rewards and Compensation	5	4	3	2	1
Best performing teachers are promoted by the school					
Teacher's rewards are varied to satisfy both the immediate needs and long impression of the workers.					
Motivation makes the teachers put out most effort in their work and lead to better Academic Performance					
Steps are taken to determine the efficacy of the mechanism of reward management and to ensure they represent the changing needs					

12. Any other comments regarding influence of principals' rewards and compensation recommendations on TPAD in Makueni County, Kenya?

PART F: TPAD

13. Kindly tick appropriately:5= Strongly Disagree, 4=Disagree, 3=Neutral, 2=Agree, 1= Strongly Agree

TPAD Implementation	5	4	3	2	1
The appraisal criteria used in the school is easy and understandable by both teachers and principals					
The major teachers' performance appraisal purposes should be for making decision					

Teachersarecooperative inappraisalsystem					
Theappraisalsystemhasimprovedtheperformanceof teachersandoverallacademic performance					
Theappraisalhasresulted togoodschool environment					

14. Please give suggestions/recommendations regarding influence of leadership skills on TPAD in Makueni sub-County, Kenya?

THANKYOUFORYOUR PARTICIPATION

APPENDIXIII:INTERVIEWGUIDE(ForPrincipals)

1. In your opinion, do you think the school has sufficient resources? (*Probe for the major resources that the school lacks and what the government is doing about it*)
2. What leadership skills do you consider when recruiting principals? (*Probe for the best criteria in selection of principles and qualifications used*)
3. TSC introduced TPAD to ensure feedback and evaluation of performance of teachers. To what advantage is it to teachers? (*Probe for the teachers positive or negative feedback in filling the TPAD forms and why?*)
4. What has the TSC put in place to reward and compensate teachers with exemplary performance either in class or co-curricular activities so as to boost their morale? (*Probe for how the schools are categorized when rewarding teachers in respect to the environmental factors*)
5. Has the TPAD resulted to improvements in schools' performance? (*Probe for what TSC is doing to improve the meaningfulness of TPAD in schools*)

Thank you for your time and participation


APPENDIX IV: INTERVIEW GUIDE (For TSC Sub-County Director)

1. In your opinion, do you think the school has sufficient resources? (*Probe for the major resources that the school lacks and what the government is doing about it*)
2. What leadership skills do you consider when recruiting principals? (*Probe for the best criteria in selection of principles and qualifications used*)
3. TSC introduced TPAD to ensure feedback and evaluation of performance of teachers. To what advantage is it to teachers? (*Probe for the teachers positive or negative feedback in filling the TPAD forms and why?*)
4. What has the TSC put in place to reward and compensate teachers with exemplary performance either in class or co-curricular activities so as to boost their morale? (*Probe for how the schools are categorized when rewarding teachers in respect to the environmental factors*)
5. Has the TPAD resulted to improvements in schools' performance? (*Probe for what TSC is doing to improve the meaningfulness of TPAD in schools*)

Thank you for your time and participation


APPENDIXV:NACOSTI PERMIT

Republic of Kenya
National Commission for Science, Technology and Innovation
Ref No: **288441**



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.
Date of Issue: **25/March/2023**

RESEARCH LICENSE




This is to Certify that Ms. EUNICE MWIKALI PETER 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 Makueni on the topic: INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS' PERFORMANCE APPRAISAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN MAKUENI SUB-COUNTY, KENYA for the period ending : 25/March/2024.

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Applicant Identification Number: **288441**

Walter Kimani
Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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APPENDIXV:LETTEROFAUTHORIZATION