

PRINCIPALS' IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD) TOOL AND TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KIKUYU CONSTITUENCY

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ABSTRACT

Purpose of the Study: This study sought to find out the influence of principals' implementation strategies of Teacher Performance Appraisal and Development (TPAD) tool on the performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County. Teachers' performance appraisal is one of the important processes in determining the performance of teachers in every country. In Kenya, Teachers Service Commission (TSC) introduced Teacher Performance Appraisal and Development (TPAD) tool in public schools to enable school principals to objectively evaluate teachers in their respective schools. Two research questions together with management by objectives theory guided the study.

Statement of the Problem: In spite of the underpinning objective of the strategy in improving teachers' performance, the implementation of TPAD has faced considerable resistance from teachers and their umbrella body, Kenya National Union of Teachers.

Research Methodology: The study adopted a descriptive cross-sectional survey design with a blend of qualitative and quantitative paradigm. The concurrent triangulation design was adopted for the study. The study targeted all public secondary schools, principals, teachers, TSC County Directors, and Quality Assurance and Standards Officers (QASOs). Both probability and non-probability sampling procedures were used to determine different samples for the study. Probability sampling, in particular simple random sampling was adopted to select 12 public secondary schools; proportionate sampling was used to select 190 teachers from the sampled schools. Non-probability sampling mainly purposive sampling was used to select 12 principals, One TSC County Director and One Quality Assurance and Standards Officer (QASO). Instrument reliability was tested using test-retest technique.

Retest was done after a time lapse of two weeks. Scores from both testing periods were correlated using a Pearson Product Moment Formula to identify any variations that were present. Both qualitative and quantitative data analysis procedures were used to analyze data. The quantitative data was analyzed with the aid of Statistical Package for Social Scientists (SPSS) and analysis largely involved inferential statistics (correlation and regression analyses) and descriptive statistics, precisely frequencies and percentages. Qualitative data derived from the interview guide and open ended items were thematically analyzed, carefully coded, and recorded into narrative and direct quotations to support the findings of the quantitative data that was collected using questionnaires. Quantitative data presentation was done using bar graphs, tables and pie charts.

Result: The study established that principals' support towards teacher professional development and collaborative planning in principals' implementation of TPAD positively and significantly influenced the performance of teachers in public secondary schools.

Conclusion: It was concluded that principals' implementation strategies of TPAD were satisfactory variables in explaining the performance of teachers in public secondary schools.

Recommendation: The study recommended that further studies be conducted to evaluate the extent of the TPAD tool implementation in public secondary schools in other constituencies to generate findings with a larger picture of the TPAD tool implementation.

Keywords: *Implementation, Appraisal, Teacher, Performance, Development, Collaborative Planning, Support, Principal.*

1.1 BACKGROUND OF THE STUDY

Performance appraisal is a crucial aspect of any organization (Prasad, 2015). According to Kagema and Irungu (2018), performance appraisal is a process of assessing employees' performance of a job in relation to its needs. Moyal and Iyengar (2016) define performance appraisal as a practice of assessing the performance of the employee(s) on a given work and determining their professional development. From these definitions, it can be said that performance appraisal is a procedure of evaluating employees' efficiency with the aim of ascertaining and addressing the gaps in their performance. This means that if an appraisal tool is implemented properly, it can motivate employees to perform better. In line with this thinking, Gurr (2017) contended that performance appraisal assists in making workers responsible and improves their productivity.

The concept of performance appraisal traces its origin in the Wei dynasty of China (A. D. 261-265) where an imperial rater appraised the performance of members of the official family. It was later introduced in Dublin (Ireland) in 1648 where evaluation of legislators was done based on the qualities of an individual. In the 1800s, New York City Civil Service initiated an official evaluation program slightly before First World War (Toppo & Prusty, 2012). Thereafter, the practice was introduced in India after the Second World War (Werunga, 2014). It is noteworthy that from the military setting, the concept was incorporated into commercial settings. During the 1920s, performance appraisal was used to determine wage rates for workers in the industrial units. Gakure, Muriu and Orwa (2013) stress that from 1940s, the notion of performance appraisal has been used in different settings including education. Bartlett (2000) contends that the official aim of introducing performance appraisal in education was to assist teachers in their professional development and career planning.

Numerous educational systems and institutions across the globe have adopted the concept of appraisal. For example, in 1991 the concept was introduced in England and Wales in a

period that was termed as a decade of change in education systems to assist the professional development of teachers. In the USA, the district and state accountability programs put pressure on the educational institutions to raise students' outcomes, which necessitated appraisal of teachers to improve their performance (Sawchuk, 2015). The author contends that the appraisal process helps to give feedback to teachers and guides their professional development by informing them of their strength and weaknesses. The appraisal is also used for administrative purposes such as awarding and informing promotion decisions (Kagema & Irungu, 2018).

Teacher appraisal is an important aspect in promoting educational quality of a society (Sayeeduddin & Vijayakumar, 2018). However, a study carried out in Ethiopia revealed otherwise. Mirado (2019) conducted a study on effectiveness of performance appraisal system in government owned secondary schools in Ethiopia and established that there were many challenges experienced in the implementation of the appraisal system in the country. For example, it was revealed that teachers were not fully involved in developing appraisal criteria; teachers lost trust and confidence in their appraisers; and teachers and principals were not exposed to training related to the result oriented appraisal system. Consequently, the appraisal system has not achieved its intended objective of improving teacher quality and education in general.

In Egypt, teacher appraisal was introduced to improve the performance of teachers. However, its implementation has had challenges. Marey and Hesham (2020), in their study on re-conceptualizing teacher evaluation in Egypt revealed that principals had hectic managerial responsibilities which hindered them from effectively appraising teachers. Teachers were provided with shallow feedback and little guidance for their professional improvement which negatively affected their performance. Related findings were established by a study on managing teacher performance in South Africa where teachers resisted the appraisal system and made its implementation difficult (Mpungose & Ngwenya, 2014). Sayeeb and Adomako (2021) in a study on supervisory practices in schools in Liberia found that principals had weak relationship with their teachers, and had overwhelming workload that allowed them insufficient time to appraise teachers.

The concept of performance appraisal was introduced in Uganda in 1976 as part of administrative reform effort to improve public sector performance (Karyaija, 2012). In education, Kyakulumbye (2013) noted that the appraisal system in public schools has led to identification of performance gaps and development needs of teachers. This has been possible through evaluation of teachers on knowledge and skills, team work, communication, and time management, hence aligning teaching staff to the education strategic goals. Performance appraisal in Kenya traces its origin from the colonial regimes, and it was introduced as part of public sector reform program to improve public services (Republic of Kenya, 2012). It was assimilated in education in 1964 as an inspectorial evaluation system which allowed the minister of education to appoint officials from the MoE to visit, inspect at any time with or without notice, and report on the state of the school. This was done to determine whether curriculum was implanted properly and whether teachers were competent professionals (Mwinyipembe & Orodho, 2014).

In 1969, TSC established a policy of confidential reporting of teachers' performance where a principal would submit a written report to the commission about a teacher's performance without formal or informal reference to the concerned teacher about the content of the report (Midimo, 2017). This system demotivated teachers because they were not involved, which eventually ended in 2005. Due to the continued need to improve teachers' performance, Teacher Performance and Integrity (TPI) program was launched which was jointly

implemented by TSC and British council (Owuor & Jonyo, 2017). It was this program that facilitated the revision of the code of regulation for teachers and the code of conduct and ethics that led to the introduction of TPAD in 2014, which was assessed through a pilot study before it was rolled out in January 2016. This was to evaluate and facilitate teacher development for improved teacher performance (TSC, 2018; Kagema & Irungu, 2018). The TSC, in implementing TPAD, mandates school principals to assess and give progress reports on the levels of teachers' performance (Midimo, 2017).

Owuor and Jonyo (2017) posited that TPAD has had some achievements, such as reducing cases of teacher absenteeism and improving lesson attendance by teachers. However, its implementation has not been without challenges. Critics, including Oduor (2018) and Makori (2018) argue that TPAD implementation has not achieved its objectives. The authors contend that teachers, through KNUT and KUPPET officials have rejected TPAD implementation on the grounds of delayed teacher promotions, and sometimes denial of promotion of teachers.

Khatete and Macharia (2020) found that teacher appraisal in schools tend to leave out important aspects such as identifying performance gaps and giving feedback to teachers. Njoroge (2018) found that teachers tend to be intimidated by the commitment demand of the appraisal; they see the appraisal as a tool to victimize them, and they consider appraisals as taking much time especially while filling documents, which has reduced contact time between them and students. Related findings by Machio (2017) revealed that a great number of principals in public secondary schools are ineffective in conducting teacher appraisal which has resulted into appraisal reports not addressing teachers' needs. Although the reviewed studies focused on teacher performance appraisal implementation, there is still scarcity of literature on how principals' implementation strategies of TPAD tool influence teachers' performance in public secondary schools, particularly in Kikuyu Constituency, hence the need for the current investigation.

1.2 STATEMENT OF THE PROBLEM

Kenya has considered teacher appraisal as one of the ways for educational transformation which will lead to socio-economic and technological transformation of its citizens (Republic of Kenya, 2007). Consequently, the TSC rolled out TPAD in January 2016 with the aim of facilitating successful, developmental, and sustainable performance of teachers for enhanced learning outcomes (Kagema & Irungu, 2018).

In the TPAD implementation, principals were charged with the oversight role to appraise and give progress reports on teachers' performance (TSC, 2018). In spite of its underpinning objective of improving teachers' performance, the implementation of TPAD has faced considerable resistance from teachers and their umbrella body, Kenya National Union of Teachers. For instance, Oduor (2018) noted that teachers associated the implementation of TPAD to delayed promotions. Even worse for others, TPAD denied them the opportunities for promotion. Another study revealed that in most cases, teachers were subjected to high expectations causing them to fill the appraisal forms mechanically without reflecting on the actual performance to please the appraisers (Khatete & Macharia, 2020).

However, in Kikuyu Constituency, the strategies used to implement TPAD were attributed to the decline in teachers' performance in public secondary schools (Kelechi, 2018; Wangui, Ombui & Iravo, 2016). It is against this background that the researcher sought to investigate how principals' implementation strategies of TPAD influence the performance of teachers in public secondary schools in Kikuyu Constituency.

The reviewed related studies did not clearly interrogate the strategies employed by principals in implementing TPAD tool (Onyaro, 2016; Midimo, 2017 and Oduor, 2018). Khatete and Macharia (2020) interrogated a single implementation strategy of TPAD (feedback) but did not clearly relate it to teachers' performance, and made unknown how strategies such as rewards to teachers, support towards professional development, and collaborative planning influence teachers' performance. Thus, the death in knowledge of the particular aspects of TPAD implementation strategies was the gap that this study sought to fill.

1.3 RESEARCH OBJECTIVES

- i. To determine the influence of principals' support towards teachers' professional development on the performance of teachers in public secondary schools in Kikuyu Constituency.
- ii. To find out the extent to which collaborative planning in principals' implementation of TPAD tool influences teachers' performance in public secondary schools in Kikuyu Constituency.

1.4 RESEARCH QUESTIONS

- i. How does principals' support towards teacher professional development influence teachers' performance in public secondary schools in Kikuyu Constituency?
- ii. To what extent does collaborative planning in principals' implementation of TPAD tool influence teachers' performance in public secondary schools in Kikuyu Constituency?

1.5 CONCEPTUAL FRAMEWORK

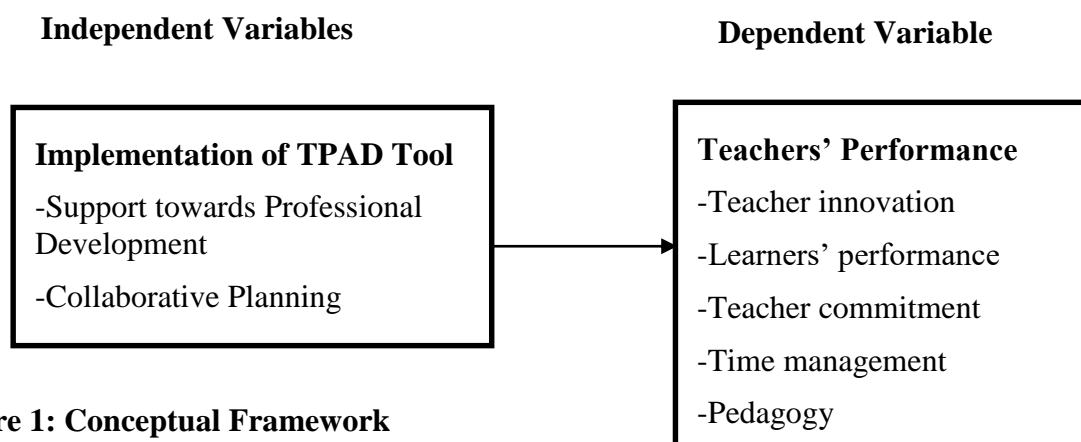


Figure 1: Conceptual Framework

Source: Researcher (2021)

2.1 Review of Theories

2.1.1 Goal Setting Theory

This theory was advanced in 1960s by Edwin Locke (Levy, 2010). The theory puts emphasis on setting specific, clear, and challenging goals; appropriate feedback; and participation of employees in setting the organizational goals. It argues that these principles are essential in motivating employees for higher performance, and stresses that employees tend to be motivated for superior performance by the goals they set. The theory puts emphasis on goals as important in giving direction to an employee concerning what needs to be accomplished and the commitment needed, which advances productivity.

The theory underscores the importance of employees' (teachers) participation in setting goals. Accordingly, participation in setting goals promotes motivation of teachers to accomplish work fast and efficiently, and leads to better output by raising enthusiasm, effort and feedback quality (Islami & Mulolli, 2018). Participation in goal setting also allows goals to be more acceptable by both employer and employees in organizations (Owuor & Jonyo, 2017).

However, one of the theory's weaknesses is the failure to acknowledge that if an individual lacks skills, goal setting might not help increase performance. Thus, singly the theory could not holistically explain TPAD implementation hence it was used as a complementary theory in the study. Despite the aforesaid limitation, the concepts underpinning goal setting theory are related in some ways to the variables in the current study. For instance, goal setting theory emphasizes issues of feedback and collaboration as factors that influence achievement of organizational goals. These were some of the independent variables in the study, hence the adoption of the theory to the study.

2.1.2 Equity Theory

This theory was developed by John Stacey Adams in 1963. The theory puts emphasis on fairness arguing that employees tend to be encouraged when they notice that they are fairly treated, for instance in terms of compensation and when they discover transparency in the way they are evaluated. On the other hand, employees are discouraged and reduce their productivity if they realize that they are not equally treated (Levy, 2010). Accordingly, school principals in Kikuyu Constituency endeavor to consider Equity Theory's factors by embracing fairness when appraising teachers, for instance in terms of rewards. This is crucial in winning teachers' attitudes toward appraisal, which eventually improves job satisfaction and performance of teachers. Thus, the theory underpins the role of principals in enhancing teachers' performance through fair treatment of teachers in the process of appraisal.

2.2 Empirical Literature Review

2.2.1 Professional Development and Teachers' Performance

To improve teacher quality, it is important that education plans and practices including teacher appraisals highlight the role of school leaders in supporting teacher professional development. This point is underscored by Elliott (2015) who conducted a study in Australia on teacher performance appraisal and found out that while formative and summative may have their place in performance appraisal, a focus on teacher professional development is the most effective in improving classroom teaching quality. The researcher contended that an effective teacher evaluation system takes care of teachers' developmental needs. This research had interest in performance appraisal specifically on how it affects professional development of teachers; however, it did not articulate how school management in particular the principals support teachers' professional development. In the current investigation, the researcher sought to close the identified gap by looking at how principals support the professional development of the teachers through the use of TPAD and how this in turn influences teachers' performance.

A qualitative study by Bhurtel and Adhikari (2016) explored the perceptions of supervisors on the performance appraisal in relation to employee development in Nepal technical schools. The researchers used interviews to collect data from 14 supervisors. It was discovered from the findings that appraisal for employee development allows identification of training needs of employees. The practice enables the appraiser to understand the capability of employees. The study noted that appraisals reveal effective professional development strategies for employees and is taken as a standard to reduce unproductively by identifying any staff

member with the capacity for high performance yet showing underperformance to be assisted to grow and develop. This study by Bhurtel and Adhikari reveals important finding regarding appraisal and teachers' professional development. However, it was done in technical schools and adopted only qualitative design which might have limited the perspective of the problem studied. The current study adopted both qualitative and quantitative research designs, hence limited the constraints inherent through use of a single method and focused on public secondary schools in Kikuyu Constituency.

Teacher professional development has been identified as beneficial to the overall educational quality in Ghana, though its achievement has faced numerous challenges. Scholarly work by Kyei and Osei (2019) adopted a descriptive research design in investigating challenges facing the effectiveness of secondary school teachers' continuous professional development in the Sekyere District in Ghana. The study identified several associated challenges in the pursuit of teachers' continuous professional development programs. Among the identified challenges was that school leadership did not encourage professional development of teachers, which was evidenced by limiting teachers from practicing what they learnt at seminars, workshops, conferences and even at induction programs. In addition, time and monetary considerations were found to be a challenge to the institutions and individual teachers. The attendance of in-service training by teachers during school periods was found to disrupt the instructional process: about 74.0% of the teacher respondents agreed that time and money were barriers for teachers to pursue professional development programs. Furthermore, work load was found to be limiting teachers from pursuing professional development programs: teachers had no time even for mandatory training. This was attributed to free secondary education in Ghana, where teachers help accommodate extra in-take of students, hence lower their motivation and career development. Even though the study by Kyei and Osei (2019) is informative and logical in its discussion and presentation of findings, it was however, focused on the challenges facing teacher professional development in Ghana. On contrary, the current study adopted a descriptive cross sectional survey design, and investigated how principals' use of TPAD supports teachers' professional development and performance in public secondary schools in Kikuyu Constituency.

Teacher performance appraisal in Kenya is recognized as an important aspect of the education system, and a concern to a number of scholars. Among such scholars are Kagea and Irungu (2018) who conducted a study on the analysis of performance appraisals and their influence on teachers' performance in Kenyan secondary schools. Their study employed stratified and simple random sampling methods, and established that teacher performance appraisals influence teachers' performance. The study further established that teachers see performance appraisal as helpful in terms of their professional development. The study suggested application of assessment system to encourage teachers and thereby improve their efficiency and the performance of learners. Though concerned with teacher appraisals and teachers' performance, the study did not interrogate specific aspects of teachers' performance developed as a result of performance appraisal. The researcher in the current study investigated principals' support of professional development and teachers' performance with a particular focus on teacher innovation, time management, pedagogy, commitment, and teacher innovation.

2.2.2 Collaborative Planning and Teacher Performance

In most countries across the globe, schools and communities are demanding school administrations to improve the performance of learners. Consequently, principals and teachers have had to collaborate in adopting performance appraisal since it is assumed that it is effective in enhancing the performance of teachers (Yamima, 2018). In line with this

understanding, Dematthews (2015) did a study in six elementary schools in West Texas where principals and teachers were observed and interviewed over the course of one academic school year to understand how leadership was distributed across the school to facilitate effective professional learning communities. It was established that schools with effective principal teacher collaboration generate greater teacher commitment. Principals and other school leaders were found to be helpful in creating a school learning culture that emphasizes teacher learning and dialogue. It was also realized that principals influence physical and social climate of a school and their social interactions facilitate the development of trusting relationships, collaboration, and diffusion of expertise and knowledge. Also, collective engagement was found to bring about greater change than the efforts of a principal in isolation. While this study evidently articulates the role of collaboration in supporting effective professional learning communities, nothing is shown concerning how this collaboration leads to teachers' performance. The current investigation sought to deal with the question of how collaborative planning in implementing TPAD tool influences teachers' performance in public secondary schools in Kikuyu Constituency.

Cardno and Robson (2016) conducted a study in New Zealand to investigate the appraisal of middle leaders in three New Zealand secondary schools in order to determine what constituted effective performance appraisal and how the practice could be improved. The researchers found out that the appraisal was practiced and seen as a compliance mechanism rather than an opportunity for conversations about achievement and development. It was concluded that senior leaders tend to pay insufficient attention to the appraisal of middle leaders especially in relation to their management responsibilities. The researchers contended that development linked to the appraisal of both senior and middle leaders could strengthen appraisal practice, increase its value for all parties, and tap the unrealized potential that performance appraisal has for supporting middle leaders to improve student learning outcomes.

This research by Cardno and Robson indicates a need for collaboration between appraisers and appraisees for the realization of organizational goals. However, the sample of three secondary schools could have been too small to be used to cover the whole of New Zealand, which might have compromised the effectiveness of the data collected, hence limited understanding of the problem. Different from this study, the current study sampled 12 public schools which gave enough data for proper understanding of how collaboration leads to teachers' performance in public secondary schools in Kikuyu Constituency.

Involving employees in decision making process through collaboration enables leaders to bring transparency, innovation, and better performance to the workplace (Lumbasi, K'Aol & Ouma, 2016). However, application of this understanding seems to be a challenge to South Africa's school appraisal system. Mpungose and Ngwenya (2014) did a study in South Africa on managing teacher performance and its appraisal: dilemmas of school principals. A grounded theory approach was employed to understand the issues surrounding teachers' performance appraisal. The findings of the study indicated that the implementation of the appraisal in schools has not been smooth: there has been a lot of hostility, negativity, and resistance from the teachers who were appraised. The challenges that the principals faced emanated from lack of coordination, collaboration, trust, and clarity of roles. The researcher contended that trust and better understanding be built between principals and teachers through information-sharing seminars and workshops, and regular feedback from the education officials. This research shows the need for collaborative relationship between the management and employees which is an important aspect of teacher appraisal. However, aspects of teachers' performance were not given considerable attention. The current study sought to fill the identified gap by investigating how collaborative planning influences teachers' performance in public secondary schools in Kikuyu Constituency.

In Rwanda, a research done by Nuwagaba, Mbabazire and Shukla (2015) assessed factors affecting implementation of performance appraisal system at Nyamasheeke District Local Government. The researcher contended that staff performance appraisals must be done on the basis of trust, and is not only the duty of raters but rates as well. From the study, it is notable that for any successful performance appraisal, collaboration is needed between the appraisers and appraisees, though there is no clear elaboration on how collaboration between principals and teachers influences teachers' performance. This has raised the need for the current investigation to find out how collaborative planning between principals and teachers influences teachers' performance.

The effect of collaboration on the performance of teachers is an aspect that has been a concern among Kenya scholars. For example, Alubbe (2015) conducted a study on factors influencing the implementation of the teachers' performance appraisal systems of public secondary schools in Westlands Constituency. The researcher applied a descriptive research design and targeted a population of 89 teachers. The findings revealed that collaboration in form of jointly agreed action plans along with other factors such as meeting set performance standards contribute to effective teacher performance appraisal systems. Different from the cited study, the ongoing investigation adopted a descriptive cross sectional research design and looked at how collaborative planning in implementing TPAD tool influences teachers' performance in public secondary schools in Kikuyu Constituency.

A related study concerning principals' collaborative practices was done by Gachahi (2019) in Murang'a and Kirinyaga Counties. The researcher used questionnaires and interview schedules to collect data from teachers and principals respectively. The study established that principals' promotion of collaborative practices was higher in Kirinyaga than in Murang'a County and as a result secondary schools in Kirinyaga County posted better results in KCSE than those in Murang'a County. Thus, the researcher concluded that collaborative practices enhanced academic performance. This study, though related to the current study, did not mention of particular collaborative practices and put more emphasis on students' performance. Different from the study by Gachahi, the current study will investigate how principal-teacher collaborative planning influences teachers' performance particularly in terms of teacher innovation, learners' performance, teacher commitment, time management, and pedagogy.

3.0 RESEARCH METHODOLOGY

The study adopted a descriptive cross sectional survey design with a blend of quantitative and qualitative paradigms. While using qualitative and quantitative paradigms, the researcher adopted a concurrent triangulation design. This design involved the implementation of both the quantitative and qualitative phases of the research at the same time (Creswell, 2014). The components of triangulation studies were emphasized equally in the study's conclusions as they allowed the researcher to best understand the research problem. The study was conducted in Kikuyu Constituency, one of the twelve constituencies in Kiambu County, Kenya. The area borders Kabete, Limuru, Westlands and Dagoreti constituencies. The area is home to a number of public secondary schools classified into different categories.

Teachers' performance in public secondary schools in this area had been deteriorating and there had been complaints from teachers concerning the relevance of TPAD in their professional development and performance. The target population comprised of all public secondary schools in which the units of analysis were; principals, teachers, TSC County directors, and Quality Assurance and Standards Officers (QASOs) within Kikuyu Constituency. The researcher used both probability and non-probability sampling procedures to determine different samples for the study. Probability sampling, in particular simple

random sampling was adopted to select 12 public secondary schools in Kikuyu Constituency. The researcher used probability sampling, particularly proportionate sampling to select teachers using the formula designed by Yamane in 1967 to obtain a sample of 190 teachers. The sample size for the study was there made up of 204 respondents including; 12 principals, 190 teachers, 1 TSC county director and 1 Quality Assurance and Standards Officer. Questionnaires and interview guides were used as the main data collection tools.

The quantitative data obtained from closed ended items in the questionnaires was analyzed with the aid of Statistical Package for Social Sciences (SPSS) Version 25.0. The quantitative data was analyzed using both descriptive and inferential statistics. The specific descriptive statistics used included percentages, mean, frequency and standard deviation. The inferential statistics included correlation and regression analyses to show the association and relationship between the study variables. Bar charts, tables and pie charts were used to present the study results. The qualitative data obtained from open ended questions and interviews was thematically analyzed and presented. The study used multiple linear regression model to show the relationship between the independent variables and the dependent variable. The multiple linear regression model used is shown below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon.$$

Where:

Y = Teachers' Performance

X₁ = Principals' Support towards Teachers' Professional Development

X₂ = Collaborative Planning In Implementing TPAD Tools

In the model, β_0 = the constant term while the coefficient $\beta_i = 1$ and 2 were used to measure the sensitivity of the dependent variable (Y) to unit change in the predictor variables X₁ and X₂. The error (ϵ) term capture the unexplained variations in the model.

4.0 FINDINGS AND DISCUSSIONS

4.1 Descriptive Statistics

Table 1: Principals' Support towards Teacher Professional Development

Statement	SA	A	UD	D	SD
	f (%)	f (%)	f (%)	f (%)	f (%)
I have ever been recommended by the principal to attend a program(s)	24(18.0)	-	36 (27.1)	65(48.9)	8 (6.0)
The government sponsors recommended programs to teachers	3 (2.3)	17(12.8)	20 (15.0)	82(61.7)	11 (8.3)
Teachers who have had professional development perform better than others	25(18.8)	58(43.6)	8(6.0)	27(20.3)	15(11.3)
Professional development improves teachers' commitment	59(44.4)	46(34.6)	9(6.8)	5(3.8)	14(10.5)
Teachers who have had professional development perform just like others	11(8.3)	9(6.8)	8(6.0)	81(60.9)	24(18.0)
Teachers who have had professional development take up administrative roles	46(34.6)	71(53.4)	10(7.5)	5(3.8)	1(8)
Professional development is costly for most teachers	38 (28.6)	65(48.9)	5 (3.8)	18 (13.5)	7 (5.3)
The principal is very supportive towards teachers seeking professional development	12 (9.0)	82(61.7)	9 (6.8)	22 (16.5)	8 (6.0)
The principal is moderately supportive towards teachers seeking professional development	22 (16.5)	41 (30.8)	9 (6.8)	57 (42.9)	4 (3.0)
The principal is unsupportive towards teachers seeking professional development	7 (5.3)	18 (13.5)	10 (7.5)	85 (63.9)	13 (9.8)

As shown in Table 1, majority of the teachers 54.9% indicated that teachers had never been recommended by their respective principals to attend professional program(s) after TPAD results. It is also clear from the table that majority (70.0%) of the teachers disagreed with the statement that government sponsors recommended programs to teachers after appraisals. 43.6% of the teachers were of the opinion that teachers with professional development were capable of performing better than their counterparts without such developments. This finding agrees with the report by ILO (2015) which found a strong link between teachers' professional development and teachers' effectiveness in their job performance. Also, the finding concurs with the findings of Aniefiok and Nkama (2013) in Nigeria who found that teachers who participated in professional development programs were more effective in their job performance than their counter parts in terms of subject matter, classroom management and teaching methods.

Further, most (79.0%) of the teachers believed professional development had improvement on teachers' commitment. This finding is consistent with the report of a participating principal during the interviews who acknowledged that professional development equips teachers with the knowledge and skills and gives them the motivation to be committed to their work. These findings were reinforced by the QASO who stated that:

Professional development is good for teachers. It helps them continue being competent and perform better. We encourage our teachers to pursue professional development because it makes their knowledge and skills to stay relevant and up to date making them more aware of changing trends and directions in teaching (QASO, Interviews, November 27, 2020).

This finding contradicts the findings from the majority (78.9%) of the teachers who were not convinced that teachers who had previously had professional development were capable of performing better, but they were just likely to perform like others who had not had any professional development. Okemasisi (2018) who conducted a study on teachers' participation in their performance appraisal in delivery of education in mixed day secondary schools in Uasin Gishu County found that a big percentage of teachers (55%) did not perceive appraisal as helping them to improve performance.

The statement that teachers who had had professional development were able to assume administrative roles was agreed upon by majority (88.0%) of the teachers. These results are in agreement with the findings of Oduo (2020) who pointed out that as the number of teachers acquiring higher qualifications go up, it causes more pressure on the Teachers Service Commission (TSC) to fast track their promotions. This also points to a possibility that the more one acquires further qualifications the more the chances of being promoted.

Based on the results, majority (77.5%) of the teachers agreed with the fact that professional development was costly for most teachers, which was found to be consistent with conclusion made by Mader (2015) that, teacher professional development is not only costly but also ineffective. Related finding by Kyei and Osei (2019) in the Sekyere District in Ghana established that majority 74.0% of teachers were of the opinion that time and money were barriers for teachers to pursue professional development programs. These revelations might also point to a reason why there are fewer teachers with masters and other higher degrees in public secondary schools in Kikuyu Constituency. Table 5 also shows that the majority (70.7%) of the teachers agreed that their principals were very supportive towards teachers seeking professional development. During the interviews, the principals concurred with findings from teachers. For instance, a principal remarked:

I do my best to support my teachers and I encourage them to learn and improve their skills. For instance, we have occasionally organized workshops and seminars intended to improve their effectiveness in various areas where they have weaknesses (Principal, Interview, December 09, 2020).

On the question concerning how professional development is supported in the schools, a principal narrated:

We like our teachers to learn and perform better. For instance, we encourage them to train on the use of TPAD tool but the challenge is that there are limited computers in our school and some teachers cannot afford laptops and smart phones in addition to limited internet coverage. These challenges affect us while implementing TPAD tool (principal, interview, November 26, 2020).

This finding suggests that professional development is supported in schools. However, majority of the teachers (54.9%) indicated that they were never recommended by their

principals to attend professional development programs. This contradiction could be due to lack of clarity concerning what constitutes professional development among participants. The researcher further investigated how teachers rated the degree of effectiveness of the TPAD support towards professional development and the performance of teachers in public secondary schools in Kikuyu Constituency. Table 2 illustrates responses obtained from the teachers.

Table 2: Professional Development

Statement	SA	A	UD	D	SD
	f (%)	f (%)	f (%)	f (%)	f (%)
Professional development makes a teacher perform better	39 (29.3)	72 (54.1)	8 (6.0)	8 (6.0)	6 (4.5)
Professional development makes no difference on teacher's performance	13 (9.8)	26 (19.5)	72 (54.1)	3 (2.3)	19 (14.3)
Professional development is not supported in this school	4 (3.0)	41 (30.8)	58 (43.6)	30 (22.6)	-
The principal encourages teachers to seek professional development	36 (27.1)	84 (63.2)	13 (9.8)	-	-
Most teachers don't make effort to develop Professionally	3 (2.3)	49 (36.8)	75 (56.4)	2 (1.5)	4 (3.0)
The principal uses appraisal to identify teachers' training needs	31 (23.3)	65 (48.9)	33 (24.8)	2 (1.5)	2 (1.5)
Appraisal reports lead to teachers' recommendation for further training	2 (1.5)	69 (51.9)	52 (39.1)	6 (4.5)	4 (3.0)
Bias rating by appraisers restricts identification of teachers' training needs	43 (32.3)	69 (51.9)	11 (8.3)	5 (3.8)	5(3.8)
Appraisers' lack of training in conducting appraisal limits the identification of teachers' developmental needs	47 (35.3)	67 (50.4)	9 (6.8)	6 (4.5)	4 (3.0)

Effective performance appraisal helps to assess the employees' actual performance in relation to set standards and provide opportunities for employees to grow professionally. In this view, the study sought to find out how teachers rated the degree of effectiveness of the principals' support in the implementation of TPAD towards professional development and the performance of teachers. Table 6 illustrates responses obtained from the teachers showing that the majority (83.4%) of the teachers agreed with the statements that professional development makes a teacher perform better. This finding concurs with the findings of Elliott (2015) who conducted a study in Australia on teacher performance appraisal and found out that performance appraisal that focus on teacher professional development improves teacher performance in terms of classroom teaching quality. The results also reveal that majority (54.1%) of the teachers were not sure whether professional development makes no difference on teacher's performance. The possible explanation for such result is that professionally developed teachers could not have been given challenging responsibilities that fully utilize their skills to make a difference. It was also established that most of the teachers (43.6%) were not sure whether professional development is not supported in their schools. This finding might suggest lack of clarity to teachers on how professional development is supported in

public secondary schools, and possibly lack of effectiveness on how the TPAD tool is conducted.

It was further established that majority of the teachers (90.3%) were in agreement with the statement which stated that the principals were encouraging teachers to seek professional development. In an interview, the principal remarked that as administrators they need to encourage teachers to keep learning especially through organizing workshops and conferences. The principal further noted that such practices improve teachers' competencies and consequently the performance of students. According to Bhurtel and Adhikari (2016), appraisal must be able to identify any staff member with the capacity for high performance yet showing underperformance to be assisted to grow and develop.

Majority of the teachers (56.4%) were undecided on the statement that most teachers were not making effort to develop professionally, a finding that could be due to lack of clarity on what constitutes teacher professional development in most schools. The results additionally show that most of the teachers (72.1%) agreed that their principals' uses appraisal to identify teachers' training needs. This finding concurs with the findings of Daoanis (2012) that performance appraisal helps to establish individual training needs.

The results show that slightly more than a half of the teachers (53.4%) agreed that appraisal reports were resulting into teachers' recommendation for further training. The same sentiments were echoed by Nyatera (2011) who indicated that teacher performance appraisal is a tool that can be used as an intervention that lead to professional development through in-service training. The findings further show that the most of the teachers (84.2%) agreed that bias rating by appraisers restricts identification of teachers' training needs. In an interview, a principal stated, "... I try to be objective when appraising teachers and I ensure standards are adhered to, which of course are known by our teachers." This remark shows a sharply divided opinion between the appraisers and teachers concerning the way TPAD tool is implemented. Additionally, in the interviews, regarding the support given to the teachers seeking professional development while implementing TPAD tool. A principal remarked that:

As a principal, I believe teachers should be given time to work together in a collaborative effort and therefore I support and encourage my teachers to embrace collaboration. This collaboration helps strengthen relationships among my teachers, provide new or struggling teachers with an opportunity to gain valuable insight and advice, and allows teachers to share best practices and success stories. As a principal I'm expected to be the driving force in this collaboration and I do just that (Principal, Interview, December 09, 2020).

Another principal indicated that:

I believe professional development is good for teachers. As a principal, I help choose professional development opportunities that benefit my teachers, not just ones that meet my minimum professional development criteria (Principal, Interview, December 09, 2020).

The narratives show that principals see professional development as beneficial for the teachers. Also, teachers benefit when they are allowed to do professional development programs that best fit their interest and talents. Collaboration among teachers and principals is also viewed as a strategy that allows sharing of the best practices that leads to better teacher performance.

Table 3: Collaborative Planning and Teachers' Performance

Statement	SA	A	UD	D	SD
	f (%)	f (%)	f (%)	f (%)	f (%)
Collaboration addresses diverse needs of teachers	38 (28.6)	71 (53.4)	6 (4.5)	13 (9.8)	5 (3.8)
Principal and teacher collaboration helps to find the most suitable ways improving students' grades	43 (32.3)	72 (54.1)	4 (3.0)	10 (7.5)	4 (3.0)
Principal teacher collaboration can generate multiple perspectives of fostering learning for the best interest of learners	27 (20.3)	85 (63.9)	16 (12.0)	2 (1.5)	3 (2.3)
The principal agrees with teachers on the performance standards in the process of appraisal	7 (5.3)	34 (25.6)	4 (3.0)	84 (63.2)	4 (3.0)
The principal-teacher collaboration generates greater teacher commitment	35 (26.3)	77 (57.9)	4 (3.0)	9 (6.8)	8 (6.0)
Some teachers neglect to discuss appraisal reports with the appraiser	5 (3.8)	87 (65.4)	30 (22.6)	4 (3.0)	7 (5.3)
Areas that require support and development tend to be ignored and no development plans are generated	5 (3.8)	43 (32.3)	7 (5.3)	57 (42.9)	21 (15.8)
There is no discussion regarding learners' achievement reports that is meant to improve learning outcomes.	11 (8.3)	7 (5.3)	8 (6.0)	46 (34.6)	61 (45.9)
Principal-teacher collaboration generates greater teacher commitment	65 (48.9)	59 (44.4)	3 (2.3)	4 (3.0)	2 (1.5)

Source: Researcher (2020)

Table 3 indicates that majority (53.4%) of the teachers agreed with the statement that that collaboration addresses diverse needs of teachers. The findings also reveal that the majority (54.1%) of the teachers agreed that principal and teacher collaboration help to find the most suitable ways of improving students' grades. This finding concurs with the findings of Julio and Hanrik (2019) who revealed that collaboration leads to greater teacher achievement especially when there is discussion of students' achievement. Observation from Table 10 also shows that Majority (57.9%) of the teachers agreed with the statement that principal-teacher collaboration generates greater teacher commitment. Majority (48.9%) of the teachers strongly agreed that principal-teacher collaboration generates greater teacher commitment. On the other hand, majority (45.9%) of the teachers strongly disagreed that there is no discussion regarding learners' achievement reports that is meant to improve learning outcomes. In an interview, the principals were asked to indicate how they were ensuring

collaboration for the best interest of learners while appraising teachers. A principal indicated that:

I believe principals are in a unique position to influence collaboration that takes place among teachers. I personally adopt distributed leadership to allow teachers collaborate and change instructional practices. My instructional leadership most of the times makes a difference in terms of student learning (Principal, Interview, December 09, 2020).

This finding supports the position of Çoban and Atasoy (2020) who did a study on the relationship between distributed leadership, teacher collaboration and organizational innovativeness and established that collaboration positively impacted teachers' performance.

4.2 Correlation Analysis

Table 4: Correlation Analysis Results

		Teacher Performance	Principal Support	Collaborative Planning
Teacher Performance	Pearson Correlation Sig. (2-tailed)	1.000		
Principal Support	Pearson Correlation Sig. (2-tailed)	.773** 0.000	1.000	
Collaborative Planning	Pearson Correlation Sig. (2-tailed)	.640** 0.000	.525** 0.000	1.000

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

Source: Researcher (2020)

Based on the correlation results in Table 4, principals' support towards teachers' professional development was found to be positively and significantly associated with teacher's performance ($r=0.773$, $p=0.000<.05$). Similarly, the collaborative planning in implementing TPAD tools and teachers' performance were positively and significantly associated ($r=0.640$, $p=0.000<.05$). These results were found to be consistent with the findings of Owuor and Jonyo (2017) who indicated that the process of implementing TPAD requires the principals to assess teachers and give progress reports on the levels of teacher achievements and that since its inception; TPAD implementation has had remarkable achievements in Kenya.

4.3 Regression Analysis

Based on the ANOVA results the regression model used was found to be generally statistically significant in explaining the relationship between the independent variables and the dependent variable. Further, the outcomes suggested that the independent variables (principals 'support towards teachers' professional development and collaborative planning in implementing TPAD tools) were good indicators of performance of teachers in public secondary schools in Kikuyu Constituency Kiambu County.

Additionally, regression of coefficients results revealed that principals' support towards teachers' professional development was positively and significantly related with performance of teachers ($\beta =.290$, $p=0.000<.05$). Similarly, the study found that collaborative planning in implementing TPAD tool positively and significantly influenced the performance of teachers ($\beta =.086$ $p=0.023<.05$). This implies that an improvement in principals' use of reward in implementing TPAD tool, principals' support towards teachers' professional development,

communication of TPAD appraisal results and collaborative planning in implementing TPAD tools leads to an improvement in performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County.

5.0 CONCLUSIONS

The study found that majority of the respondents were not sure whether professional development had differences on teachers' performance. Also, majority of the teachers disagreed to have ever been recommended by their principals to attend professional development programs. Further, most of the teachers were not sure whether professional development was being supported or not in their schools by the use of TPAD. These findings lead to a conclusion that professional development as a strategy in the implementation of TPAD tool is not well supported in most public secondary schools. Based on the correlation and regression analysis, the study concluded that principals' support towards teachers' professional development positively and significantly influences teachers' performance in public secondary schools in Kikuyu Constituency and therefore principals in such schools need to always strive to support teachers' professional development. Regarding collaborative planning in implementing TPAD tool, it was concluded that collaborative planning in implementing TPAD tool positively and significantly influences teachers' performance in public secondary schools in Kikuyu Constituency.

6.0 RECOMMENDATIONS

The study adopted Management by Objectives (MBO) theory. Whereas the theory demonstrates a theoretical framework of evaluating effectiveness of teachers' performance in educational institutions, finding of the current study revealed that there is little knowledge regarding the effective application of MBO theory by the principals, which hindered effective implementation of TPAD tool. Thus, for effective implementation of TPAD tool, it is important to consider training in the application of MBO theory in the appraisal process to allow principals objectively and effectively appraise teachers in public secondary schools for enhanced teacher performance. It was recommended that the government, through the TSC comes up with activities and policies that would foster effective relationships between principals and teachers. This would improve principal-teacher interactions by building trust between them, thereby leading to effective principal-teacher appraisal which in turn would lead to improved teacher performance. This recommendation was based on the finding that majority of the teachers agreed that some teachers neglect to discuss appraisal reports with the appraisers.

The research recommended that the government intensifies the implementation and facilitation of sponsorship programmes for teachers in public secondary schools to assist teachers who would be recommended for professional development programs but cannot afford financially. This would enhance teachers' skills and improve their performance. This recommendation was based on the discovery that professional development is too costly for the majority of the teachers, and that the government does not make effort to sponsor recommended programs to teachers.

The study further recommended that at the school level, the management, in particular the principals in public secondary schools should strive to support professional development of their teachers to improve their performance. The basis for this recommendation was on the finding that the majority of the teachers disagreed to have ever been recommended by their principals to attend professional development program(s).

It was finally recommended that the government, through the TSC should continually organize seminars and workshops to train teachers and principals on the TPAD

implementation. This would enhance their knowledge on its implementation and improve TPAD effectiveness, which would consequently improve the performance of teachers. This recommendation was based on the finding that some teachers and principals have limited knowledge of TPAD and therefore need to be continuously trained on TPAD appraisal implementation.

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