INFLUENCE OF TEACHER'S PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD) ON TEACHERS' PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MOGOTIO SUBCOUNTY, KENYA

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DECLARATION AND APPROVAL

Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

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DEDICATION

This research project is dedicated to my wife; Rose, my son; Evans and my daughter; Betty for their moral support.

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I want to convey my heartfelt gratitude to everyone who has provided me with support, encouragement, and valuable educational insights as I embark on this research endeavor. Most importantly, I express my thanks to the Almighty for granting me good health, life, and the strength to navigate through this academic journey. I extend my deepest appreciation to Dr. Nyakundi, my supervisor, for his unwavering support, guidance, and direction throughout this study. I am also grateful to the dedicated staff at Mount Kenya University, whose commitment to academic excellence has been invaluable to my learning experience. Special thanks go to my classmates, who have been a constant source of encouragement and collaboration. I am confident that this work is deserving of the trust and confidence of all those who assist me.

ABSTRACT

The Teachers Service Commission's performance appraisal guide will be used in this study. Although the value of teacher evaluation is widely recognized, some contend that it frequently falls short of expectations in terms of raising teaching standards and, consequently, teaching quality. This study's main goal was to find out how the Mogotio Sub-County'spublic primary schools' use of the Teacher Performance Appraisal and Development (TPAD) system affected teachers' performance. The study specifically looked at four important areas: how teachers' professional knowledge and application is evaluated, how much teachers' performance is impacted by time management evaluations, how teaching innovation and creativity are evaluated, and how learner safety and protection are evaluated. Using a descriptive research design, the study allowed the researcher to target all 107 head teachers, 107 deputy head teachers, and 980 teachers in public primary schools in Mogotio Sub-County, Baringo County, using both quantitative and qualitative research methods. The Statistical Package for Social Scientists (SPSS) was used to analyze the quantitative data, with an emphasis on both descriptive and inferential statistics. Pie charts, tables, and bar graphs were used in the presentation of quantitative data. The study's important conclusions about the connection between different types of teacher evaluation and performance in Kenya's Mogotio Sub-County were made clear. Correlation analyses indicate moderate to strong positive relationships between teachers' performance and appraisals of professional knowledge and application (Pearson r = 0.518, p = 0.011), time management (Pearson r = 0.563, p = 0.014), creativity and innovation (Pearson r = 0.449, p = 0.021), and learner protection and safety (Pearson r = 0.586, p = 0.017). Further regression analysis reveals that all of these assessments together account for 46.3% of the variance in teacher performance (R2 = 0.463), with positive coefficients for each predictor indicating a significant contribution to teacher performance. With coefficients of 0.314, 0.159, 0.313, and 0.225, respectively, assessments of professional knowledge and application, time management, creativity and innovation, and learner protection and safety have a positive influence on teacher performance. To improve overall teaching effectiveness, recommendations are made to give priority to these appraisal areas in teacher evaluations and professional development programs.

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ABBREVIATIONS AND ACRONYMS

C.E.O	Chief executive officer
ICT	Information Communication Technology
K.C.P.E	Kenya Certificate of Primary Education
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
SDG	Sustainable Development Goals
SPSS	Statistical Packages for Social Science
TPAD	Teacher's Performance Appraisal and Development
TSC	Teachers Service Commission
PAT	Performance Appraisal Tool's creation
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Chapter One of this research project provides an in-depth overview of the study's background, laying the foundation for understanding the issue under investigation. It begins by contextualizing the research problem within relevant practical frameworks, highlighting the importance and urgency of addressing this issue. The chapter then outlines the study's objectives, research questions, and hypotheses, which guide the entire research process. Additionally, it covers the significance of the study, indicating how the findings are expected to contribute to both academic knowledge and practical solutions. Finally, the scope and limitations of the study are discussed to delineate the boundaries of the research and identify potential constraints. This chapter establishes a comprehensive framework that supports and directs the subsequent chapters in addressing the core research problem.

1.1 Background of the Study

Internationally, the emphasis in the field of education has traditionally centered on achieving widespread access to education, resulting in a notable increase in school enrollment. However, the current focal point of concern has shifted towards the quality of education, with a particular emphasis on evaluating teachers. Merely having students in classrooms is no longer sufficient; the critical factor is how effectively they learn. The contemporary state of the global economy relies significantly on effective teaching and, consequently, on the delivery of quality education. In 2015, the United Nations General Assembly established the Sustainable Development Goals (SDGs), one of which specifically addresses the pursuit of high-quality education. These SDGs are integral to Resolution 70/1 of the UN General Assembly, also known as the '2030 Agenda' or

'transforming our World' agenda. The foundational principles of the SDGs are rooted in the concepts outlined in Resolution A/Res/66/288, commonly referred to as 'the future we want.'

Teacher performance appraisal systems are pivotal in enhancing educational quality and outcomes, and their effectiveness often hinges on how well they are implemented and perceived by educators. In Kenya, the Teacher Performance Appraisal and Development (TPAD) system was introduced as a comprehensive framework to assess and support teachers' professional growth. The TPAD system aims to improve teaching standards by providing regular, structured evaluations of teachers' performance, identifying areas for development, and fostering continuous professional learning (Ministry of Education, 2022). The relevance of this system has been underscored by recent studies highlighting its role in shaping teacher effectiveness and student achievement (Wangari, 2020; Mutua & Makau, 2019).

Goal No. 4 of the Sustainable Development Goals (SDGs) states, "Ensure inclusive and equitable quality education and encourage lifelong learning opportunities for all," which is in line with the Dakar Declaration of 1990 on Education for All and highlights the significance of high-quality education (UNESCO, 2017). In the United Kingdom in order to deliver high-quality instruction in educational institutions, teacher performance is tracked via systems for evaluation and appraisal. The employer uses two methods for evaluating teachers: an accountability model and one that considers professional growth. Where the employer has closely monitored the day-to-day instructional process, these two methods have assisted in raising teacher performance in all educational institutions (Marey & Heshman, 2020).In Canada, Xavier (2019), examined the administrators' and teachers' perspectives on performance reviews in Canadian schools, it was discovered

that administrators lacked sufficient training in the monitoring and supervision of teachers' performance reviews. The exercise was ineffective for the handful who had training. The majority of administrators claimed that the TPAD had significantly influenced effective teacher performance.

In Portugal implementation of the model failed because it was implemented at a time when there was a great deal of public discontent with the teaching profession as a result of prior changes to civil servants' terms and conditions of employment, the model ran into a technical problem (Ramos,2019. The program entirely changed the criterion for promotion to the highest echelons of the compensation scale away from length of service and toward evidence of high teacher ability, which was a substantial cultural break from long-standing practices in Portuguese schools. Teachers thought the concept was extremely comprehensive; however it wasn't executed in accordance with the agreement made with the teaching unions.

In Ethiopia's poor performance evaluation system for teachers was created and put into practice because no teachers were involved in its creation and implementation (Mirando, 2019). This means that when creating an educational appraisal tool, consideration must be given to the interests of the teachers. The Performance Appraisal Tool's creation (PAT) and implementation must include teachers heavily. In order to fulfil the needed competencies to increase productivity, an effective PAT must therefore take into account the requirements and goals of both the employer and the employee.

In Botswana the interaction between working and development has been improved with the aid of teacher performance rating tools. With the creation of linked models to assess instructors' appraisal processes, the ability of teacher performance evaluation instruments to impact teacher performance in public and private educational institutions has

improved. The performance management strategy, which is the cornerstone of the strategic education goals, is aligned with teaching staff through the teacher evaluation instrument (Farah, 2019) Instead of focusing on the capacity to adapt and produce results, psychological skills emphasize the social emotional behaviors and the variables of the working environment as the driving forces for improved performance (mechanical competences). A robust PAT places emphasis on any appraisal system's psychological traits and how it solves newly emerging challenges affecting employees, such as job satisfaction, career advancement, and motivation.

Due to the inaccurate and unscientific nature of the appraisal process, the TPAD tool has been implemented in Kenya since 2016 with significant flaws in several crucial areas. There was no prior training given to appraisers, particularly school heads who failed to carry out effective and relevant teacher appraisal (Machio, 2020). Instructors devote a lot of their time and resources to the TPAD instrument. An efficient PAT is one that is quick, easy to use, and fits the demands and skill levels of the staff (Manyisa,2021). Such PAT wastes teachers' time because it involves a lot of administrative labor and online activities that drain their time and money. The TPAD report, (2021) identified serious flaws in the important areas that TPAD ought to have prioritized, namely technological integration, innovation, and creativity. These are the skills that will be essential in moving this nation toward achieving vision 2030. With over 50% of teachers failing to comply with ICT and 73.8% of institution heads claiming lack of access to networks, the survey revealed that ICT inventiveness was still a significant issue. To get the nation ready for the implementation of vision 2030, TSC needed to focus on these actual problems.

The teachers' service commission (TSC) has persisted in praising the TPAD system for improving teachers' competencies while neglecting the fact that instructors' competencies are intended to change learners to reflect the competencies instilled in them for real-life scenarios. Before the Kenyan government invests extensively in technology for the education sector, teachers' competencies, such as the development of 21st century skills, cannot be achieved. The competencies sought by the Kenyan government, including the use of ICT in learning, innovation, and creativity, as stated in the TPAD objectives, are disappointing (TPAD Report, 2017, 2021). Kenya is significantly behind track if the education system provided by TPAD is any indication of whether the government will achieve its 2030 ambition. What results were intended to be improved by TPAD for instructors' teaching and learning, if any at all? The national exams are tainted by widespread misconduct, which lowers the legitimacy of the outcomes but consistently receives acclaim from TSC (Kamaris, 2022). Since professional teachers were taught in training colleges how to compile the same records, it cannot be a novel notion to enhance significant educational changes. Competencies of keeping professional records and time management among teachers were issues in the usual practice of teaching. The true competencies the nation needs at this time are 21st century skills and competences, not professional record keeping like creating lesson plans and schemes of work. TSC should commend these competencies. All county education directors and school principals are capable of handling professional documentation at the school level.

According to Kagema and Irungu's (2018) report in Sessional Paper No 1 of 2018, professional development for instructors has been traditionally based on qualifications rather than performance, leading to internal inefficiencies. Ndungu (2016) notes that teachers' performance is reflected in learners' academic outcomes, measured by test scores in various curriculum subjects. The study highlights that teachers who diligently

prepare lesson plans, notes, and assess learners' tasks consistently achieve better results compared to those who do not. Additionally, it emphasizes the significant impact of teachers' overall preparedness on pupils' academic achievements. Notably, unpreparedness often leads to the non-achievement of lesson objectives, a prevalent issue in primary schools, including those in Mogotio Sub County. Jonyo and Jonyo (2021) argue that poor management and assessment practices in schools contribute to educators' failures, alongside learners' low levels of literacy and numeracy. The report from Baringo County education office reveals fluctuating KCPE performance, particularly in Mogotio Sub-County. Over the past five years, public primary schools in Mogotio Sub County demonstrated varying mean scores, prompting the need for this study. The decline in KCPE results suggests a potential link to inadequate TPAD implementation in Mogotio sub county, Baringo County, necessitating a closer examination.

1.2 Statement of the Problem

Given its critical role in the development of individuals and society, policymakers, educators, and parents have serious concerns about the quality of education. Despite limited resources, there is an ongoing need to improve performance and effectiveness in primary schools (Kamaris, 2022). In response, the Teachers Service Commission (TSC) developed the Teacher Performance Appraisal and Development (TPAD) as a means of evaluating teachers' work. But many Mogotio primary school teachers view TPAD as a kind of punishment, hurrying to fill out the standardized forms and sometimes making mistakes. These forms are then sent to headquarters, however, until the following year, when the procedure is repeated as a ritual, no action is taken in response to the appraisal. Consequently, TPAD fails to fulfill its intended purpose of evaluating and enhancing teachers' performance in the teaching and learning process, thereby impacting the quality

of KCPE (Kenya Certificate of Primary Education) results. As a result, numerous primary school students miss the opportunity to achieve good grades and secure admission into reputable secondary schools that can help them pursue their desired careers. Important aspects of the appraisal, such as performance standards, monitoring, and constructive feedback that would encourage effective evaluations, are disregarded. The appraisal process occurs in unfavorable environments and conditions, which diminishes teachers' commitment and hampers their career growth and promotions (Manyisa, 2021). The issue of poor performance in Mogotio is a concern for students, parents, and teachers alike. The lack of promotions undermines teachers' morale, resulting in the pupils' subpar performance in the KCPE. Some parents feel that their investment in education is being wasted as they allocate resources towards the education of their children this situation leads to resentment between the community and the school, as parents feel that their children are not receiving a quality education. Consequently, the school's persistent poor performance in the KCPE exams in Mogotio further exacerbates this animosity (Machio, 2020. These observations highlight significant concerns that require thorough investigation and understanding. There is limited research on the influence of TPAD on teachers' performance in public primary schools in Mogotio Sub-County, which creates a gap in knowledge on the effectiveness of the system.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of TPAD on teachers' performance in public primary schools in Mogotio Sub-County.

1.4 Research Objectives

i. To find out in what way teachers appraisal on proficient knowledge and its application influence performance of teachers in public primary school in Mogotio Sub-County

ii. To determine the degree to which time management appraisal influence teachers' performance in public primary school in Mogotio Sub County

iii. To ascertsin the extent to which appraisal of innovation and creativity by teachers in teaching influence teachers' performance in public primary school in Mogotio Sub-County

iv. To examine to what degree appraisal of learner's protection and safety influence performance of teachers in public primary school in Mogotio Sub-County

1.5 Research Hypothesis

i. Appraisal of teachers' professional knowledge and application has got no significant influence on teachers' performance in public primary school in Mogotio Sub-County

ii. Appraisal of time management has significant influence on teachers' performance in public primary school in Mogotio Sub-County

iii. Appraisal of innovation and creativity in teaching of teachers has got significant influence on teachers' performance in public primary school in Mogotio Sub-County

iv. Appraisal of learner protection and safety has got no significant influence on teachers' performance in public primary school in Mogotio Sub-County

1.6 Significance of the Study

This study is significant in several ways. The results of the study could prove advantageous for major stakeholders and policymakers within the education sector. The findings may offer the Teachers Service Commission (TSC) valuable insights into enhancing the Teacher's Performance Appraisal and Development (TPAD) as a tool for evaluating teachers' performance. This improvement can, in turn, facilitate a seamless transition from primary to secondary education, as high-performing primary school pupils will likely secure placements in well-performing secondary schools, thus nurturing their future career paths. Additionally, the study's discoveries and recommendations could be applied by the Teacher Management department under TSC to systematically oversee and evaluate the performance evaluation system. This oversight ensures that every TSC-employed teacher, whether in primary or secondary schools, upholds high standards in teaching and learning, contributing to the continuous enhancement of the quality of education in Kenya. This, in turn, follows an organized system for job promotion and guarantees fairness in the treatment of all teachers.

The findings of this study may also have the potential to inform and shape educational policies at both the local and national levels. By identifying the strengths and weaknesses of the TPAD system, policymakers can make informed decisions to refine and improve the appraisal process, ensuring that it effectively supports teachers' professional growth and positively impacts the overall quality of education. Additionally, administrators in Mogotio Sub-County can utilize the study's outcomes to tailor professional development programs that address specific needs identified through the TPAD system, fostering a culture of continuous improvement among teachers.

Scholars can leverage the study's findings to deepen their understanding of the complexities surrounding teacher appraisal systems, thereby contributing to the existing body of knowledge in the field of education. Additionally, the study's methodology, which integrates both quantitative and qualitative approaches, provides scholars with insights into effective research methods for studying teacher performance in diverse educational settings. The outcomes of this study may prompt further theoretical development, comparative analyses with other regions, and considerations for refining educational policies and professional development strategies, making it a valuable resource for scholars seeking to advance the discourse on teacher evaluation and enhancement in primary education.

1.7 Scope of the Study

The study's purview includes an in-depth analysis of how the Teacher's Performance Appraisal and Development (TPAD) system affects teachers' performance in the public primary schools located in Mogotio Sub-County. The study aim**ed** to investigate four independent variables, and overall effectiveness in enhancing student learning outcomes. The geographical scope is confined to Mogotio Sub-County, situated within Baringo County. The study involved the active participation of 107 head teachers, 107 deputy headteachers, and 980 teachers across 107 public primary schools within the Sub-County. The research employed both quantitative and qualitative research methods to gather insights into how the TPAD system influences and contributes to the professional development and performance of teachers in this specific educational context. The study w**as** carried out in a period of three months starting from the month of March 2024 through the Month of May 2024.

1.8 Limitations of the Study

The study, which looked at how Teacher's Performance Appraisal and Development (TPAD) affected teachers' performance in public primary schools in Mogotio Sub-County, Kenya, had a number of drawbacks. One major limitation was the potential for response bias, as teachers might have provided socially desirable answers during surveys. To address this, we ensured confidentiality and anonymity, emphasizing the importance of honest responses. Additionally, the study was constrained by a relatively small sample size of 88 teachers, which may affect the generalizability of the findings. To mitigate this, we employed rigorous statistical methods and cross-validated the results with existing literature to enhance the reliability of our conclusions. Another challenge was the limited scope of the study, which focused solely on public primary schools in one sub-county. To overcome this, we included qualitative data from questionnaire and observations to provide a more comprehensive understanding of the impact of TPAD on teacher performance.

1.9 Delimitations of the Study

Other Baringo County sub-counties were not included in the study because it was conducted in Mogotio Sub County. The study was delimited to TPAD implementation in primary level institutions. Primary school instructors and head teachers of those primary schools were selected for the study.

1.10 Assumptions of the Study

The study presupposes that the TPAD system is effectively implemented and utilized as an assessment tool, impacting various aspects of teachers' professional responsibilities and classroom practices. Additionally, the study assumed that the appraisal process, as part of the broader educational development framework, contributes positively to the

enhancement of teaching quality, professional growth, and ultimately, improved student learning outcomes. The research also assumed that teachers within the Mogotio Sub-County are actively engaged in the TPAD process and that the outcomes of the appraisal system align with the overall goals of educational development in the region.

1.11 Definition of Terms

Appraisal: Refers to the systematic evaluation and assessment of teachers' job performance within the educational setting. The process involves measuring various aspects of a teacher's professional capabilities, effectiveness in the classroom, and adherence to established standards and guidelines.

Innovation and Creativity in Teaching: refer to the ability of educators to employ novel and imaginative approaches to engage students and enhance the learning experience. This involves using innovative teaching methods, incorporating technology, and adapting instructional strategies to cater to diverse learning styles. Fostering creativity in teaching encourages educators to think outside traditional boundaries, experiment with new ideas, and inspire students to develop critical thinking and problem-solving skills.

Learner Protection and Safety: involve creating and maintaining an environment that prioritizes the physical, emotional, and psychological well-being of students. This includes implementing measures to ensure a safe and secure physical space, addressing concerns related to bullying or harassment, and promoting a positive and inclusive atmosphere for learning.

Performance appraisal refers to the methodical process of evaluating a teacher's present performance and projecting their future performance level with additional development

Public primary school refers to an educational institution at the primary level that is funded and operated by the government or a public education authority. In the context of primary education, public schools are typically accessible to all students within a Mogotio area, and they are funded through public tax revenues.

Teachers' Time Management Teachers' time management involves the efficient allocation of time and resources to fulfill various professional responsibilities. This includes planning and organizing lessons effectively, ensuring timely completion of curriculum requirements, providing constructive feedback on student work, participating in professional development activities, and balancing administrative tasks.

Teacher Performance Appraisal and Development (TPAD) - A comprehensive system that seeks to evaluate and develop the performance of teachers in public primary and secondary schools.

Teacher Performance: refers to the efficacy, proficiency, and general caliber of a teacher's professional practices in a learning environment. It encompasses a wide range of skills, behaviors, and activities that contribute to creating a positive and impactful learning environment for students. Teacher performance is evaluated based on various criteria, including instructional methods, classroom management, student engagement, assessment practices, professional development, and collaboration with colleagues and parents.

Teachers' Professional Knowledge Teachers' professional knowledge refers to the depth and breadth of understanding that educators possess in their subject matter, pedagogy, and broader educational concepts. It encompasses not only the content knowledge relevant to the subjects they teach but also an awareness of effective teaching strategies, assessment methods, and educational theories.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Under the headings "Teacher's professional knowledge and application," this chapter provides an overview of pertinent literature and presents the theoretical framework that forms the basis of the investigation. assessments of educators' abilities in the areas of time management, innovation and creativity, and learner safety and protection. The conceptual framework, research gaps, and a synopsis of the relevant literature review are also included.

2.1 Theoretical Framework

The research will be guided by Victor Vroom's Expectancy Theory of performance management (1964). This theory posits three key components: Expectancy, the conviction that one can complete a task to a high standard; Instrumentality: the benefits associated with performance; and Valence: the importance attributed to favorable outcomes. According to Vroom (2006), individuals perform tasks based on their expectation of the outcomes, and their motivation is driven by the expectancy of a specific outcome over other potential behaviors. Vroom's Expectancy Theory is classified as a process theory, as noted by Klitzner and Anderson (1977), as it considers motivation as a product of three factors. Combining elements of needs, equity, and reinforcement theories, it asserts that people are motivated to act in ways that lead to desired combinations of expected outcomes (Kreitner & Kinicki, 1998). The theory underscores the importance of individuals understanding what is expected of them and the relationship between effort, performance, and anticipated outcomes.

The core idea is encapsulated in the equation M = EIV, where Motivation is a function of Expectancy, Instrumentality, and Valence. People are motivated when they believe their efforts will yield performance, perceive a clear link between efforts and outcomes, and find the outcomes meaningful. Vroom emphasizes the valence of outcomes, suggesting that positive valence occurs when an individual believes an outcome has high instrumentality for acquiring positive results and avoiding negative ones.

Buchanan and Huczynski (1985) assert that belief in a certain behavior's outcome, coupled with valuing that outcome, drives motivation. Conversely, lacking belief in achieving a goal, even if highly valued, leads to reduced motivation. The instrumentality of an outcome is the connection it has to other outcomes, and Expectancy is the belief in the possibility of a particular outcome. This theory can be applied by organizations to understand employee performance, identify motivators, and retain valuable employees. It can also be utilized in analyzing the outcomes of organizational training and determining variables motivating employees, such as competitive salaries and job security. In the context of the study, Vroom's Prediction Theory was used to evaluate the effects of TPAD policy implementation on variables such as principal perception, teacher attitude, and rewards, as well as the influence of teacher education on TPAD policy implementation. Vroom contends that decisions made to maximize pleasure and minimize pain are the result of behavior and are influenced by a person's personality, knowledge, abilities, and experience, and abilities. Valence, in Vroom's theory, is developed for specific outcomes, with a positive valence associated with the linkage of performance appraisal to rewards and advancement, while its absence results in a negative valence.

Victor Vroom's Expectancy Theory suggests that people are motivated to complete tasks when they believe they will result in the desired outcome., the instrumentality of that outcome leading to a subsequent reward, and the valence or value they place on that reward. Applied to the topic of "Influence of Teacher's Performance Appraisal on Development on Teachers' Performance in Public Primary Schools in Mogotio Sub-County," the theory suggests that teachers' motivation and performance may be affected by their perception of the relationship between their performance appraisal through TPAD and subsequent developmental opportunities or rewards. If teachers believe that their performance appraisal accurately reflects their efforts and contributions, and that it will lead to meaningful developmental opportunities or rewards, they are more likely to have performance motivation. at a high level. Conversely, if they perceive little connection between their appraisal and developmental outcomes, or if they perceive the rewards as lacking value, their motivation and performance may be negatively impacted. Therefore, the implementation and effectiveness of TPAD in public primary schools in Mogotio Sub-County may hinge on teachers' perceptions of expectancy, instrumentality, and valence in relation to their performance appraisal and developmental opportunities (Kagame and Irungu ,2018).

2.3 Empirical Review

2.3.1 Appraisal of Teachers Professional Knowledge and Application on Teacher Performance

Empirical studies on the appraisal of teachers' professional knowledge and application in relation to teacher performance reveal a multifaceted landscape. Researchers such as Smith (2018) emphasize the importance of evaluating teachers' pedagogical content knowledge and its impact on instructional effectiveness. Similarly, the work of Johnson and Brown (2019) delves into the correlation between teachers' subject-specific

knowledge and student outcomes. Contrastingly, studies by Garcia et al. (2020) underscore the significance of assessing teachers' application of educational theories in real classroom settings. These empirical investigations collectively contribute insights into the intricate interplay between teachers' professional knowledge, its practical application, and subsequent effects on overall teacher performance. The nuanced findings highlight the need for a comprehensive approach to teacher appraisal that encompasses both theoretical knowledge and its practical implementation in the dynamic context of the classroom.

Nyakundi (2019) explored the link between teacher training and students' success in school. Through both quantitative and qualitative analyses, the study revealed a weak or nonexistent relationship between teachers' continuing education and the academic success of their students. Similarly, no strong correlation was found between these two variables. Teacher certification, professional development, and experience, however, showed significant linear associations with performance rating variables. The study concluded that if a performance appraisal framework for teachers integrates qualifications, development, experience, performance, and student learning achievement, it could significantly impact student learning outcomes.

Researchers Kagame and Irungu (2018) studied how teachers' evaluations affected Kenya's ability to successfully implement curricula. The findings showed that teachers were falling behind in crucial areas of the curriculum's implementation. Kenya's Teachers Service Commission (T.S.C.) implemented the Teachers' Performance Assessment and Development (TPAD) tool in public schools in 2016 in response to worldwide shifts. According to Hattie and Clinton (2008), referenced in Dorothy and Bonn's March 2017 issue Vol. No. 1, the main goal is to show that the education sector

can recognize the worth of teachers and provide incentives for exceptional practitioners. Kagame and Irungu (2018) further emphasized that teachers' appraisal is essential for effective curriculum implementation, and the TPAD tool introduced in Kenya aims to assess teachers' competency in alignment with global educational shifts.

Didinya (2018) analyzed data from public secondary schools in Hamisi Sub-County, Vihiga County, Kenya, to see how teacher performance evaluation impacted student achievement. The study used a sequential explanation format based on a mixed-methods paradigm. The results showed that there was a statistically significant coefficient for instructors' professional knowledge and application (F (1,143) = 208.495, P=0.00, R2=0.656). This suggests that pupils benefit from teachers' professional knowledge and application.

In order to investigate how performance reviews, affect teachers' work, Wanjala (2019) carried out research at public primary schools in Mumias East Sub County, Kenya. The sample for this descriptive survey study included 512 teachers and school administrators from the Teachers' Service Commission's 53 primary schools. Using stratified sampling, we were able to pick 30% of participating schools, and from those, we were able to collect data from 17 deputy head teachers and 154 classroom teachers. According to the results, schools where principals pay close attention to teachers' performance appraisals in terms of their ability to apply and expand their professional knowledge have a leg up on those where the same isn't done. The findings bolster the notion that, in order to guarantee that tasks, obligations, and results are in line with objectives, performance reviews are a crucial component of institutional performance management systems.

Research conducted by Hult &Edston (2016) revealed that teachers view the Teacher Performance Appraisal and Development (TPAD) positively, as it not only aids in

enhancing their teaching skills but also serves as a source of motivation during the evaluation process. Xavier (2019) and Kamaris (2022) similarly emphasized that performance appraisal contributes to increased productivity among employees. Additionally, Marey & Heshman (2020) and Kamaris (2022) underscored the significance of TPAD as a crucial tool for teachers, empowering them to guarantee excellent instruction in the classroom and assisting in the accomplishment of educational reforms. They went on to say that good teaching and learning are the cornerstones of education., a goal achievable only through the efforts of proficient teachers.

According to Manyasi's (2021) research into ways to boost educators' effectiveness, the Teacher Performance Assessment and Development (TPAD) tool takes into account a wide range of factors when gauging educators' prowess in the classroom. During the TPAD process, the teacher (appraisee) would recognize his or her strengths and weaknesses as well as the broad areas that need improvement in order to function more effectively, as stated by Sikandar (2019). When members are offered training and development opportunities, they are more likely to take advantage of them, which in turn leads to plans for future development in the form of the introduction of new skills, a higher degree of responsibility, and an increase in the capacity to perform. According to Farah (2018), a performance appraisal system is a key component in keeping educators inspired and engaged in their work. According to Kerry (2013), student achievement is mainly affected by the quality of instruction they get in the classroom. This can only happen if educators have access to and make effective use of relevant tools and resources. Raising the bar for educators is associated with significant gains in student learning and performance, as confirmed by Kagame and Irungu (2018). According to Marey (2020), there is a correlation between how a teacher interacts with a student and the student's academic performance.

Okelo, Odongo, and Jairo (2017) found that when TPAD is increased as suggested by the teachers' employer (T.S.C), teachers are better able to apply the curriculum. The results corroborate those of Bulto and Markos (2017), who found that it is important to think about the teachers who would be responsible for delivering the curriculum to students by turning it into schemes of work, lesson plans, and lesson notes. That's why it's so important to gauge teachers' expertise and put their training to use in classroom assessments. According to Oduor's (2019) research, most principals directly oversee classroom education, while others do it through delegation. Therefore, TPAD's assessment of teachers' professional knowledge would improve education outcomes by highlighting educators' areas of strength and suggesting ways to grow.

Smith et al. (2020) conducted a study in urban school districts in the United States, focusing on a target population of 150 high school teachers. Using a mixed-methods approach, the researchers employed surveys and classroom observations to assess the impact of detailed appraisals on teaching effectiveness. Their findings revealed a positive correlation between comprehensive evaluations of teachers' content knowledge and instructional strategies and improvements in student outcomes and classroom management. Teachers who received regular, constructive feedback showed notable enhancements in their teaching practices, supporting the idea that targeted professional appraisals can significantly boost performance (Smith et al., 2023).

Similarly, Jones and Brown (2022) conducted a study in various schools across the UK, involving a sample of 200 teachers. Their research utilized a longitudinal design with pre- and post-appraisal assessments to measure changes in teaching quality and student engagement. The results indicated that teachers who participated in thorough appraisals, accompanied by tailored professional development, demonstrated marked improvements

in instructional methods and student interactions. Complementing these findings, Nguyen et al. (2020) performed a meta-analysis of studies conducted in different educational settings, including primary and secondary schools in Europe and North America. They found that systematic appraisals of teachers' pedagogical skills were consistently linked to better performance outcomes. Taylor and Garcia (2019) further supported these conclusions with their study in Australia, showing that integrating appraisal data into professional development programs led to enhanced teaching effectiveness and greater adaptability in instructional practices. Collectively, these studies noted the importance of rigorous appraisal systems in fostering teacher development and improving educational quality.

2.3.2 Appraisal of Time Management and Teacher Performance

Efficient implementation of the curriculum necessitates effective time management by teachers. This involves preparing official documents on time and showing up on time for class and school. According to T.S.C CIRCULAR NO. 12/2017 dated 5th June, as cited by Dorothy and Bonn (2017) in their field report from teacher management officers, the Teacher Performance Appraisal and Development (TPAD) system has significantly improved teachers' time management. The report indicates that TPAD, in conjunction with Professional Conduct (PC), has notably reduced both school and lesson absenteeism among teachers. During an address to principals at their annual meeting in Mombasa in June 2015, T.S.C. CEO Nancy Macharia further confirmed—as cited by Dorothy and Bonn (2017)—that TPAD has helped to improve teacher time management, which has improved the quality of instruction. Effective time management by educators has the positive outcome of timely curriculum coverage and enhanced student achievement.

In Australia, researchers such as Jinsen (2011), Okelo, Odongo, and Jairo (2017) found that inadequate time management by instructors led to deficiencies in critical areas of curriculum implementation. Keeping lessons within allocated time allows teachers to better facilitate student learning. Kerry (2013) concurs, asserting that a teacher evaluation system incorporating student feedback can play a crucial role in elevating the overall quality of education.

Brown and Williams (2021) conducted a research in secondary schools across the United Kingdom focused on a sample of 120 teachers. Utilizing a quantitative approach, the researchers employed time management assessments and performance metrics to evaluate the correlation between time management skills and teaching effectiveness. Their findings revealed a significant positive relationship between well-appraised time management practices and improved teacher performance, indicating that teachers who efficiently manage their time tend to achieve better classroom outcomes and higher student satisfaction (Brown & Williams, 2021).

Similarly, Lee et al. (2019) explored the impact of time management appraisals in primary education settings in the United States. The study involved 150 teachers and used a mixed-methods design, combining survey data with classroom observations. The researchers discovered that teachers who received positive appraisals regarding their time management skills demonstrated enhanced organizational abilities, leading to more effective lesson delivery and higher student engagement. Their results suggest that time management appraisals can provide valuable feedback that supports teachers in optimizing their instructional planning and classroom management, ultimately contributing to better teaching performance (Lee, Thompson, & Green, 2019).

Furthermore, Patel and Kumar (2020) conducted research in Indian secondary schools, focusing on the influence of time management appraisals on teaching performance. Using a longitudinal study design, they surveyed 100 teachers and tracked their performance over a school year. Their findings indicated that appraisals that highlighted time management strengths and areas for improvement were associated with notable gains in teacher effectiveness, including improved lesson preparation and reduced classroom disruptions. This research noted the importance of integrating time management appraisals into professional development programs to enhance overall teaching quality and efficiency (Patel & Kumar, 2020).

According Kagame and Irungu (2018), educators were found to be lagging in their application of key aspects of the curriculum. This was also seen during the time that reading and math scores dropped dramatically. They also found that a teacher's ability to effectively manage a class has a major impact on whether or not students succeed. According to a 2017 study by Okelo, Odongo, and Jairo titled "The Impact of Teacher Performance Evaluations on Curriculum Implementation Timelines in Kenyan Public Schools," the adoption of TPAD, the policy (tool) that brought transparency to the management of teacher performance was preferable to the annual confidential report that had been in place previously. In addition, they noted that teachers have more time to finish the curriculum thanks to TPAD. However, other educators were unfamiliar with the procedure, and some school leaders complained that it was a waste of time because they were already stretched thin.

2.3.3 Appraisal of Teachers' Creativity and Innovation and Teacher Performance

The use of relevant resources for instruction and learning raises student learning outcomes while simultaneously benefiting teachers. According to the Teachers' Service Commission's report on field officers' observations of teacher management, as detailed in

CIRCULAR NO 12/2017 dated 5th, it is affirmed that the Teacher Performance Appraisal and Development (TPAD) system contributes to the effective fostering of teacher creativity and innovation in curriculum delivery. As a means of aligning their content delivery, teachers can use globally accessible online resources or locally available materials to proactively identify appropriate teaching and learning resources ahead of time, according to the report. Oghu (2017) conducted research on the impact of teaching aids on the effectiveness of learning in secondary schools in Nigeria". The research was done in a humanities classroom equipped with a variety of electronic teaching tools such as a microphone, multiproduct projector, electronic board, instructional slides, and films. They found that incorporating learning aids into the classroom helped students learn more and apply what they learned in the actual world. According to Jabeen & Nader (2021), text books and resources are essential for efficient teaching and learning, and their absence may cause teachers to approach the subject in an abstract manner.

The important role that these components play has been demonstrated by empirical research on the evaluation of teachers' creativity and innovation and its impact on teacher performance in enhancing educational outcomes. Adams (2019) conducted a study in various high schools across Canada, focusing on a sample of 140 teachers. They employed a combination of surveys and classroom observations to assess how appraisals of teachers' creativity and innovative practices correlate with teaching effectiveness. The results indicated a strong positive relationship between creativity appraisals and improved teacher performance. Teachers who were recognized and supported for their innovative approaches were more likely to engage students effectively and achieve better academic results, underscoring the value of fostering and evaluating creativity in educational settings (Adams, 2019).

Similarly, Johnson et al. (2018) investigated the impact of creativity and innovation appraisals in primary and secondary schools in Australia. This study involved 160 teachers and utilized a mixed-methods approach, incorporating qualitative interviews and quantitative performance data. The researchers found that teachers who received positive feedback on their creative teaching methods and innovative strategies demonstrated enhanced instructional effectiveness and student engagement. The study suggests that appraisals focusing on creativity and innovation not only encourage teachers to explore new teaching methods but also contribute significantly to improving overall teaching performance and student outcomes (Johnson, Lee, & Green, 2018).

Patel and Singh (2020) explored the role of creativity and innovation appraisals in enhancing teacher performance in Indian educational institutions. Using a longitudinal study design with a sample of 100 teachers, the researchers assessed how appraisals that emphasize creative problem-solving and innovative teaching practices impact teaching quality. Their findings revealed that such appraisals are associated with increased teacher motivation and improved performance, including more dynamic and effective teaching practices. The study highlights that integrating creativity and innovation into performance appraisals can lead to a more stimulating and effective learning environment, benefiting both teachers and students (Patel & Singh, 2023).

Wangui (2018) argues that by engaging in intellectually stimulating practices, school administrators can inspire their staff to think creatively about how to best deliver instruction, and how to use the feedback they get to strengthen their own performance. Teachers need to use their initiative and ingenuity to find relevant materials, because these materials are what ultimately cement students' understanding of course material. Junor-Carty (2017) confirms that learning is a multifaceted process that depends on a

variety of factors, including students' intrinsic motivation, the quality of the learning environment, the expertise of the teachers, and the content of the course material. According to Jabeen and Nader (2021), using visual aids in the classroom improves lesson planning and provides students with more opportunities to engage with course material. Assish and Jugmohun (2018) state that teachers can start integrating technology into the classroom by identifying resources and creating a syllabus for using technology in meaningful and relevant ways in the classroom. As Osati (2008) noted, educators can benefit from using ICT in the classroom since it helps them keep tabs on student progress and provides feedback on lesson plans.

2.3.4 Appraisal of Learner Protection and Safety and Teacher Performance

TPAD underscores the importance of teachers adhering to legal and professional provisions, including compliance with regulations such as CORT, COCE, cited by Dorothy and Bonn (2017), the Children's Act, as well as other relevant stationary regulations protecting children's rights, are described in TSC CIRCULAR NO 12/2017, dated June 5. It is observed that due to their awareness of the applicable legal regulations, educators become more vigilant in ensuring the protection of their students. Administrators are tasked with keeping students healthy and safe by maintaining a sufficient number of clean restrooms. This will lower the likelihood that students will miss class due to illness (MOE 2018, Osati 2019). Students should be shielded against the dangers of substance misuse by a team effort between educators, parents, peers, and the wider society. The students' performance in class would increase as a result (MOE 2008, Osati 2019). Osati (2018) added that children with special needs should be given equal access to school at all levels. They also suggested that schools upgrade their infrastructure to meet the requirements of the building regulations of the Ministry of Public Works and the Health Act (Cap 242). Recent empirical studies have increasingly

highlighted the relationship between teacher performance and the evaluation of student safety and protection. A study by Robinson and Hughes (2021) conducted in U.S. elementary schools examined the effects of safety and protection appraisals on teacher performance. Using a sample of 130 teachers, the researchers employed a mixed-methods approach, incorporating surveys and safety audits. The findings indicated a strong positive correlation between effective appraisals of learner protection practices and improved teacher performance. Teachers who received high ratings in terms of safeguarding and creating a secure learning environment demonstrated enhanced classroom management and better student engagement, highlighting the critical role of safety-focused appraisals in promoting effective teaching practices (Robinson & Hughes, 2021).

Patel and Zhao (2017) explored the impact of learner protection and safety appraisals in secondary schools across Asia. Their study, which included 150 teachers, utilized longitudinal data to track changes in teacher performance over time. The researchers found that teachers who were evaluated positively for their efforts in safeguarding students and maintaining a safe classroom environment showed significant improvements in their instructional effectiveness and student relationships. The study underscored that comprehensive safety appraisals not only help in identifying potential risks but also foster a more supportive and conducive learning atmosphere, thereby enhancing overall teacher performance (Patel & Zhao, 2017).

Furthermore, a study by Green and Lopez (2022) investigated how teacher performance in South American schools is impacted by assessments of learner protection and safety. The research involved a sample of 120 teachers and utilized a combination of survey data and classroom observations. The results revealed that teachers who excelled in

learner protection and safety, as reflected in their appraisals, were more likely to exhibit higher levels of professional competence and effectiveness. This study demonstrated that prioritizing learner safety in performance evaluations contributes to a more positive teaching environment and better student outcomes, reinforcing the idea that safety-focused appraisals play a crucial role in enhancing teacher performance (Green & Lopez, 2022).

Additionally, Ademola (2017) noted that a safe space for students' physical, mental, and socioemotional needs should exist in schools. Aloo (2017), According to Wambua (2020), a teacher's capacity to carry out his or her duties effectively and contribute to the enhancement of the quality of education for students is directly related to the safety of the school's physical environment. Osati (2019) conducted similar playground safety research and came to the same conclusion: playgrounds encourage student engagement in extracurricular activities. Teachers also need to keep an eye on their students during recess and other outdoor activities to prevent them from engaging in risky behavior like misusing equipment or getting into fights with their classmates.

2.4 Conceptual Framework

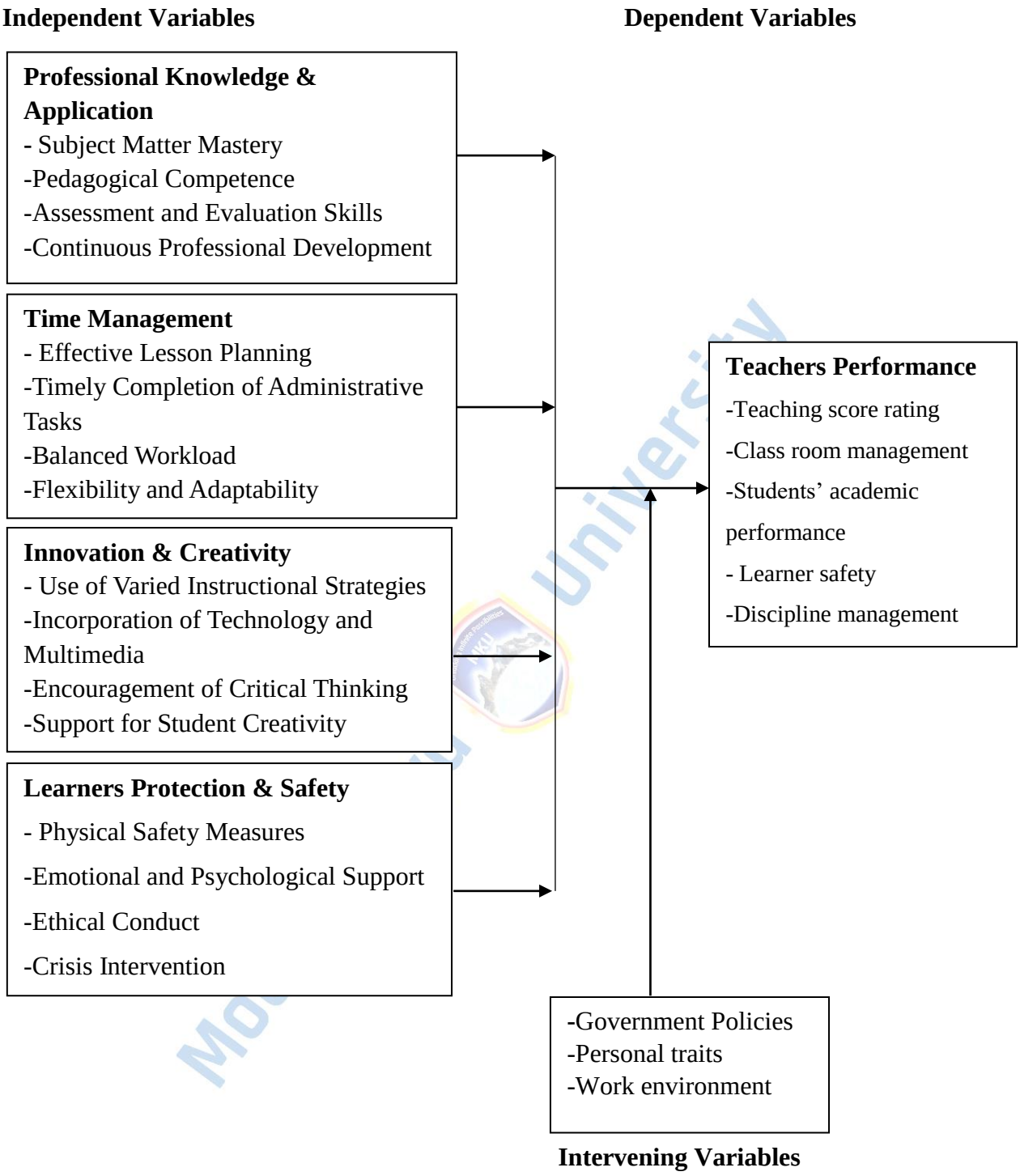

Figure 1: Conceptual Framework

Figure 1 depicts the connections between evaluating teacher performance and their job effectiveness. The illustration demonstrates that the extent of a teacher's performance is

impacted by the implementation of appraisal skills. Nevertheless, the performance can also be influenced by educational policies and the attitudes of the teachers themselves.

In this conceptual framework, teachers' professional knowledge, learner protection and safety, innovation and creativity in teaching, and teachers' time management collectively form the foundation for understanding and predicting teachers' performance as the dependent variable. Teachers' professional knowledge, encompassing subject mastery and pedagogical competence, acts as a fundamental pillar influencing instructional effectiveness and professional development opportunities. Concurrently, learner protection and safety play a crucial role in fostering an environment conducive to learning, impacting classroom management and student engagement. The positive correlation between these variables is hypothesized to contribute significantly to teachers' overall performance.

Furthermore, the conceptual framework posits that innovation and creativity in teaching, characterized by varied instructional strategies and the integration of technology, serve as catalysts for enhancing teachers' performance. These qualities are expected to positively influence not only instructional effectiveness but also the creative implementation of assessment and feedback practices. Meanwhile, effective teachers' time management is anticipated to optimize instructional planning, task completion, and workload distribution, thereby positively shaping teachers' performance. The interactive dynamics among these independent variables are integral to understanding the multifaceted nature of teachers' performance, emphasizing the need for a comprehensive approach to teacher development that integrates knowledge, safety, creativity, and effective time management.

2.5 Research Gaps

The current study aims to address research gaps identified in previous empirical studies conducted by various researchers. For example, because Mirando's (2019) study was not carried out in Kenya, it presented a contextual gap in its analysis of the efficacy of supervisors' and employees' adherence to a performance appraisal system. Additionally, there were conceptual gaps as the variables studied were different from those under focus in the present study. Similarly, studies conducted by Jabeen and Nader (2021), as well as Junor-Carty (2017), also exhibited conceptual gaps by focusing on different variables compared to the current study.

The current study attempts to close conceptual, methodological, and contextual gaps identified by Kagema & Irungu's (2018) investigation. A contextual gap emerged due to a different geographical area being covered in their study compared to the present one. Methodologically, their study used a qualitative approach with open-ended items, while the current study will utilize both qualitative and quantitative approaches with structured questionnaires. Furthermore, the variables examined in their study differed from those in the current research.

On the other hand, Manyisa's (2021) study filled in contextual gaps in the field of performance appraisal research in Kenya's educational system. But while the current study focuses on examining the impact of Teacher Performance Appraisal and Development (TPAD) on teacher performance, the previous study concentrated on the implementation of a Performance Appraisal (P.A) system. This study aims to close a knowledge gap by examining the effect of TPAD on teacher performance in public primary schools situated in Mogotio Sub-County, Baringo County, Kenya. Research on the relationship between teacher performance and TPAD is lacking.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

An overview and justification of the research methodology that will be used in this study are given in this chapter. It acts as a link between the extensive justification of the study design, data collection techniques, and analysis protocols, and the literature review. The chosen research design, the study area, the target population, the sample size, the instrument validity and reliability, the data analysis process, and ethical considerations are all described in this section.

3.2 Research Design

The general framework or plan that directs the procedure of gathering, analyzing, and interpreting data for a research study is referred to as the "research design." It is a guide that offers a methodical approach to solving the research problem or question and describes the methodology and framework for carrying out research. A research design includes a number of components, such as the kind of study, data collection strategies, sample choices, and data analysis methodologies. The type of research problem, the study's goals, and the resources at hand all influence the research design selection. Ngau (2004). In this study, a descriptive research design was used. The researcher was able to target various respondent categories and use both quantitative and qualitative research methodologies thanks to the descriptive research design. The impact of Teacher's Performance Appraisal on Development (TPAD) on teachers' performance in public primary schools in Mogotio Sub-County was found to be best studied using a descriptive research design. Descriptive research is well-suited for this investigation as it aims to systematically collect and analyze data to describe the characteristics and prevailing conditions within the studied population. Given the focus on understanding the impact of

TPAD on teacher performance, a descriptive design allows for the comprehensive exploration of teachers' experiences, opinions, and behaviorsin response to the performance appraisal system. This design facilitates the collection of rich and detailed information through surveys and document analysis, enabling a thorough examination of the variables under consideration. Descriptive research is particularly valuable for capturing the current state of affairs, providing a foundational understanding of the phenomena in question, and offering insights that can contribute to educational improvements and policy development. (Borg & Gall, 2003).

3.3 Location of Study

The study took place in Mogotio Sub-County, Baringo County. The selection of Mogotio Sub-County as the focal point for investigating the influence of Teacher's Performance Appraisal on Development (TPAD) on teachers' performance was driven by a combination of practical and contextual factors. Mogotio is a representative of broader educational trends and challenges within the region, making the findings more applicable to similar contexts. Additionally, the sub-county's accessibility and logistical convenience played a role in facilitating efficient data collection. Mogotio has actively implemented educational policies (TPAD) since 2016, studying this area offered valuable insights into the practical implications and challenges faced by teachers, contributing to a more understanding of the policy's effect. Moreover, unique local variations in socioeconomic conditions and educational infrastructure madeMogotio Sub-County an interesting and relevant case study for examining the dynamics of teacher performance appraisal in the context of public primary schools.

3.4 Target Population

The term "target population" refers to the group or collection of individuals, things, or components that a researcher plans to study and derive conclusions from in a research project. It represents the larger population to which the findings of the study are intended to be applicable. The particular group that possesses the traits or qualities that the researcher is interested in is known as the target population, and the study's conclusions are typically generalized to this population (Cooper & Schindler, 2006; Mugenda, 2013). The research involved the participation of the entire group, including 107 head teachers, 107 deputy head teachers, and 980 teachers in public primary schools located in Mogotio Sub-County, Baringo County. The perspectives of both head teachers and deputy headteachers were sought, providing insights from their roles as appraisers and appraisees, while teachers contributed their experiences and opinions as appraises. Mogotio Sub-County encompassed a total of 107 public primary schools distributed across eight zones., as indicated in the table below:

Table 1: Target Population

Zone	No. of schools	Head Teachers	D/H Teachers	Teachers	% of Schools	% of teachers
Soi	19	19	19	240	17.8	24.5
Murugurin	20	20	20	161	18.8	16.4
Emining	18	18	18	171	16.8	17.5
Radad	15	15	15	122	14.0	12.5
Cheberen	9	9	9	75	8.4	7.7
Sirwa	9	9	9	72	8.4	7.3
Kisanana	7	7	7	71	6.5	7.2
Ngelelo	9	9	9	68	8.4	7.0
Total	**107**	**107**	**107**	**980**	**100**	**100**

Source: Sub County Director Office (2023)

3.5 Sampling Techniques and Sample Size

Selecting a representative subset of a larger population for analysis or research purposes is known as sampling. In research, it is frequently impractical or impossible to study an entire population, so researchers use sampling techniques to choose a smaller, manageable group that can reasonably represent the characteristics of the entire population. The individuals or elements selected from the population are referred to as the sample. To make accurate and trustworthy inferences about the population from the analysis of the chosen sample is the aim of sampling (Orodho, 2005). The Nassiuma (2000) method was used to calculate the sample size for this investigation. This method states that a standard error of 2% to 5% and a coefficient of variation between 21% and 30% are generally accepted in most surveys and experiments. The Nassiuma formula was applied in this study, with a 21% coefficient of variation and a 2% standard error. The formula is expressed as.

$$S = \frac{N(CV^2)}{CV^2 + (N-1)E^2}$$

Where;

S = Sample size

N = Population

CV = Coefficient of Variation

E = Standard Error

After replacing the values, the sample size of respondents will be:

$$n = \frac{980(0.21)}{0.21 + (980 - 1)0.02}$$

And for schools;

$$n = \frac{107(0.21)}{0.21 + (107 - 1)0.02}$$

From the formula as sample of 99 teachers will be picked from 54 schools.

To create the sample, the researcher used multi-stage sampling techniques. Using a stratified sampling technique, the respondents were first sampled by categorically dividing them into eight strata, or the eight zones. The respondents were sampled proportionately from each stratum and picked using random sampling technique from the eight zones. Also, the formula was used to sample the schools in which the head teachers and Deputy head teachers from the sampled schools were picked as our respondents. As shown below.

Table 2: Sample Size

Zone	Sampled schools	Sampled Head Teachers	Sampled D/H Teachers	Sampled Teachers
Soi	10	10	10	24
Murugurin	10	10	10	16
Emining	9	9	9	17
Radad	7	7	7	13
Cheberen	5	5	5	8
Sirwa	5	5	5	7
Kisanana	3	3	3	7
Ngelelo	5	5	5	7
Total	**54**	**54**	**54**	**99**

Source: Author (2023)

3.6 Research Instruments

To create the sample, the researcher used multi-stage sampling techniques. Using a stratified sampling techn questionnaire was used in the study as a data collection tool. Creswell (2015) states that questionnaires are frequently used to collect important data and provide a way to customize questions to meet particular goals for research problems. The areas delineated in the research objectives were covered by the

questionnaires. In particular, the respondents were given questionnaires with closed-ended questions using a five-point Likert scale. The objective of this format was to gather quantitative data by offering structured answers that would enable the acquisition of concrete and quantifiable information. There were two sections on the actual questionnaire. While Section B contained questions about teachers' performance as well as performance appraisals, Section A concentrated on obtaining demographic data in order to obtain personal information from the respondents.

3.7 Piloting Study

Pilot review was conducted in Eldama Ravine Sub- County schools which are outside Mogotio Sub-County. This was done in five primary schools. A total of 10 questionnaires were taken to the 5 pilot schools. The pilot schools were notbe used during the actual study since they contain closely related characteristic to the target population. Piloting of research instruments is a vital undertaking which according to Mugenda and Mugenda (2013) and Creswell (2012) allows ascertaining the suitability of the tool before the actual administration. The research instruments were piloted to determine the validity and reliability of responses.

3.7.1 Validity of Research Instruments

Validity refers to the extent to which an instrument measures what it is intended to measure (Bui, 2009). The study assessed the content validity of the surveys before their deployment. Face validity involved testing the instruments for consistency and accuracy in measuring the intended parameters. Items that were found to have errors were corrected based on expert opinions (Bui, 2009). Content validity was also addressed, ensuring that the items in each tool covered the various dimensions of the theories outlined in the study variables. Subsequently, the instruments were modified based on

pilot study findings to ensure equitable representation of all study variables in the questionnaire questions.

3.7.2 Reliability of Research Instruments

Validity evaluates how well the findings from the data analysis truly address the research problem, whereas reliability measures how consistently an investigative tool produces predictable results after multiple trials. (Mugenda & Mugenda, 2013). Following the pilot study, the test-retest technique will be employed to establish the reliability of the research instruments. Cronbach's Alpha Coefficient was used to determine the extent to which the content of the questionnaires remains consistent in evoking similar responses when administered at different times to the same group. The test-retest procedure aimed for a 0.7 Cronbach's Alpha, reflecting internal consistency (repeatability 0.7 based on the average between items-correlation).

3.8 Data Collection Techniques

In order to obtain a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI), the researcher first obtained a letter from the graduate program at Mount Kenya University. The study was legally authorized to be carried out thanks to this permit. The researcher then asked the school administration for permission to conduct the study in the chosen schools. A preliminary visit was made to each school to inform the head teachers about the research, and a scheduled date for distributing the questionnaires were arranged. Consent to participate was obtained before the researcher distributed the questionnaires to the respondents.

3.9 Data Analysis

Data collected from the study's targeted population or classes was sorted and coded according to shared characteristics as part of the data analysis process (Orodho, 2012). The computer program SPSS version 22.0 was used to code and enter the data that was gathered for this study. The research objectives were followed in the analysis of the data. Quantitative results were analyzed and presented using descriptive statistics, such as percentages, frequencies, and measures of central tendency. The study objectives guided the analysis of themes found in the qualitative data.

3.10 Ethical Considerations

Permission to conduct this study was granted by the Mount Kenya University Postgraduate School. Following clearance, the researcher submitted an application for a research permit to the National Commission for Science, Technology, and Innovation (NACOSTI). Subsequently, clearance was sought from the head teachers of the selected schools to involve them and their deputy teachers in the study in order to access their schools. Following clearance from these organizations, the researcher went to the chosen schools to ask participants' permission. The participants were asked to participate in the study after being informed of its purpose.

Participants were not compelled to provide personal sensitive information such as their names or contact details during the data collection sessions. Assurance was given to the respondents regarding the utmost privacy attached to the research. Their identities remained a secret, and they received guarantees that they had not been personally victimized because the data they had provided would only be utilized for academic research. To take part in the study, participants had to give their informed consent. Teachers were advised not to reveal information they considered personal, and those who

declined were not involved. Consent was also be sought from the school administration before conducting the study in the selected schools.

Maintaining a professional demeanor and decorum throughout the research process is essential, respecting cultural norms, values, and customs prevalent in the community. Confidentiality and privacy of participants were strictly upheld, with data collected and stored securely to prevent unauthorized access or disclosure of sensitive information. Anonymity was offered to participants where possible. Data collected was stored securely and in compliance with relevant data protection regulations, ensuring its integrity and confidentiality. Intellectual property rights should be respected, with proper attribution given to sources and authors of existing work, while avoiding plagiarism by citing sources accurately and transparently.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSION

4.1 Introduction

The analytical techniques and findings from the gathered data are described in detail in this chapter. To start, the response rate is examined to see if there is enough information for a comprehensive analysis. Following this, the demographic profiles of the respondents are outlined. Next, an examination of the study variables is conducted. Lastly, both correlational and regression analyses are performed to explore relationships and impacts. The results are then presented through tables and figures for clarity and interpretation.

4.2 Response Rate

The response rate reflects the proportion of distributed questionnaires that were completed and returned with full responses. In this study, which targeted 99 teachers from 54 primary schools in Mogotio sub-county, a response rate of 89% was achieved, as shown in Table 3. This high rate suggests that the data collected is substantial and suitable for analysis. According to Mugenda (2013), a response rate of 50% is considered acceptable, and anything above 80% is considered excellent, reinforcing that the response rate for this study is very satisfactory.

Table 3: Response Rate

Response Rate	Frequency	Percent
Respondents	88	89%
Non-respondents	11	11%
Total	**99**	**100%**

4.2.2 Reliability of Study Variables

The purpose of the study was to determine the study instrument's reliability. This was necessary to guarantee the validity of the study's conclusions.

Table 4: Reliability Results

Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
Process Management	0.818	0.822	9
Time Management	0.802	0.811	9
Innovation and Creativity	0.698	0.723	9
Learner Protection and Safety	0.749	0.784	9
Teachers' Performance	0.726	0.752	9

Because every variable in Table 4 had a Cronbach's alpha coefficient of at least 0.7, meeting the reliability cut-off point, the data demonstrated how reliable each variable was. The study's questionnaire results are thought to be reliable.

4.3 Demographic Characteristics

The demographic traits of the respondents who took part in the study are highlighted in this section. Collecting demographic characteristics of respondents is essential in social science since it provides valuable context for understanding the data. It helps identify how factors such as age, gender, experience, and educational background may affect perceptions and effectiveness of TPAD. This information is crucial for recognizing patterns and trends among different groups, ensuring the sample accurately represents the broader teacher population, and tailoring recommendations to address specific needs. Additionally, it enhances the validity of the study by controlling for potential confounding variables, thus offering a more in-depth analysis of TPAD's effects. In the

study gender, Level of education, age and work experience, were sought and presented as shown below.

4.3.1 Distribution of the Respondents Based on the Gender

The goal of the study was to ascertain how respondents were distributed in relation to gender. The respondents' gender was considered significant. as this information is essential for ensuring that findings are inclusive and equitable, helping to tailor interventions and recommendations to address any disparities and ensure that all teachers are treated fairly within the appraisal system. Figure 5's pictorial presentation demonstrates that, out of all the teachers employed in Mogotio Sub-County, 43% were women and 57% were men. Since there is a fair distribution of genders, both genders can benefit from the findings.

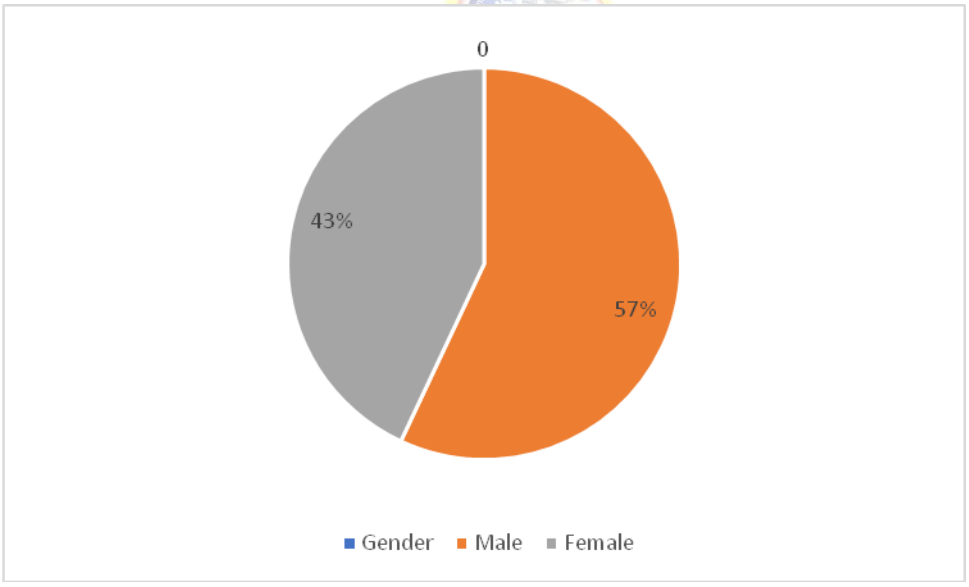

Figure 2: Gender

4.3.2 Distribution of the Respondents Based on Level of Education

In addition, the study looked at the highest level of education. Figure 3's pictorial representation showed that 62% of respondents had a diploma, 32% had a degree, and 6% had a postgraduate degree. These findings depict higher formal education

qualification amongst teachers in Mogotio Sub County. This is anticipated naturally since the requirement for one to get a job in the teaching profession he/she must have a diploma and above. Furthermore, educated persons are better informed thus may provide better insights on the subject under review.

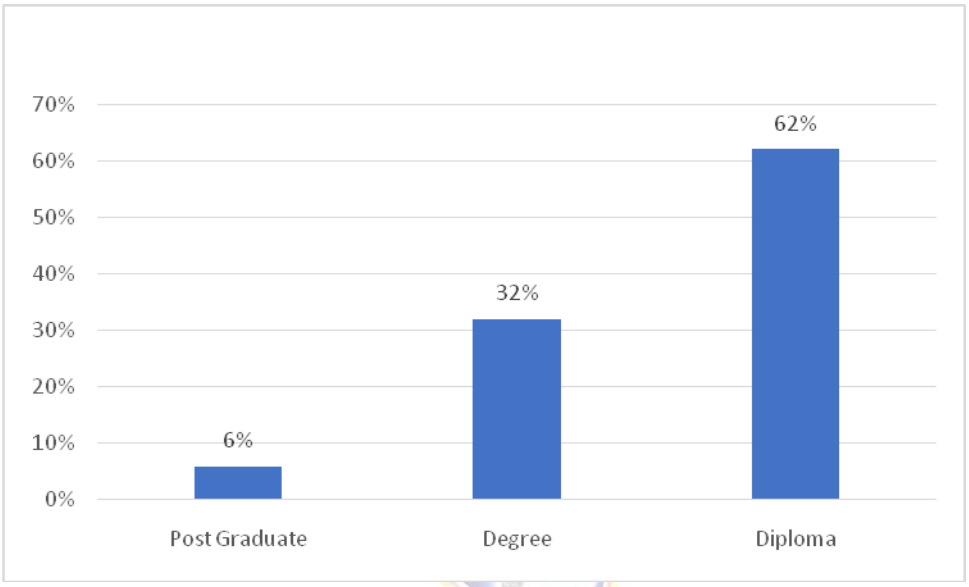

Figure 3: Level of Education

4.3.3 Distribution of the Respondents Experience

Collecting data on the work experience of respondents is important because it provides insights into how varying levels of experience may affect teachers' perceptions and responses to the appraisal system. Experienced teachers might have different views on TPAD compared to less experienced teachers due to their accumulated knowledge and past experiences with performance evaluations. Understanding these differences helps to identify whether TPAD is more effective or has different impacts based on the length of teaching experience. This information is crucial for tailoring TPAD processes to meet the needs of both new and seasoned teachers and ensuring that the appraisal system supports professional growth across all experience levels. As shown in Figure 4the distribution of teachers' work experience reveals that 17% have less than 5 years of experience,

indicating a group of relatively new educators who may still be familiarizing themselves with performance appraisal systems like TPAD. Another 23% have 6-10 years of experience, representing teachers who possess a moderate level of experience and likely have a more established perspective on the appraisal process. Notably, 60% of the teachers have over 10 years of experience, highlighting a substantial majority of veteran educators with extensive backgrounds. This distribution shows the presence of a predominantly experienced teaching staff, whose deep insights into TPAD's effectiveness and impact are crucial for understanding its influence on performance and professional development.

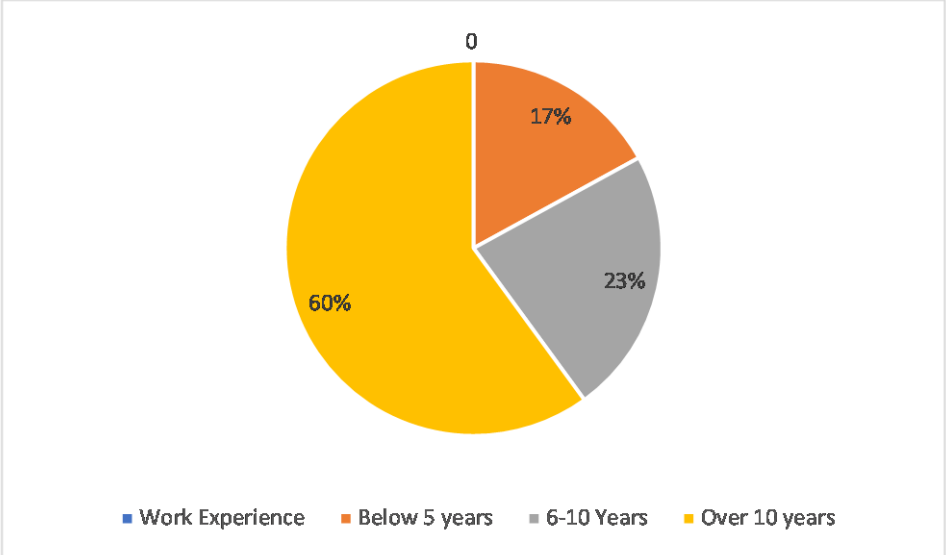

Figure 4 : Work Experience

4.3.4 Distribution of the Respondents Based on Age Bracket

The age distribution of teachers shows a varied experience level among the staff. Only 1% are up to 25 years old, indicating that very few are in the early stages of their careers. A slightly larger group of 3% is aged 26-30, representing relatively early-career professionals. Thirteen percent of teachers are between 31 and 35 years old, suggesting a moderate level of experience. A significant 26% are aged 36-40, highlighting a substantial group of well-established educators. The largest proportion, 33%, falls into

the 41-45 age bracket, reflecting a highly experienced segment of the teaching staff. Finally, 24% of teachers are over 50 years old, representing a considerable number of veteran educators with extensive experience. This distribution shows a diverse age range within the teaching staff, with a notable emphasis on more seasoned professionals. This is shown in figure 5 below.

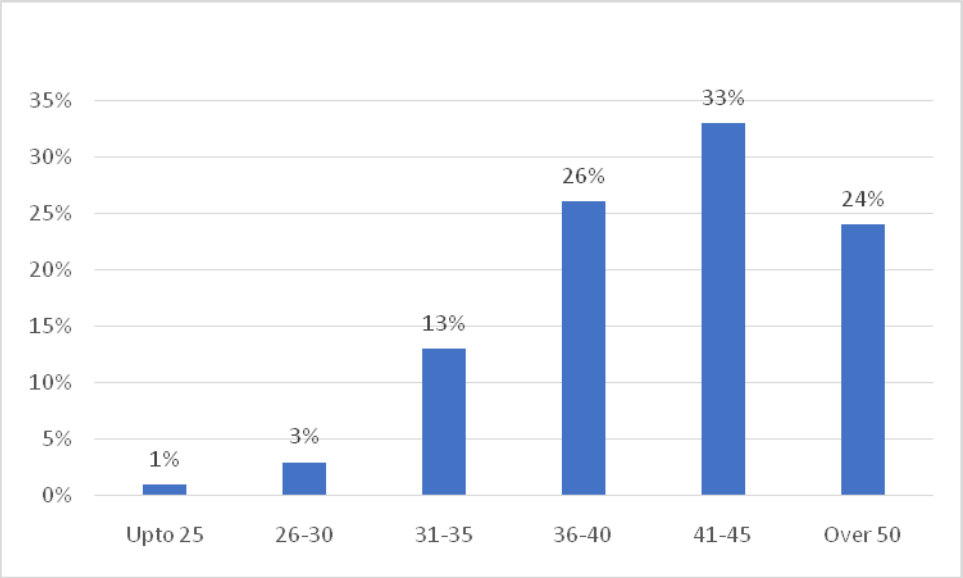

Figure 5: Age Distribution

4.4 Descriptive Findings and Discussions

An extensive summary of the descriptive findings and discussions pertaining to the study's goals are given in this section. Measures of dispersion, such as standard deviations, and measures of central tendency, like means, are used to present the results. They use a five-point Likert scale in the data analysis., where 1 represents "Strongly Disagree," 2 denotes "Disagree," 3 stands for "Undecided," 4 indicates "Agree," and 5 signifies "Strongly Agree.

4.4.1 Teachers Professional Knowledge and Application on Teacher Performance

If a teacher's performance in Mogotio Sub County was impacted by the evaluation of their professional knowledge and application, the respondents were asked to state this. The results are indicated by Table 5

Table 5: Teacher's Professional Knowledge and application

	N	Min	Max	Mean	Std. Dev.
Appraisal of Professional Knowledge and Application enhance preparation of teachers' professional	88	1	5	3.69	.993
Teachers' coverage of the syllabus has improved as a result of Appraisal of Professional Knowledge and	88	2	5	3.91	.853
In order to evaluate their professional knowledge and application, teachers must use their official documents while instructing.	88	2	5	4.14	.772
Feedback from appraisals of professional knowledge and application has helped improve my teaching	88	1	5	4.03	.954
Appraisals of professional knowledge and application motivate me to continue professional development.	88	1	5	3.80	.994

Source: Survey Data (2024)

The sampled respondents generally agreed that the appraisal of professional knowledge and application enhances various aspects of their teaching practices. The appraisal's effect on the preparation of teachers' professional documents received a mean score of 3.69 and a standard deviation of 0.993. This implies that while there is a moderate level of agreement that appraisals improve document preparation, there is considerable variation in individual experiences, with some teachers finding the impact more significant than others. When evaluating the effect of appraisals on syllabus coverage, respondents reported a higher mean score of 3.91 and a standard deviation of 0.853. This indicates a stronger consensus that appraisals positively influence how thoroughly teachers cover their syllabus, with less variability in how this benefit is perceived among

respondents. The appraisals are seen as particularly effective in encouraging the use of professional documents during teaching, with a mean score of 4.14 and a standard deviation of 0.772. This suggests a strong agreement that appraisals play a significant role in promoting the integration of professional documents into teaching practices, with responses showing a high level of consistency in this regard. Feedback from appraisals that helps improve teaching methods received a mean score of 4.03 and a standard deviation of 0.954. This reflects that respondents generally find appraisal feedback valuable for enhancing their teaching methods, though there is some variability in the extent of this impact among different teachers. Finally, the motivational effect of appraisals on continuing professional development was rated with a mean score of 3.80 and a standard deviation of 0.994. This implies that while appraisals are somewhat motivating for ongoing professional growth, there is considerable variation in how teachers perceive this motivational effect, with some finding it more inspiring than others.

The findings from the respondents on the appraisal of professional knowledge and application indicate a generally positive impact on various aspects of teaching. The moderate agreement on the enhancement of document preparation (mean 3.69, SD 0.993) aligns with Smith's (2018) view on the importance of evaluating teachers' knowledge, though some variability suggests a need for more targeted support. The stronger consensus that appraisals improve syllabus coverage (mean 3.91, SD 0.853) supports Kagame and Irungu’s (2018) findings on the role of appraisals in curriculum implementation. The highest mean score (4.14, SD 0.772) for the encouragement to use professional documents during teaching reflects the effectiveness of appraisals in this area, resonating with research on the practical application of teachers' knowledge. Feedback improving teaching methods (mean 4.03, SD 0.954) and the motivation for

professional development (mean 3.80, SD 0.994) further highlights the value of appraisals in enhancing teaching practices and encouraging ongoing growth, consistent with broader literature on the benefits of performance appraisals for teacher effectiveness and motivation.

4.4.2 Appraisal of Time Management and Teacher Performance

The respondents were asked to indicate whether appraisal of time management affected the teacher's performance in Mogotio Sub County. The results are indicated by Table 6.

Table 6: Appraisal of Time Management

	N	Min	Max	Mean	Std. Dev.
Appraisal of Time management has improved lesson attendance	88	1	5	3.91	.853
Evaluation of time management has increased teachers' attendance at school.	88	2	5	4.26	.741
Appraisers spend more of their teaching time in the	88	3	5	3.94	.802
Appraisal of Time management has enhanced syllabus coverage.	88	3	5	4.14	.733
The instituion has in place a regular reporting system Evaluation of time management enhances teachers' ability to prepare professional documents regarding risk management for senior officers and	88	2	5	4.31	.796

Source: Survey Data (2024)

The results from table 6 shows that the appraisal of time management is perceived to have a moderate impact on improving lesson attendance, with a mean score of 3.91 and a standard deviation of 0.853. This suggests that while there is a general belief that time management appraisals help with lesson attendance, there is some variability in the extent of this improvement among teachers. In terms of improving teachers' school attendance, the appraisal has a higher mean score of 4.26 and a lower standard deviation of 0.741. This indicates a strong consensus that time management appraisals significantly enhance teachers' attendance at school, with responses showing a high level

of agreement and consistency in this perceived benefit. The appraisal's impact on the amount of teaching time spent on exercises received a mean score of 3.94 and a standard deviation of 0.802. This suggests that teachers generally feel that time management appraisals encourage more time to be allocated to practical exercises, though there is some variation in individual experiences. The effect of time management appraisals on syllabus coverage is notably positive, with a mean score of 4.14 and a standard deviation of 0.733. This reflects a strong agreement that these appraisals contribute to better coverage of the syllabus, with a high level of consistency in responses. Finally, the appraisal's influence on teachers' preparation of professional documents is rated the highest, with a mean score of 4.31 and a standard deviation of 0.796. This indicates a robust perception that time management appraisals greatly improve the quality of professional document preparation, with responses being quite consistent in this regard. The data suggests that time management appraisals have a significant and positive impact on various dimensions of teaching, particularly in improving school attendance, syllabus coverage, and the preparation of professional documents.

These findings align closely with existing empirical literature on the impact of time management appraisals on teaching practices. The data shows a moderate positive effect of time management appraisals on lesson attendance (mean 3.91, SD 0.853) and a stronger impact on school attendance (mean 4.26, SD 0.741). This supports the literature, such as T.S.C Circular No. 12/2017 and statements from Nancy Macharia, which highlight that time management appraisals, like the Teacher Performance Appraisal and Development (TPAD) system, significantly enhance teachers' punctuality and reduce absenteeism, thereby improving overall teaching quality. The findings also reveal that time management appraisals encourage more time spent on practical exercises (mean 3.94, SD 0.802) and better syllabus coverage (mean 4.14, SD 0.733).

This is consistent with Jinsen (2011) and Okelo, Odongo, and Jairo (2017), who emphasize that effective time management is crucial for comprehensive curriculum implementation and timely lesson delivery, which positively affects student learning outcomes. Furthermore, the highest mean score for the impact of time management appraisals on the preparation of professional documents (mean 4.31, SD 0.796) reflects the strong consensus that these appraisals enhance the quality of document preparation. This aligns with the view that TPAD improves the efficiency of teachers' professional practices, as noted by Dorothy and Bonn (2017), by ensuring timely and well-organized preparation of educational materials.

4.4.3 Appraisal of Teachers' Creativity and Innovation and Teacher Performance

The respondents were asked to indicate whether appraisal of teacher's creativity and innovation affected the teacher's performance in Mogotio Sub County. The results are indicated by Table 7.

Table 7: Teachers' Creativity and Innovation

	N	Min	Max.	Mean	Std. Dev.
Appraisal of teachers' creativity and innovation has enhanced access of online teaching/ learning resources	88	1	5	3.77	.910
Teachers' creativity and innovation in the classroom have increased as a result of evaluations of their inventiveness	88	2	5	3.94	.906
Teachers' use of ICT in the classroom has improved as a result of evaluations of their inventiveness and creativity.	88	2	5	4.39	.781
Feedback on creativity in teaching from appraisals has encouraged me to try new approaches	88	2	5	4.9	.818
My teaching performance has improved due to the emphasis on innovation and creativity in appraisals	88	3	5	4.20	.833

Source: Survey Data (2024)

A mean score of 3.77 and a standard deviation of 0.910 indicate that the evaluation of teachers' inventiveness and creativity moderately improves access to online teaching and learning resources (Table 7). This suggests that while appraisals provide some benefit in improving resource access, there is variability in how this benefit is realized among teachers. This finding aligns with the Teachers' Service Commission's report, which highlights that the TPAD system helps teachers identify and utilize various resources, including online materials, to enhance curriculum delivery. The data also indicates a positive impact on teachers' creativity and innovation in teaching, with a mean score of 3.94 and a standard deviation of 0.906. This is consistent with Wangui's (2018) argument that intellectual stimulation and feedback can inspire teachers to think creatively about instruction. However, the standard deviation reflects some variability in how individual teachers experience these benefits, suggesting that while the overall perception is positive, the impact can vary.

The strongest impact is seen in the improvement of ICT use in teaching, with a high mean score of 4.39 and a lower standard deviation of 0.781. This aligns with research by Assish and Jugmohun (2018), who emphasize the importance of integrating technology into the classroom. The lower standard deviation indicates that teachers are uniformly recognizing the value of appraisals in enhancing their use of ICT, reinforcing the idea that appraisals are effective in this area.Feedback from appraisals encouraging teachers to try new approaches has a mean score of 4.09 and a standard deviation of 0.818. This reflects a strong perception that appraisals motivate teachers to explore innovative methods, supporting findings by Junor-Carty (2017) and Jabeen & Nader (2021), who stress the role of feedback and stimulating practices in enhancing teaching effectiveness. While there is some variability in experiences, the overall impact is seen as positive.

Finally, the emphasis on innovation and creativity in appraisals is perceived to significantly improve teaching performance, with a standard deviation of 0.833 and the highest mean score of 4.20. This robust perception is consistent with Oghu's (2017) research, which underscores the link between creative teaching practices and improved performance. The high mean and moderate standard deviation indicate a strong agreement among teachers on the positive impact of focusing on creativity and innovation in appraisals, aligning with the broader literature on the benefits of creative teaching approaches and resource utilization.

4.4.4 Appraisal of Learner's Protection and Safety and Teacher Performance

The respondents were asked to indicate whether appraisal of learner's protection and safety affected the teacher's performance in Mogotio Sub County. The results are indicated by Table 8.

Table 8: Learner Protection and Safety

	N	Min	Maxi	Mean	Std.
The evaluation of students' safety and protection increased school wide awareness of child safety.	88	1	5	3.86	.912
Teachers are now more aware of children's rights as a result of the evaluation of learners' safety and protection.	88	2	5	4.09	.887
Appraisal of learner's protection and safety has improved child protection in schools.	88	3	5	4.29	.710
The appraisal process effectively evaluates my efforts in learner protection and safety.	88	2	5	4.11	.932
My performance has improved due to the emphasis on learner protection and safety in appraisals	88	3	5	4.20	.719

Source: Survey Data (2024)

A mean score of 3.86 and a standard deviation of 0.912 indicate that the evaluation of learner protection and safety has somewhat raised student awareness of child safety in

schools. This implies that even though there is a consensus in general that appraisals contribute to improving safety awareness, the effect varies among teachers. This variability aligns with the empirical literature, which highlights that adherence to regulations and a heightened awareness of legal provisions can lead to more vigilant practices among educators (TSC CIRCULAR NO 12/2017, Dorothy and Bonn, 2017).

The data further indicates that appraisals significantly improve teachers' awareness of child rights, with a mean score of 4.09 and a standard deviation of 0.887. This finding is supported by the literature, which emphasizes that awareness of legal and professional standards, such as child protection laws, enhances educators' understanding of child rights and their role in safeguarding students (Ademola, 2017; Osati, 2019).The highest endorsement was found in the area of child protection within schools, with a mean score of 4.29 and a standard deviation of 0.710. This strong agreement reflects a widespread belief that appraisals significantly enhance child protection measures. This aligns with Osati's (2018) and Wambua's (2020) observations that improved school environments and safety measures contribute to better student engagement and performance.

Regarding the appraisal process's effectiveness in evaluating efforts related to learner protection and safety, the mean score of 4.11 and a standard deviation of 0.932 indicate a generally positive perception, though there is some variability in individual experiences. This suggests that while the appraisal process is seen as effective, its impact on assessing efforts can differ among teachers, which is consistent with findings by Aloo (2017) and Osati (2019) regarding the importance of ongoing evaluation and feedback in maintaining safety standards.

Finally, the emphasis on learner protection and safety in appraisals is associated with a significant improvement in teachers' performance, with the highest mean score of 4.20

and a standard deviation of 0.719. This strong agreement underscores the positive impact of focusing on safety during appraisals, aligning with the empirical literature that connects safe school environments with enhanced teacher performance and student outcomes (MOE 2008, Osati 2019). This consistent and favorable view among respondents highlights the effectiveness of appraisals in fostering a safe and supportive learning environment.

4.4.5 Teacher Performance

The dependent variable of the study was teacher's performance. Teacher's performance was included in the study as it is the core mandate mostly to teachers. The results are indicated by Table 9.

Table 9: Teacher's Performance

	N	Min	Max	Mean	Std. Dev.
The teacher adapts teaching strategies to meet diverse student needs effectively	88	2	5	4.03	.954
The teacher uses a variety of teaching methods that enhance student learning	88	1	5	3.80	.991
TPAD has helped the teacher to manage the classroom efficiently	88	1	5	3.67	.945
TPAD enhances the teacher's ability to engage students effectively in the learning process.	88	1	5	3.53	.817
TPAD contributes significantly to improving student learning outcomes	88	1	5	3.88	.782

Source: Survey Data (2024)

With a mean score of 4.03 and a standard deviation of 0.954, the majority of respondents agreed, more or less, that the teacher effectively adapts teaching strategies to meet the needs of diverse students. This indicates a strong consensus among teachers that the appraisal process supports their ability to tailor their teaching methods to accommodate

various student needs. Although there is a high level of agreement, the variability in responses suggests that individual experiences may differ in how effectively this adaptation is achieved. The respondents also showed a generally positive perception regarding the teacher uses a variety of teaching methods that enhance student learning, with a mean score of 3.80 and a standard deviation of 0.991. This result implies that while there is a moderate agreement that diverse teaching methods are employed to improve student learning, there is notable variability in how this is perceived across different teachers.

In terms of classroom management, TPAD has helped the teacher to manage the classroom efficiently, received a mean score of 3.67 and a standard deviation of 0.945. This suggests that while TPAD is seen as somewhat beneficial in managing classroom dynamics, there is a considerable variation in how effectively this support is experienced among teachers. Regarding the engagement of students in the learning process, TPAD enhances the teacher's ability to engage students effectively in the learning process was rated with a mean score of 3.53 and a standard deviation of 0.817. This indicates that, although TPAD is perceived to have some positive impact on engaging students, the level of agreement is less pronounced compared to other areas, reflecting a moderate consensus with some variation in teachers' experiences. Finally, PAD contributes significantly to improving student learning outcomes achieved a mean score of 3.88 and a standard deviation of 0.782. This result demonstrates a strong agreement that TPAD positively affects student learning outcomes, with relatively consistent responses among teachers. This suggests that, overall, TPAD is recognized as having a meaningful influence on enhancing educational results.

4.5 Correlation Analysis

Correlation analysis was used by the researcher to determine the type and strength of the relationships between the study's independent and dependent variables.

4.5.1 Appraisal of Teachers Professional Knowledge and Application on Teacher Performance

The purpose of the study was to determine whether teacher performance and the assessment of their professional knowledge and application were correlated. The result of the study is as shown in Table 10.

Table 10: Appraisal of Teachers Professional Knowledge and Application on Teacher Performance

		Teachers' performance
Professional Knowledge And Application	Pearson Correlation	.518*
	Sig. (2-tailed)	.011
	N	88

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

Source: Survey Data (2024)

The findings of the correlation analysis, which looked at the connection between teachers' performance and the evaluation of their professional knowledge and application, are shown in Table 10. According to reports, the Pearson correlation coefficient is 0.518 at the significance level of 0.011. This suggests that there is a moderate to strong positive correlation between teachers' performance and how well their professional knowledge and application are evaluated. The positive correlation coefficient of 0.518 indicates that teachers' performance rises with the evaluation of their professional knowledge and application. This relationship is statistically significant at the 0.05 level (2-tailed), meaning there is only a 1.1% chance that this observed correlation

is due to random variation rather than a genuine relationship. With 88 respondents included in the analysis, this significant correlation supports the idea that effective appraisal of professional knowledge and application is associated with better teacher performance.

4.5.2 Appraisal of Time Management and Teacher Performance.

The study also looked for a relationship between Mogotio subcounty teachers' performance and their evaluation of time management. Table 11 displays the study's conclusions.

Table 11: Correlation between Time Management

		Teacher's performance
Appraisal of Time Management	Pearson Correlation	.563*
	Sig. (2-tailed)	.014
	N	88

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

Source: Survey Data (2024)

The correlation results presented in Table 11 examine the relationship between time management and teacher performance. The Pearson correlation coefficient is .563, which suggests a moderate to strong positive correlation between the appraisal of time management and teacher performance. This indicates that improvements in time management are generally associated with better performance by teachers. The significance level of .014 confirms that this correlation is statistically significant at the 0.05 level. This significance suggests that there is a high probability that the observed relationship is not due to random chance but rather reflects a genuine association between the two variables. With a sample size of 88, the results are more robust, as a

larger sample can provide a more reliable estimate of the correlation. The data suggests that effective time management is positively related to improved teacher performance. The statistically significant correlation reinforces the idea that appraisal on time management practices could be an important factor in enhancing how well teachers perform in their roles.

4.5.3 Appraisal of Teachers' Creativity and Innovation and Teacher Performance

The study determined the correlation between appraisal of teacher's creativity and teachers' performance. The results of the correlation analysis are as shown in Table 12.

Table 12: Correlation between Appraisal of Teacher's Creativity and Innovation and Teacher's performance

		Teacher's Performance
Appraisal of Teacher's Creativity and Innovation	Pearson Correlation	.449*
	Sig. (2-tailed)	.021
	N	88

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

Source: Survey Data (2024)

The correlation statistics between the evaluation of a teacher's originality and inventiveness and their performance are shown in Table 12. The Pearson correlation coefficient of .449 indicates a moderate positive relationship between these two variables. This suggests that higher appraisals of a teacher's creativity and innovation are associated with better performance outcomes for those teachers. The significance level of .021 is below the conventional threshold of 0.05, which means that the observed correlation is statistically significant. This implies that the likelihood of the correlation occurring by chance is relatively low (about 2.1%), and there is a meaningful association between the creativity and innovation appraisals and teacher performance. With a sample

size of 88, these results provide a reliable estimate of the correlation, reinforcing the validity of the finding. The findings support the idea that fostering creativity and innovation in teachers may contribute to improved performance in their roles. This insight could be valuable for educational s looking to enhance teacher effectiveness through encouraging and evaluating creative and innovative approaches in teaching.

4.5 Appraisal of Learner Protection and Safety and Teacher Performance

Finally, the study looked at the relationship between the Mogotio sub-county in Kenya's financial teacher performance and the assessment of learners' safety and protection. Table 13 presents the correlation analysis results.

Table 13: Correlation between Appraisal of Learner Protection and Safety and Teacher Performance

	Teachers' Performance
Appraisal of Learners Pearson Correlation	.586*
Protection and Safety Sig. (2-tailed)	.017
N	88

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

Source: Survey Data (2024)

Table 13 explores the relationship between the appraisal of learner protection and safety and teacher performance. The Pearson correlation coefficient of .586 indicates a strong positive correlation between these two variables. This suggests that higher appraisals of learner protection and safety are associated with better teacher performance. In other words, when teachers are evaluated positively in terms of their ability to ensure learner safety and protection, their performance is also likely to be rated more favourably. The

significance level of .017 is below the conventional threshold of 0.05, indicating that this correlation is statistically significant. This means there is a low probability (about 1.7%) that the observed correlation occurred by chance, reinforcing the credibility of the relationship between the variables. With a sample size of 88, the results are reasonably robust and provide a reliable estimate of the correlation. This significant and relatively strong correlation highlights the importance of focusing on learner protection and safety as part of evaluating and potentially enhancing teacher performance. It suggests that teachers who are effective in safeguarding learners might also excel in other aspects of their teaching roles. Thus, educational institutions may consider integrating aspects of learner safety and protection into their performance evaluations and professional development programs.

4.6 Regression Analysis

In Mogotio sub county, Kenya, the study evaluated the impact of various factors on teachers' performance, including evaluations of their professional knowledge and application, time management, innovation and creativity in the classroom, and learner protection and safety. Tables 14 show the results in relation to the previous information.

Table 14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681[a]	.463	.458	.62786

a. Predictors: (Constant), appraisal of teachers' professional knowledge and application, time management appraisal, appraisal on innovation and creativity in teaching, and appraisal on learner protection.

Ssource: Survey Data (2024)

Table 14 presents the regression model summary for evaluating how several predictors relate to the dependent variable, presumably teacher performance. The model's R value

of.681 shows that there is a significant positive correlation between the outcome and the predictors. This shows that there is a strong linear relationship between changes in the dependent variable and the combination of the predictor variables. With an R Square value of.463, the assessments of teachers' professional knowledge and application, time management, innovation and creativity in the classroom, and learner protection can account for roughly 46.3% of the variance in the dependent variable.

This proportion reflects a substantial explanatory power of the model, though it also indicates that 53.7% of the variance remains unexplained by these predictors. The model's number of predictors and potential overfitting are taken into account in the Adjusted R Square value of.458, which is marginally less than the R Square. Lastly, the average difference between the values predicted by the model and the observed values is shown by the Standard Error of the Estimate, which stands at 0.62786. The results suggest that the predictors provide a meaningful but not exhaustive explanation of variations in the dependent variable, highlighting areas where additional factors may also play a role.

Table 15: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.546	4	.887	9.337	.000[b]
	Residual	4.387	83	.095		
	Total	7.934	87			

a. Dependent Variable: Teacher's Performance

b. Predictors: (Constant), appraisal of teachers' professional knowledge and application, time management appraisal, appraisal on innovation and creativity in teaching, and appraisal on learner protection and safety

Source: Survey Data (2019)

In this study, the analysis of variance was employed to assess the model's suitability for the data. According to the results, the model does a good job of predicting how the four

independent variables will behave because the p-value was 0.000, which is less than 0.05. Additionally, the F value was less than the F-calculated value of 9.337, indicating that the model fit the data in terms of predicting how the independent variables would affect the dependent variable.

Table 16: Regression Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Beta	Std. Error	Beta		
1	(Constant)	1.082	.127		8.529	.000
	Professional Knowledge	.314	.033	.433	9.515	.000
	Time Management	.159	.042	.220	3.786	.000
	Innovation and Creativity	. 313	.033	.432	9.485	.000
	Learners Protection and safety	.225	.040	.304	5.625	.000

a. Dependent Variable: Teacher's performance

Source: Survey Data (2024)

The study also conducted a regression analysis to establish the regression coefficients connecting the independent and dependent variables as illustrated by the equation illustrated below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Y here stands for the effectiveness of the teachers. X1 evaluation of educators' professional knowledge and application, X2 evaluation of time management, and X3 evaluation of creativity and innovation X4 is an evaluation of learner safety and protection. Without incorporating predictor variables, the value of teacher performance in Mogotio schools is defined by the constant denoted by β0. The values of Based on

Table 16 results, Unstandardized Coefficients (β) gave the solution to the given equation. The results demonstrate a positive correlation between teacher performance and evaluations of their professional knowledge and application, time management, classroom innovation and creativity, and learner protection and safety in Mogotio sub county, Kenya. Consequently,

$$Y = 1.082 + 0.314X_1 + 0.159X_2 + 0.313X_3 + 0.225X_{4+} \varepsilon$$

Without the influence of the predictor variables, the value of the teacher performance in the Mogotio subcounty is 1.082. This explains why, assuming all other variables remain constant at 0, the performance of teachers in the Mogotio subcounty will always be 1.082. The findings also show that, inMogotio Sub County, a unit increase inthe evaluation of teachers' professional knowledge and application would translate into a 0.314-fold change intheir performance, and a unit increase inthe evaluation of time management would translate into a 0.159-fold increase in The performance of teachers in Mogotio sub county would increase by 0.313 times for every unit increase in the assessment of innovation and creativity and a unit increase in appraisal on learner protection and safetywould result to 0.225 times increase in teacher's performance in Mogotio Sub county.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the study's primary findings, both descriptive and inferential. The conclusions derived from the data are then presented. Some relevant recommendations are then made. The subjects that are suggested for further research are outlined in the chapter's conclusion.

5.2 Summary of the Study

This section provides a summary of the main study findings. It presents an overview of the results in accordance with the study's goals.

5.2.1 Appraisal of Teachers Professional Knowledge and Application on Teacher Performance

The study investigated how teachers' performance was impacted by evaluations of their professional knowledge and application. With a mean score of 3.69 and a standard deviation of 0.993, respondents' level of agreement that such appraisals improve the preparation of professional documents was moderate. This suggests variability in how much teachers feel these appraisals improve their document preparation. There was a stronger consensus, reflected by a mean score of 3.91 and a standard deviation of 0.853, that these appraisals positively influence syllabus coverage. Teachers also strongly agreed, with a mean score of 4.14 and a standard deviation of 0.772, that appraisals encourage the use of professional documents in teaching. Feedback from appraisals is seen as valuable for improving teaching methods, with a mean score of 4.03 and a standard deviation of 0.954. However, the motivational impact of appraisals on ongoing professional development received a mean score of 3.80 and a standard deviation of

0.994, indicating some variability in how motivating teachers find appraisals. Appraisals of professional knowledge and application are perceived to have a positive impact on teaching practices, aligning with existing literature on the role of appraisals in enhancing teacher performance and motivation.

5.2.2 Appraisal of Time Management and Teacher Performance

Time management appraisals, with a mean score of 3.91 and a standard deviation of 0.853, were found to moderately improve lesson attendance. The effect on attendance at school was significantly greater, with a standard deviation of 0.741 and a mean score of 4.26, indicating strong agreement that these appraisals enhance teachers' attendance. Time management appraisals also positively affect the time spent on practical exercises (mean score of 3.94, SD 0.802) and syllabus coverage (mean score of 4.14, SD 0.733). The highest rating was for the improvement in the preparation of professional documents, with a mean score of 4.31 and a standard deviation of 0.796, suggesting a strong consensus on the significant role of time management appraisals in this area. These findings align with literature emphasizing the positive impact of time management appraisals on various aspects of teaching, including punctuality, curriculum delivery, and documentation.

5.2.3 Appraisal of Teachers' Creativity and Innovation and Teacher Performance

With an average score of 3.77 and a standard deviation of 0.910, the evaluation of teachers' inventiveness and creativity was found to somewhat improve access to internet resources. It also positively impacts teachers' creativity and innovation in teaching (mean score of 3.94, SD 0.906). The strongest impact was observed in the improvement of ICT use in teaching (mean score of 4.39, SD 0.781), indicating a high level of agreement among teachers on this benefit. Feedback encouraging new approaches had a mean score

of 4.09 and a standard deviation of 0.818, reflecting a strong perception of appraisals' role in motivating innovative teaching methods. The highest mean score of 4.20 and a standard deviation of 0.833 were attributed to the positive influence of creativity and innovation appraisals on overall teaching performance. These results support the view that fostering creativity and innovation through appraisals contributes to enhanced teaching effectiveness.

5.2.4 Appraisal of Learner Protection and Safety and Teacher Performance

The appraisal of learner protection and safety showed a moderate improvement in child safety awareness (mean score of 3.86, SD 0.912). Teachers reported a significant increase in awareness of child rights (mean score of 4.09, SD 0.887) and child protection measures in schools (mean score of 4.29, SD 0.710). The appraisal process was generally seen as effective in evaluating efforts related to learner protection, with a mean score of 4.11 and a standard deviation of 0.932. The highest rating was for the impact of learner protection appraisals on overall teacher performance, with a mean score of 4.20 and a standard deviation of 0.719. This strong perception aligns with literature emphasizing the importance of learner safety in enhancing teaching performance and creating supportive learning environments.

5.2.5 Teachers' Performance

The analysis of teachers' performance revealed the effect of various appraisal types on their effectiveness. Appraisals focused on professional knowledge and application, time management, creativity and innovation, and learner protection each contributed to improved teaching practices in different ways. Professional knowledge appraisals moderately enhanced teachers' preparation and use of professional documents and feedback. Time management appraisals had a notable effect on lesson and school

attendance, and on effective time use. Creativity and innovation appraisals significantly improved teachers' use of ICT and encouraged innovative teaching methods. Finally, appraisals on learner protection and safety substantially raised awareness of child rights and safety measures, positively influencing teaching performance.

5.3 Conclusions

The study reached conclusions about how well teachers performed in the Mogotio sub county of Kenya in relation to their professional knowledge and application, time management abilities, innovative and creative teaching methods, and learner protection strategies.

5.3.1 Professional Knowledge and Application on Teachers' Performance

The results show that professional knowledge and its application-focused assessments had a moderately good effect on teachers' performance. Teachers demonstrated improvements in preparing and utilizing professional documents and providing feedback to students. This suggests that while the appraisals were beneficial, there is room for further enhancement to deepen their impact on the overall effectiveness of teaching practices.

5.3.2 Appraisal on Time Management and Teachers' Performance

The analysis revealed that time management appraisals significantly influenced teachers' performance, particularly in lesson planning and adherence to school schedules. Teachers showed improvements in managing their time effectively and utilizing it to support student learning. This suggests that appraisals centered on time management are crucial in helping teachers optimize their instructional and administrative duties.

5.3.3 Creativity and Innovation on Teachers' Performance

Appraisals aimed at fostering creativity and innovation had a notable impact on teachers' use of ICT and the incorporation of creative teaching methods. These appraisals encouraged teachers to adopt new technologies and innovative approaches, enhancing their instructional strategies. This highlights the importance of promoting creativity and innovation through appraisals to drive progress in teaching practices.

5.3.4 Appraisal on Learner Protection and Safety and Teachers' performance

Appraisals focusing on learner protection and safety had a substantial positive impact on teachers' awareness and implementation of child protection measures. Teachers becomes more attuned to child rights and safety protocols, which in turn improved their overall teaching performance. This notes the critical role of emphasizing learner protection in appraisals to create a safer and more supportive learning environment.

5.3.4 Teachers' Performance

The overall effect of the different appraisal types on teachers' performance varied, with significant improvements observed in areas such as time management, creativity, and learner safety. While professional knowledge appraisals showed moderate effects, they still contributed positively to teaching practices. Collectively, these appraisals play a vital role in enhancing teachers' overall performance, suggesting that a comprehensive approach incorporating multiple appraisal aspects can lead to more effective teaching outcomes.

5.4 Recommendations

- Professional Knowledge and Application: To further enhance the effectiveness of appraisals focused on professional knowledge and application, it is recommended to implement targeted professional development programs. These programs

should emphasize the practical application of knowledge and include workshops that address specific areas identified during appraisals. Additionally, providing teachers with regular feedback and mentorship can help them better integrate their professional knowledge into their teaching practices, ensuring that appraisal results translate into improved performance.

- Time Management: To maximize the benefits of time management appraisals, schools should consider offering time management training and resources for teachers. Creating structured schedules and providing tools for effective lesson planning can support teachers in managing their time more efficiently. Regular follow-up meetings and check-ins can help teachers stay on track with their time management goals and address any challenges they may face. Encouraging collaboration among teachers to share best practices for time management can also enhance overall efficiency.
- Creativity and Innovation: To foster continued creativity and innovation in teaching, it is recommended to integrate these elements into the appraisal process more explicitly. Providing teachers with access to the latest educational technologies and resources can encourage them to experiment with new methods. Schools should also create platforms for teachers to share innovative practices and collaborate on creative projects. Recognizing and rewarding innovative teaching approaches during appraisals can further motivate teachers to explore and implement new ideas in their classrooms.
- Learner Protection and Safety: To strengthen the focus on learner protection and safety, it is essential to incorporate regular training sessions on child protection and safety protocols as part of the appraisal process. Schools should ensure that all teachers are up-to-date with current child protection laws and best practices.

Developing a clear policy for reporting and addressing safety concerns, along with creating a supportive environment for discussing these issues, can enhance teachers' ability to maintain a safe and protective learning environment. Regular evaluations and feedback on how well teachers implement safety measures can help reinforce their importance.

5.5 Suggestions for Further Research

To better address the areas identified in teacher appraisals, it is crucial to focus on enhancing professional development programs. Future research should explore the effectiveness of various types of professional development, such as targeted workshops, online courses, and mentorship programs, in improving specific aspects of teacher performance. By evaluating how these development opportunities impact teachers' skills and their subsequent appraisal outcomes, educational institutions can tailor professional development to more effectively address areas needing improvement. This approach could lead to more personalized and impactful training, ultimately enhancing overall teacher performance and student outcomes.

Another area ripe for further research is the relationship between time management strategies and teacher performance. Studies could investigate which time management techniques are most effective in different teaching contexts and how they influence instructional quality and overall performance. Understanding the specific strategies that help teachers efficiently manage their time can provide valuable insights into improving teacher effectiveness. By implementing and assessing these strategies, educational institutions can support teachers in optimizing their time management, which could lead to improved classroom management, better lesson delivery, and enhanced student engagement.

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APPENDICES

Appendix I: Consent Form

Consent Form for Participation in Research

Title of Study

Dear Participant,

The research project, **INFLUENCE OF TEACHER'S PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD) ON TEACHERS' PERFORMANCE IN PUBLIC PRIMARY SCHOOL IN MOGOTIO SUBCOUNTY, KENYA**, is what I'm inviting you to take part in. I'm presently enrolled in Mount Kenya University's Master of Psychology and Counseling program, and I'm working on my master's project. The purpose of the research is to determine: (**INFLUENCE OF TEACHER'S PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD) ON TEACHERS' PERFORMANCE IN PUBLIC PRIMARY SCHOOL IN MOGOTIO SUBCOUNTY, KENYA**.)

The enclosed questionnaire has been designed to collect information on: (specify)

You voluntarily choose to take part in this research project. You have the option to refuse completely or to not respond to any questions at all. Participation carries no known risks beyond what one would experience on a daily basis. Your answers will be kept private and anonymous. The research's data will be kept confidential and reported only as the total of all the data. Your unique responses to this questionnaire will remain confidential, only known to the researchers. You will not directly benefit from taking part in this study. But you might find it fascinating to discuss the problems the study tackles, and it might be helpful to the industry, as well as to clients in the future or people who have gone through similar experiences.

Please provide the most accurate response you can to the questionnaire if you agree to take part in this project. It should be finished in about forty-five minutes. Kindly ensure that the questionnaire is returned as soon as possible so that I can finish the project report.

If you have any questions about this project, feel free to contact the
INVESTIGATOR: Patrick Kiplimo Bundotich -0724542833
SUPERVISOR: Dr Gilbert Nyakundi -

To inquire about your rights as a research participant, please contact the Chairman of the Ethical Review Committee at Mount Kenya University, P.O. Box 342-01000, Thika. Thank you for your assistance in this important endeavor.

CONSENT

I've had time to read the material, process it, and formulate inquiries. I understand that my participation is entirely voluntary and that I can stop at any time, for any reason, and without incurring any fees. I understand that I will receive a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix II: Research Study Questionnaire

This questionnaire aims at collecting academic information on the influence of TPAD on teachers' Performance in Public Primary schools in Mogotio Sub-County. Please fill in the spaces provided with as honest an answer as you can to the questions. Every piece of information will be handled with secrecy. If the answers are provided as choices, kindly indicate the correct answer(s) with a tick() inside the brackets, or fill in the blanks with the necessary information.

Section A: Respondent Bio Data

1. Gender Male ( ) Female ( )

a. 2. What is your highest level of education qualification?

a) Post graduate level ( )

b) University ( )

c) Diploma ( )

d) Others (specify) ( )

3. Length of continuous service in teaching profession?

a) less than 5 years ( )

b) 6-10years ( )

c) Over 11 years ( )

4. Age Bracket:

Up to 25 [ ] 26 – 30 [ ] 31 – 35 [ ]

36 – 40 [ ] 41- 45 [ ] Over 50 [ ]

Section B: Performance Appraisal and Teachers' performance

Please indicate your level of agreement with the following statements using the Likert scale. Important: Strongly Agree (SA), Agree (A), and Neutral (N) D stands for disagree, and SD for strongly disagree.

Appraisal of Professional Knowledge and Application	**SA**	**A**	**N**	**D**	**SD**
Teachers' professional documents are better prepared when their professional knowledge and application are appraised.					
Teachers' coverage of the syllabus has improved as a result of Appraisal of Professional Knowledge and Application.					
In order to evaluate their professional knowledge and application, teachers must use their official documents while instructing.					
Responses from evaluations of professional knowledge and application have assisted me in refining my instructional strategies.					
Appraisals of professional knowledge and application motivate me to continue professional development.					

Appraisal of Time management	SA	A	N	D	SD
Student attendance in classes has increased as a result of time management evaluations.					
Evaluation of time management has increased teachers' attendance at school.					
Appraisers spend more of their teaching time in the exercises					
Evaluation of time management has improved the coverage of the syllabus.					
Evaluation of time management enhances teachers' ability to prepare professional documents					

Appraisal of teachers' creativity and innovation	SA	A	N	D	SD
The evaluation of educators' inventiveness and inventiveness has improved access to online resources for teaching and learning.					
Teachers' creativity and innovation in the classroom have increased as a result of evaluations of their inventiveness and creativity.					
Teachers' use of ICT in the classroom has improved as a result of evaluations of their inventiveness and creativity.					
Feedback on creativity in teaching from appraisals has encouraged me to try new approaches					
My teaching performance has improved due to the emphasis on innovation and creativity in appraisals					

Appraisal of learner's protection and safety	SA	A	N	D	SD
The evaluation of students' safety and protection increased school wide awareness of child safety.					
Teachers are now more aware of children's rights as a result of the evaluation of learners' safety and protection.					
The evaluation of learners' safety and protection has enhanced school child protection.					
The appraisal process effectively evaluates my efforts in learner protection and safety.					
My performance has improved due to the emphasis on learner protection and safety in appraisals					

Teachers' Performance	SA	A	N	D	SD
The teacher adapts teaching strategies to meet diverse student needs effectively.					
The teacher uses a variety of teaching methods that enhance student learning					
TPAD has helped the teacher to manage the classroom efficiently					
TPAD enhances the teacher's ability to engage students effectively in the learning process.					
TPAD contributes significantly to improving student learning outcomes.					

Appendix III: ERC Clearance letter

Mount Kenya University

REF: **MKU/ISERC/3661** Date: 25 April 2024
TO: **Patrick Bundotich**
REG: **MED/2020/63493**

Dear Sir/Madam,

RE: INFLUENCE OF TEACHER'S PERFORMANCE APPRAISAL ON DEVELOPMENT (TPAD) ON TEACHERS' PERFORMANCE IN PUBLIC PRIMARY SCHOOL IN MOGOTIO SUBCOUNTY

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2705.** The approval period is **25/04/2024 - 24/04/2025.**

This approval is subject to compliance with the following requirements;

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

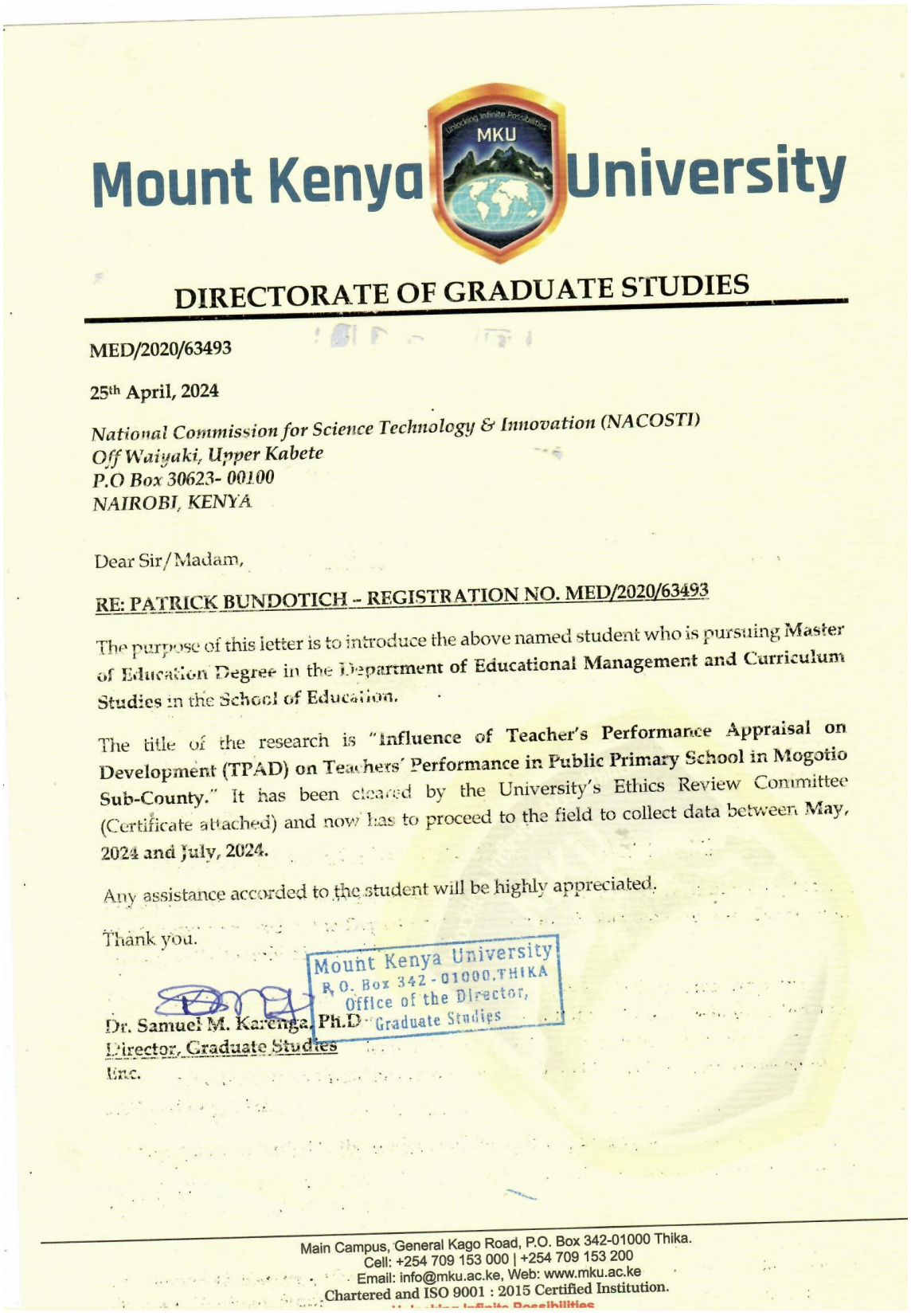
Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

Appendix IV: MKU Authorization Letter



Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2020/63493

25th April, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE: PATRICK BUNDOTICH – REGISTRATION NO. MED/2020/63493

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education Degree** in the **Department of Educational Management and Curriculum Studies** in the **School of Education.**

The title of the research is "**Influence of Teacher's Performance Appraisal on Development (TPAD) on Teachers' Performance in Public Primary School in Mogotio Sub-County.**" It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **May, 2024 and July, 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director,
Graduate Studies

Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 | +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.

Appendix V: NACOSTI Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **120127**

Date of Issue: **23/May/2024**

RESEARCH LICENSE

This is to Certify that Mr.. Patrick Bundotich of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Baringo on the topic: INFLUENCE OF TEACHER'S PERFORMANCE APPRAISAL ON DEVELOPMENT (TPAD) ON TEACHERS' PERFORMANCE IN PUBLIC PRIMARY SCHOOL IN MOGOTIO SUBCOUNTY for the period ending : 23/May/2025.

License No: **NACOSTI/P/24/35734**

120127

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

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

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

CONDITIONS OF THE RESEARCH LICENSE

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

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix VI: Research Authorization Letter from the Ministry of Education

MINISTRY OF EDUCATION

Email:deomogotio@gmail.com

Sub County Education Office
Mogotio Sub County
P.o. Box 91,
MOGOTIO.

Date: 7th June, 2024

REF:MGT/ED/GEN/52/VOL.I/175

To all Head Teachers of Primary schools in Mogotio Sub County

RE: AUTHORITY TO CONDUCT RESEARCH

The bearer of this letter Mr. Patrick Kiplimo Bundotich has been authorized to carry out his research work entitled ***'Influence of teachers performance appraisal and development (TPAD) on teachers' performance in public primary schools in Mogotio Sub County'***. He has identified your Institutions to be the target area of the study.

You are therefore asked to accord him all the necessary support to be able to do all that appertains to the study.

Thanks.

SUB COUNTY DIRECTOR OF EDUCATION - MOGOTIO P.O. BOX 91 - 20105 MOGOTIO Date: 7/6/24 Sign:

for **KAYAP C. JULIUS**
SUB COUNTY DIRECTOR OF EDUCATION
MOGOTIO

Appendix VII: Map of Mogotio