

**INFLUENCE OF TEACHERS' PERFORMANCE AND APPRAISAL  
DEVELOPMENT (TPAD) ON JOB PERFORMANCE IN PUBLIC  
SECONDARY SCHOOLS IN KIKUYU-SUB COUNTY, KENYA**

**Kanake Lucyline Karimi**

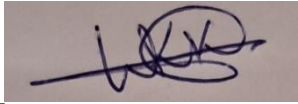
**A Research Project Submitted in Partial Fulfillment of the Requirement  
for the Award of Degree of Masters of Education in Education  
Administration.**

**University of Nairobi**

**2023**

## DECLARATION

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



---

Lucylane Karimi Kanake

E55/89941/2016

This research project was submitted for examination with our approval as university supervisors.



---

Dr. Susan Chepkonga

Senior Lecturer

Department of Educational Management Policy and Curriculum Studies

University of Nairobi.



---

Mr. Edward Njenga Kanori

Lecturer

Department of Educational Management, Policy, and Curriculum Studies

University of Nairobi.

## **DEDICATION**

This research project is dedicated to my lovely husband Jeremiah Obwogi Ongeru for his invaluable moral and financial support as well as encouragement to pursue this course and my dear mother Isabella Kaindi.

## **ACKNOWLEDGEMENT**

I desire to candidly register my appreciation to the people who contributed significantly to the completion of this study. I sincerely acknowledge our God awarding me knowledge, perseverance and a bliss of health during my course of investigation. My unlimited indebtedness goes to my dear supervisors, Dr. Susan Chepkonga and Mr. Edward Njenga of the University of Nairobi for committing themselves tirelessly to give professional guidance, well-timed feedback, healthy critiques, and encouragement throughout my study. I also acknowledge the unending support given to me by my workmates and the teachers within Kikuyu sub-county for their willingness to respond to the questionnaires during the study. Finally special thanks to the area SCDE for her valuable information that formed and developed the study and consent to research in the area.

## TABLE OF CONTENTS

DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	viii
LIST OF FIGURES .....	x
LIST OF ABBREVIATIONS & ACRONYMS .....	xi
AFL     Assessment for Learning .....	xi
GPE     Global Partnership for Education .....	xi
ILSA    International Large-Scale Assessment .....	xi
KCSE    Kenya Certificate of Secondary Education .....	xi
KNUT    Kenya National Union of Teachers .....	xi
KUPPET.   Kenya Union of Post Primary Education Teachers .....	xi
MET     Measures of Effective Teaching .....	xi
MoE     the Ministry of Education .....	xi
NLSA    National Large-Scale Assessment .....	xi
P.A.     Performance appraisal .....	xi
PCK     Pedagogical Content Knowledge .....	xi
SABER   Systems Approach for Better Education Results .....	xi
TIC     Teachers Innovatively in China .....	xi
TNP     The New Teacher Project .....	xi
TPAD    Teacher Performance Appraisal Development .....	xi
TPD     Teacher Professional Development .....	xi
TSC     Teachers Service Commission .....	xi
W.B.    World Bank .....	xi
ABSTRACT .....	xii
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Background to the Study .....	1

1.2 Statement of the Research Problem .....	8
1.3 Purpose of the Study .....	10
1.4. Objectives of the Study .....	10
1.5 Research Questions .....	10
1.6 Significance of the Study .....	11
1.7 Limitations of the Study.....	12
1.8 Delimitation of the Study .....	12
1.9 Assumptions of the Study .....	12
1.10 Definition of the Significant Terms .....	13
1.11 Organization of the Study .....	14
CHAPTER TWO .....	16
LITERATURE REVIEW .....	16
2.1 Introduction.....	16
2.2 Concept of Job Performance .....	16
2.3 Concept of Teacher Performance Appraisal and Development (TPAD).....	18
2.4 Teachers' Professional Knowledge application Influence on Job Performance .....	19
2.5 Teachers' Time Management Effects on Teachers' Job Performance .....	22
2.6 Learners' Progress Influence on Teachers' Job Performance .....	25
2.7 Creativity and Innovation Influence Teachers' Job Performance.....	28
2.8 Summary of the Literature Review .....	31
2.9 Theoretical Framework.....	32
2.10 Conceptual Framework.....	33
CHAPTER THREE .....	35
RESEARCH METHODOLOGY .....	35
3.1 Introduction.....	35
3.2 Research Design.....	35
3.3 Target Population.....	35
3.4 Sample Size and Sampling Procedures.....	36
3.5 Research Instruments .....	37
3.6 Validity of Instruments .....	38

3.7 Reliability of the Instruments.....	39
3.8 Data Collection Procedure .....	40
3.9 Data Analysis Techniques.....	40
3.10 Ethical Considerations .....	41
CHAPTER FOUR.....	42
FINDINGS AND DISCUSSIONS .....	42
4.1 Introduction.....	42
4.2 Questionnaire Response Rate .....	42
4.3 Demographic Characteristics .....	44
4.4 Appraisal of Teachers’ Professional Knowledge Application and Teacher Job Performance .....	53
4.5 Appraisal of Teachers’ Time Management Concerning Teachers’ Job Performance .....	62
4.6 Appraisal of Learner’s Progress and its Impact on Teachers’ Job Performance .....	68
4.7 Appraisal of Teachers’ Creativity and Innovation in Teaching and Its Influence on Job Performance. ....	73
4.8 Correlation Study .....	78
CHAPTER FIVE .....	82
SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY .....	82
5.1 Introduction.....	82
5.2 Summary of the Study .....	82
5.3 Summary of the Findings.....	85
5.4 Conclusion of the Study.....	87
5.5 Recommendation of the Study.....	88
5.6 Suggestions for Further Study .....	90
APPENDICES .....	98
Appendix I: Letter of Introduction.....	98
Appendix III: Questionnaire for Teachers .....	101
Appendix IV: Interview Schedule for SCDE, Principals and Deputy Principal.....	107
Appendix V: Research Permit .....	110

## LIST OF TABLES

Table 3. 1: Sample Size .....	36
Table 4. 1: Questionnaires Response Rate .....	42
Table 4. 2 Age of Respondents.....	45
Table 4. 3: Gender of Respondents .....	46
Table 4. 4: Academic Qualification of the Respondents .....	48
Table 4. 5: School Category for Respondents .....	49
Table 4. 6: Experience as a Teacher .....	50
Table 4. 7: Experience as an Administrator .....	52
Figure 4. 1: Appraisal of Content Masterly .....	54
Table 4. 8: Appraisal of teaching resources leading to job performance .	55
Table 4. 9: TPAD Inquiry on Teaching Aids .....	56
Table 4. 10: Response on Appraisal of professional knowledge on Teachers’ Performance.....	57
Table 4. 11: Mitigate Professional Gaps due to Undertaking Appraisal ..	60
Table 4. 12: TPAD Influence on Teacher's Time Management .....	62
Table 4. 13: Time Management Skills Improved Due to Emphasis in TPAD	63
Table 4. 14: Appraisal of Time Management Skill in Relation to Performance	65
Table 4. 15: Appraisal of Learners Progress .....	68
Table 4. 16: TPAD Enable Teachers to Carry Learners Assessment.....	69



Table 4. 17: Appraisal on Learners Progress in Relation to Job Performance	70
Table 4. 18: Teacher Exposure to Dynamic Teaching Method.....	74
Table 4. 19: TPAD Developed Teachers' Interest in Integrating ICT In Teaching	74
Table 4. 20: TPAD appraisal on creativity and innovation on job performance	75
Table 4. 21 : Correlation Matrix.....	78

## LIST OF FIGURES

Figure 2. 1: Conceptual Framework .....	34
Figure 4. 1: Appraisal of Content Masterly .....	54

## **LIST OF ABBREVIATIONS & ACRONYMS**

AFL	Assessment for Learning
BOM	Board of Management
GPE	Global Partnership for Education
ICT	Information Communication Technology
ILSA	International Large-Scale Assessment
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNUT	Kenya National Union of Teachers
KUPPET.	Kenya Union of Post Primary Education Teachers
MET	Measures of Effective Teaching
MoE	the Ministry of Education
NLSA	National Large-Scale Assessment
P.A.	Performance appraisal
PCK	Pedagogical Content Knowledge
SABER	Systems Approach for Better Education Results
SCDE	School of Continuing and Distance Education
TIC	Teachers Innovatively in China
TNP	The New Teacher Project
TPAD	Teacher Performance Appraisal Development
TPD	Teacher Professional Development
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
W.B.	World Bank

## ABSTRACT

The Research study intended to ascertain how teachers' job performance in public secondary schools in Kikuyu Sub-County, Kenya, was influenced by the growth of the evaluation of their work performance. The study aimed to determine how well instructors in public secondary schools in Kikuyu Sub-County were rated on their professional expertise, time management, learners' development, and originality and innovation. The Researcher expected to accomplish the listed objectives, To evaluate the impact of professional knowledge on teachers job performance, to find out how time management impacts the job performance of teachers, To probe how student progress influence the job performance of teachers, To ascertain the extent to which creativity and innovation of tutors in public secondary schools in Kikuyu sub-county influence their profession. From the literature review, educators ought to master their duties, professionalism and employ creative and innovative instructional method by all means so as to meet appraisal standards. There is an irreplaceable need to incorporate Professional Development in teacher training. Consequently, instructors must be appraised to ensure they apply special skills, improved knowledge and practice, timekeeping, creativity, and innovation in educating learners. The study used a descriptive survey research design whereby 18 public secondary schools in Kikuyu Sub County were targeted with 18 principals, 20 deputy principals, 456 teachers, and 1 SCDE making up the target population. The study sample size involved 30% of every population targeted in all the categories apart from the SCDE. The only SCDE within the area was chosen by use of purposive sampling technique, Stratified sampling was conducted for principals and deputy principals, while Random sampling was applied to hand-pick the instructors to fill the questionnaires. The research instruments used were interview schedules and questionnaires after their reliability and validity was proven. Data analysis and processing was done by use of application of SPSS version 22 after which descriptive statistics were utilized to compile the results. On the and recommendations, The researcher established that instructors' job performance is positively impacted by TPAD appraisals of their professional knowledge and application, learners' growth, time management, creativity and innovation. These findings implied that the teachers in the teaching fraternity need to improve their profession expertise, by use of innovative and creative instructional methods and assessment processes so as to comply with the demands of the appraisal tool. There is an implication that when teachers manage their time properly their performance greatly improves as learners are given more time with their teachers. The researcher recommends that TSC should bring forums to help teachers mitigate the gaps identified after appraisal. Such forums should be free of charge to encourage more teachers to register based on their needs. The researcher also suggests further study on the influence of teacher professional development courses on practical implementation of TPAD.

# **CHAPTER ONE**

## **INTRODUCTION**

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

One of the crucial goals of every nation is to offer excellence education system to all citizens. An educator significantly influences the quality of education that students get. Teacher evaluation is one method of ensuring that students receive a high-quality education. The process gives feedback that aids in improving the learning and teaching processes. Nyongesa (2018) describes performance assessment as analyzing an employee's or employees' competence on a specific task and deciding their professional progress. In accordance with these criteria, appraisal systems must have the following elements that must be consistent with the expectations, and the appraisal must permit employee feedback and have a clear performance assessment as a technique for measuring staff's efficiency to identify and fix shortcomings in their productivity. This is in relation to the organizational learning theory (Aloo et al., 2017). This idea focuses on the generation of knowledge and its use inside an institution. Human interactions, such as recognizing and correcting mistakes, are one method by which knowledge is obtained. Teacher evaluation provides opportunities for the identification of instructional gaps that, when filled, can result in an improvement in education sector. Over a period of time, practitioners and researchers have remained engrossed in assessing human performance (Millers, 2009), as mentioned by Ogbulogo (2014). "This has resulted in the adoption of performance assessment in educational institutions as a methodical procedure for identifying the worth

and value of a teacher's present performance and predicting their prospective level of performance with future growth” (Ogbulogo, 2014).

Performance appraisal (P.A.) is a vital tool that is being applied by organizations to develop human resources and improve performance. According to (Dorothy & Bonn 2017), quoted by Osati (2019), P.A. is a unceasing process of developing and accessing the performance of the workers as well as ensuring that their performance aligns with specific objectives such as job knowledge, reliability, creativity, innovation and goals of the organization for example; quality, quantity, and timeliness. (Ahmed & Bujang, 2013), quoted by Osati (2019), further defines (P.A.) as a process of evaluating an employee's behaviour as a shared process of using a matrix perspective and not a undeviating perspective. Many organizations are focusing on measuring human performance over time (Iraki, 2013), which has resulted in performance appraisal gaining popularity as a tool for determining teachers' performance in the education sector across the globe. In a school setup, this has become a formally structured interaction periodically between a supervisor and a subordinate. This way, feedback can be acquired and used to identify performance gaps then recommendations for improvement are made.

The Teacher Service Commission (TSC) has established performance appraisal in teaching as a technique for education transformation ever since 2016 (the Republic of Kenya, 2017). Kagema & Irungu, (2018) denotes that TPAD is facilitating a successful, sustainable developmental performance of teachers in public schools. The implementation of TPAD has the role of

appraising and giving feedback on teachers' performance (TSC, 2018). However, the system is being reprimanded for failing to promote teachers' performance (TSC, 2016). This is regardless of the fact that the assessment instrument is still being enhanced ever since 2019, particularly through the reduction of the previous seven competency areas to only five. Many scholars term teacher assessment as fault-seeking exercise instead of seeing it as an advisory-gearred process (Tumusiime et al., 2022). This presents a poor impression of people assigned with rating instructors, resulting in an ill blood influence between teachers and those responsible for performing the appraisal. Teachers are resentful of inspectors because they perceive them as faultfinders.

Previous researchers have come up with various findings on the influence of teacher performance assessment, with varying results. For example, Joash, Ajowi, and Aloka (2017) “performed a study on the impact of teacher performance appraisal and its value in the improvement of teacher performance.” It was proven to underscore teachers’ negative attitude towards TPAD and lack of faith in its effectiveness. Gichuki (2015) conducted another study on teachers' opinions on the efficiency of the performance assessment classification in public secondary schools in Gilgil and Naivasha Districts. Equally, the same vibe was traced among the teachers. Alube (2015) has conducted a study on the variables impacting the deployment of evaluation systems in the Homa-Bay constituency. In Alube study, the theme of misunderstanding TPAD operations is quite apparent which gives the basis of this study carried out in Kikuyu sub-county.

Internationally performance appraisal is a historical concept that originated from the Wei dynasty of China (A.D. 261-625). The rater appraised the performance of dynasty members by observing individual qualities in the African Journal of emerging issues (Chirchir & Letangule, 2021). The same scenario occurred in Ireland, where legislators were appraised using the same individual qualities and elements of appraisal, namely professional knowledge, creativity, time management, and adaptability to the ever-changing world (Aijaz, 2019). As a result, the performance appraisal has gained traction even in the international community. In the United States of America, student appraisal greatly influences teachers' appraisal in the education sector. In Canada, the performance appraisal of teachers is used to ascertain their professional knowledge and skills.

In Africa, a World Bank (2007) report indicates that appraisal approaches are usually carried out as open systems in Zambia and Egypt. Their appraisal methods are open to critical analysis, a move that has resulted in the filing of legal cases to stop the implementation of the system. In Uganda, however, it has yielded positive results, as Muwanguzi (2006) stated in his study on appraisal systems of teachers' performance in Uganda. They utilize the most recent regulations and laws to initiate many education reforms. This has made the system popular and improved learners' academic results. This is due to incorporating the following elements of active teaching, relation-building skills, and adaptability.



The Kenyan government, in cooperation with the World Bank (W.B.) and the Global Partnership for Education (GPE) through the Teachers Service Commission (TSC) and Ministry of Education (MoE), is dedicated to enhancing the eminence of education. This led to the birth of the Teacher Performance Appraisal and Development (TPAD) in January 2016. TPAD consists of five elements of teaching and learning areas. It allows teachers to evaluate their performance and initiate professional development (Onyango, 2020). TPAD identifies performance gaps and supports teachers' professional development. He recommended that a teacher guarantee a good syllabus by completing all courses as scheduled by the school, and recuperation logs must be kept. The Teacher Service Commission (TSC) established it as a technique for education transformation ever since 2016 (the Republic of Kenya, 2017). According to (Makori & Owuor, 2018), this move by TSC has not achieved its objectives since it was strongly opposed by the two giant teachers' unions, KNUT and KUPPET. They termed it as a tool for teachers' distraction and frustration. Other scholars (Macharia & Khatete, 2020) posit that TPAD can identify performance gaps for mitigation that can translate into improved performance. (Njoroge 2018) observed that there is teacher intimidation in TPAD implementation since teachers are required to commit to its demands. Machio (2017) in his study denoted that most principals have inadequate knowledge to implement the evaluation system. Hence it's a failure to address the teacher's needs. Arguably TPAD has become unpopular among teachers nationally even though Kagema and Irungu (2018) denote that TPAD facilitates a successful, sustainable developmental performance of teachers in

public schools, However, the system is being reprimanded for failing to promote job performance (TSC, 2016). This is even though the assessment instrument has been enhanced since 2019, mainly by reducing the previous seven competency areas to only five. According to Tumusiime et al. (2020), many academics still maintains that teacher appraisals are geared towards seeking the faults in teachers rather than advising them. Previous studies on the effects of teacher performance evaluation has had varying degrees of success. Muganga and Ssenkusu did an inquiry in 2019 on the influence of teacher performance evaluation and its effect on work performance. It was proven to underscore teachers' negative attitudes towards TPAD and lack of faith in its effectiveness. Didinya et al. (2018) conducted another study on teachers' opinions on the efficiency of the performance assessment classification in public secondary schools in Hamisi in Vihiga County. Equally, the same vibe was traced among the teachers. Ibrahim and Benson (2020) conducted a study on the variables impacting the deployment of evaluation systems in Nyandarua south sub-county. In this study, the theme of misunderstanding TPAD operations is quite apparent. Arguably TPAD has become unpopular amongst teachers nationally. This investigation sought to evaluate the level to which appraisal of a teacher's professional knowledge, learner's progress, teacher time management, and teacher creativity and innovation influence their performance in public secondary schools in Kikuyu sub-county Kiambu County, Kenya. It examined the impact of TPAD on teacher performance in these institutions, particularly since it has been

perceived that a large number of the teachers in Kiambu County only participate in TPAD because it is mandatory from TSC.

Teachers from Kikuyu Sub County had further depicted that TPAD and teachers' job performance are non-relational. Tentatively, they have only been taught how to fill it and <sup>not</sup> how to use it as a tool of professional improvement, which has resulted in TPAD being unpopular within the sub-county. Kikuyu Sub County's KCSE mean score has been under the expected average mean score for the last three years despite aggressive TPAD implementation (Onyango, 2020). In 2019 Kikuyu sub-county KCSE mean score was 5.744 points, while in 2020, it was 5.748 points based on the possible maximum mean score of 12 points. Onyango (2020), Kiambu County's mean score in 2019 was 4.389 points, and in 2020 was at 4.438 points (Kikuyu Sub-County Office). This is also measured against the possible maximum mean score of 12 points. Arguments that TPAD does not add value to learners' and teachers' performance have thus been rampant. Administrators in Kikuyu Sub County view it as a time and resource consumer. Consequently, this leaves a knowledge gap on whether the introduction and implementation of TPAD have influenced teacher performance in the Kikuyu sub-county. This paper's primary purpose was to investigate the performance credibility of the existing performance evaluation system in Kikuyu Sub-County, Kiambu County, Kenya.

## **1.2 Statement of the Research Problem**

In the absence of an acceptable and effective evaluation framework, there's a tendency for low productivity to emerge combined with other negative effects. This is a guarantee that employees' performance diminishes in the absence of effective appraisal parameters. TSC Act (2012) directs the commission to evaluate teachers' performance and ethics, moreover, it authorizes it to carry out curriculum implementation audit from the institutional level (Osendo, 2019) The performance appraisal's purpose is to examine and advance the standards of learning and teaching processes by use of an universal appraisal method. The end result is to evaluate learners and their teacher's performance while promoting professional development to attain superior learning outcomes. (Teachers Service Commission, 2018)

Kenya has identified teacher assessment as one method for improving teacher performance. This may result in the citizenry's academic, economic, social, and technological transformation as a goal of Kenya's 2030 agenda (Nyongesa, 2018). According to Kagema & Irungu (2018) as quoted by Seroney (2021) the goal of TPAD was to promote effective, developmental, and maintainable teacher productivity for improved learning results even though most of teachers found it punitive. Teachers job performance and dissatisfaction is influenced by TPAD unclear policies and reward mechanisms (Kagema & Irungu, 2018) Consequently, a large number of teachers in Kikuyu sub-county condemn TPAD for not being useful in enhancing their professional knowledge or even learner performance (Onyango, 2020) This means that there is a gap as teachers may not

be knowledgeable about TPAD's influence and relation to teacher and learner performance. Teachers may need help to execute their activities through the appraisal. As sometimes, tutors need help to improve their professionalism (Kagama & Irungu, 2018).

According to Tumusiime (2022), Kikuyu sub-county KCSE performance has not been improving significantly despite the continuous aggressive and supervised implementation of TPAD (Onyango, 2020). In 2019 Kikuyu sub-county KCSE mean score was 5.744, while in 2020, it was 5.748 based on the possible score of 12 points. Kiambu County 2019 was 4.389, and in 2020 was 4.438; that is below average despite the implementation of TPAD, and the performance is still dropping rather than rising. Conferring to Tumusiime (2022), in his study in Kikuyu sub-county, since he also agrees that TPAD is a tool for instructional leadership that can be tailored to help teachers as individuals who do not have clear enough to allow the teachers improve their professional knowledge. This means there is a gap as teachers may not be knowledgeable about TPAD's influence and relation to teachers' and learners' performance. Teachers need help to execute their activities through the appraisal system. This can improve their professionalism, time management, creativity, and innovation, as depicted by Kagama and Irungu (2018).

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

This researcher aimed to determine how teachers' job performance and appraisal development influenced their performance in public secondary schools in the Kikuyu sub-county as measured by learner progress evaluations.

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

The objectives of the study to be achieved were as follows,

- i) To evaluate the impact of teacher appraisal of their professional knowledge on work performance in Kenya's public secondary schools in Kikuyu Sub-County.
- ii) To investigate how appraisal on time management affects the productivity of teachers in Kikuyu Sub-County, Kiambu County, Kenya.
- iii) To ascertain how evaluating students' progress affects teachers' performance in public secondary schools in Kikuyu Sub-County, Kenya.
- iv) To determine how teachers' job performance is impacted by assessments of their creativity and innovation in public secondary schools in Kikuyu sub-county, Kiambu County, Kenya.

### **1.5 Research Questions**

- i) How does the appraisal of professional knowledge impact teachers' job performance in public secondary schools in Kikuyu sub-county, Kiambu County?
- ii) How much does the appraisal of time management affect teachers' job performance in public secondary schools in Kikuyu sub-county, Kikuyu County?

- iii) To what level does the appraisal of Learners' progress influence teachers' job performance in public secondary schools in Kikuyu sub-county, Kiambu County, Kenya?
- iv) To what scope does the appraisal of creativity and innovation influence teachers' job performance of teachers in public secondary schools in Kikuyu sub-county, Kiambu County?

### **1.6 Significance of the Study**

The investigation's discoveries will be valuable to a variety of parties in the Kikuyu sub-county who can enhance their implementation strategy of TPAD strategy in the Kikuyu sub-county namely: TSC (Teachers Service Commission), MoE (The Ministry of Education), School administration, teachers, students, guardians, and researchers. The findings will provide insights to the TSC Kikuyu sub-county on the possible implementation insights of the TPAD that will help the teacher to change their perspective on how they view TPAD as a tool of evaluation and professional development.

According to Tumusiime (2022), the Kikuyu sub-county Ministry of Education (MOE) may further use this investigation's deductions to implement ICT integration strategies in public secondary schools to improve the education processes. This will promote the professional supervision of programme implementation in public secondary schools in the Kikuyu sub-county. The outcomes of this investigation will assist in eliminating a particular void in relation to the literature pertaining the advantages and advancement of TPAD tool.

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

This study was restricted to the public secondary schools in the Kikuyu sub-county because only public schools have TPAD and because of time and cost constraints. The research only took place in a public secondary school in Kikuyu Sub-county. The research was limited because some respondents may have given biased responses.

### **1.8 Delimitation of the Study**

Delimitation of this research denoted the elements to be covered during the study. This research was bound to public secondary schools within the Kikuyu sub-county, excluding their private counterparts within the sub-county since they do not use the model of TPAD to appraise the tutors teaching in the private schools.

### **1.9 Assumptions of the Study**

Some of the basic presumptions of the study were as follows,

- i) Teachers are faced by immense challenges in implementing the TPAD standards to improve performance in public secondary schools within the Kikuyu sub-county.
- ii) The SCDE, Principals, Deputy Principals, and teachers will provide reliable information on TPAD implementation in public secondary schools within the Kikuyu sub-county.
- iii) The SCDE, Principal, Deputy Principals, and teachers are well versed and dedicated to TPAD so that they can establish and address issues



arising from TPAD implementation as a performance-gearred tool in public secondary schools within the Kikuyu sub-county.

### **1.10 Definition of the Significant Terms**

Substantial terms were defined as below

**Appraisee** is a person undergoing evaluation through the TPAD procedure.

**Feedback** is information about the reactions to the TPAD's performance and implementation.

**Instructional Supervision** is the continuous process of observation and provision of feedback done by the appraiser to the appraisee, depending on the school's practices.

**Job performance** measures teacher job satisfaction, attitudes, commitments, and behaviour in a teaching and learning environment, eventually contributing to achieving learners' educational goals.

**Performance feedback** refers to an interactive process of information exchanged concerning the targeted performance versus the performance exhibited.

**Performance Management Practices** are unceasing activities and processes by which the institution aligns resources, teachers, and other systems to accomplish specific objectives.

**Teacher Appraisal** denotes the formal procedures in place to occasionally assess all the teaching competencies, capacities, and teacher performance.

**Teacher Appraisal** denotes the formal procedures that are in place in order to occasionally assess all the teaching competencies, capacities, and teacher performance.

**Teacher Competencies** signify a teacher's knowledge, skills, experiences, attitude, values, and experiences that promote performance.

**Teacher Evaluation** implies a systematic reviewing procedure for the teachers' job performance that provides constructive feedback aimed at the teachers' professional growth

**Teacher Performance Appraisal** denotes the evaluation and review of the individual educator's capabilities to make a valuable conclusion about performance.

**Teacher Performance Appraisal Development (TPAD)** is an assessment tool commissioned by TSC to assess teacher effectiveness.

**The appraiser** is the individual undertaking the teacher evaluation as per the TPAD system.

**TPAD Key Stakeholder** indicates the key implementers of TPAD in institutions.

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

The research was logically divided into five parts. Chapter one of the study contains the background information, the problem statement, the study's purpose, goals, research questions, significance, underlying assumptions, limitations, delineations, and definitions of key terms. Chapter two contains a summary of the literature review. The introduction of this part presents and familiarizes the research concept of appraisal in organizations. This included how it has taken root in education, primarily as TPAD in Kenya. The study methodology, together with the research design, target population, sample size and sampling method, research instruments, instrument validity and reliability,

data collection procedures, and data analysis methodologies, are all included in section three. Data analysis and a presentation of the results are included in chapter four. The summary of the results, the conclusions, and recommendations for additional research areas will be included in section five. The references section is where the researcher lists all the allusions to be used in support of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

performance in public secondary schools. This revolves around the teacher's professional knowledge, time management, learner progress, creativity, and innovation as the basis of the teaching standards to be maintained. It includes a summary of the literature review, theoretical and conceptual framework.

#### **2.2 Concept of Job Performance**

Job performance denotes how individuals accomplish and dispense their professional duties. It's impacted by skills training and natural ability, which include but are not limited to inherent dexterity and workplace environment factors. There are numerous determinants of teachers' job performance behaviour, including aptitude, perception, subject dexterity, classroom practices, individual qualities, the school culture, and overall mental ability. However, four significant factors significantly impact the teachers' job performance: They include, teacher professional knowledge, management of time, learner's progress and their creativity and innovativeness assessment (Xianhan et al., 2022).

Systems for evaluating teachers have drawn interest from academics all across the world because they aim to help ensure the delivery of high-quality education. The United States of America can be regarded as the architect of teacher evaluation schemes, with many nations currently adopting this practice (Ibrahim & Benson, 2020).

Egypt, Singer (2020) which determines the teacher's job performance have attracted scholars' attention globally as they intend to contribute to the achievement of high-quality education. Many countries are currently embracing teacher evaluation, where the United States of America can be rated as the initiator of teacher evaluation models executor. In China, the use of pay to improve teacher performance was introduced in 2009. It was to compensate teachers based on the workload and the contribution that they offered to the school. Teachers' performance was generally improved by rewarding them with 70% basic salary and 30% incentive allowances under the new teacher evaluation pay scheme. A move that improved their job morale.

According to the findings of Khumalo (2018), highly motivated instructors are more satisfied with their jobs and perform better than their less motivated peers. Regarding motivation, the results imply that a combination of internal and extrinsic variables impacts educators' inspiration. Working conditions, job stability, and anticipated career prospects were necessary contributing variables. Onyango (2020), explains the role played by in-service teacher training in Kenya as crucial and critical as it assists teachers in acquiring the needed attitude, skills and knowledge for the instructor, unlike when no in-service training was provided. Job performance has overtime improved due to continuous teacher training. With an aim of improving the quality of learning, assessment and teaching in Kenya, a new TPAD tool was developed in 2015/2016 so as to allow the monitoring of teachers' attendance, the extent of timely syllabus completion, proficiency, learners performance, creativity and innovation, enshrined in ICT integration to enjoin the 21st century technology.

### **2.3 Concept of Teacher Performance Appraisal and Development (TPAD)**

Teacher appraisal systems have attracted scholars' attention globally as they intend to contribute to achieving high-quality education. Many countries embrace teacher evaluation, and the United States of America can be rated as the inventor of the teacher assessment model's executor. To improve the quality of teaching, a new TPAD tool was developed in Kenya in 2015/2016. It allows the monitoring of teachers' attendance, the extent to which the syllabus is covered, assesses the performance of learners, educator's innovativeness and creativity and looks into the relationship between these key areas and ICT integration in the whole process.

Kenyan Education sector introduced TPAD so to focus on the areas that are essential in the development and assessment of performance. These include innovation, creativity, professionalism, timekeeping, student safety, career advancement, and coordination with guardians and education stakeholders (Ibrahim & Benson, 2020). TPAD still comprises feedback on career advancement, demotion or promotions, and dismissal (Kagama & Irungu, 2018). As a result, adopting TPAD attracted massive condemnation from teachers' unions and instructors. This is because performance management is challenging if institutions have limited educational resources. TPAD was initially judged as presenting the school administration overseeing the institution's productivity and identity. The school principal ensures all stakeholders work together to promote a shared purpose through interaction. TPAD has hence achieved effective education governance through appraisal

systems. This can profoundly raise standards of education, as well as increase the school's expansion and learner security.

## **2.4 Teachers' Professional Knowledge application Influence on Job**

### **Performance**

According to Ibrahim and Benson (2020), professional teacher knowledge is a framework of concepts, abilities, and perspectives specified in a set of knowledge. Instructors use professional knowledge in education for the dissemination of given subject topics. This brings out the teacher's qualities of being knowledgeable, systematic, and dynamic. The cognitive pillars may be found in technical competence (Kagama & Irungu, 2018). The aforementioned include disciplinary knowledge, psycho-pedagogical knowledge, curriculum knowledge, and technical experience. According to Talavera (2018), these cores interact with one another and are incorporated into a worldwide totality that helps the instructor achieve competency in class. Undeniably, instructors are the basis of education in society (Huang et al., 2022).

Nevertheless, most research findings on instructor professional expertise have failed to illustrate how assessment of the same corresponds to teachers' effectiveness. Didinya (2018) investigated scheduled agriculture teachers' strategies in classroom instruction in the United States. The study discovered that the ability of students to master the content significantly impacted the process of breaking down and comprehending the subject knowledge for the purpose of learning progress. Huang et al. (2020) investigated the impact of pedagogical content knowledge (PCK) modules on prospective teachers'

perceptions of education in Turkey. PCK modules were found to help future teachers gain classroom experience.

The Ontario Canada TPA framework for novice and veteran teachers was identified by Campbell, (2021) as a tool intended to encourage professional development for teachers. It would yield useful performance evaluations for instructors that promote professional development and learning. TPA avails cooperative probes that promote on-going development and growth. The Canadian system was found to have an assessment system that includes both principals, teachers and students. It offers a blueprint for reviewing teachers' activities in a way that satisfies their professional learning goals (Campbell, 2021). Teacher professionalism contributes significantly to both the instructors' and learners' outstanding results.

In Ghana, it was discovered that there was widespread discontent and frustration with performance appraisal in the schools. This prompted practitioners and scholars to assess the efficacy of performance appraisal excellence based on the level of competence in their teaching practice. The teacher respondents' point of view reiterated various aspects of difficulties concerning the evaluation process. These posed impediments to an efficient evaluation process worsened by the inability to get the necessary resources (Komba et al., 2019). There was a general reluctance to improve the evaluation process. It was associated with limited funds and the authority's reluctance to address the need to enhance professional knowledge.



In Tanzania, Angelista (2018) discovered that many teachers identify Teacher Professional Development (TPD) as a vital tool that helps teachers develop professionally, intellectually, and technologically. However, the majority of the teachers felt it was under-supported and under-motivated. TPD is poorly managed and infrequently financed at all levels from the state, regional, ward, and institutional. Komba and Mwakabenga (2019) also found that the theory and practice of TPD, which integrates both professional and academic growth for instructors, can become an important tool to help teachers grow professionally.

Before 2005, teacher evaluation in Kenya was a secretive technique based on character and amount of allegiance to the school administrator and other significant persons (Nyongesa, 2018). Teachers were not granted access to the principal's appraisal of their performance. The TSC Standard of Conduct for Instructors (2018) empowered the principal to oversee and evaluate instructors' performance in the institution. The TSC Law of Conduct for Instructors, as updated in 1986 and 2005 (Cap 29.44), requires principals to assess and provide duplicates of evaluation reports to the SCDE and TSC in March every year. Previous research by (Onyango, 2020; Melly and Mwangi 2018) shows that this secret teacher evaluation method was unsuccessful. The evaluation data in teaching effectiveness and improvement is currently evaluated by TPAD (Nyongesa, 2018). According to Onyango (2020), providing feedback increases efficiency, allowing discussion of performance gaps and seeking assistance to improve weaknesses. Data about instructors' overall performance is communicated to them to enhance learning and

teaching criteria. Furthermore, Nyongesa (2018) contends that when instructors get valuable feedback regarding their work effectiveness, students will have the best possible education.

## **2.5 Teachers' Time Management Effects on Teachers' Job Performance**

Time management involves creating the best usage of one's time in order to maximize production and accomplishment. It is essential for the management of busy schedules through prior planning, coordination. It determines the execution of activities in terms of fulfilling individuals' and enterprises' aims and outcomes. School systems are societal structures that play a significant role in meeting and attempting to attain the society's goals and objectives. These objectives and goals can only be realized via schooling, and educators are the greatest and most appropriate people to acquire and spread knowledge.

Curriculum is made up of insights, and competence is the result of timely subject content delivered by instructors across each level of education. The instructor needs to teach the topic efficiently and effectively in accordance with the time, demands, objectives, and abilities of the learners. This must be accomplished in a specific period of time via excellent prior preparation. The process of consistent scheduling is guided by time management. All of the aforementioned points are implementable only through managing time of instructors within and outside of schools. Since a teacher is a guide, a source of possibilities, an integrator, an activity designer, a content sharer, a career advisor, they must become efficient time managers. To effectively implement a curriculum at the school level requires teachers to practice efficient time

management. This practice enables teachers' adequate lesson preparation and productive lesson attendance. It demands efficient preparation of expected professional documents. A report from the TSC circular No. 12/2017 evaluated by Dorothy and Bonn (2017) posited that TPAD had heightened many teachers' operative time management. Moreover, they affirmed that it had led to a reduction in teachers' absenteeism substantially. Consequently, TPAD has improved the quality of teaching. Time management allows the teacher to timely cover the provided syllabus, heading toward the expected high performance.

Scholarly work was undertaken by Aloo et al. (2017), covering the impacts of appraisal on implementation of curriculum among public secondary school teachers. It approved that when implementation lags behind it in turn affects the key curriculum area which in turn affects teacher's time management skills. It has put in system structures to track time management activities. A curriculum instructor needs to teach the topic efficiently and effectively in accordance with the time, demands, objectives, and abilities of the learners. This must be accomplished in a specific period of time via excellent prior preparation. The process of consistent scheduling guided by time management is evident in TPAD.

According to Nasreen, and Odhiambo (2018), in Pakistan, in the city of Sindh, an appraisal of teacher time management was conducted for public schools. This research paper became an appropriate, credible, and legitimate repository of records and knowledge concerning the relationship between instructors'

time management and students' performance. Investigations were conducted on managing time and academic performance by Nasreen and Odhiambo (2018). They concluded that time management performs a very substantial part in the student's performance when well allocated. Ibrahim and Benson (2020) conducted a study on the impact of TPAD on curriculum execution among teachers in Australia. The scholarship posited that instructors had earlier been falling behind in critical areas of the education system owing to poor scheduling. Time management systems corrected this engrained in the teacher appraisal system.

In South Africa, studies on teacher absenteeism and eventual poor student academic performance were linked to poorly structured time (Khumalo et al., 2018). The Democratic Republic of the Congo (DRC) has prioritized raising learners' performance by strengthening the country's educational quality. This has been achieved through an emphasis on teacher proper time management. An effective time management evaluation system is very substantial in enhancing education excellence, learning, and teaching outcomes.

Chirchir & Letangule (2021) established that effective curriculum integration necessitates instructors' ability to manage their time effectively in Kenya. In particular, their case study discovered this would allow for on-time proficient paperwork, school attendance, and effective class time attendance. As per the TSC directive NO.12/2017, referenced by Chirchir and Letangule (2021), TPAD was declared to have improved educators' time-management effectiveness. TSC CEO Nancy Macharia also verified that TPAD has

improved instructor time management skills, which has resulted in higher teaching skills. Instructors that regulate their work well complete their curriculum on schedule, resulting in outstanding academic achievement (Kagama & Irungu, 2018). They posit that to emphasize teaching excellence, instructor appraisal is critical because it focuses on a participative approach. In this arena, time management by the instructor plays a crucial role and is directly related to the student's academic performance. Hence improves job teachers' job performance.

## **2.6 Learners' Progress Influence on Teachers' Job Performance**

Learner progress assessment is an excellent yardstick for evaluating a teacher's job performance. In the year 2013, an education summit on Teaching Profession was held in Amsterdam which ended up attracting top 25 nations delegates on OECD's PISA for student achievement assessment (UNESCO, 2014). The Conference theme was based on the ways of defining quality teaching and appropriate systems of teacher evaluation and how they affect the learner's assessment records. Then, the Netherlands Minister for Education, in his opening remark argued that the act of providing and receiving timely feedback, emphasizing on the education quality, is vital to real schooling and performance as it demands highly when it comes to teachers professionalism and competences (UNESCO, 2014).

According to Campbell (2021), the USA government has endorsed prescribed policies that necessitate using student accomplishment measures as teacher evaluation systems mechanisms. Federal initiatives like The New Teacher

Project (TNP), Race to the Top (RTT), and Measures of Effective Teaching (MET) are value-adding education models. They try to calculate the proportional effects of specific instructor contribution to the kids' test results and associated classroom remark and outcomes (Campbell, 2021). However, Howard University Middle School's principal, Kathryn Pro-cope, modified the evaluation process to include on-going mentoring and feedback. This was done through video and in-person observations, with the input of the lecturers serving as an essential advisory process. This emphasis on the formative development of instructors has distorted the relationship between support and evaluation (Moody, 2018).

In Hong Kong, Lau (2018) identified that assessment for learning (AFL) is learning and teaching strategy that produces data that can be manipulated to enhance instructors' performance. Students give the required content to master at any standard more quickly because they are more committed to learning. AFL connects a learner's present situation with their desired performance and success in the classroom. Competent and efficient teachers include AFL as a critical part of their lesson by adjusting it to the age and aptitude of the students. AFL techniques have improved students' performance on summative assessments and evaluations. These techniques are especially beneficial for students who perform below average, according to Xianhan et al. (2022).

In Madagascar, Rasolonjatovo (2019) discovered that school appraisal assessment systems are frequently misunderstood and poorly handled. Assessments are essential in both workforce development and team

performance. Furthermore, Koomar et al. (2018) established that appraisal programs for student evaluation programs exist to increase institutional efficiency. They guarantee that instructors maximise their work abilities so as to develop their student's potential and get suitable performance compensation (Koomar et al., 2018). As a result, institutional performance improves in relation to the undertaken academic evaluation appraisals.

Brandt (2020) states that the Democratic Republic of the Congo (DRC) has prioritized raising learners' performance by strengthening the country's educational assessment quality. An excellent academic evaluation system enhances educational standards and student objectives. This is because it offers the knowledge needed to fulfil the judgment demands of stakeholders. DRC opted to evaluate its existing evaluation tool utilizing standardized measures. These were established under The World Bank's Systems Approach for Better Education Results (SABER). This curriculum assists nations in systematically examining and enhancing the effectiveness of various aspects of their program (Brandt, 2020). Various evaluation categories were developed for learners' assessment, including The National Large-Scale Assessment (NLSA) and the International Large-Scale Assessment (ILSA). As a result, teachers who have students performing well in their exams influence their appraisal scores positively.

In Kenya, teachers as instructors in schools are the basis and cornerstone of society's decent education (Didinya et al., 2018). Consequently, teachers should be able to monitor students' academic development, give advisory

services, and manage their knowledge and test scores. To achieve decent education, the TSC has allocated a section of its appraisal to assess students' performance. According to Didinya (2018), the student's performance assessment is essential and helps with the teacher's appraisal. Aforesaid is grounded on the fact that TPAD is a key component of the institutional overall personnel management structure (The Republic of Kenya, 2008). The assessment was founded on agreed-upon success criteria, task planning, documentation, and response. The general aim of the test performance assessment structure model is to advance educators' service competence.

## **2.7 Creativity and Innovation Influence Teachers' Job Performance**

Mikhailova (2018) found that creative and innovative education is essential for helping students comprehend topics in the 21st century. One of the requirements of TPAD is that teachers make their lectures original and creative. Ideally, this would lead students to improve their content knowledge and acquire the necessary capabilities. This equally promotes high diversity in project planning and creates quality solutions to practical educational issues.

Xianhan et al. (2022) from China established that the function of any educational engagement is creativity. This modulates the association between fundamental psychological needs and self-reported effectiveness in teaching Teachers Innovatively in China (TIC). The multiple regression analysis findings demonstrated that instructors' innovative behaviour improved in expanding fundamental learning engagement. Optimizing creativity requirements and lowering the structured settings systems mediate the connection between the instructor and the learner.



Chinese teachers' actions seemed to raise creativity in more demanding work environments and were solely associated with performance-oriented educational activities. This study also identified that in China, education in practice had program creators who disseminated innovative information for training teachers. It provided the interventions required to innovatively improve the teachers' knowledge dissemination skills to attain higher student performance (Xianhan et al., 2022). Essential interpretive components for creativity and innovation in teacher appraisal programs are pertinent. The discourse of creative intervention academic teaching structure is vital to discovering dynamic teaching and learning methods. It is a necessary foundation for elevated learner academic performance. Considering years of research demonstrating that enhancements commonly occur during the scaling-up pathway (Carney et al., 2019; Datnow et al., 2020) theorizes that such changes are inextricably linked to educators' creativity.

In Egypt, Kamel and Rizk (2019) used an analytical technique to comprehensively evaluate Egyptian education in the country's future from 2020 to 2030. The investigation findings concluded that there are many motivations for continuing creative lifelong learning in the Egyptian education system. The significant components are creative instructors' teaching techniques and the organization of innovative learners' programming acquisition strategy. These were all found to be strongly related to creativity (Kamel & Rizk, 2019). Participation, methodology, and creativity significantly influenced students' attitudes, which were predictive factors of their innovation.

In Uganda, Creativity and innovation are vital performance indicators in public and private schools. Though numerous ways exist to improve student learning, one key aspect that occurs regularly in scholarly papers is teaching and teacher effectiveness (Muganga & Ssenkusu, 2018). However, creativity and innovation still heavily influence the criteria for identifying how teachers might positively contribute to significant child-centred education. Mitana (2018) found that conventional paper and pen assessments are widely used in Ugandan elementary schools. They assess the rote acquisition of a few cognition elements at the expense of higher-order philosophy and skills. It calls for many creative skills to nurture each student individually and ensure their gifts are nurtured (Mpaata, 2019; Muganga & Ssenkusu, 2018). Lastly, Mpaata (2019) found out that while teacher-centred tasks continued to prevail, many learners who started to be exposed to innovative student-centred engagements improved significantly in their educational performance.

The Teachers Service Commission (TSC) is reviewing its teacher evaluation methodology to enhance its structure and performance in Kenya. These targets demand the teachers' advancement in creativity and innovation. Before 2005, teacher evaluation in Kenya had started by taking a confidential strategy (Muli, 2010). Previous research by (Mawang et al., 2020; Makgato and Mudzanani, 2019) shows that the secret teacher evaluation method was significantly unsuccessful in measuring the teacher's creativity and innovation. The study's key findings suggested that transformational and liberal leadership styles would encourage creativity in teaching and learning. Consequently, this may lead to effective educational achievement for the learners. School

administrators in ultra-high and low-performing institutions should use innovatively participative approaches. The latter should be more tolerant regarding learners' behaviour and activity (Melly & Mwangi, 2018). This should be anchored to teaching creativity in instructional skills.

## **2.8 Summary of the Literature Review**

The quality of teaching and learning must be made effective through the enablers of the curriculum, namely the teachers. They ought to master their duties creatively by all standards. Therefore, there is an irreplaceable need to incorporate Professional Development (P.D.) in teacher training. Consequently, instructors must be evaluated through TPAD to ensure they apply specialist skills, improved knowledge and practice, timekeeping, creativity, and innovation in educating learners. It is becoming common to observe a clear link between teacher performance and appraisal development (TPAD) and improved academic accomplishment in students (Nasreen and Odhiambo (2018); Onyango, (2020). This widens the traditional purview of what is regarded as successful TPAD, as it will be based on creativity. Numerous countries require teachers to accomplish a certain amount of PD hours in order to preserve their application for career advancement (OECD, 2019). Consequently this confirms that there is a huge potential for PD. Unfortunately, instructors have a plethora of options, with several suppliers vying for their priority but only a few delivering rigorous types of program assessment. As a result, the PD market is inconsistent and unpredictable.

## **2.9 Theoretical Framework**

This research was steered by the performance evaluation approach by Chen et al. (2009). According to Chen, productivity assessment and performance contracts are a global strategy to analyze the effectiveness and sustainability of the organization's success. This model suggests an annual performance assessment in which every employee is required to fulfil annual tasks to rely on the execution of the duties in the year. The annual project scope is used at the conclusion after the employees' productivity for the whole year.

According to Chen et al. (2009), four elements are used when applying the framework for assessment and all will segment into assessment criteria as shown. The first facet is the amount of labour deployed, this facet will be used to rate the performance and efficacy of the organisation's productive output. Next will be the staff's professional knowledge, skills, and competence in interaction and norm implementation. Another aspect is a particular trait that assesses personal characteristics valued mainly through enterprises, such as creativity, proactive, discipline, inventiveness, pro-social behaviour, and assertiveness. This element assesses personnel commitment to the school's society, community, national, and worldwide levels. This investigation is appropriate since TSC constructed the TPAD in such a way that it will achieve competencies, success factors, and performance goals. This also includes overall learning results, as well as individual goal scores. The term report encapsulates an educator's overall performance after the year. The research is also tailored to accommodate the TPAD domains of functioning performance characteristics, including specialized knowledge and skills. This assesses the

instructor's skill and reliability in preparing professional documentation in its application and ability to meet deadlines. This analyses the instructor's capacity to improve instructional techniques and integrate ICT in the classroom. It anchors student safety, Supervision, protection, and instructor behaviour. Ultimately, this assesses instructors' understanding of professional behaviour and associated performance improvement.

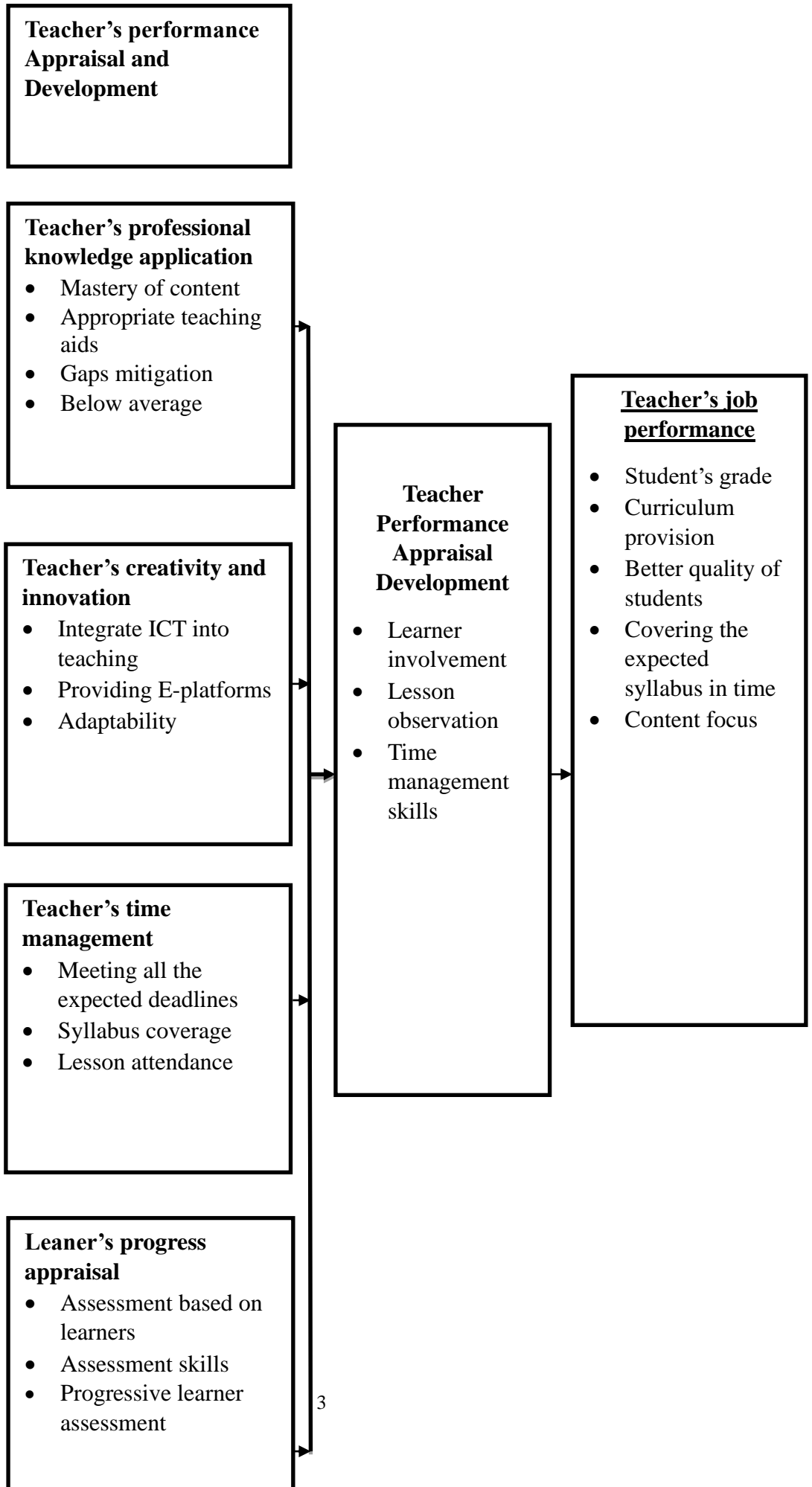
## **2.10 Conceptual Framework**

Yee and Chen (2009) base the research's conceptual framework on the performance evaluation theory. The structure clearly indicates the connection between autonomous variables and the inputs into the institutional process. These include the teacher's professional knowledge, ability to manage time, Learners' progress, teachers' creativity, and innovation, and the dependent variable is the learner's performance as the output. Teachers' professional knowledge entails content mastery and dispensation of instruction. Time management is the engine that drives teaching activities. Learner progress is a crucial indicator of teacher performance in teaching and learning activities. The merging aspect of all these aspects is creativity and innovation. Where one factor is deficient, inattentiveness will bridge the gap. The conceptual framework depicts that if TPAD inquires about these identified professional teaching standards, the teachers' job performance is bound to improve. The conceptual framework in the figure 2.1 reflects the link between independent and depend on variables that will drive the research.

### **Figure 2.1: Conceptual framework**

**Independent variable**

**Dependent variable**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter comprehends the research design for the target population, the sampling procedure sample size, and the scope of the research. The research device involved data assortment measures and data scrutiny procedures. Ultimately the ethical considerations which influenced the research were explored.

#### **3.2 Research Design**

The researcher applied a descriptive survey design. Siedlecki (2020), Affirms that a descriptive investigation is a technique of statistics collected by issuing forms or interviewing a section of the study individuals. The descriptive survey was suitable for this investigation since it was able to provide numerical and qualitative descriptions of a population sample. The design made inferences concerning the target population's opinions, behaviour, attitudes, perceptions, and characteristics (Siedlecki, 2020). The extrapolation was in the form of information acquisition, interpretation of impacts of teacher professional knowledge, time management, learner progress, creativity, and innovation on teacher performance.

#### **3.3 Target Population**

Mugenda and Mugenda (2003), defines population as a large group of occasions, people, or things with recognizable collective traits. Therefore, the

target comprised 18 public secondary schools in Kikuyu Sub County with 18 principals, 20 deputy principals, 456 teachers, and 1 SCDE (Kikuyu Sub-County Education Office, 2022).

### 3.4 Sample Size and Sampling Procedures

Mugenda and Mugenda (2003) recommended that a representative sample size of 30% can be used when the target population is not that wide-ranging for social sciences. As a result, 30%-fold was used in all the categories apart from the SCDE.

**Table 3. 1: Sample Size**

<b>Target respondent</b>	<b>Target population</b>	<b>Sample size</b>
Schools	18	6
Principals	18	6
Deputy Principals	20	6
Teachers	456	137
SCDE	1	1
<b>TOTAL</b>	<b>513</b>	<b>156</b>

The purposive sampling technique was used for the SCDE, as there is only one. For the principals, stratified sampling was conducted. The principals were subdivided into four categories of national, extra county, county, and sub-county schools. The scenario was one principal from the two national schools was chosen from the school where the pilot study wasn't undertaken. One principal was from the only extra county in the Kikuyu sub-county. Then, the



remaining were randomly sampled by inscription of all the names of the principals in both county and sub-county schools on pieces of paper. The papers were mixed up in a box, and four were picked. For the deputy principals, stratified sampling was applied by dividing their population based on national, extra-county, county, and sub-county categories of schools. The one deputy principal in charge of academics and TPAD was selected from the only two national schools and one extra county school. In particular from the national school where the pilot study did not occur and one from the only extra county. Then the remaining four were selected by random sampling of the county and sub-county schools. Their names were slotted down on pieces of paper and mixed correctly after which they were selected.

Afterwards, the respondents were given questionnaires to fill in, and where not possible, an interview was conducted (Mulusa, 2020). The choice of teachers was through random sampling, whereby the names of the 456 teachers, except those in the pilot study, were written down on paper and then placed in a box and thoroughly mixed. A selection of 137 teachers took place by picking the paper randomly until the mark was reached.

### **3.5 Research Instruments**

An Instrument of research is a tool used to gather measure and analyze data of interest during a study. The scholar administered unstructured and structured questionnaires to the teachers to undertake this study. The investigator used an interview schedule on principals, deputy principals, and SCDE to collect the primary data. Information on teachers was collected using questionnaires since

they were appropriate to the study as they allowed all the teachers to give their responses without the fear of confidentiality breach (Mugenda & Mugenda, 2003). They are both appropriate for descriptive survey data. They are easy and cost-effective, and the data collected is reasonably standard for more straightforward analysis. Both were availed depending on the convenience of the selected teachers as a representation of others within Kikuyu Sub-County. The target population is literate and would easily respond to the items as required. Each questionnaire and interview schedule comprised two sections; section A sorted to acquire the demographic and capture the biography of the respondents. Section B sorted data on factors to be investigated by the researcher as captured by the research objectives. The Principals and the SCDE will use the interview guides, who have limited time to complete the questionnaires.

### **3.6 Validity of Instruments**

Siedlecki,(2020) defines validity of an inquiry instrument as the degree to which the research tool provides analysis that represents the phenomenon it is designed to evaluate. It is paramount that the research instrument, in this case, interview schedules and questionnaires, appropriately measure those concepts being researched (Siedlecki, 2020). The data analysis result should symbolize the phenomenon being investigated (Bell et al., 2018). A pilot study was carried out in six neighboring schools within the sub-county. This enabled the pretesting of the instruments that were involved in the study. Pre-testing primarily determines the relevance as well as clarity of the mechanism (Komba & Mwakabenga, 2019). When the mechanisms were found to

presume inadequacy in determining the study variables, they were modified to increase the quality of the research tools. Content legitimacy was employed to establish if the research purposes were sufficiently encompassed within the exploration tools. The supervisors sorted expert judgment to validate the research tools.

### **3.7 Reliability of the Instruments**

The extent to which a research tool can produce steady outcomes after numerous trials is measured by their reliability. This is reinforced by Mugenda and Mugenda (2003), as he defines dependability as the ability of research tools to generate reliable data or outcomes following repeated trials. In this scenario, Thereafter, Test-Retest approach was used to ensure items on the questionnaire and interview schedules were reliable.

The primary inquiry was preceded by a pilot study conducted in six adjacent public secondary schools in the Kikuyu sub-county. The schools within the main sample size were not affected by the pilot study. Respondents from these pilot schools were asked to complete the interview guidelines and questions twice over two weeks. The researcher evaluated the consistency of the responses thanks to this. Additional scrutiny was carried out to ascertain the connection between the outcomes of the pre-test and post-test scores. The scores were calculated using the Pearson product-moment correlation (r) coefficient technique, and the reliability constant was determined.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}} \quad \text{Where}$$

$\Sigma X$  = sum of X scores

$\Sigma Y$  = sum of Y scores

$\Sigma X^2$  = sum of the squared X scores

$\Sigma Y^2$  = sum of the squared Y scores

$\Sigma XY$  = Sum of the products of paired scores X and Y

N = Number of paired scores

If a coefficient correlation of about 0.8 is realized, it will be enough to consider the instrument reliable (Harishkumar et al., 2018).

### **3.8 Data Collection Procedure**

The scholar acquired a departmental approval dispatch for matters of data assortment beforehand. This enabled the application for a research authorization permit granted by the National Commission of Science, Technology, and Innovation (NACOSTI). After clearance, the investigator paid prefatory appointments to the selected public secondary schools in the Kikuyu sub-county. These pre-visits were to establish a rapport with the respondents and eventually acquire appointments for the research. The researcher will individually administer and collect the interview schedules and questionnaires to the respondents for the expected discretion.

### **3.9 Data Analysis Techniques**

Data breakdown and processing were computed by application of Statistical Package for Data Analysis SPSS version 22. SPSS generated percentages, frequency tables, and the distribution measures of central tendency. Statistical tables generated other tabulations for presenting comparisons and responses.

These procedures enabled easier deriving of interpretations, conclusions, and recommendations as they provide an overall view of a specific exploration issue arising in teachers' job performance. Conversely, the acquired qualitative data was broken down by illustrating descriptive statements related to the significant thematic study areas.

### **3.10 Ethical Considerations**

Confidentiality for all the details from the respondents participating in the research will be guaranteed. It shall not be obligatory for the respondents to catalogue their bio data on the investigation tools used. The scholar reassured the respondents that the purpose of the research is stringently for academic usage. The researcher guaranteed that no information would be applied to victimize or segregate any participant. The scholar acquired a permit to conduct research from the Ministry of Education and the National Commission of Science, Technology, and Innovation (NACOSTI). There was a need for a letter of introduction from the University of Study facilitating the request for official permission to access the targeted school administrations to be endorsed for carrying out the research.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter comprises of the process of data collection and entry, analysis and presentation, interpretation in relation to the study objectives. Significant findings of the study and the outcomes of the data analysis are also discussed. The study seeks to establish if there is a connection between the teachers, deputy principals, principals job performance with their professional knowledge, time management, learner's assessment records as well as their creativity and innovativeness by use of descriptive statistics which comprises of figures, graphs, tables and objectives interpretation the original data came from 140 people in Kikuyu Sub-county, Kiambu County, Kenya. It comprised 6 principals, 6 deputy principals, 127 teachers working in public secondary schools, and 1 sub-county director of education. The reviewed literature was linked with the research's findings to make comprehending of the data easier, establishing conclusions, and formulating study recommendations. Correlation analysis and descriptive statistics were performed. The study was carried out in Kikuyu sub-county, Kiambu County, Kenya.

#### **4.2 Questionnaire Response Rate**

The rate of response refers to the number of questionnaires distributed to the field divided by the number of completed and returned questionnaires. Teachers filled the questionnaire while the interview schedule was filled by the principals, deputy principal and SCDE Table 4.1 shows the outcome.

#### **Table 4. 1: Questionnaires Response Rate**

<b>Category</b>	<b>Number Targeted</b>	<b>No. that Responded</b>	<b>Percentage</b>
Director	1	1	100%
Principals	6	6	100%
D. Principals	6	6	100%
Teachers	137	127	92.70%
<b>Total</b>	<b>150</b>	<b>140</b>	<b>93.30%</b>

There were 137 teacher questionnaires, 12 interviewing guides for the principal and deputy principal, and 1 interview guide for the Sub- County director. Out of these, only 127 questionnaires and 13 interview guides were filled and returned. This provided an overall response rate of 140(93.3 %,) which is appropriate for the study's result. According to Mugenda and Mugenda (2003), a 50% or above return rate is considered suitable for reporting and analysis, one of 60% is good and one of 70% or higher is very good. This is also echoed by Newman and Idrus(2002) as he terms this response percentage good enough for the social sciences. The great rate of response by teachers is linked to the researchers' expertise in data collection techniques which include, ability to carry out a pilot study and determine correlation, timely previsits, questionnaires administration and collection, the researcher was also able to ensure credibility of the data collected by capturing their interest and ensuring discretion of the data given as the respondents were not required to write their names on the questionnaires and interview schedules.. The response rate however failed to hit 100% due to a few

challenges such as respondent's negative attitude, busy schedules, school term activities and limited school calendar due to impacts of covid-19. The researcher eliminated some of the setbacks by establishing a rapport with the respondents through a pilot study as well as ensuring confidentiality of the information provided in the questionnaires and the interview schedules.

### **4.3 Demographic Characteristics**

Demographics are statistics that describe populations and their characteristics, such as age, gender, income level, and geographic location. Demographic characteristics were centered on the respondents' age, gender, educational background, teaching experience, and school category.

#### **4.3.1 Age of the Respondents**

Age analysis is an essential aspect of research studies. According to an article in Oxford Academic, presenting the range of age and minimum and maximum values attained is immediately meaningful. This is because age is a continuous variable, and it is recommended to register age as precisely as possible. In his study on the influence of TPAD on job performance in public secondary schools in Mumias East sub-county, Osendo (2019) points out that age of the respondents is crucial factor to consider as it impacts the capacity of their job performance. Age bracket was used instead of the exact age to affirm confidentiality among the respondents. Table 4.2 contains the outcome.



**Table 4. 2 Age distribution of Respondents**

Age in years	Teachers		Deputy Principals		Principals	
	Frequency	Percent	Frequency	Percentage	Frequency	Percent
Below 25 Years	6	4.7	0	0	0	0
26 - 35 Years	64	50.4	0	0	0	0
36 - 45 Years	23	18.1	5	83.33	2	33.33
Over 45 Years	34	26.8	1	16.67	4	66.67
Total	127	100.0	6	100.0	6	100.0

The above results show that most teachers 64(50.4%) were between the ages of 26-35 years, 34( 26.8%) of teachers, 1(16.67%) of deputy principals, and 4(66.67%) of principals were over 45 years old. 23(18.1% )of teachers,5( 83.33% )of deputy principals, and 2(33.33%) of principals were between 36-45 years, and the minority, 6(4.7 %) of teachers, were of age below 25 years. All principals and deputy principals are above 36 years old, suggesting that their expertise in the field helped them advance to leadership positions as they age. In reference to the above results, it is evident that school leadership progresses with age as most of principals were aged above 45 years. In his study, on the impact of teachers appraisal on teachers performance in public

primary schools in Homa Bay sub-county, Osati (2019) found out that the age of the most head teachers was between 46 years to 50 years implying that just as the researcher in this study found out, most leadership positions in teaching are held by the senior teachers in age, Both studies agree teachers job performance is influenced by their age.

#### 4.3.2 Gender of the Respondent

The study also aimed to find out about the sample's gender distribution. Gender analysis is a crucial component of research that aids in spotting difference that exist between men and women in terms of their roles, rights, and opportunities, according to Theobald et al. (2017). It also examines their correlations and determines whether such differences are an alarm and how they can be addressed. Gender analysis helps advance a situational analysis of a given situation and identify tangible development contests. Gender helps in finding systemic causes of gender inequalities related to the problems in the study. The following table 4.3 shows the outcome.

**Table 4. 3: Gender of Respondents**

Gender	Teacher		Deputy Principal		Principal	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	57	44.9	2	33.33	2	33.33
Female	70	55.1	4	66.67	4	66.67
Total	127	100.0	6	100.0	6	100.0

The above results shows that a large number, 70 (55.1 %) of teachers, 4 (66.67%) of principals, and 4 (66.67% of deputy principals, were female, while the minority, 57 (44.1 %) of teachers, 2 (33.33%) of principals and 2 (33.33%) of deputy principals were male. This infers that most of teachers in Kikuyu Sub-County are female. Female teachers form the majority of administrative positions. The result indicates that more female teachers were embracing leadership than males. The study represented gender inclusion showing that it was not biased. The deductions of this investigation on gender are echoed by a similar study done by Osendo(2019) in Mumias East sub-county since they indicate that 57% of females teachers are employed by the TSC compared to 43% male teachers. In his study Osendo(2019) opines that gender parity in the teaching profession impacts greatly on the teachers job performance within Mumias East sub-county which is the same case within Kikuyu sub-county.

#### **4.3.3 Academic Qualification**

The sampled population level of schooling was investigated since professional qualification of teachers is vital since it will provide a platform for the researcher to ascertain if the teacher's job performance is influence by their academic level. The respondents provided their highest academic qualification data over time of being in the teaching fraternity and as per the 2008 recommendations of Ministry of education on career progression, which authorized all instructors to achieve pre-service training as well as progress career-wise so that to be suitable to carry out their roles as a teacher. The table 4.4 shows the findings of the respondents' level of academic qualification.

**Table 4. 4: Academic Qualification of the Respondents**

Academic Qualification	Teachers		Deputy Principals		Principals	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
PhD	2	1.6	0	0	1	16.67
M.Ed	12	9.4	3	50.0	5	83.33
BED (Science)	35	27.6	1	16.67	0	0
MA/MSC	7	5.5	0	0	0	0
B.Ed (Arts)	58	45.7	2	33.33	0	0
MA/BSC	8	6.3	0	0	0	0
PGDE	5	3.9	0	0	0	0
Diploma	127	100.0	6	100.0	6	100.0
Total						

Results in Table 4.4 show that most teachers 58 (45.7%) had a Bachelor of Education in Arts, and 2(33.33%) of deputy principals had a bachelor’s degree in education arts option. In comparison, 2(1.6%) of teachers and 1(16.67%) of principals had a Ph.D.12 (9.4%) of teachers, 3(50.0%) of deputy principals, and 5(83.33%) of principals had a Master’s in Education. Results further show that 35( 27.6%) of teachers and 1(16.67% )of deputy principals had a bachelor of education in science.8( 6.3%) of teachers had a post-graduate education diploma with a bachelor’s degree in science or a master's in arts.5( 3.9%) of teachers had a diploma in education. Its worth noting that most of the principal and their deputies had a master’s degree, implying that education

contributed to their promotion to administrative positions. It is evident from the findings that as the teachers progress to take leadership positions, there is a need also to advance their education levels since these positions demand relevant management and leadership skills. Macharia (2019) agrees with these findings as he found out that majority of teachers within Nyandarua South sub-county are bachelor's degree holders while most principals and their deputies are masters degree holders.

#### 4.3.4 Category of School

The study provided information about the type of school where the respondents were working. The details are listed in the table 4.5.

**Table 4. 5: School Category**

Categories of School	Teacher		Deputy Principal		Principal	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
National School	23	18.1	1	16.67	1	16.67
Extra-County	23	18.1	1	16.67	1	16.67
County	28	22.0	1	16.67	2	33.33
Sub-County	53	41.7	3	50.0	2	33.33
Total	127	100	6	100	6	100

The above findings reveals that the most of teachers 53(41.7%), deputy principals 3(50.0% )and principals 2(33.33%)were from sub-county schools.28( 22.0% )of teachers and 1(16.67%) of deputy principals, and

2(33.33%) of principals indicated that their schools were county level, 23(18.1%) of teachers,1( 16.67% )of deputy principals, and 1(16.67%) of principals indicated that their schools were at the level of Extra County.23( 18.1% )of teachers,3( 16.67% )of deputy principals, and 1(16.67% )of principals were from national schools. This implies that the respondents sampled were well redistributed across all levels of the school in the county, with many being from sub-county schools since most schools in Kikuyu sub-county are at the level of sub-county schools.

#### 4.3.5 Teaching Experience

The researcher sought to find out the duration of teaching experiences of all respondents sampled because these experiences ideally influences their job performance. They were therefore required to provide these details in the questionnaires and interview guides by indicating their level of teaching experience as shown in table 4.6 below.

**Table 4. 6: Experience as a Teacher**

Experience as a Teacher	Teacher		Deputy Principal		Principal	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
5 years & below	14	11.0	0	0	0	0
6-10 years	28	22.0	0	0	0	0
11-15 years	27	21.3	4	66.67	0	0
16-20 years	32	25.2	0	0	0	0
21 years and above	26	20.5	2	33.33	6	100.0

---

Total	127	100.0	6	100.0	6	100.0
-------	-----	-------	---	-------	---	-------

---

Table 4.6 data reviews that 32 (25.2%) of teachers had worked in their work stations for 16 to 20 years, 28 (22.0%) had worked for 6 to 10 years, 27(21.3%) had worked for 11 to 15 years, 26(20.5%) had worked for more than 21 years, and the least number of teachers 14(11.0%) had worked for 5 years or less. While 2(33.33%) of deputy principals had worked for more than 21 years and above, 4(66.67%) had been employed between 11 and 15 years. 6(100%) of principals had been employed for at least 21 years. It is clear from the findings that since TPAD's introduction, it is evident that most teachers, principals and their deputies have engaged in the system within Kikuyu sub-county since employment. So, the sample provides a solid foundation for the research. This indicates clearly that in Kikuyu sub-county the level of experience increase with age. Implying that rarely do young teachers with minimal experience in teaching career rise to the leadership positions.

#### **4.3.6 Practice as an Administrator**

The principals and deputy principals were asked about their experience as administrators. Deputy principals and principals have a supervisory role in TPAD implementation TSC(2016) as they represent the employer in ensuring an effective job performance by teachers .Including their experience in administrative positions is beneficial to the researcher since it will aid in ascertaining the duration of respondents as TPAD implementers and how their

experience influence the job performance of teachers. The findings on duration of service as an administrator are presented on table 4.7 below.

**Table 4. 7: Experience as an Administrator**

<b>Experience as an Administrator</b>	<b>Deputy Principal</b>		<b>Principal</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
5 years & below	3	50.0	2	33.33
6-10 years	3	50.0	1	16.67
11-15 years	0	0	1	16.67
16-20 years	0	0	2	33.33
21 years and above	0	0	0	0
Total	6	100.0	6	100.0

From Table 4.7 above, 3(50.0%) of deputy principals had served as administrators for 5 years and below, while 2(33.3%) had served for less than 5 years and below. Similarly, 3(50.0%) of deputy principals and 1(16.67%) of principals had served for 6-10 years. 1 (16.67%) of principals had served for 11-15 years, and the least 2 (33.33%) had served for 16-20 years. The findings show that all deputy principals had an experience of 10 years and below. This implies that principals have a vast experience as administrators since most have been in administrative positions for 11 to 20 years. Principals and deputy principals are appraisers of teachers in most secondary schools. Therefore, they are best placed to explain how TPAD has influenced teachers' job



performance since its inception since MoE(2012) places them as the main TPAD implementers in schools which is a requirement to improve teacher job performance in public secondary schools in Kenya. This is echoed by (Chepkonga ,2021) whereby in their study verdicts principals are called upon to deliver speedy feedback on TPAD implementation in schools which in turn according to these great scholars affect job fulfilment

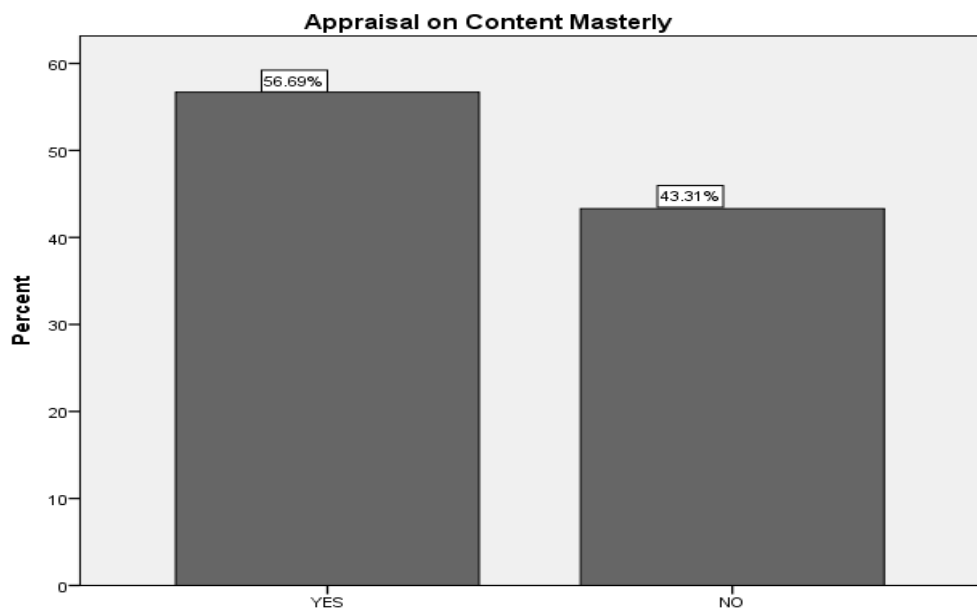
#### **4.4 Appraisal of Teachers' Professional Knowledge Application and Teacher Job Performance**

The study first objective was to evaluate the impact of the teacher's appraisal of their professional knowledge application on their job performance. In relation to this objective, the findings in this section were achieved by respondents agreeing or disagreeing on the likert scale weather their job performance has been impacted by the engagement on appraisal of their professional knowledge application in their teaching career. The respondents were either to Agree, Disagree, Strongly Agree or Disagree as per the Key provided by the researcher in the questionnaires.

##### **4.4.1 Level of Content Masterly and Teachers job performance**

Teachers' job performance is characterized by their content familiarity, instructional content mastery, and level of self-efficacy. Suharta (2020) advises teachers to continuously improve their Content mastery of their teaching areas and teaching methods since it dramatically impacts the learner's progress and timely syllabus coverage. Osendo (2019) inquired about relationship between mastery of content and teachers job enactment and found

out that 64.3% of respondents agree that learner's supervision on content mastery improves their performance in general. Teachers were asked if TPAD evaluation of their mastery of content in their teaching subjects improved their overall teaching performance. The figure below shows the response from teachers



**Figure 4. 1: Appraisal of Content Masterly**

From Figure 4.1, most teachers (56.7%) agree that TPAD evaluation of their content mastery has improved teaching performance, while 43.3% disagree. This implies that teachers' job performance is greatly improved due to the appraisal of teachers' knowledge and application.

#### **4.4.2 Assessment of Teaching Resources and Teachers job Performance**

The research inquired whether the appraisal of assessment of teaching resources improved the overall job performance of teachers. This question was responded to by teachers, as explained in the table below.

**Table 4. 8: Appraisal of teaching resources leading to job performance**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	75	59.1	59.1	59.1
No	52	40.9	40.9	100.0
Total	127	100.0	100.0	

According to Table 9 above, 75(59.1%) of the teachers concur that their teaching job performance has improved due to evaluating and assessing their instructional resources. In contrast, 52(40.9%) of instructors disagree with Coombs' (1997) claim that inputs and outputs are the two fundamental components of education. Contrarily, output refers to the objectives and outcomes of educational growth. Input consists of people and material resources. Learning resources are fundamental prerequisites for children to achieve well in school. Thus adequate school resources resources improves both the long-term success of instructors' professional performance and the long-term academic performance of students.

#### **4.4.3 Inquiry on Teaching Aids and Teachers Job Performance**

Use of appropriate teaching aids in delivery of content is crucial for teachers as it captures students interest thus consequently improving their overall Performance this study, teachers were asked if TPAD inquiry about their use Of teaching aids in teaching has led to improvement of their learner's Performance as well as their job performance. The table below shows the Responses from teachers.

**Table 4. 9: Inquiry on Teaching Aids**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	82	64.6	64.6	64.6
No	45	35.4	35.4	100.0
Total	127	100.0	100.0	

From the finding, it is evident that TPAD inquiry into the teaching aids has led to their job performance improvement. A majority 82 (64.6%) of the teachers agree, while 45(35.4%) of teachers denied that TPAD inquiry of the teaching aids has led to their improvement of job performance.

#### **4.4.4 Appraisal of Professional Knowledge on Teachers' Performance**

##### **4.4.4.1 Teachers' Response to Professional Knowledge and Application**

The study purposed to determine if the existing model of performance appraisal has any connection with respondent's application of profession knowledge by administering questionnaires to teachers and interview schedules to principals and their deputies. To this end, teachers were supposed to Agree or Disagree on a Likert scale as per the statements provided which sought to investigate the extent to which the job performance of respondents was influenced by how they apply their professional knowledge. Table 11 below lists the instructor's responses.

**Table 4. 10: Response on Appraisal of professional knowledge on Teachers' Performance**

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Teachers have advanced the mastery of content due to TPAD enquiry on the same.	127	1	5	2.72	1.245
Due to undertaking TPAD appraisal, teachers have advanced in frequently using appropriate teaching resources like lesson plans and lesson notes.	127	1	5	2.97	1.284
Due to undertaking lesson observation as required by TPAD, teachers have improved their job performance in teaching.	127	1	5	2.92	1.206
Due to undertaking TPAD appraisal, teachers have	127	1	5	3.09	1.303

---

advanced in frequently using  
appropriate teaching aids.

TPAD Appraisal has enabled  
teachers to identify their  
existing professional  
knowledge gaps.

---

<b>KEY</b>	1=	2=	3=	4=	5=
	Strongly	Disagree	Someh	Agree	Strongly
	Disagree		ow		Agree
			Agree		

---

A Likert scale with five points is an interval scale. The mean is quite significant. The mean of 1 to 1.8 signifies strongly disagree, 1.81 to 2.60 indicates disagree, 2.61 to 3.40 indicates somehow agree, and 4.21 to 5.0 means strongly agree. Attaining a mean of 2.72 in the first statement, makes it easier to assume that most teachers agree that TPAD research has improved their topic mastery thus enhancing syllabus coverage by instructors. This is a performance indicator as teachers have improved their skills over time by engaging in professional knowledge appraisal echoed by Osati (2019) as he found out that TPAD makes teachers use their documents professionally to improve their performance in class.

The second statement has a mean of 3.09, which means teachers somehow agree that it is due to TPAD appraisal that has led teachers to frequently use appropriate teaching and learning resources like lesson plans and lesson notes. TPAD advocates for availability of professional documents during content delivery as it shows the preparedness and the competency of the teacher hence a strong indicator of teachers job performance.

The third statement attained a mean of 2.97, which means teachers somehow agree that their job performance has improved due to undertaking lesson observation as required by TPAD Appraisal. The findings indicate that teachers within Kikuyu sub-county undertake lesson observation and take it positively as one of the tools that prompt teachers' job performance. Lesson observations are meant to help teachers compare notes so as identify their performance gaps. The fourth statement had a mean of 2.92, meaning that teachers somehow agree that they have advanced in the frequent use of appropriate teaching and learning aids due to undertaking TPAD Appraisal. The last statement had a mean of 3.09, meaning that most teachers somehow agree that TPAD Appraisal has enabled teachers to identify their professional knowledge gaps. The results demonstrate that teachers concur that evaluation of teachers' professional knowledge and application significantly impacted how well they performed. It is evident from the results that evaluating teachers' professional knowledge and application ensured they were qualified to carry out their permitted instructional roles as set forth by the Ministry of Education and their employer, the Teachers Service Commission. The findings of this study on professional knowledge differs with those of

Muhia(2010) who denotes that engaging in performance appraisal does not add value to development of teachers professional knowledge or their job performance.

#### 4.4.4.2 Mitigation Professional Gaps

The study also aimed to determine whether teachers might mitigate professional gaps brought on by the TPAD Appraisal. Table 4.11 presents the outcome,

**Table 4. 11: Mitigate Professional Gaps due to Undertaking Appraisal**

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	68	53.5	53.5	53.5
NO	59	46.5	46.5	100.0
Total	127	100.0	100.0	

From the findings above, statistics show that most 68 (53.5%) of teachers agree that professional gaps can be mitigated by undertaking TPAD Appraisal. 59(46.5%) of teachers disagree that professional gaps can be mitigated by undertaking TPAD Appraisal. Therefore the researcher discovered that instructors in kikuyu sub-county are able to identify and mitigate performance gaps.

#### 4.4.4.3 SCDE, Principals, and Deputy Principal Response

The researcher sought to determine if there is a relationship between TPAD appraisal on teachers' professional knowledge and job performance.6 (100%) of principals and deputy principals agreed that there is a relationship. Most principals and deputy principals generally responded that TPAD has positively



influenced professional knowledge and content delivery. TPAD has also encouraged lesson preparation, hence, enhancing professional knowledge and application

The researcher goal was to investigate if the principals and deputy principals had any information whether TPAD appraisal has advanced in using appropriate teaching and learning resources. 100% of principal and deputy principals agreed with the statement. Many teachers now use varied teaching and learning resources during the lesson, as observed during lesson observations. The respondents also revealed that there is ICT integration during the lessons a move that captures learner's attention and makes the lesson exciting. Another aim of the researcher was to investigate if TPAD appraisal enabled teachers to identify their professional knowledge gaps and focus on possible mitigation. Cosequently, 100% of the principals and deputy principals agreed that TPAD appraisal helped teachers identify their professional gaps. Most principals and deputy principals cited that despite TPAD helping identify the gaps, it has not helped mitigate them.

SCDE agreed that there exists a relationship between TPAD appraisal of professional knowledge and application with teachers' job performance and that it has advanced frequent use of appropriate teaching/learning resources in teaching. SCDE noted that teachers take their time to prepare teaching/learning aids even for what was seen as a simple lesson that does not need aids, such as a simple diagram on a manila paper or video clips on relevant topics in their handsets (phone). SCDE also noted that TPAD would

help teachers to identify their professional gaps, but very few acts to reduce or eliminate the gaps for reasons better known to them

#### **4.5 Appraisal of Teachers’ Time Management Concerning Teachers’ Job Performance**

The investigator aimed to seek a clarification whether TPAD evaluation of teachers’ time management will affect the job performance of teachers.in relation to the study’s second objective. The researcher measured various parameters of time management in order to ascertain the extent to which time management skills influence teacher’s job performance.

##### **4.5.1 Influence on Time Management Skill**

Time management is an essential skill that can aid a teacher in achieving goals and completing everyday jobs efficiently. To effectively manage time, a teacher must choose in which direction they should complete their tasks. Listing is key. Teachers consider setting goals by having schemes of work in place, scheduling study time through timetabling, keeping on task, dealing with competing priorities, assignment planning, and motivation. The study had ascertain if TPAD influenced teachers’ time management skills in their teaching activities oftenly. The results were illustrated in Table 4.12.

**Table 4. 12: TPAD Influence on Teacher's Time Management**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
All The Time	16	12.6	12.6	12.6

Very Often	50	39.4	39.4	52.0
Rarely	47	37.0	37.0	89.0
Never	14	11.0	11.0	100.0
Total	127	100.0	100.0	

The findings show that more than 52% (Cumulative percentage) of teachers agree that TPAD has influenced their time management. 16(12.6%) responded that TPAD had influenced their time management all the time, while 50(39.4%) said TPAD Appraisal had influenced their time management very often.47 (37%) said rarely, and the least14 (11%) responded that TPAD Appraisal has never influenced their time management.

#### 4.5.2 Extent to which TPAD Appraisal Influences Time Management

##### Skills

The study found out that teachers' time management skills have improved due to being emphasized by TPAD Appraisal. Table 4.13 illustrates the results

**Table 4. 13: Time Management Skills Improved Due to Emphasis in TPAD**

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	66	52.0	52.0	52.0
NO	61	48.0	48.0	100.0
Total	127	100.0	100.0	

From the finding, most teachers 66 (52.0%) agreed that time management skill has tremendously improved due to the emphasis on TPAD Appraisal.61(48.0%) of teachers did not agree with the account that time

management skills improved due to being emphasized by TPAD Appraisal. The findings marry those of Macharia (2019) who states that learners and teachers performance has increased due to improved time management by both parties. With improved time management skills, teachers can finish the syllabus in good time since contact time among the learners and the teachers also increases. Teachers also attend lessons on time giving them a room to prepare their professional documents on time, thus improving teachers' job performance. Dorothy and Bonn (2017) agree strongly with the findings of this study since their study denotes that the quality of teaching has improved due to appraisal of time management.

#### **4.5.3 Appraisal of Time Management Skills Concerning Teacher Job**

##### **Performance**

The researcher goal was to establish whether there exists any relationship between time management and the teachers overall job performance.

##### **4.5.3.1 Teachers' Response on Appraisal of time Management Skills and Teachers' Job Performance**

The researcher aimed to establish the degree to which the tutors confirmed that time management evaluations impact teachers' performance by providing them with a Likert scale to indicate their views on the statements presented. This made it possible to determine the significance of performance evaluation among the respondents and the impact of time management evaluation on teacher enactment. Table 4.14 illustrates the results.

**Table 4. 14: Appraisal of Time Management Skill in Relation to Performance**

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
TPAD inquiries have led to teachers' punctuality in lesson attendance	127	1	5	2.93	1.274
TPAD inquiry has led to syllabus coverage on time	127	1	5	3.00	1.297
TPAD inquiry led to meeting the expected deadline for school activities in time	127	1	5	2.86	1.200
TPAD appraisal has enabled teachers to advance time management skills to attend more school activities.	127	1	5	2.90	1.233
<b>KEY</b>	1=	2=	3=	4=	5=
	Strongly Disagree	Disagree	Some how Agree	Agree	Strongly Agree

As stated earlier, the mean of 1 to 1.8 signifies strongly disagree, 1.81 to 2.60 means disagree, 2.61 to 3.40 means somehow agree, and 4.21 to 5.0 signify strongly agree.

The above information indicates that statement number one attained a mean of 2.93, which implies that a great number of teachers somehow confirm that TPAD Appraisal inquiry on time management skills has led to teachers' punctuality in lesson attendance. This implies that increasing contact hours and enhancing teacher-student interaction were both achievements of time management assessments. The second statement had a mean of 3.00 which means that teachers somehow agree that TPAD Appraisal inquiries have led to teachers covering the expected syllabus on time. This indicates that, even with the advantages of implementation and delivery of curriculum and teachers' evaluation of time management, the assessment program is time consuming thus generating undesirable sentiments from the appraisees and their appraisers. The third statement had a mean of 2.86 which means that teachers somehow agree that TPAD Appraisal inquiries have led to teachers meeting all the expected deadlines for school activities in time. Lastly, the fourth statement had a mean of 2.90, indicating that teachers somehow confirm the account that 'TPAD Evaluation has enabled tutors to advance time management skills to attend to more school activities than before.'

Dorothy and Bonn (2017), argues that TPAD improves the ability of the teacher to manage time thus raising teaching standards. The results give a solution to Jinsen's (2011) and Jairo's (2017) studies which found that teachers

were falling behind in implementing important curriculum components because of ineffective time management.

#### **4.5.3.2 SCDE, Principals, and Deputy Principals' Response on the Appraisal of Time Management Skills and Teachers' Job Performance**

The study had to find out from principals and deputy principals if TPAD appraisal of teachers' time management skills positively impact teachers' job performance. 100% of principals and deputy principals agreed that TPAD appraisal has positively influenced teachers' job performance. From their responses, TPAD has made teachers manage their time throughout the term by planning early, covering their syllabus on time, and meeting the set deadlines when handing in learners' progress records. Through these, teachers can create their own time to attend other school extra activities like games and music.

The study aimed to ascertain how the TPAD evaluation impacted teachers' ability to manage their time and maintain punctuality in lesson attendance. From the principal's and deputy principal's response, it was evident that lesson attendance has dramatically improved as teachers attend to their lessons on time, and most of the teachers recover lessons in cases where they missed a lesson.

SCDE observed that TPAD appraisal on time management skills positively impacts teachers' job performance. It has led to timely syllabus completion and ample time for preparation for the final end-of-year exams. SCDE also noted that for some subjects, TPAD appraisal translated to better grades/scores by students. SCDE also noted punctuality to lessons had improved

tremendously. When a teacher is late or out on duty, the missed lessons will be recovered.

#### **4.6 Appraisal of Learner’s Progress and its Impact on Teachers’ Job**

##### **Performance**

The study's third objective was to ascertain how teachers' work performance was impacted by the TPAD Appraisal of learners' progress. The investigator aimed to examine the impact of learner progress appraisal on teacher performance. The findings are presented in this section.

##### **4.6.1 Extent of Appraisal of Learner's Progress on Job Performance**

The researcher first had to establish how often TPAD appraisal of learners’ progress impacts teachers’ job performance. Below are the outcomes.

**Table 4. 15: Appraisal of Learners Progress**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
All The Time	12	9.4	9.4	9.4
Very Often	56	44.1	44.1	53.5
Rarely	44	34.6	34.6	88.2
Never	15	11.8	11.8	100.0
Total	127	100.0	100.0	

According to the findings presented in Table 16 above, 56(53.5%)(cumulative percentage) of teachers agree that TPAD Appraisal of learners’ progress very often impacts teachers’ job performance. 12( 9.4%) of teachers say all the time, and 56( 44.1%) say very often. 44(34.6%) of teachers said that TPAD



appraisal of learners' progress rarely influences teachers' job performance. This implies that TPAD Appraisal of learners' performance influences teachers' job performance to an unusual degree. Only 15(11.8%) of teachers said TPAD appraisal on learners' progress does not influence teachers' job performance.

#### **4.6.2 Teacher's Ability to Carry Out Learners Assessment**

The researcher also has to seek out if TPAD appraisal of learners' progress enabled teachers to acquire the ability to carry out learner assessment. The outcomes are as in table 4.16.

**Table 4. 16: TPAD Enable Teachers to Carry Learners Assessment**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
YES	73	57.5	57.5	57.5
NO	54	42.5	42.5	100.0
Total	127	100.0	100.0	

According to the findings above, teachers have been able to carry out learner's assessments due to TPAD Appraisal of learners and progress records. This is after 73(57.5%) of teachers said yes to the statement, while only 54(42.5%) said that TPAD enabled teachers to conduct learner assessments.

### 4.6.3 Appraisal on Learners Progress in Relation to Teachers' Job

#### Performance

##### 4.6.3.1 Teachers Response

To determine the impact of TPAD Appraisal of learners' progress on teachers' job enactment, the tutors were given a Likert scale to indicate if they agree or disagree with the offered assertions. The conclusions are listed below

**Table 4. 17: Appraisal on Learners Progress in Relation to Job**

#### Performance

	N	Mean	Std. Error	Std. Deviation
	Statistic	Statistic	Statistic	Statistic
TPAD has led to teachers' ability to develop assessments based on learner's capability	127	2.90	.110	1.240
TPAD has led to teachers timely and efficiency in giving learners progress	127	2.99	.108	1.218
Teacher's active engagement in learners progress	127	3.04	.110	1.243
Teachers giving accurate reports on learner's progress online	127	2.91	.113	1.279

Modification and justification				
of teacher activities	127	3.04	.111	1.250
<b>Key</b>	<b>1=Strongly</b>	<b>2=</b>	<b>3=Somehow</b>	<b>5 =</b>
	<b>Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly</b>
			<b>4= Agree</b>	<b>Agree</b>

Mean is distributed as from the mean of 1.00-1.80 signifies strongly disagree, 1.81-2.60 means disagree, 2.61-3.40 means somehow agree, and 4.21-5.00 signify strongly agree.

From the finding in Table4. 18, the first statement had a mean of 2.90. TPAD appraisal of learners' progress has led to teachers' ability to develop assessments based on learners' capability and learning areas. The second statement attained a mean of 2.99, meaning that teachers somehow agreed with the statement. TPAD appraisal inquiries have led teachers to give learners progress records timely and efficient. The third statement had a mean of 3.04, meaning teachers somehow agreed with the statement. TPAD appraisal has led to teachers engaging in active and progressive learner assessment. The fourth statement had a mean of 2.91, meaning teachers somehow agree that TPAD inquiries have enabled teachers to report accurate records of learners' assessments as they are filled progressively online.

Lastly, the final statement had a mean of 3.04, which means that TPAD appraisal of learners' progress has somehow led to teachers modifying and adjusting teaching activities to improve job performance.

#### **4.6.3.2 SCDE, Principals and Deputy Principals Response**

The researcher also asked the administrators the level to which TPAD assessment of tutors' activities and learners' progress has influenced teachers' job performance. The majority of principals and deputy principals said TPAD appraisal of learners' progress has positively influenced teachers' job performance. Teachers can set targets at the beginning of the term and work out through the term to ensure the set targets are met. One teacher said TPAD appraisal has little impact, and only two said TPAD appraisal on learners' progress has no impact on tutors' job enactment.

The study sought to determine from principals and deputy principals if TPAD appraisal of learners' progress influences teachers' assessment skills. The majority of teachers agreed that TPAD appraisal of learners' progress has positively influenced teachers' assessment skills. The setting of targets has led to improved assessment methods. Teachers set goal-oriented exams, which test areas that have exam objectives. Only a few teachers disagree that TPAD appraisal on learners' progress has any impact on teachers' assessment skills.

SCDE's response to TPAD appraisal on learners' progress noted that teachers frequently give assessment tests. With readily available tests online, teachers can now give tests at short notice, mark them and give feedback to students within a short time. SCDE also noted that teachers' activities have reduced as much of the activities are student-centered. SCDE also noted that to prepare student-centered lessons and teachers have to spend extra time to prepare instructional materials.

#### **4.7 Appraisal of Teachers' Creativity and Innovation in Teaching and Its Influence on Job Performance.**

The fourth and final objective was to establish the influence of appraisal on creativity and innovation on teachers' job performance. Creativity and innovation in teaching guarantee better learning experiences and better educational outcomes. Creativity and innovation are interconnected but usually erroneously used in place of the other. A more thorough analysis of the ideas reveals a subtle but significant difference. A technique, a concept, or a product that "is directed toward achieving a sustainable outcome that can improve what people do or how they do it" can be classified as innovative (Weiss & Legrand, 2011). On the other side, creativity may be asserted as the limitless source of innovation, according to Ferrari et al. (2009) and Craft (2005), and innovation can be seen as the application and implementation of creativity. The conclusions discussed in this section relate to objective number four.

##### **4.7.1 Exposure of Teachers to Dynamic Teaching Methods**

The researcher sought to determine if teachers agree with the statement that teachers should be exposed to dynamic teaching methods of 21st-century teachers to better their job performance. Below are the findings.

.

**Table 4. 18: Teacher Exposure to Dynamic Teaching Method**

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	114	89.8	89.8	89.8
NO	13	10.2	10.2	100.0
Total	127	100.0	100.0	

According to the finding above, 114(89.8%) of teachers agree that teachers should be exposed to dynamic teaching methods of the 21st century to improve their job performance. Nilson (2010), the concept of dynamic teaching is inspired by a critical observation that the most appropriate way to learn is to get actively involved in activities. 13(10.2%) said no to being exposed to the dynamic teaching method of the 21<sup>st</sup> Century.

#### **4.7.2 ICT Integration into Class**

The researcher had to determine if the assessment of tutors' innovativeness and creativeness has developed their interest in integrating ICT into training. The following are the results.

**Table 4. 19: TPAD Developed Teachers' Interest in Integrating ICT In Teaching**

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	97	76.4	76.4	76.4
NO	30	23.6	23.6	100.0
Total	127	100.0	100.0	

According to the finding above, 97(76.4%) of teachers agreed that TPAD appraisal developed teachers' interest in integrating ICT into teaching. Some of the teachers who responded positive to the statement gave further explanations as asked by the researcher. The majority of the teachers said; ICT integration has made learning more enjoyable. Requiring evidence of the same helps teachers to diversify their technology. 30(23.6%) of teachers did not agree that TPAD appraisal developed teachers' interest in integrating ICT into teaching. Most teachers who disagreed said it is based on a few lessons' observations and ICT integration during teaching can be done without TPAD.

### **4.7.3 Appraisal of Creativity and Innovation on Job Performance**

#### **4.7.3.1 Response from Teachers on Appraisal of Creativity and Innovation**

The researcher aimed to find out the extent to which teachers agreed that there exists an impact of TPAD assessments of creativity and innovation on job performance. A Likert scale was issued to the key respondents, and the findings are listed below.

**Table 4. 20: TPAD appraisal on creativity and innovation on job performance**

	N	Minimum	Maximum	Mean	Std. Deviation
TPAD encouraged teachers to access, retrieve and integrate ICT.	127	1	5	3.19	1.193

Collaboration with education stakeholders to provide e-platform for ICT integration	127	1	5	3.17	1.202
TPAD motivates innovation and creativity in teaching.	127	1	5	3.10	1.233
TPAD incorporates creativity and innovation skills in teaching activities.	127	1	5	3.18	1.205
Valid N (listwise)	127				

---

According to the information presented above, the first statement attained a mean of 3.19 which means TPAD appraisal inquiries have somehow encouraged teachers to access, retrieve and integrate ICT in teaching. The second statement had a mean of 3.17, meaning TPAD assessment on collaboration with education stakeholders may provide E-platform to enable ICT integration. The third statement had a mean of 3.10, meaning TPAD appraisal somehow motivates teachers to innovate and teach creatively. The fourth statement attained a mean of 3.18, meaning that TPAD appraisal has enabled teachers to incorporate creativity and innovation skills in teaching activities.

#### **4.7.3.2 SCDE, Principal, and Deputy Principal Response**



The researcher asked principals and deputy principals about any connections between teachers' work performance and their TPAD ratings for creativity and innovation. 100% of principals and deputy principals concurred that the TPAD assessments of creativity and innovation increase teachers' work performance. Most principals and deputy principals said most teachers nowadays have learned to integrate ICT during their lessons. Learners retain more of what they learn by seeing, hearing, and touching than just listening through a lecture method. 100% of the principals and deputy principals agreed that TPAD appraisal had enabled teachers to incorporate creativity and innovation. Teachers can improvise new teaching aids in cases where the normal one is unavailable. Most teachers will move towards incorporating ICT in class and other teaching aids just for the purpose of TPAD. Still, it does not necessarily translate into better student performance results. It is evident that for better management, principals also need to be ICT skilled so as to be better TPAD implementers. Chepkonga. (2015) argues that MoE has to install diverse ICT infrastructures in schools so as to ease management challenges

SCDE observed that TPAD appraisal on creativity and innovation had impacted teachers' job performance, especially during lesson observation. Due to the low frequency of lesson observation, the effect on teachers' overall job performance may be too low. Despite that, SCDE noted that TPAD appraisal enabled teachers to incorporate creativity and innovation skills in teaching activities. SCDE noticed very creative and innovative teachers doing peer teaching during SMASSE county training, and some of them use the same lessons in their classes.

#### 4.8 Correlation Study

The investigator subsequently aimed to establish the connection between the self-governing variables: knowledge and application, time management skills, learner advancement, originality, and creativity by connecting the study data. The Likert scale values for each of the four target areas were first made into a variable to correlate the data. The correlation matrix used in the investigation is displayed in Table 4.21.

**Table 4. 21 : Correlation Matrix**

	Knowledge and Application	Time Management Skills	Learners Progress Record	Creativity and Innovation
KNOWLEDGE AND APPLICATION	Pearson Correlation	1		
	Sig. (2- tailed) N	127		
TIME MANAGEMENT SKILLS	Pearson Correlation	0.732**	1	
	Sig. (2- tailed)	.000		
	N	127	127	
LEARNERS	Pearson	0.689**	0.797**	1

---

PROGRESS	Correlation				
	Sig. (2-tailed)	.000	.000		
	N	127	127	127	
CREATIVITY	Pearson				
AND	Correlation	0.654**	0.674**	0.754**	1
INNOVATION					
	Sig. (2-tailed)	.000	.000	.000	
	N	127	127	127	127

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

---

Table 22 above demonstrates how abilities averages for each aspect-including knowledge and application, time management, learners' records of progress, and creativity and invention were combined into a single variable for both factors. A Pearson's correlation analysis was then performed with a 95% confidence interval and a 5% 2-tailed confidence level.

The correlation matrix reveals a solid and positive link between professional knowledge and application and time management abilities, with a magnitude of 0.732 and a P-value of 0.000 at both the 5% and 95% confidence levels. A strong correlation exists between knowledge, application, and time management skills. Furthermore, the findings and the instructor's correct assessment of student improvement indicate a positive correlation between

professional knowledge and application and student growth, with a size of 0.689 and a P-value of 0.000. The correlation matrix displays a strong and significant affiliation between professional knowledge and application, creativity, and creation. The 5% level of significance and the 95% level of interval confidence yield a correlation magnitude of 0.654 and a P-value of 0.000 for this relationship.

The correlation analysis also shows that time management skills, learner progress reports, originality and innovation, performance evaluations, and continuous monitoring and assessment are the aspects that have the biggest effects on instructors' professional knowledge and application. This is similar to the study done by Osati (2019) whereby he found out that the factors on his study such as professional knowledge, time management, learner's progress and creativity and innovation are major factors that impact teacher's work enactment in Homa-bay sub-county. His values were correlated at 0.05 and at 95% confidence level. Osati(2019) found that there exists an important and a strong link between innovation and creativity and teachers performance assessments in teaching of 0.622 at a  $p=0.021$  of 5% In his study Tumusiime (2022) found out that implementing TPAD strategies in public secondary schools in kikuyu sub-county had positively impacted teacher's job performance within the county. An  $r=0.811$  was achieved indicating that principals and deputy principals support on TPAD implementation resulted to improved teacher performance within Kikuyu sub-county.



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

**5.1 Introduction**

This chapter offers an overview of the study, findings scrutiny and deductions, recommendations based on the conclusions, plus proposals for more research.

**5.2 Summary of the Study**

The study aimed to determine how teachers' work enactment in Kenya's public secondary schools in Kikuyu Sub-County was impacted by the teachers' performance and appraisal development (TPAD). The study's primary aim was to assess how teachers' professional knowledge, time management abilities, student progress, creativity, and innovation affect their job performance in the public secondary schools of Kikuyu Sub-County. Descriptive research methods were employed in this investigation. The population targeted consisted of 456 instructors from 18 public secondary schools in Kikuyu Sub County, 18 principals, 20 deputy principals, and 1 SCDE. 30% of each field in each category, except for the SCDE, was included in the study sample.

For the SCDE, the purposive sampling approach was adopted. Data used in the study was gathered using an interview and questionnaire routine. The SPSS version 22 program was used to organize and scrutinize the data. The outcome of the study demonstrated that TPAD evaluations of instructors' familiarity of the subject matter, management of time, learners' growth, inventiveness, and novelty favorably impact their job performance. 50(52%) of respondents

strongly agree that their job performance has improved due to proper time management while 84(66.1%) agree that use of appropriate teaching aids has contributed to greater extent their performance skills. Teachers within Kikuyu Sub County agree that TSC should establish forums to help teachers fill in the gaps identified during appraisal. 68(53.5%) of teachers in Kikuyu Sub-county are able to mitigate the gaps by undertaking performance appraisal. Some of the gaps identified in this study include; ICT integration in teaching and learning, use of appropriate instructional materials by teachers as some schools are disadvantaged. Such forums should be free of charge to encourage more teachers to register based on their needs. The study implies that teachers, deputy principals, and principals as well as the SCDE agrees strongly that appraisal of professional knowledge, time management, learner's progress and their creativity greatly influences the teacher's job enactment. About the inquiry on the assessment of skilled knowledge and its influence on the teachers job performance. It is evidence that all the respondents strongly agree that teacher performance improved by application of their professional knowledge in and outside the classroom. These findings coincides with those of Macharia(2019) who argues that professional development of knowledge by teachers is crucial as it impacts their job performance hence affecting the quality of education.

Concerning the appraisal of how teachers manage their time, and its influence on the teacher's job performance, the study findings show that more than 50(52%) (Cumulative percentage) of teachers agree that TPAD has influenced their time management. 16(12.6%) specifically agree that time management

has influenced their job performance all the time. This has translated to timely syllabus coverage and content delivery. Osati (2019) agrees strongly with these findings as he opines that teachers and learners performance improve tremendously due to proper time management by teachers which results to enhanced instructional time

On learners progress and its influence on the teacher's job performance. A cumulative percent of 56(53.5%) agree that teachers job performance has gradually improved by undertaking appraisal of learners' progress only 15(11.8%) disagree which shows that learners progress is a key component of TPAD system. The principals, deputy principals swell as the SDCE also agree that inquiry on learner's progress through appraisals has created a learner cantered environment thus improving effectiveness and efficiency in teaching. Teachers assessment skills have improved hence improving their competences.

Concerning the assessment of learners' originality and innovation effect on the tutors' job performance.100% population of principals and their deputies agreed that evaluation of originality and innovation has seen a great improvement on teacher's performance index. ICT integration is one of the key contributors of creativity and innovation. Adoption of 12<sup>st</sup> century skills have also improved the way teachers deliver content and assess learners. The correlation study also approves the discoveries of this investigation hence the researcher also suggests further study that touches on Influence of teacher professional development courses on teachers' job performance. These



findings concur to those of Osendo (2019) who demonstrates that use of ICT to teach and learn progresses the overall performance since 78.5% of the respondents in his study were in agreement with the said statement. Even though Kiseko and Kwasira (2015) as cited by Osendo (2019) disagrees with the researcher since they both state that ICT use influence students' academic performance negatively due to its negative and inappropriate impact.

### **5.3 Summary of the Findings**

Objective number one was to ascertain by what means does the assessments of their professional knowledge impacted teachers' job performance in public secondary schools. In relation to the study's findings, the majority of instructors concurred in some manner that evaluations of their professional knowledge and application affected how well they performed at work. (Chepkonga et al., 2021) recommends that principals should develop their tutors professionally as this move improves how satisfied they are in their work stations. The TPAD assessment of teachers' professional knowledge and application was acknowledged by teachers, deputy principals, principals, and SCDE as positively impacting teachers' work performance in Kikuyu sub-county. This study findings contradicts with those of Tumusiime (2022) who claimed that Most of tutors in Kikuyu constituency had idea that professional knowledge development had any impact on their job performance or if TPAD as a tool requires them to engage in professional development trainings

Objective two was to ascertain how instructors working in public secondary schools in Kikuyu sub-county were evaluated in regard to their time management skills. Instructors concurred with the conclusion that there is a

strong connection between instructors' job performance and their TPAD time management rating. Teachers' opinions were shared by SCDE, principals, and deputy principals. It was reported that instructors' job performance significantly increased due to the TPAD assessment on time management. Teachers could show up for class on time and finish the syllabus quickly. It was also mentioned that teachers would evaluate students depending on the deadlines they have set. Osati (2019) agrees with this argument as he concludes that time management improves syllabus coverage as well as teachers' contact time with students in turn improving job enactment.

Objective three was to determine how assessments of learners' growth affected tutors' job performance in public secondary schools in Kikuyu sub-county. The results indicated that teachers generally concur that job performance correlates favorably with TPAD assessments of students' growth. According to SCDE, principals, and deputy principals, test administration and student feedback have improved. It should be emphasized that students do better over time according to the more tests they take.

The final objective of the study sought to ascertain the impact of TPAD appraisal of creativity and innovation on teachers' job performance in public secondary schools. The findings show that TPAD's appraisal of creativity and innovation has positively impacted teachers' job performance. The findings show that teachers have tried to create and innovate instructional resources to improve their content delivery methodology. It is worth noting that as teachers prepare for their lessons according to the 21<sup>st</sup> century standards, there is a lot

of time being put and most students may not get the lesson's objective and concentrate on the teaching aid. Related research topics by Osati, Macharia and Osendo (2019) concluded that appraisal of creativity and innovation and its influence on teacher's job performance is a component of TPAD that influences the overall performance of learners and teachers.

#### **5.4 Conclusion of the Study**

The researcher aim was to find out the influence of TPAD on teachers' job performance I public secondary schools within Kikuyu sub-county. Relating to the objectives, The researcher established the following

Generally, TPAD appraisal of instructors' professional knowledge and application positively impacts teachers' job performance. Teachers now prepare and use class plans, notes, work schemes, and other important papers.

The study's conclusion on time management is that teachers' job performance has been positively impacted by TPAD appraisal on the subject. Attendance during lessons is on time. Additionally, the deadlines are met, and the syllabus covering is completed on time. Lessons that were missed are being made up.

On learners' progress, the study concludes that TPAD appraisal on time management has positively influenced teachers' job performance. Learners are given random tests and marked, and feedback is given on time. Progress record is also kept, and targets for the term is also set.

On creativity and innovation, the study concludes that TPAD appraisal of creativity and innovation has dramatically influenced teachers' job performance positively. Teachers integrate ICT into their lessons, thus showing students concepts that can't be performed in class, such as volcanic

eruptions, dangerous experiments, etc. Teachers also create their own teaching aids to help teach different concepts.

The conclusions of this study agrees with those of Tumussime (2022), who also concluded that teachers professional development which is supported by principals significantly influences teachers job performance in public secondary schools in kikuyu constituency. He further concludes that engagement in TPAD by teachers improves their job performance

### **5.5 Recommendation of the Study**

These commendations were made in relation to the findings and summary of the study.

1. The researcher recommended that Principals and deputy principals (appraisers) should increase the rate of lesson observation per term, not just once a term. This will lead to frequent usage of appropriate instructional aids and in turn enable the teachers to identify performance gaps.
2. The study endorses that Principals and deputy principals ought to certify the lesson notes and other professional documents required and be sensitized on how to use them to improve performance.
3. The researcher further recommends that the TSC should bring forums to help teachers mitigate the gaps identified after appraisal. Such forums should be free of charge to encourage more teachers to register based on their needs. Chirchir and Letangule (2021) also recommended that TSC and other stakeholders within the education sector to set aside training funds for

seminars, workshops on TPAD implementation and policies so as to encourage more teachers to enroll.

4. The study in-depth also recommended that the TSC ought to train principals and deputy principals on processes of carrying out appraisal of teachers effectively which will ensure effectiveness of TPAD as a performance tool. This is also supported by Joash,Ajowi,Aloka(2017)recommends that the MoE should sensitize principals and their deputies on how the TPAD policies should be implemented so as to ensure its effectiveness in improving teachers job performance., They also denotes that the school BOM should ensure availability of appropriate instructional and learning materials so as to foster teachers and learner's creativity and innovation(Joash et al...2017).The recommendation of this study are great since if appropriate resources are available, then the performance of learners will improve directly proportionally to that of the teachers

5. Finally the investigator recommended that Tutors ought to be skilled on the emerging technologies in order to foster their creativity and ensure quality assessment techniques are used during learner's assessment.

These recommendations are similar to those suggested by Tumusiime(2022) in his study on Principals implementation of TPAD in public secondary schools in Kikuyu constituency which had suggested that the government in conjunction with other participants ought to come up with training forums for teachers, deputy principals and principals on implementation of TPAD a move that will improve teachers professional knowledge hence improving teachers job performance.

Furthermore the study on Influence of performance appraisal in public primary schools in Homa Bay sub-county by Osati (2019) agrees with the conclusion of the researcher of this study since they both agree that proper time management by learners and teachers greatly impacts job performance of teachers and improves learners progress records, Moreover, proper utilization and management of professional documents and teaching resources improves the professional knowledge of the classroom teacher. Therefore it is evident as supported by other scholars that TPAD as a tool greatly influences teachers' job performance in Kikuyu sub-county, Kiambu County, Kenya.

### **5.6 Suggestions for Further Study**

Further topics suggested for research include the following,

- i) Influence of teacher professional development course on the practical implementation of TPAD
- ii) Influence of teacher professional development course on teachers' job performance
- iii) Influence of teacher professional development on teachers' attitude towards their job performance.

## REFERENCES

- Aijaz, Z. (2019). Impact of 360-degree performance reviews on motivation of doctors and nurses in Ireland (*Doctoral dissertation, Dublin Business School*).
- Aloo, J. O., Ajowi, J. O., & Aloka, P. J. O. (2017). Influence of teachers performance appraisal policy on timeliness in implementation of the curriculum in public secondary schools in Kenya. *Journal of Educational and Social Research*, 7(3), 71.  
<http://dx.doi.org/10.1515/jesr-2017-0005>
- Angelista, J. L. (2018). Challenges facing secondary school teachers in implementing career guidance and its implication on the student's future job choices in Tanzania. A case of selected secondary schools in Kilimanjaro region. *International journal of education and research*, 6(7), 101-110.
- Baker, J. (2021) Tutoring program exacerbates 'dire' shortage of casual teachers retrieved from: <https://www.smh.com.au/>
- Bell, M. L., Whitehead, A. L., & Julious, S. A. (2018). Guidance for using pilot studies to inform the design of intervention trials with continuous outcomes. *Clinical epidemiology*, 10, 153.

- Campbell, C. (2021). Educational equity in Canada: the case of Ontario's strategies and actions to advance excellence and equity for students. *School Leadership & Management*, 41(4-5), 409-428.
- Chen, M. Y., Huang, M. J., & Cheng, Y. C. (2009). Measuring knowledge management performance using a competitive perspective: An empirical study. *Expert systems with applications*, 36(4), 8449-8459.
- Chepkonga, S. (2015). An investigation of the relationship of ICT training of principals in ICT integration in management public secondary schools: A case of Nairobi County, Kenya
- Chirchir, K. M., & Letangule, S. (2021). The Influence of Teacher Performance Appraisal and Development Implementation on the Secondary Students' Examination Scores in Public Schools in Kenya. *European Journal of Education and Pedagogy*, 2(6), 34-44.
- Datnow, A. M. Lockton, H. Weddle (2020). Redefining or reinforcing accountability? An examination of meeting routines in schools *Journal of Educational Change*, 21 (1), pp. 109-134, [10.1007/s10833-019-09349-z](https://doi.org/10.1007/s10833-019-09349-z)
- Didinya, E., Ouda, J. B., & Ndanu, C. (2018). Effect of performance appraisal of teachers on academic performance of students in public secondary schools in Hamisi sub-county, Vihiga County, Kenya. *Journal of Popular Education in Africa*, 2(3), 127-143.
- Harishkumar, K., Shiragur, M., Balaji Kulkarni, S., Patil, B. C., & Nishani, S. (2018). Correlation and Path Co-Efficient Analysis in F2 Segregating



Population of “AAC-1× Arka Poornima” Cross in China aster (*Callistephus chinensis* [L.] Nees.). *Int. J. Pure App. Biosci*, 6(2), 1216-1221.

Huang, X., Lin, C. H., Sun, M., & Xu, P. (2022). Metacognitive skills and self-regulated learning and teaching among primary school teachers: The mediating effect of enthusiasm. *Metacognition and Learning*, 1-23.

Ibrahim, K., & Benson, M. (2020). Monitoring & Evaluation Of Teacher Effectiveness, A Case Of Teacher Performance Appraisal & Development Tool In Public Secondary Schools In Nyandarua South Sub-County, Kenya. *Advances in Social Sciences Research Journal*, 7(1), 320-329.

Jonyo, D. O. (2017). Performance management in Kenyan public schools: implications and challenges. *European Journal of Educational Sciences*, 4(3), 19-35.

Kagama, J., & Irungu, C. (2018). An analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya. *International Journal of Education*, 11(1), 93-98.

Kamel, S. H., & Rizk, N. (2019). The Role of Innovative and Digital Technologies in Transforming Egypt Into a Knowledge-Based Economy. In *Handbook of Research on the Evolution of I.T. and the Rise of E-Society* (pp. 386-400). IGI Global.

- Khumalo, J. B., Van Vuuren, H. J., Van der Westhuizen, P. C., & Van der Vyver, C. P. (2018). Problems experienced by secondary school deputy principals in diverse contexts: a South African study. *Problems and Perspectives in Management*, 16(2), 190-199.
- Komba, S. C., & Mwakabenga, R. J. (2019). Teacher professional development in Tanzania: Challenges and opportunities. In *Educational Leadership*. IntechOpen.
- Koomar, S., Allier-Gagneur, Z., & McBurnie, C. (2018). *Effective Teacher Education in Low-Connectivity Settings: A Curated Resource List* (No. 21). EdTech Hub.
- Lau, K. L. (2018). An appraisal analysis of international mindedness in Chinese student-written texts in the I.B. diploma programme. In *Researching Chinese Language Education* (pp. 195-210). Routledge.
- M.B. Carney, J.L. Brendefur, G. Hughes, K. Thiede, A.R. Crawford, D. Jesse, B.W. Smit(2019) Scaling professional development for mathematics teacher educators *Teaching and Teacher Education*, 80 (2019), pp. 205-217, [10.1016/j.tate.2019.01.015](https://doi.org/10.1016/j.tate.2019.01.015)
- Makgato, M., & Mudzanani, N. N. (2019). Exploring school principals' leadership styles and learners' educational performance: A perspective

from high-and low-performing schools. *Africa Education Review*, 16(2), 90-108.

Mawang, L. L., Kigen, E. M., & Mutweleli, S. M. (2020). Achievement goal motivation and cognitive strategies as predictors of musical creativity among secondary school music students. *Psychology of Music*, 48(3), 421-433.

Melly, I. K., & Mwangi, B. N. (2018). Influence of Selected Factors on the Level of Implementation of Preschool Creative Activities Curriculum in Njoro, Nakuru County, Kenya. *African Research Journal of Education and Social Sciences*, 5(2), 15-25.

Mikhailova, O. B. (2018). Features of creativity and innovation development in students at secondary and high school. *International Journal of Cognitive Research in Science, Engineering and Education*, 6(2), 11.

Moyal, S., & Iyengar, V. (2016). Performance appraisal in banks: A study. *Elk Asia Pacific Journal of Human Resource Management and Organisational Behavior*, 3(1) 1-8.

Mpaata, K. A. (2019). The Leadership Role of Secondary School Head Teachers in Delivering Integrative Quality Education in Uganda.

Muganga, L., & Ssenkusu, P. (2019). Teacher-Centered vs. Student-Centered: An examination of student teachers' perceptions about pedagogical

practices at Uganda's Makerere University. *Cultural and Pedagogical Inquiry*, 11(2), 16-40.

Mugenda, O. & Mugenda, A. (2003). *Research Methods: Quantitative and Qualitative approaches*, Nairobi acts press

Muhia, G. G. (2015). Teachers perceptions of the performance appraisal system effectiveness in public secondary schools in Naivasha and Gilgil districts, Nakuru county. *Unpublished M. Ed Thesis, Kenyatta University*.

Nasreen, A., & Odhiambo, G. (2018). The Continuous Professional Development of School Principals: Current Practices in Pakistan. *Bulletin of Education and Research*, 40(1), 245-266.

Nyongesa, P. (2018). Impact of performance appraisal on Teacher performance in public secondary schools in Kisumu west sub-county, Kenya (Doctoral Dissertation, Maseno University).

Onyango, D. (2020). Influence of teacher performance appraisal and development on pupils' academic performance in public primary schools in Suna East Sub-county, Migori county, Kenya (Doctoral dissertation, Kisii University).

R. M. Pickering, Describing the participants in a study, *Age and Ageing*, Volume 46, Issue 4, July 2017, Pages 576–581

- Rasolonjatovo, R. E. (2019). Principals' transformational leadership style on secondary school students academic performance in Antsirabe i, Madagascar.
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8-12.
- Shikokoti, H., Okoth, U., & Chepkonga, S. Principals' Performance Appraisal and Its Influence on Teachers Job Satisfaction in Public Secondary Schools in Kakamega County, Kenya.
- Suharta, I Gusti & Parwati, Ni. (2020). Relationship Between Teacher's Content Knowledge, Pedagogical Content Knowledge, and Self-Efficacy and Its Impact on Student's Mathematics Learning Achievement. 10.2991/assehr.k.200513.066.
- Theobald, Sally & Morgan, Rosemary & Hawkins, Kate & Ssali, Sarah & George, Asha & Molyneux, Sassy. (2017). The importance of gender analysis in research for health systems strengthening. *Health policy and planning*, 32. v1-v3. 10.1093/heapol/czx163.
- Tumusiime, P. (2022). Principals' implementation of Teacher Performance Appraisal and Development (TPAD) Tool and Teachers' performance In Public Secondary Schools in Kikuyu Constituency (Doctoral dissertation, Tangaza University College).

Wanaja, G., & Osendo, L. P. (2019). Teacher Perception of Performance Appraisal and Development Tool in Public Primary Schools in Mumias East Sub-county, Kenya.

Xianhan, H., Chun, L., Mingyao, S., & Caixia, S. (2022). Associations of different types of informal teacher learning with teachers' technology integration intention. *Computers & Education, 190*, 104604.

## **APPENDICES**

### **Appendix I: Letter of Introduction**

**Lucyline Karimi Kanake**

**Department of Educational**

**Admin & Planning**

**University of Nairobi**

**P.O. BOX 30197-00100**

**Nairobi, Kenya**

To The Principal

Dear Sir / Madam,

**RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I Lucyline Karimi Kanake, is a Master student at Nairobi University. I am carrying out research on “influence of teachers job performance and appraisal development on teachers job performance in public secondary schools in Kikuyu Sub - County” I kindly request you to allow me undertake the research

in your school. The information gathered here will be treated with utmost confidentiality for its only for the purposes of studying. Thank you

Yours faithfully,

Lucyline Kanake

**.Appendix II: Letter of Authorization**



**UNIVERSITY OF NAIROBI  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM  
STUDIES**

dept-edpcs@uonbi.ac.ke

P.O. BOX 30197  
OR P.O. BOX 92 -00902  
KIKUYU

**OUR REF:** E55/89941/2016

**DATE:** 27<sup>th</sup> January, 2023

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**RE: LUCYLINE KANAKE- REG NO. E55/ 89941/20160**

**LUCYLINE KANAKE** is a bona fide Master of Education student in the Department of Educational Management, Policy and Curriculum Studies, University of Nairobi. She has completed her course work and is currently working on her research proposal. Her area of specialization is Educational Administration. Topic '**Influence of Teachers' Performance and Appraisal Development (Tpad) on Job Performance in Public Secondary Schools in Kikuyu-Sub County, Kenya**'.

Any assistance accorded to her will be highly appreciated. Thank you.



**DR. SUSAN CHEPKONGA**  
**CHAIRMAN**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM**  
**STUDIES**

SC/lao



### Appendix III: Questionnaire for Teachers

**Instructions:** Do not write your name or that of your school anywhere on this questionnaire

This questionnaire is designed to collect information about the “**the influence of teacher job performance and appraisal development on teachers job performance in public secondary schools in Kikuyu sub-county**”. In this questionnaire the responses you will provide will be solely utilized for study purposes. Therefore, they will not identify you or the school. Kindly indicate only the exact options as honestly and accurately as you possibly can by appending a tick (✓) on your selected options. In the cases of the questions necessitating your opinion, write in the provided spaces your honest view.

#### **PART A: Demographic information**

1. Indicate your age in the appropriate box.

Below 25 years [    ]

26 - 35 years [    ]

36 – 45 years [    ]

Over 45 years [    ]

2. Indicate your gender.

Male [    ]

Female [    ]

3. By means of a tick indicate your academic qualification?

PhD [    ]

M. Ed [    ]

B. Ed (Science) [    ]

MA/MSC [    ]

B.Ed. Arts) (    )

BA (BSC) PGDE [    ]

Diploma [    ]

4. What is the category of your school ?

National school [    ]

Extra County [    ]

County [    ]

Sub- County [    ]

**PART B**

**The influence of Appraisal of a teacher’s professional knowledge on teachers’ job performance**

5. Does TPAD evaluation of your masterly of content in your teaching subjects improve your overall teaching performance? Yes [  ]

No [  ]

6. Is TPAD assessment of your teaching resources improving your overall teaching job performance over time ? Yes [  ]

No [  ]

7. Does TPAD enquiry about your teaching aids make you to improve them? Yes [  ] No [  ]

8. Indicate any aspect of your professional knowledge standard that has been improved by TPAD implementation in your school?

.....

9. Using a scale of 1 to 5, (where 1= strongly disagree, 2= disagree, 3= somehow agree, 4= Agree and 5= Strongly Agree). Kindly append a tick [√] on your selected options.

	<b>STATEMENTS</b>	1	2	3	4	5
1	The teachers have advanced the masterly of their subject content due to TPAD enquiry on the same.					
2	Due to undertaking TPAD Appraisal teachers have advanced in frequently using appropriate teaching/ learning resources like lesson plans and lesson notes.					

3	Due to undertaking lesson observation as required by the TPAD Appraisal teachers have improved in their job performance in teaching.					
4	Due to undertaking TPAD Appraisal teachers have advanced in frequently using appropriate teaching/ learning aids.					
5	TPAD Appraisal has enabled teachers to identify their existing professional knowledge gaps.					

10. a) Do you think there that teachers can mitigate professional gaps due to undertaking TPAD Appraisal? Yes [  ]

No [  ]

b) Briefly explain your response above.

.....

**The extent to which TPAD evaluation of teachers' time management will affect the job performance of teachers**

11. How often has TPAD appraisal influenced teachers' time management in their teaching activities?

All the time [  ]    Very often [  ]    Rarely [  ]    Never [  ]

12. Have the teachers' time management skills improved due to being emphasized by TPAD Appraisal? Yes [  ]

No [  ]

13. Briefly explain your answer above.

.....

14. Using a scale of 1 to 5, (**where 1= strongly disagree, 2= disagree, 3= somehow agree, 4= Agree and 5= Strongly Agree**). Kindly append a tick [ ✓ ] on your selected options.

	<b>STATEMENTS</b>	1	2	3	4	5
1	TPAD Appraisal enquiries have led to teachers' punctuality in lesson attendance.					
2	TPAD Appraisal enquiries have led to teachers covering the expected syllabus in time.					
3	TPAD Appraisal enquiries have led to teachers meeting all the expected deadlines for school activities in time.					
4	TPAD Appraisal has enabled teachers to advance time management skills to attend to more school activities than before.					

**TPAD appraisal of learner's progress influence on the job performance of teachers**

15. To what extent has TPAD Appraisal on the teachers' activities in learner progress impacted on the teachers' job performance in teaching.

All the time [ ]      Very often [ ]      Rarely [ ]      Never [ ]

16. Briefly explain your answer above.

.....

17. Has TPAD enabled the teacher to acquire the ability to carry learner assessment?

Yes [ ]      No [ ]

18. Briefly explain your answer above.

.....

19. Using a scale of 1 to 5, (**where 1= strongly disagree, 2= disagree, 3= somehow agree, 4= Agree and 5= Strongly Agree**). Kindly append a tick [ ✓ ] on your selected options.

	<b>STATEMENTS</b>	1	2	3	4	5
1	TPAD Appraisal enquiries have led to teachers' ability to develop assessment based on learner's capability and learning styles.					
2	TPAD Appraisal investigations have led to teachers giving learner progress timely and efficiently.					
3	TPAD Appraisal enquiries have led to teachers engaging in active and progressive learner assessment.					
4	TPAD inquiries have enabled teachers to report accurate records of learner assessment as they are filled progressively online.					
5	TPAD learner progress appraisal has to the teachers modifying and adjusting teaching activities to improve job performance.					



## Appendix IV: Interview Schedule for SCDE, Principals and Deputy

### Principal

**Instructions:** Do not write your name or that of your school anywhere on this interview schedule

This interview schedule is designed to collect information about the “**the influence of teacher performance and appraisal development on teacher’s performance in public secondary schools in Kikuyu sub-county**”. In this interview schedule the responses you will provide will be solely utilized for study purposes. Therefore, they will not identify you or the school. Kindly indicate only the exact options as honestly and accurately as you possibly can by appending a tick (✓) on your selected options. In the cases of the questions necessitating your opinion, write in the provided spaces your honest view.

#### **PART A: Demographic information**

1. Indicate your age in the appropriate box.

Below 25 years [    ]

26 - 35 years [    ]

36 – 45 years [    ]

Over 45 years [    ]

2. Indicate your gender.

Male [    ]

Female [    ]

3. By means of a tick indicate your academic qualification?

PhD [    ]

M. Ed [    ]

B. Ed (Science) [    ]

MA/MSC [    ]

B.Ed. Arts) [    ]

BA (BSC) PGDE [    ]

Diploma [    ]

4. What is the category of your school?

National school [ ]    Extra County [ ]

County [ ]    Sub- County [ ]

5. How many years have you been in service as a teacher?

5yrs & below [ ]                      16-20 yrs [ ]

21 yrs and above [ ]

6. for how long have you served as an administrator?

6 year & below [ ]                      6-10yrs [ ]

10-15 yrs [ ]                              16-20yrs [ ]

21yrs and above [ ]

**Part B**

i. Is there any relationship between TPAD Appraisal on teachers' professional knowledge and the teachers' job performance?

.....  
.....

ii. Has TPAD Appraisal encouraged teachers to advance in frequently using appropriate teaching / learning resources in teaching? .....

.....

iii. Does TPAD Appraisal enable teachers to identify their existing professional knowledge gaps and focus on possible mitigation? .....

.....  
.....  
.....



- iv. How does appraisal of the teachers' time management impact their job performance in the overall teaching?.....  
.....
- v. To what extent have TPAD Appraisal enquiries led to teachers' punctuality in lesson attendance?.....  
.....
- vi. To what extent has TPAD Appraisal on the teachers' activities in learner progress impacted on the teachers job performance in teaching? .....  
.....
- vii. Would you associate TPAD evaluation with any changes in teachers' assessment skills ?.....  
.....
- viii. Can you establish a relationship between the appraisal of teachers' creativity and innovation and their job performance? .....  
.....
- ix. Has TPAD Appraisal enabled teachers to incorporate creativity and innovation skills in teaching activities.....  
.....

## Appendix V: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 127523	Date of Issue: 05/February/2023
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Miss. <u>Lucyline Karimi Kangake</u> 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 Kiambu on the topic: <b>INFLUENCE OF TEACHERS' PERFORMANCE AND APPRAISAL DEVELOPMENT(TPAD) ON JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KIKUYU-SUB COUNTY, KENYA</b> for the period ending : 05/February/2024.</p>	
License No: NACOSTI/P/23/23498	
127523 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	