

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

TUMUSIIME PATRICK

CMLA1607

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of
the Degree of Masters in Educational Leadership and Administration**

TANGAZA UNIVERSITY COLLEGE

SCHOOL OF EDUCATION

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

NAIROBI - KENYA

AUGUST, 2021


DECLARATION

I, the undersigned, declare that this thesis is my original work and to the best of my knowledge has never been submitted to any other university for the award of any degree. All sources of information herein have been duly acknowledged.

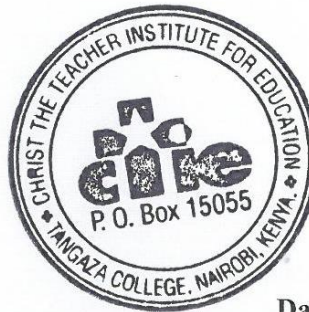
Signature 
Tumusiime Patrick
CMLA1607


Date 30/08/2021

This work has been submitted for examination with our approval as university supervisors.

Signature 
Dr. Shem Mwalw'a
Lecturer in Research Evaluation and Pedagogical Studies
The Catholic University of Eastern Africa (CUEA)

Date 02/09/2021



Signature 
Sr. Dr. Kinikonda Okemasisi
Lecturer and M.Ed. Program Leader
School of Education
Tangaza University College

Date 2/9/2021

DEDICATION

In a special way, I wish to dedicate this research thesis to my late parents Mr. John Bahemuka and Mrs. Jiradina Baryomumeri. They were wonderful parents and I will always appreciate the effort they invested into nurturing me to who I am today.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to Almighty God for granting me mercy, love and protection throughout this academic journey. I also sincerely thank my research supervisors Dr. Shem Mwalw'a and Sr. Dr. Kinikonda Okemasisi who generously offered their precious time from their tight schedules to accompany me in my academic pursuit. May God reward their tireless efforts.

I am sincerely grateful to all my beloved lecturers who endeavored to empower me with knowledge and skills necessary to reach this far. Your tireless effort of service will forever be remembered. This piece of work would not have been a reality without the encouragement and help of Prof. Paulos Mesmer, Dean School of Education and Dr. Peter Changilwa who played a big role in my studies. God bless you. I am also thankful to my classmates for the friendship, company, and encouragement we shared during our studies. That offered me the support I needed most.

I am greatly indebted to my colleagues at Light Academy for their unwavering encouragement and useful discussions without which the completion of this study would have been impossible. I am also grateful to my family members for their prayers, patience, moral support, and unwavering understanding during my studies, without which the realization of this endeavor would have been an illusion. Finally, I am greatly indebted to my study participants for their enriching information that was required. May God bless you abundantly.

ABSTRACT

Teachers' performance appraisal is one of the important processes in determining the performance of teachers in every country. In Kenya, Teachers Service Commission (TSC) introduced Teacher Performance Appraisal and Development (TPAD) tool in public schools to enable school principals to objectively evaluate teachers in their respective schools. This study sought to find out the influence of principals' implementation strategies of Teacher Performance Appraisal and Development (TPAD) tool on the performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County. Five research questions together with management by objectives theory guided the study. The study adopted a descriptive cross-sectional survey design with a blend of qualitative and quantitative paradigm. The study targeted all public secondary schools, principals, teachers, TSC County Directors, and Quality Assurance and Standards Officers (QASOs). Simple random sampling was adopted to select 12 public secondary schools; proportionate sampling was used to select 190 teachers from the sampled schools. Purposive sampling was used to select 12 principals, One TSC County Director and One Quality Assurance and Standards Officer (QASO). Instrument reliability was tested using test-retest technique. Retest was done after a time lapse of two weeks. Scores from both testing periods were correlated using a Pearson Product Moment Formula to identify any variations that were present. Quantitative data was analyzed using the Statistical Package for Social Scientists (SPSS) and analysis largely involved inferential and descriptive statistics. Qualitative data derived from the interview guide and open-ended items were thematically analyzed, carefully coded, and recorded into narrative and direct quotations to support the findings of the quantitative data that was collected using questionnaires. Quantitative data presentation was done using bar graphs, tables and pie charts. The study established that principals' use of reward in implementing TPAD, principals' support towards teacher professional development, communication of TPAD appraisal results, collaborative planning in principals' implementation of TPAD, and teachers' attitude towards principals' implementation of TPAD positively and significantly influenced the performance of teachers in public secondary schools. It was concluded that principals' implementation strategies of TPAD were satisfactory variables in explaining the performance of teachers in public secondary schools. The study recommended that further studies be conducted to evaluate the extent of the TPAD tool implementation in public secondary schools in other constituencies to generate findings with a larger picture of the TPAD tool implementation.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	5
1.3 Research Objectives.....	6
1.3.1 General Objective of the Study	6
1.3.2 Specific Objectives of the Study.....	6
1.4 Research Questions	7
1.5 Significance of the Study	8
1.6 The Scope and Delimitations of the Study	9
1.7 Theoretical Framework.....	9
1.7.1 Management by Objectives Theory	9
1.7.2 Strengths and Weaknesses of Management by Objective Theory	10
1.7.3 Application of MBO Theory to the Current Study	12
1.8 Conceptual Framework.....	13
1.9 Operational Definition of Key Terms	15

CHAPTER TWO	16
LITERATURE REVIEW	16
2.1 Introduction.....	16
2.2 Review of Theories	16
2.2.1 Goal Setting Theory	16
2.2.2 Equity Theory	17
2.3 Empirical Literature Review	17
2.3.1 Rewards and Teachers’ Performance.....	18
2.3.2 Support towards Teachers’ Professional Development and Teachers’ Performance	21
2.3.3 Principals’ Communication of Appraisal Results and Teachers’ Performance	24
2.3.4 Collaborative Planning and Teacher Performance	26
2.3.5 Teachers’ Attitude towards the Performance Appraisal	30
2.4 Research Gap	33
CHAPTER THREE	35
RESEARCH DESIGN AND METHODOLOGY	35
3.1 Introduction.....	35
3.2 Research Design.....	35
3.3 Location of the Study	35
3.4 Target Population.....	36
3.5 Sampling Technique and Sample Size.....	37
3.6 Description of Research Instruments	38
3.6.1 Questionnaire	38
3.6.2 Interview Guide	39
3.7 Validity of the Study Instruments	39
3.7.1 Content Validity.....	39

3.7.2 Face Validity	40
3.8 Piloting of Instruments.....	40
3.9 Reliability of the Study Instruments	41
3.10 Data Collection Procedures.....	42
3.11 Data Analysis Procedures	42
3.11.1 Mediating Effect of Teachers' Attitudes towards TPAD Tool Implementation.....	44
3.12 Ethical Considerations	45
CHAPTER FOUR.....	47
PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS	47
4.1 Introduction.....	47
4.2 Questionnaire Response and Return Rate.....	47
4.3 Demographic Information of the Respondents	48
4.3.1 Analysis of Gender of the Respondents.....	48
4.3.2 Analysis of Age Bracket of the Teacher	50
4.3.3 Distribution of Teachers According to Academic Qualifications.....	51
4.3.4 Principals and Teacher Participants According to Duration of Service	52
4.4. Findings of the Study	54
4.4.1 Use of Rewards in the Implementation of TPAD Tool and Teachers' Performance	55
4.4.2 Principals' Support towards Teacher Professional Development and Performance	59
4.4.3 Communication of TPAD Appraisal Results and Teachers' Performance.....	67
4.4.4 Collaborative Planning in Implementing TPAD Tool and Teachers' Performance	71
4.4.5 Attitude towards TPAD Tool and Teachers' Performance.....	73
4.4.6 Correlation Analysis	77
4.4.7 Regression Analysis.....	79
4.4.8 Intervening Effect of Attitudes towards TPAD Tool Implementation	83

4.4.9 Summary of Intervening Effect of Teachers’ Attitude on Teachers’ Performance	90
CHAPTER FIVE	92
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	92
5.1 Introduction.....	92
5.2 Summary	92
5.3 Conclusions.....	96
REFERENCES.....	100
APPENDICES	109
APPENDIX I: LETTER OF INTRODUCTION	109
APPENDIX II: CONSENT FORM	110
APPENDIX III: QUESTIONNAIRE FOR TEACHERS	111
APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS	115
APPENDIX VI: INTERVIEW GUIDE FOR TSC COUNTY DIRECTOR	116
APPENDIX VII: INTERVIEW GUIDE FOR QUALITY ASSURANCE OFFICER.....	117
APPENDIX XIII: RESEARCH PERMIT	118
APPENDIX XIV: RESEARCH CLEARENCE LETTER	119

LIST OF TABLES

Table 1: Sample Size	38
Table 2: Reliability Analysis Results.....	41
Table 2: Distribution of Participants' Response Rates	47
Table 3: Rewards in the Implementation of TPAD Tool.....	56
Table 4: Use of Rewards in the Implementation of TPAD Tool and Teachers Performance .	58
Table 5: Principals' Support towards Teacher Professional Development	60
Table 6: Professional Development	64
Table 7: Extent to which Teachers Are Given Feedback	67
Table 8: Communication Appraisal Results and Teachers' Ways of Teaching	68
Table 9: Descriptive statistics on Collaborative Planning	70
Table 10: Collaborative Planning and Teachers' Performance	72
Table 11: Extent of Preference to the Current System of Appraisal.....	74
Table 12: Teachers' Preference to the Current System of Appraisal.....	75
Table 14: Model Summary	80
Table 15: ANOVA.....	81
Table 16: Regression Coefficient Results.....	81
Table 17: Predictor Variables on Teachers' Performance	84
Table 18: Independent Variables on Intervening Variable	86
Table 19: Intervening Variable on Dependent Variable	87
Table 20: Predictor Variables and intervening variable on Dependent Variable	89

LIST OF FIGURES

Figure 1: Conceptual Framework	13
Figure 2: Gender of Respondent	49
Figure 3: Respondents' Age Distribution	50
Figure 4: Academic Qualification.....	52
Figure 5: Respondents' Duration of Service.....	53

ABBREVIATIONS AND ACRONYMS

A.D	Anno Domino
KUPPET	Kenya Union of Post Primary Education Teachers
KNUT	Kenya National Union of Teachers
MBO	Management by Objectives
MoE	Ministry of Education
NARC	National Rainbow Coalition
PA	Performance Appraisal
QASO	Quality Assurance and Standards Officer
SPSS	Statistical Package for Social Sciences
TPAD	Teacher Performance Appraisal and Development
TPI	Teacher Performance and Integrity
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

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

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

performance appraisal in education was to assist teachers in their professional development and career planning.

Numerous educational systems and institutions across the globe have adopted the concept of appraisal. For example, in 1991 the concept was introduced in England and Wales in a period that was termed as a decade of change in education systems to assist the professional development of teachers. In the USA, the district and state accountability programs put pressure on the educational institutions to raise students' outcomes, which necessitated appraisal of teachers to improve their performance (Sawchuk, 2015). The author contends that the appraisal process helps to give feedback to teachers and guides their professional development by informing them of their strength and weaknesses. The appraisal is also used for administrative purposes such as awarding and informing promotion decisions (Kagama & Irungu, 2018).

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

In Egypt, teacher appraisal was introduced to improve the performance of teachers. However, its implementation has had challenges. Marey and Hesham (2020), in their study on re-conceptualizing teacher evaluation in Egypt revealed that principals had hectic

managerial responsibilities which hindered them from effectively apprising teachers. Teachers were provided with shallow feedback and little guidance for their professional improvement which negatively affected their performance. Related findings were established by a study on managing teacher performance in South Africa where teachers resisted the appraisal system and made its implementation difficult (Mpungose & Ngwenya, 2014). Sayeeb and Adomako (2021) in a study on supervisory practices in schools in Liberia found that principals had weak relationship with their teachers, and had overwhelming workload that allowed them insufficient time to appraise teachers.

The concept of performance appraisal was introduced in Uganda in 1976 as part of administrative reform effort to improve public sector performance (Karyaija, 2012). In education, Kyakulumbye (2013) noted that the appraisal system in public schools has led to identification of performance gaps and development needs of teachers. This has been possible through evaluation of teachers on knowledge and skills, team work, communication, and time management, hence aligning teaching staff to the education strategic goals.

Performance appraisal in Kenya traces its origin from the colonial regimes, and it was introduced as part of public sector reform program to improve public services (Republic of Kenya, 2012). It was assimilated in education in 1964 as an inspectorial evaluation system which allowed the minister of education to appoint officials from the MoE to visit, inspect at any time with or without notice, and report on the state of the school. This was done to determine whether curriculum was implanted properly and whether teachers were competent professionals (Mwinyipembe & Orodho, 2014).

In 1969, TSC established a policy of confidential reporting of teachers' performance where a principal would submit a written report to the commission about a teacher's performance without formal or informal reference to the concerned teacher about the

content of the report (Midimo, 2017). This system demotivated teachers because they were not involved, which eventually ended in 2005. Due to the continued need to improve teachers' performance, Teacher Performance and Integrity (TPI) program was launched which was jointly implemented by TSC and British council (Owuor & Jonyo, 2017). It was this program that facilitated the revision of the code of regulation for teachers and the code of conduct and ethics that led to the introduction of TPAD in 2014, which was assessed through a pilot study before it was rolled out in January 2016. This was to evaluate and facilitate teacher development for improved teacher performance (TSC, 2018; Kagema & Irungu, 2018). The TSC, in implementing TPAD, mandates school principals to assess and give progress reports on the levels of teachers' performance (Midimo, 2017).

Owuor and Jonyo (2017) posited that TPAD has had some achievements, such as reducing cases of teacher absenteeism and improving lesson attendance by teachers. However, its implementation has not been without challenges. Critics, including Oduor (2018) and Makori (2018) argued that TPAD implementation has not achieved its objectives. The authors contend that teachers, through KNUT and KUPPET officials have rejected TPAD implementation on the grounds of delayed teacher promotions, and sometimes denial of promotion of teachers. A related study by Owuonda, Odera and Odhiambo (2020) reported that teachers have rejected TPAD tool and have constantly called on TSC to withdraw its implantation. The authors further stressed that teachers see TPAD implementation as unfairly conducted, oppressive, punitive, and used to serve senior management teams' interests of controlling and retrenching underperforming teachers.

Khatete and Macharia (2020) found that teacher appraisal in schools tend to leave out important aspects such as identifying performance gaps and giving feedback to teachers. Njoroge (2018) found that teachers tend to be intimidated by the commitment demand of the

appraisal; they see the appraisal as a tool to victimize them, and they consider appraisals as taking much time especially while filling documents, which has reduced contact time between them and students. Findings by Machio (2017) revealed that a great number of principals in public secondary schools are ineffective in conducting teacher appraisal which has resulted into appraisal reports not addressing teachers' needs.

Although the reviewed studies focused on teacher performance appraisal implementation, there is still scarcity of literature on how principals' implementation strategies of TPAD tool influence teachers' performance in public secondary schools, particularly in Kikuyu Constituency, hence the need for the current investigation.

1.2 Statement of the Problem

Kenya has considered teacher appraisal as one of the ways to improve the performance of teachers, which will lead to educational, socio-economic, and technological transformation of the citizens; that is a target of Kenya's Vision 2030 (Owuonda, Odera & Odhiambo, 2020). Consequently, the TSC rolled out TPAD in January 2016 with the aim of facilitating successful, developmental, and sustainable performance of teachers for enhanced learning outcomes (Kagama & Irungu, 2018).

In the TPAD implementation, principals were charged with the oversight role to appraise and give progress reports on teachers' performance (TSC, 2018). In spite of its underpinning objective of improving teachers' performance, the implementation of TPAD has faced considerable resistance from teachers and their umbrella body, Kenya National Union of Teachers. For instance, Oduor (2018) noted that teachers associated the implementation of TPAD to delayed promotions. Even worse for others, TPAD denied them the opportunities for promotion. Another study revealed that in most cases, teachers were subjected to high expectations causing them to fill the appraisal forms

mechanically without reflecting on the actual performance to please the appraisers (Khatete & Macharia, 2020).

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

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

1.3 Research Objectives

The current study was guided by both general and specific objectives presented below.

1.3.1 General Objective of the Study

The main objective of the study was to investigate the influence of the strategies used by principals to implement the TPAD tool on the performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County.

1.3.2 Specific Objectives of the Study

This study was guided by five objectives presented below.

- i. To find out the extent to which principals' use of rewards in implementing TPAD tool influences teachers' performance in public secondary schools in Kikuyu Constituency.
- ii. To determine the influence of principals' support towards teachers' professional development on the performance of teachers in public secondary schools in Kikuyu Constituency.
- iii. To find out the extent to which principals' communication of TPAD appraisal results influences teachers' performance in public secondary schools in Kikuyu constituency.
- iv. To find out the extent to which collaborative planning in principals' implementation of TPAD tool influences teachers' performance in public secondary schools in Kikuyu Constituency.
- v. To determine the intervening effect of teachers' attitudes towards principals' implementation of TPAD tool on teachers' performance in public secondary schools in Kikuyu Constituency.

1.4 Research Questions

This study sought to answer the following questions:

- i. To what extent do principals' use of rewards in implementing TPAD tool influence teachers' performance in public secondary schools in Kikuyu Constituency?
- ii. How does principals' support towards teacher professional development influence teachers' performance in public secondary schools in Kikuyu Constituency?
- iii. How do principals' communication of TPAD appraisal results influence teachers' performance in public secondary schools in Kikuyu constituency?

- iv. To what extent does collaborative planning in principals' implementation of TPAD tool influence teachers' performance in public secondary schools in Kikuyu Constituency?
- v. What is the intervening effect of teachers' attitude towards principals' implementation of TPAD tool on teachers' performance in public secondary schools in Kikuyu Constituency?

1.5 Significance of the Study

The findings of this investigation will be beneficial to various stakeholders. These include the Ministry of Education (MoE), Teachers Service Commission (TSC), principals, teachers, learners, parents, and academia. The study findings will reveal to the Ministry of Education (MoE) viable information on how the principals implement the TPAD tool in schools. For instance, findings revealed the weaknesses associated with the implementation and probable solutions for better appraisal of teachers in public secondary schools in Kenya. The study findings will benefit the TSC as they highlight areas for review and improvement in the implementation and methodology of the appraisal tool.

Findings of this study are beneficial to principals of secondary schools in identifying potential gaps in the strategies they applied to implement TPAD in their schools. The study findings are also of interest to teachers because they provide some information on the benefits that the TPAD tool brings in their favor, which could also change their attitude towards the tool. Improved teacher appraisal due to the study finding will improve learners' performance mainly through improved classroom instruction. Consequently, parents will benefit especially when their children perform better. To academia, the findings of this research will help in filling some gaps in the existing literature on the benefits and progress of TPAD, which will be of great significance to future researchers.

1.6 The Scope and Delimitations of the Study

The current study examined the influence of principals' implementation strategies of TPAD tool on teachers' performance with a particular focus on public secondary schools in Kikuyu Constituency, Kiambu County. The current study considered this study area because of its high number of public secondary schools in the county. Target population included: school principals, teachers, Quality Assurance and Standards Officer (QASOs), and the TSC County director of Kikuyu. Public secondary schools were targeted because teachers and principals working in these schools are managed by TSC, the government body that handles human resources under the MoE. It emphasizes the use of TPAD as a teacher management tool in public schools. In addition, this study was particularly interested in some key principal-teacher management strategies, including: teacher rewards, support for teacher professional development, communication of TPAD appraisal results, collaborative planning.

1.7 Theoretical Framework

Kivunja (2018) described a theoretical framework as the structure that can hold or support a theory of the research study. Thus, under theoretical framework, the current study adopted Management by Objectives (MBO) as the main theory. To ensure that all the study variables were tested, MBO theory was complemented by goals-setting and equity theories, which are discussed under theoretical literature review in chapter two of the current study.

1.7.1 Management by Objectives Theory

Management by Objectives (MBO) is a theory which was introduced by Drucker in 1954 (Alshaqsi, 2013) as a philosophy of management and a principle which gives full scope to individual strength and responsibility. The theory was introduced due to the need for increased productivity of organizations. The theory ensures clear definition of goals and

objectives which must be discussed and agreed upon by both management and employees. Drucker first used the term MBO in 1954 and contended that the theory would guarantee responsibility and effectiveness. The theory offers emphasis on attainment of objectives discussed and agreed between managers and subordinates.

MBO is based on setting clear goals and measuring the results based on these goals (Shaout & Yousif, 2014). Robbins (2013) emphasized that the theory allows the subordinates to know their expectations and allows the attainment of specified objectives in specific time periods. The theory also facilitates easy collaboration and communication between employees and subordinates which enables individuals to be informed of the goals of an organization.

Basing on the literature, MBO has developed over time with the help of scholars including Kyriakopoulos (2012), Hollmann (2013), and Islami and Mulolli (2018). However, the current study will be based on the ideas of Islami and Mulolli who looks at MBO model as a philosophy of management today that encourages monitoring and evaluation, planning and collaboration concerning the achievement of goals and objectives, communication and feedback, motivation and support from the supervisor to employees in terms of skill and professional development. These factors are held as tenets of management by MBO theory which enhances productivity in an organization.

1.7.2 Strengths and Weaknesses of Management by Objective Theory

The strength of MBO in the performance of organizations has long been recognized by scholars. For example, Mwhite (2016) argued that MBO has morale building capabilities because participative goal setting leads to the collaboration of subordinates. Having a voice in the setting of their own goals encourages commitment and eagerness of subordinates to achieve the set goals. The author contends that the amount of freedom given to guard their own performance creates a sense of personal responsibility among subordinates, leading to

improved performance. Arguing from educational context, Ofojebe and Olibie (2014) note that MBO involves establishment of strategies which helps the school principal to effectively attain educational goals. Ofojebe and Olibie (2014) agreed with Mwrite (2016) that MBO theory helps to identify the organizational key areas that require attention and sets the intended direction of performance.

Despite the strength, critiques of MBO theory, for example Deming (2012) claims that having specific goal cause workers to use dishonest ways of reaching them which may eventually lead to poor quality output. MBO is said to increase pressure on the employees as they have to constantly refer to the objectives every time, they make a decision. Constant meetings held by both employees and their managers to review the progress and how well they are responding to the intended results may lead to wastage of time (Hayes, 2019).

The current study addressed the weaknesses of MBO theory by emphasizing on training of stakeholders such as principals and teachers to acquire skills and knowledge needed in the application of MBO theory. Training in MBO philosophy allows principals to assimilate the theory's procedure with the missions of their schools. With appropriate training, the theory can be applied effectively to accomplish superior organizational results. This idea supports the claim by Islami and Mulolli (2018) that appraisers must be trained to attain performance appraisal skills and improve their performance. In line with the claim by Islami and Mulolli, majority (50.4%) of the teachers in the current study agreed that appraisers' lack of training in conducting appraisal limits the identification of teachers' developmental needs. Thus, training in the application of MBO and appraisal process by principals was identified as a vital component in enhancing teacher performance appraisal in schools.

1.7.3 Application of MBO Theory to the Current Study

The MBO theory is applicable in the teaching service if teachers, principals and other stake holders observe its specified stages of implementation (Dessler, 2007). The specific stages include: the definition and clarification of desired goals, determination of resources needed to accomplish the set goals, communication of the strategic objectives with the individual teachers concerned, incorporation of their suggestions by the principals within the final guiding objectives, implementation of final work plan and its monitoring, and lastly, the provision of feedback at regular intervals concerning teacher performance. In the current study, the assertion by Dessler (2007) is of help to school principals to hold their teaching staff responsible for their assigned duties whose goals and objectives have been discussed and agreed upon by the principals, departmental heads and the teachers themselves. The appraisal of the teachers' performance would follow what had been stipulated as guidelines of teachers' performance as this would hold every teacher accountable.

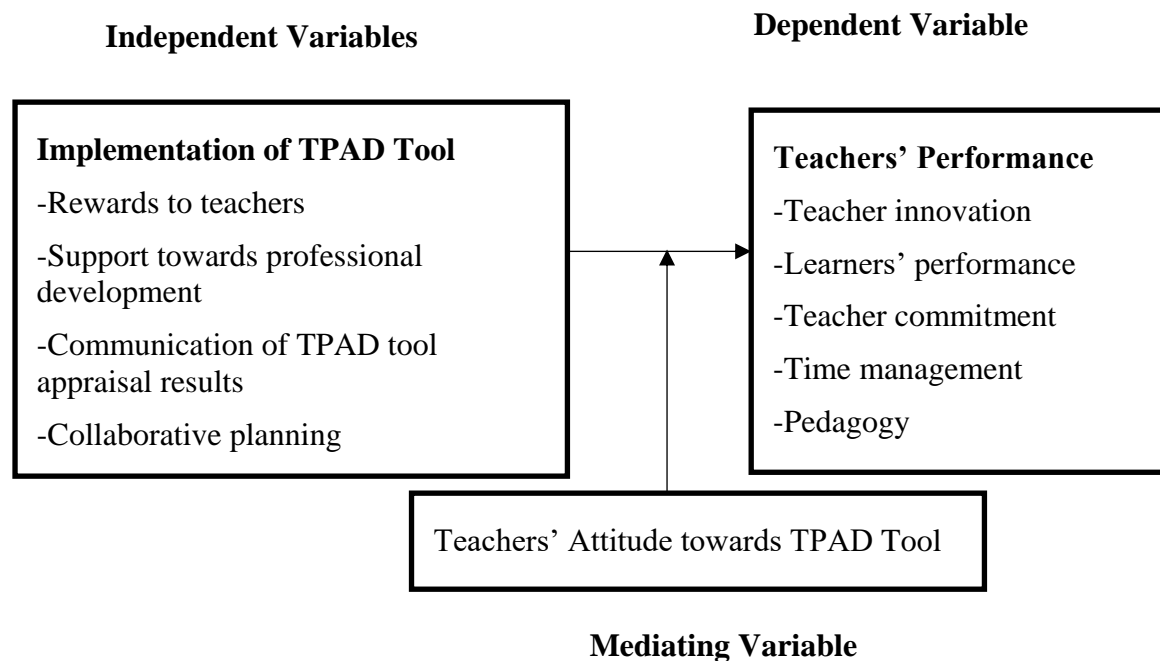
The theory in the current study was used to look at each principal's responsibility and their role in the achievement of the general school objectives as guided by TSC standards. While interacting with the principals in public secondary schools, the current study sought to find out whether or not the MBO theory was being followed when assigning duties to teachers and principals through contracts. Thus, it was established that MBO theory was not well applied to help schools principals in the effective implementation of TPAD tool.

1.8 Conceptual Framework

Conceptual framework is a model where a researcher shows a relationship of variables in the study (Swaen, 2019). It reveals a set of relationships among variables. The model shows that independent and intervening variables influence dependent variable. For example, with the use of regression and correlation analysis, independent variables (principals' rewards to teachers, principals' support for professional development, communication of TPAD tool appraisal results, collaborative planning) and intervening variables (teachers' attitude towards TPAD tool) were found to be satisfactory factors in explaining the performance of teachers in public secondary schools in Kikuyu Constituency.

The establishment of diagrammatical relationships between the implementation of TPAD tool and teachers' performance as variables in the current study is supported by management by objectives theory which is used to look at the influence of TPAD tool implementation in relation to teachers' performance in public secondary schools in Kikuyu Constituency. Conceptual framework helps to put into perspective major roles played by principals' implementation of TPAD tool on teachers' performance. Teachers' performance expressed in terms of teacher innovation, learner performance, teacher commitment, time management, and pedagogy have the ability to create a constructive impact on the general school goals' achievement. Its due to this reason that educational institutions have development programs to improve the quality of teaches by developing such competences (Hunt, 2017). Therefore, the performance of a teacher affects the performance not only of students but the education of a nation at large. For example, for any school academic performance to be commendable in the country, teachers' performance is important. This study is intended to look at how teachers express performance in public secondary schools with principals' implementation strategies of TPAD tool. Figure1 shows the summary of the interaction of the variables.

Figure 1: Conceptual Framework



Source: Researcher (2021)

The conceptual framework reveals that principals' implementation of TPAD tool with rewarding of teachers, principals' support towards professional development, communication of TPAD appraisal results, and collaborative planning that are seen as independent variables, lead to effective teacher performance. This is expressed in terms of teacher innovation, learner performance, teacher commitment, time management, and pedagogy aspects that are seen as dependent variables in the current research. Teachers' attitude towards TPAD tool implementation is identified as an intervening variable that may impact on the current research.

1.9 Operational Definition of Key Terms

Communication: This refers to the process of exchanging information and ideas on teacher appraisal between school principals and teachers.

Pedagogy: These are teaching approaches and practices that are used in imparting knowledge and skills in learners.

Principals' Support: These are actions undertaken by the principals in favor of teachers intended to enhance their abilities and competencies.

Professional Development: This refers to actions that enhance a teacher's career growth and teaching competency such as workshops and seminars.

Reward: This is something that a principal gives to a teacher in appreciation for attaining the desired score or performance.

Teacher Performance Appraisal: This term is used to mean the systematic evaluation of teachers' performance with the aim of understanding their capacities and advance their performance.

Teachers' Attitudes: This refers to teachers' feelings or opinions about TPAD tool implementation.

Teachers' Performance: This refers to outcome of teachers in terms of their professional responsibilities reflected in students' examination grades, teacher innovation, commitment, time management, lesson preparation, accountability, pedagogy and other professional duties as par TSC standards.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviewed studies according to objectives of the study. The literature was systematically reviewed globally, continentally, regionally, nationally, and contextually to the location of the study. The reviewed studies were used to identify deficiency in literature, and established knowledge gap which the study filled.

2.2 Review of Theories

Despite the availability of a number of theories related to performance appraisal, the researcher notes that goals-setting and equity theory relate more to the current study: they are able to explain the major variables of the study.

2.2.1 Goal Setting Theory

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

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

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

2.2.2 Equity Theory

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

2.3 Empirical Literature Review

This section is presented under the following themes: rewards and teachers' performance; principals' support towards teachers' professional development and teachers' performance; performance appraisal communication and teacher performance; collaborative

planning and teacher performance; attitude towards teacher performance appraisal and teachers' performance; and lastly the research gaps.

2.3.1 Rewards and Teachers' Performance

The importance of rewards in motivating teachers for superior performance has attracted the attention of scholars across the globe. For instance, Hunt (2017) did a study in 40 countries including Afghanistan, Bangladesh, and Palestine on how teacher quality and learning outcomes are included in national education policies. The researcher noted a relationship between rewarding of teachers and the performance of learners. Hunt further stressed that offering continuing teacher professional development in form of in-service education, performance-related pay, and offering promotion opportunities are among the reward strategies that can be included in national education policies to improve the quality of teachers and thus improve learning outcomes. This study, though looked at rewards and their influence on teachers' performance including learners' outcomes, it left out important elements of teacher performance such as time management, teacher commitment, and teacher innovation, which are the gaps that the current study sought to fill in its endeavor to investigate how implementation of TPAD tool influences teachers' performance in Kikuyu Constituency.

A study conducted in Zambia by Chitimwango (2016) on the effects of reward system on teachers' performance established that performance-based reward system highly motivates and increases the commitment and efficiency of teachers. Chitimwango stressed that introduction of performance-based rewards saw a consistent and dramatic increase in teachers' performance and commitment leading to tremendous improvement of pupils' performance. Besides the improvement of pupils' performance, schools' administrators were found to benefit through reduced supervision as teachers became self-motivated to teach which eventually earned them awards and a good name. Despite these informative findings,

the cited study reveals a methodological constraint: it concentrated on a very small sample, that is three schools and three principals, which might have limited the data collected, hence affected the reliability of the findings. The current investigation thus dealt with 17 public secondary schools and their principals which is a bigger sample in comparison. This helped to generate enough data that was helpful in understanding the extent to which principals' use of rewards in implementing TPAD tool influence teachers' performance in public secondary schools in Kikuyu Constituency.

Studies in Tanzania have indicated the influence of rewards on teachers' performance. One among such studies is the scholarly work by Lusekelo (2016) which explored the influence of incentives and rewards on teachers' work performance. Lusekelo's study used interviews to obtain the data. The results showed that teachers' recognition and provision of quality accommodation to teachers improved their efficiency. The study further established that maintenance of teachers' salary payment in time, provision of general teaching and hardship allowances, facilitation of transport to and from schools, and making teachers aware of their rights are critical to teachers' motivation. This study, though informative about rewards and teachers' performance, did not articulate aspects of teachers' performance. It was also not clearly articulated of who rewards teachers. These inadequacies were thus investigated in the current study.

Ndungu (2017) investigated the impacts of reward and recognition on employee job performance in Kenyatta University-Kenya. The researcher used a descriptive research design and applied questionnaire to collect data. Findings showed a significant connection between rewards such as acknowledgement of employees' efforts, with the performance of employees. The researcher contended that policy makers need to ensure workers who show outstanding performance are rewarded by giving them more duties to perform, and engage them in decision making to make them feel their views count. While this study clearly

articulates the relationship between rewards and the performance of employees, it was confined to a university context and its findings may not apply to secondary school situations. Therefore, the current study sought to investigate how rewards influence teachers' performance in public secondary schools particularly in Kikuyu Constituency.

In a study by Kiprop (2018) on the effects of rewards on the performance of teachers in selected secondary schools in Kericho County, findings indicated that rewards such as basic salary and overtime payment significantly affect the performance of teachers. It was also found out that non-financial rewards provide positive but insignificant effect on performance while proper remuneration for both overtime and salary improves the performance of teachers. This study exhibited a methodological gap as it adopted a descriptive research design. To close this gap, the current study adopted a descriptive cross-sectional design to investigate how rewards influence teachers' performance in terms of time management, students' performance, teachers' innovation, and commitment, and concentrated on public secondary schools in Kikuyu Constituency.

Following a study about teachers' response to teacher appraisals in Nyeri County secondary schools, Midimo (2017) noted that rewarding of teachers is recognized for motivating teachers. The study confirmed that 14% of teachers revealed that they had been recommended for in-service courses to improve their teaching skills after appraisal. Those who reported a combination of being guided, counseled and getting promoted constituted 6% while a combination of these who were guided, promoted, and recommended for further training contributed 4% of the teachers. Basing on the findings, it was assumed that the small number presented resulted from TPAD tool implementation being a new system hence teachers' rewards in terms of promotion and recommendation for further training had not yet been implemented and should be given more time to occur. Despite a substantial range of findings, the cited study did not examine how rewards influence teachers' performance

mainly in terms of time management, students' performance, teachers' innovation and teachers' commitment. Thus, the influence of rewards on teachers' performance was investigated in the current study.

Gatere (2015) carried out a study in Kikuyu Sub-County on performance-based rewards and teachers' commitment. The finding of the study showed that rewards such as performance pay bonus were found to increase teachers' productivity in terms of engagement with students, collegiality with administration, and attracting more able teachers. The study by Gatere, though it gave a clear analysis of how rewards, and support structures improve motivation and performance of teachers, it however focused only on teachers' commitment and was carried out on a wider area which is a sub-county. In contrast, the current investigation was not only focused on teachers' commitment but on other components of teachers' performance as well such as time management, innovation, pedagogy, and learner performance.

2.3.2 Principals' Support towards Teachers' Professional Development and Teachers' Performance

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

current investigation, the researcher sought to close the identified gap by looking at how principals support the professional development of the teachers through the use of TPAD and how this in turn influences teachers' performance.

A qualitative study by Bhurtel and Adhikari (2016) explored the perceptions of supervisors on the performance appraisal in relation to employee development in Nepal technical schools. The researchers used interviews to collect data from 14 supervisors. It was discovered from the findings that appraisal for employee development allows identification of training needs of employees. The practice enables the appraiser to understand the capability of employees. The study noted that appraisals reveal effective professional development strategies for employees and is taken as a standard to reduce unproductively by identifying any staff member with the capacity for high performance yet showing underperformance to be assisted to grow and develop. This study by Bhurtel and Adhikari reveals important finding regarding appraisal and teachers' professional development. However, it was done in technical schools and adopted only qualitative design which might have limited the perspective of the problem studied. The current study adopted both qualitative and quantitative research designs, hence limited the constraints inherent through use of a single method and focused on public secondary schools in Kikuyu Constituency.

Teacher professional development has been identified as beneficial to the overall educational quality in Ghana, though its achievement has faced numerous challenges. Scholarly work by Kyei and Osei (2019) adopted a descriptive research design in investigating challenges facing the effectiveness of secondary school teachers' continuous professional development in the Sekyere District in Ghana. The study identified several associated challenges in the pursuit of teachers' continuous professional development programs. Among the identified challenges was that school leadership did not encourage

professional development of teachers, which was evidenced by limiting teachers from practicing what they learnt at seminars, workshops, conferences and even at induction programs. In addition, time and monetary considerations were found to be a challenge to the institutions and individual teachers. The attendance of in-service training by teachers during school periods was found to disrupt the instructional process: about 74.0% of the teacher respondents agreed that time and money were barriers for teachers to pursue professional development programs. Furthermore, work load was found to be limiting teachers from pursuing professional development programs: teachers had no time even for mandatory training. This was attributed to free secondary education in Ghana, where teachers help accommodate extra in-take of students, hence lower their motivation and career development. Even though the study by Kyei and Osei (2019) is informative and logical in its discussion and presentation of findings, it was however, focused on the challenges facing teacher professional development in Ghana. On contrary, the current study adopted a descriptive cross sectional survey design, and investigated how principals' use of TPAD supports teachers' professional development and performance in public secondary schools in Kikuyu Constituency.

Teacher performance appraisal in Kenya is recognized as an important aspect of the education system, and a concern to a number of scholars. Among such scholars are Kagema and Irungu (2018) who conducted a study on the analysis of performance appraisals and their influence on teachers' performance in Kenyan secondary schools. Their study employed stratified and simple random sampling methods, and established that teacher performance appraisals influence teachers' performance. The study further established that teachers see performance appraisal as helpful in terms of their professional development. The study suggested application of assessment system to encourage teachers and thereby improve their efficiency and the performance of learners. Though concerned with teacher

appraisals and teachers' performance, the study did not interrogate specific aspects of teachers' performance developed as a result of performance appraisal. The current study investigated principals' support of professional development and teachers' performance with a particular focus on teacher innovation, time management, pedagogy, commitment, and teacher innovation.

2.3.3 Principals' Communication of Appraisal Results and Teachers' Performance

Communication of appraisal results to the employees is one of the best-established findings in the research literature. In Malaysia, Azman, Nur, Kithuru, and Rayee (2016) conducted a study to examine the effect of performance appraisal communication and procedural justice on employee job satisfaction. A correlation between fair treatment, feedback, and procedural justice was realized, which also significantly related to job satisfaction. It was, in addition, realized that appraisers' ability to efficiently provide feedback strongly rises appraises' feelings of procedural justice which leads to an enhanced job satisfaction. This research, however, did not give attention to particular aspects of teachers' performance; hence the need for the current study that investigated how communication of appraisal results influences teachers' performance in public secondary schools in Kikuyu Constituency.

Roine (2018) conducted a qualitative study on employee perceptions of performance appraisal in Finland. The researcher focused on appraisal of university professors. It was revealed that respondents embraced appraisal when done in a more informal setting. It was also noted that offering a formalized discussion about future aims is an important asset especially for younger scholars who are new to academia and need to know more concerning their practices. Roine's findings, though explores the topic of communication and performance appraisal in an educational setting, it concerned itself to university professors, and hence its findings may not be applied to teachers in public secondary

schools in Kenya. It was there for vital to conduct a study using both qualitative and quantitative methods that would address how communication of appraisal results influences teachers' performance particularly in public secondary schools in Kikuyu Constituency.

Chidiebere, Ngozi and Ifeoma (2015) investigated the role of effective communication on organizational performance in Nnamdi Azikiwe University, Nigeria. The study adopted survey method of collecting data. Results of the investigation showed that effective communication is important for the effective management and performance of workers. Thus, the study concluded that organizations should embrace effective communication and make it as a tool used in the effective management of organizations. Though this study put emphasis on communication as an essential aspect of effective employee management, it did not focus particularly on the management of teachers and their performance, which was the concern of the current study as it sought to establish the extent to which communication of TPAD appraisal results influences teachers' performance in public secondary schools in Kikuyu constituency.

In Rwanda, Nuwagaba, Mbabazire and Shukla (2015) assessed factors affecting implementation of performance appraisal at Nyamasheeke District. The Study adopted stratified and purposive random sampling methods to obtain respondents. This study noted that communication is an important factor in implementing staff appraisal especially when done on the basis of trust. The results of this study confirmed the results of an earlier study by Ngozi and Ifeoma (2015) which found out that effective communication is important for the effective management and performance of workers. These studies aptly demonstrate the influence of communication on employee performance. However, in these studies, the influence of communication on employees' performance has been studied in the context of other countries and not focused on teachers in particular, which has presented a need for the

current study to investigate how performance appraisal communication influences teachers' performance in public secondary schools in Kikuyu Constituency.

Public secondary schools in Kenya, like in other areas in the public sector, performance appraisal was introduced to assist in determining the level of productivity of the individual teachers. However, challenges including ineffective communication of appraisal results have hindered its implementation. Scholars such as Ndirangu and Waiganjo (2015) conducted a study on factors affecting implementation of performance appraisal in public secondary schools in Kenya. This study used a survey research design covering a stratified sample of 150 respondents drawn from 450 employees of the selected secondary schools. The study established that effective teachers' productivity has a strong relationship with the implementation of performance appraisal, and that the reasons for performance appraisal failure is related to poor appraisal strategies including failure to discuss appraisal results between the appraisers and appraisees. This study by Ndirangu and Waiganjo (2015), highlights the beneficial impact of communication in the implementation of performance appraisal, though not clear on particular elements of teachers' performance. As this study shares interests of concern with the current study, the researcher built on it by investigating how communication of TPAD tool appraisal results influences teachers' performance in terms of: teacher innovation, learners' performance, teacher commitment, and time management. This was done with a particular focus on teachers in public secondary schools in Kikuyu Constituency.

2.3.4 Collaborative Planning and Teacher Performance

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

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

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

unrealized potential that performance appraisal has for supporting middle leaders to improve student learning outcomes.

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

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

current study sought to fill the identified gap by investigating how collaborative planning influences teachers' performance in public secondary schools in Kikuyu Constituency.

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

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

A related study concerning principals' collaborative practices was done by Gachahi (2019) in Murang'a and Kirinyaga Counties. This study used questionnaires and interview schedules to collect data from teachers and principals respectively. The study established that principals' promotion of collaborative practices was higher in Kirinyaga than in

Murang'a County and as a result secondary school in Kirinyaga County posted better results in KCSE than those in Murang'a County. Thus, the research concluded that collaborative practices enhanced academic performance. This study, though related to the current study, did not mention of particular collaborative practices and put more emphasis on students' performance. Different from the study by Gachahi, the current study will investigate how principal-teacher collaborative planning influences teachers' performance particularly in terms of teacher innovation, learners' performance, teacher commitment, time management, and pedagogy.

2.3.5 Teachers' Attitude towards the Performance Appraisal

Teacher appraisal is an important process in ensuring teacher performance and school improvement. Although this idea is widely accepted, the attitude of teachers towards teacher appraisal remains a challenge in Greece. In a study about the characteristics of teachers with positive attitudes towards school self-evaluation in Greece (Mavromatidis, 2016), several reasons were discovered as to why Greek teachers have a negative attitude towards evaluations. One of the reasons is related to permanency: though Greek teachers are never laid off, in extreme cases a teacher can be fired. This reality raises tension and a negative attitude towards appraisals among teachers. This study also revealed that teachers who have a master or doctoral degree are more likely to have a positive attitude towards school evaluation than teachers who do not have. The study by Mavromatidis, was done in the context of Greece, a country with different geographical back ground and context. This has raised the need for the current study that will assess teachers' attitude towards appraisal in a Kenyan context.

Saljooghi and Salehi (2016) conducted a study in Iran concerning teachers' attitude toward performance evaluation. The study population included all teachers of male-only high schools. The results showed that teachers' attitude towards the performance evaluation

system had a significant positive effect on job satisfaction, organizational commitment, and self-efficacy. The research further realized that improved levels of organizational commitment subsequently lead to improved performance of employees. The study was effective in evaluating employee attitudes toward evaluation and revealed the benefits teachers gain from appraisals including: improved levels of motivation, employee development, and organizational commitment. However, there is no mention of teachers' performance in terms of teacher commitment, innovation, time management and students' performance which was the concern of the current investigation.

A related study by Sayeeduddin and Vijayakumar (2018) was conducted on attitude of teachers towards performance appraisal in private higher secondary schools in Kanchipuram district. The findings of the study were that more than two fifth of teachers of private high secondary schools have moderate level attitude towards performance appraisal. The attitude towards performance appraisal was discovered to have a significant, positive, and moderate relationship with job performance of teachers of private higher secondary schools. In order to improve the attitude towards performance appraisal among teachers of private higher secondary schools, the research asserted that principals should have adequate talents and knowledge to evaluate performance of teachers and they must communicate criteria for performance appraisal to teachers effectively. This study, though on a related study, it focused on private secondary schools, hence the need for the current study that focused on public secondary schools particularly in Kikuyu Constituency.

Mwale (2016) conducted a Quantitative study in Zambia to explore employees' perceptions of performance appraisal in two public Technical Education Vocational Entrepreneurship and Training (TEVET) institutions located in the southern province of Zambia. The study used the census method to obtain data and discovered that the performance appraisal system is integrated into institutions' culture and that the respondents

were satisfied with the performance appraisal process. However, concerns about the low frequency of appraisal meetings and evidence of rating standards varying from supervisor to supervisor were noted. Though on a related topic, the study by Mwale was conducted in technical institutions and the findings may not be used to understand secondary school situations. Also, the study adopted a quantitative research design which might have given a limited perspective of the problem. The current study avoided such drawbacks by adopting both qualitative and quantitative designs so as to fully utilize the advantages of both designs and focused on 12 out of 17 public secondary schools in Kikuyu Constituency, which was a sample big enough to give authentic data concerning TPAD tool implementation and the performance of teachers.

Teachers' attitude towards performance appraisal seems to be central to the success of any appraisal tool. A recent study in Kenya by Farah (2018) on teachers' attitudes towards performance appraisal of Garissa town ship Sub-County found out that the general perception level among teachers towards the appraisal tool is positive. The research also noted that teachers have seen the current teacher appraisal as beneficial to their practice and are satisfied with the appraisal system. However, Farah's study did not give detailed analysis of how teachers' attitude towards appraisal tool affects their performance. Given that appraisal is important for better teachers' performance as noted by Farah (2018), it is vital to note that there are various components of teachers' performance that require assessment including time management, pedagogy, teacher innovation, and learner performance. The current study particularly dealt with these aspects of teacher performance.

Ochiewo (2016) did a study to investigate influence of teachers' attitude towards performance appraisal on their commitment to service in public secondary schools in Rachuonyo South Sub-County. The study population was 605 public secondary school teachers in the Sub-County. Based on the research findings, teachers of public secondary

schools in Rachuonyo South Sub-county have positive attitude towards performance appraisal. The study concluded that the teachers' attitude towards performance appraisal does not in any way influence teacher commitment to service. Even though this study is logically presented, one weakness was noted, which is failure to involve principals who are the appraisers of teachers and this could have compromised on the authenticity of the data collected. To get a better representative sample, the current study included principals since they play a major role of appraising teachers and are there for able to share their experiences and opinions concerning attitude of teachers towards teacher performance appraisal and teachers' performance.

2.4 Research Gap

From the literature reviewed, it is evident that limited studies exist on influence of principals' implementation of TPAD tool on teachers' performance in public secondary schools. The related studies reviewed do not show clearly whether the implementation of TPAD tool is successful in all Kenyan public schools and did not address an important aspect of how principals' implementation of TPAD tool influences teachers' performance. For example, studies by Alubbe (2015), Onyaro (2016), Midimo (2017) and Oduuor (2018), though concerned itself to performance appraisal, provided limited understanding of how TPAD tool implementation influences teachers' performance. A related study by Kangema and Irunga (2018) analyzed teacher performance appraisals and their influence on teachers' performance, but the information was provided in general and not specific to a particular appraisal tool, and no sufficient information was provided concerning teacher performance in terms of time management, teacher innovation, pedagogy, teacher commitment, and students' performance. To respond and address these research gaps was the concern of the current investigation.

Some of the reviewed studies reveal methodological gaps. For example, Bhurtel and Adhikari (2016) adopted purely a qualitative design to explore the perceptions of supervisors on performance appraisal in relation to employee development in Nepal technical schools. The current research sought to fill this research gap by adopting both qualitative and quantitative designs as this allowed the current study to take advantages of features from both designs to better understand the problem under study. The blend of qualitative and quantitative designs allowed the use of different data collection methods, thus overcome the shortcomings inherent from the use of one method.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology which was adopted in this study. It describes the target population, sample and sampling procedures, research instruments, validity and reliability, and data analysis and presentation. The chapter also discusses ethical considerations that guided the study.

3.2 Research Design

The current study adopted a descriptive cross sectional survey design with a blend of quantitative and qualitative paradigms. This design was chosen so as to describe accurately the present status of the influence of principals' implementation strategies of TPAD tool on teachers' performance. The design does not involve modifying the situation but rather adopts natural setting. It involves attaining data about a specific population at a given point in time concerning their characteristics, opinions, or attitudes (Salaria, 2012). It also enables the researcher to descriptively summarize the data collected from the field.

While using qualitative and quantitative paradigms, the current study adopted a concurrent triangulation design. This design involved the implementation of both the quantitative and qualitative phases of the research at the same time (Creswell, 2014). The components of triangulation studies were emphasized equally in the study's conclusions as they allowed the researcher to best understand the reach problem.

3.3 Location of the Study

The current research was conducted in Kikuyu Constituency, one of the twelve constituencies in Kiambu County, Kenya. The area borders Kabete, Limuru, Westlands and Dagoreti constituencies. In terms of education, Kikuyu Constituency is a home to many colleges and other institutions of learning such as the University of Nairobi-Kikuyu campus.

The area also has primary and secondary schools. It has public secondary schools classified into different categories including national schools such as Alliance High and Alliance Girls High Schools. Teachers' performance in public secondary schools in this area has been deteriorating and there had been complaints from teachers concerning the relevance of TPAD in their professional development and performance (Kelechi, 2018; Wangui, Ombui & Iravo, 2016). This situation necessitated a study of this kind to find out influence of principals' implementation strategies of TPAD tool on the performance of teachers in public secondary schools in Kikuyu Constituency.

3.4 Target Population

The current study targeted all public secondary schools, principals, teachers, TSC County directors, and Quality Assurance and Standards Officers (QASOs) with in Kikuyu Constituency. Teachers were targeted because of their involvement in the use of TPAD tool and being at the center of influence when it comes to students' academic performance through classroom instructional activities.

The principals were targeted because they are the administrators who implement TPAD tool and deal with teachers' issues on a day to day basis. They were hence in position to tell how TPAD tool implementation influences teachers' performance. Quality Assurance and Standards Officers (QASOs) were targeted because they are the direct ministry supervisors of teachers' professional development and curriculum implementation and are therefore able to give opinions concerning TPAD tool implementation. Teacher Service Commission (TSC) county directors were targeted given that they are charged with the responsibility of analyzing appraisal reports from principals and submitting the summaries to the TSC headquarters, hence were able to give their opinions concerning TPAD tool implementation.

3.5 Sampling Technique and Sample Size

The researcher used both probability and non-probability sampling procedures to determine different samples for the study. Probability sampling, in particular simple random sampling was adopted to select 12 public secondary schools in Kikuyu Constituency. The use of simple random sampling ensured that each element within the target population had equal chance of being selected Taherdoost (2016).

To select samples using simple random, the researcher obtained a list of all the public secondary schools in the constituency and assigned them numbers. The numbers were then placed in a container, mixed up and picked at random. The subjects corresponding to the picked numbers were included in the sample of 12 schools out of 17 public secondary schools.

Non probability sampling, particularly purposive sampling was adopted to select principals as samples from the selected schools. It was also adopted to select a Teacher Service Commissions County Director and Quality Assurance and Standards Officer of Kikuyu Constituency for the study. This sampling technique was used because of the need to access particular informants and the limited number of the samples selected. The current study used probability sampling, particularly proportionate sampling to select teachers using the formula designed by Yamane in 1967 (Kasiulevičius, Šapoka & Filipavičiūtė, 2006). With the use of proportionate sampling, this study ensured that respondents sampled from each group were equal to their proportions. Yamane's formula in this research was used to select the sample of teachers from each selected public secondary school in Kikuyu

Constituency.
$$n = \frac{N}{1+N(e)^2}$$

Where N= Population size

e = level of precision

n= sample size.

$$n = \frac{362}{1+362(0.05^2)} = 190$$

The sample size is 190 teachers for all public secondary schools in Kikuyu Constituency as shown in table 2. The study used this sample size to calculate the sample size for each selected public secondary school in the area. For example, after the calculation, Alliance girls' secondary school which has 77 teachers had a sample size of 40 teachers. Musa Gitau secondary school which has 22 teachers had a sample size of 12 teachers. Mama Ngina High school with a population of Seven teachers had a sample size of Four teachers. The final selection of teacher samples was done through simple random sampling which involved assigning numbers to the list of teachers and folding of papers.

Table 1: Sample Size

Category	Study population	Sampling Technique	Sample size
Principals	12	Purposive	12
Teachers	362	Proportionate	190
TSC County Director	1	Purposive	1
Quality Assurance and Standards Officer (QASO)	1	Purposive	1
Total	376		204

Source: Kikuyu Constituency TSC office (2020)

3.6 Description of Research Instruments

The current research used questionnaires and interview guides as the main data collection tools. The choice of these tools was guided by the kind of the data needed for the study, time availability and the objectives of the research.

3.6.1 Questionnaire

In the collection of data from the teachers, the current study used both open and closed-ended questions. The questionnaires were administered with the help of drop and pic

later method considering the tight schedule of the respondents which could not allow them to answer questions immediately after being administered.

The questionnaire comprised of six sections: A, B, C, D, E and F. Section A sought to find out demographic data of the participants; section B sought information on the use of rewards in the implementation of TPAD tool and teachers' performance; section C looked for principals' use of TPAD in support of professional development and teacher performance; section D sought out information on communication of TPAD appraisal results and teachers performance; section E looked for information on collaborative planning and teacher performance; and section F sought information on attitude towards TPAD tool and teachers' performance.

3.6.2 Interview Guide

The research used interview guide to obtain data from sampled principals, TSC Sub-County director, and Quality Assurance and Standards Officer (QASO). As recommended by Seidman (2019), the current study used interview guide because it helps to capture both verbal and non-verbal data which can be gotten by paying attention to consistencies of participants in the interview process. This eventually led to more understanding and discoveries on the topic investigated.

3.7 Validity of the Study Instruments

Validity is the extent to which a research instrument measures what it is meant to measure (Cohen, Manion & Marrison, 2018). The current study ensured Content-and face-validity of instruments by having them reviewed by the supervisors and research experts from the research department at Catholic University of Eastern Africa and Tangaza University College.

3.7.1 Content Validity

Content validity seeks to establish if the data collection instrument is a good representation of the content which needs to be measured (Taherdoost, 2016). The author

further argues that content validity can be attained by subjecting the instruments to reviewers who are knowledgeable concerning the subject matter. Thus, the researcher gave the instruments to the two supervisors and two research experts from the research departments at Catholic University of Eastern Africa and Tangaza University College. The supervisors and research experts were senior lecturers and had vast knowledge concerning design and validation of internments. Each of the experts individually judged the objectivity, clarity and relevance of the items to the research questions. Their feedback was then used to improve on the content of the instruments before they were administered to participants.

3.7.2 Face Validity

Face validity refers to researchers' evaluation of the presentation and relevance of the instrument. It involves identification of items regarding the appearance, relevance, and clarity. Precisely, it evaluates the readability, consistency of style, formatting, and the clarity of language used in the instruments (Taherdoost, 2016). Face validity was checked by the research experts from the research departments at Catholic University of Eastern Africa and Tangaza University College who assessed the content validity. Each question in the instruments was evaluated in terms of the clarity of wording, level of difficulty in reference to the targeted audience and the formatting style used.

3.8 Piloting of Instruments

Pilot testing of research instruments provides information about deficiencies and suggestions for improvement. It ensures content validity of a questionnaire as it offers the chance of improving questions and the format of the instrument (Creswell, 2014). In the current study, questionnaires were pilot-tested before the actual data collection from the field. The researcher administered the questionnaires to ten teachers, both females and males selected from two public secondary schools that were similar in characteristics with, but not part of the sampled schools for the study. After the questionnaires were filled, the researcher

held a debriefing session with the teachers who had filled in the questionnaires to give their assessment of the questionnaires concerning the clarity of question items, their appropriateness and relevance as recommended by Neuman (2013). The pilot study helped to determine whether the instrument would generate the anticipated data and whether the type of data would be meaningfully analyzed in relation to the research questions.

3.9 Reliability of the Study Instruments

Reliability is a measure of consistency and stability of a research instrument (Kothari & Garg, 2014). A measure is viewed as dependable if a man's score on a similar test given twice is comparable. To test the reliability of the instruments, test-retest technique was adopted. Cronbach's test was carried out to determine the reliability of the data collection instrument. Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Most researchers recommend an alpha equal to or greater than 0.70 as an acceptable measure for internal consistency of items (De Vellis, 2003; Bland (2015). For the current study, reliability was tested using Cronbach's alpha formula and results generated with the aid of Statistical Package for Social Sciences (SPSS) version 25.0. Table 2 shows the reliability results.

Table 2: Reliability Analysis Results

Variable	Number of Items	Cronbach Alpha	Comments
Use of Reward	6	0.750	Reliable
Principals' Support	11	0.846	Reliable
Communication of TPAD	6	0.940	Reliable
Collaborative Planning	9	0.803	Reliable
Attitude	9	0.840	Reliable
Teacher Performance	9	0.731	Reliable
Average	50	0.818	Reliable

Source: Researcher (2021)

The findings in Table 2 show that cronbach's alpha for all the items were all above 0.7 indicating that the instrument was adequately reliable for measurement. Since all the variables measured had a cronbach's alpha above 0.7, they were all reliable and thus accepted.

3.10 Data Collection Procedures

Before commencing the study, the researcher obtained a research clearance letter from the directorate of postgraduate studies and research Tangaza University College. This letter, together with the duly signed research proposal was used to seek for the research permit from National Commission for Science, Technology and Innovation (NACOSTI) which introduced the researcher to the Constituency Education Officer (CEO) so as to be allowed to do the study in the area. In addition, the researcher informed the Education Officer of Kikuyu Constituency of the intention of the study so as to obtain approval before conducting the study in the selected schools. The researcher visited the sampled schools to seek permission from the principals to administer the questionnaires to their teachers. Before inviting teachers to fill the questionnaires, the researcher explained the purpose of the study and requested them to sign the consent form as a demonstration of their willingness to participate in the study. After questionnaires had been administered, the researcher conducted the interviews with the principal.

3.11 Data Analysis Procedures

Mugenda and Mugenda (2013) observed that analysis of data is the process of ordering and structuring a mass of data gotten from the field. Data collected is then organized and edited to ensure there are no inconsistencies, repetitions or errors that would affect the outcomes of the research. In the current study, a descriptive cross-sectional survey design was adopted which allowed both qualitative and quantitative data analysis procedures to be used in the analysis of data. Quantitative data obtained from closed ended

items in the questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS) Version 25.0. The quantitative data was analyzed using both descriptive and inferential statistics. The specific descriptive statistics used included percentages, mean, frequency and standard deviation. The inferential statistics included correlation and regression analyses to show the association and relationship between the study variables. Bar charts, tables and pie charts were used to present the study results.

Qualitative data obtained from open ended questions and interviews was thematically analyzed and presented. Themes were organized into comprehensible categories of summaries that brought meaning to the study. The researcher ensured summaries tally with the research questions that guided the study. Each recorded interview from the field was prudently transcribed, which involved intense listening to the recording repeatedly. The researcher requested a research expert from Tangaza University Collage to go through the interview data and confirm that the transcription reflected the meanings as intended by the respondents, which ensured credibility of recorded data. After the transcription of the recorded interview, data was edited, paraphrased and organized to ease data analysis and presentation (Creswell, 2014). The study used multiple linear regression model to show the relationship between the independent variables and the dependent variable. The multiple linear regression model used is shown below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots \dots \dots \text{Equation}$$

Where:

Y = Teachers' Performance

X_1 = Principals' Use of Reward in Implementing TPAD Tools

X_2 = Principals' Support towards Teachers' Professional Development

X_3 = Communication of TPAD Appraisal Results

X_4 = Collaborative Planning In Implementing TPAD Tools

In the model, β_0 = the constant term while the coefficient $\beta_i = 1 \dots 4$ were used to measure the sensitivity of the dependent variable (Y) to unit change in the predictor variables X_1, X_2, X_3 and X_4 . The error (ϵ) term capture the unexplained variations in the model.

3.11.1 Mediating Effect of Teachers' Attitudes towards TPAD Tool Implementation

The Baron and Kenny (1986) approach of testing for mediation was employed for the purpose of testing for the intervening effect of teachers' attitudes towards TPAD tool implementation on teachers' performance in public secondary schools in Kikuyu Constituency. According to Hayes (2009), for intervening effect to be considered positive, four conditions need to be fulfilled. These are:

Condition One: The independent variable is significantly related to the dependent variable in the absence of the intervening variable.

$$Y = \beta_0 + \beta_1 X + \epsilon \dots \dots \dots \text{Equation 2}$$

Condition Two: The independent variable is significantly related to the intervening variable.

$$I = \beta_0 + \beta_1 X + \epsilon \dots \dots \dots \text{Equation 3}$$

Condition Three: Intervening variable is significantly related to the dependent variable.

$$Y = \beta_0 + \beta_1 I + \epsilon \dots \dots \dots \text{Equation 4}$$

Condition Four: When controlling for the effect of the intervening variable on the dependent variable, the effect of the independent variable on the dependent variable is insignificant in the presence of the intervening variable.

$$Y = \beta_0 + \beta_1 X_i + \beta_2 I + \epsilon \dots \dots \dots \text{Equation 5}$$

Where; Y=Teachers' Performance, X_i = Independent Variables, I=Attitudes towards TPAD Tool Implementation and ϵ = the error term capturing the unexplained variations in the model

3.12 Ethical Considerations

The current study adhered to the code of ethics at every stage of research as articulated in literature (Creswell, 2014; Wiles, 2014). Thus, in adherence to ethical considerations, the researcher obtained an introduction letter from the directorate of postgraduate studies and research Tangaza University College showing that the research project was approved and the researcher could be assisted to carry out the research. The letter was used to facilitate application to National Commission for Science, Technology and Innovation (NACOSTI) for the research permit and further guidance before commencing the data collection exercise for the study. The researcher also ensured that the county director of Kikuyu Constituency was informed of the purpose of the study before it was conducted in the selected schools.

The researcher further obtained authorization from principals prior to collection of any information from the staff members of their respective schools. Further, the researcher shared with respondents the intention of the study conducted so that they participated knowing the use of their contributions. The participants were requested to acknowledge their acceptance to freely take part in the research and their right to withdraw from the study by freely signing of the consent form.

Lastly, the study considered every input from the respondents whether it agreed or disagreed with the topic under study so as to eliminate the researcher's subjectivity and bias. Marsh (2007) contended that for a good research work done, the researcher should acknowledge every source of information obtained in the course of research. Thus, the researcher acknowledged data from both primary and secondary sources. The researcher upheld verbatim reporting as well as acknowledging any paraphrased data to avoid plagiarism. The interviewees were informed that their identity and names would be kept confidential. The raw interview data and recordings were securely kept and will be

destroyed five months after the submission of the thesis. In addition, the researcher adhered to the use of American Psychological Association (APA) seventh edition in writing and referencing of any source of data (APA, 2020).

CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the analytical procedures and findings from the data collected. The demographic information of respondents is presented followed by analysis of the study variables. Finally, the findings are presented in form of tables, pie charts and graphs.

4.2 Questionnaire Response and Return Rate

Research instruments were distributed to various participants of the study. They comprised of questionnaires distributed to the teachers, interviews with the principals, TSC county director and Quality Assurance and Standards Officer (QASO). Table 4.1 shows return rates of the study participants.

Table 2: Distribution of Participants' Response Rates

Participants	Sampled Participants	Actual Participants	Response Rate (%)
Principals	12	12	100
Teachers	190	133	70
TSC County Director	1	1	100
Quality Assurance and Standards Officer (QASO)	1	1	100
Total	255	194	76

Source: Research findings (2020)

The study results in Table 2 indicate that out of 190 questionnaires distributed to the teachers, 133 questionnaires were duly filled and returned to the researcher, thus making a return rate of 70 percent. This response rate was adequate and conforms to the recommendation of Mugenda and Mugenda (2013 who stipulated that a response rate of

50% is adequate for data analysis and reporting, a response rate of 60% is good while a response rate of 70% and above is excellent. Some teachers returned unfilled questionnaires while others did not return them at all, making the questionnaire target less by 30%. The non-response was due to the interruption of Covid19 since some teachers were at home suffering from coronavirus and could not find time to respond to the questionnaire. All the 12 selected principals were available for the interviews, hence making a response rate of 100%. Both the TSC officer and the quality assurance officer were available for interviews, hence constituting a response rate of 100%.

As shown in Table 2, both quantitative and qualitative response rates were 70% and above which is recommended for analysis and reporting (Mugenda & Mugenda, 2013). The high response rate was so because the researcher made a follow up on respondents in person. Also, the fact that the topic of research was of a great concern to respondents contributed to the high response rate.

4.3 Demographic Information of the Respondents

The study sought to establish the demographic profile of the respondents. This was sought on respondents' gender, age in years, academic qualification, and duration of service.

4.3.1 Analysis of Gender of the Respondents

The study sought to establish the gender for the research participants to determine whether there was a significant difference between male and female participants in their perception in rating the extent to which TPAD tool implementation strategies influenced their job performance. The study participants were asked to indicate their gender except

those who were interviewed as their views were given verbally. Figure2 shows the results.

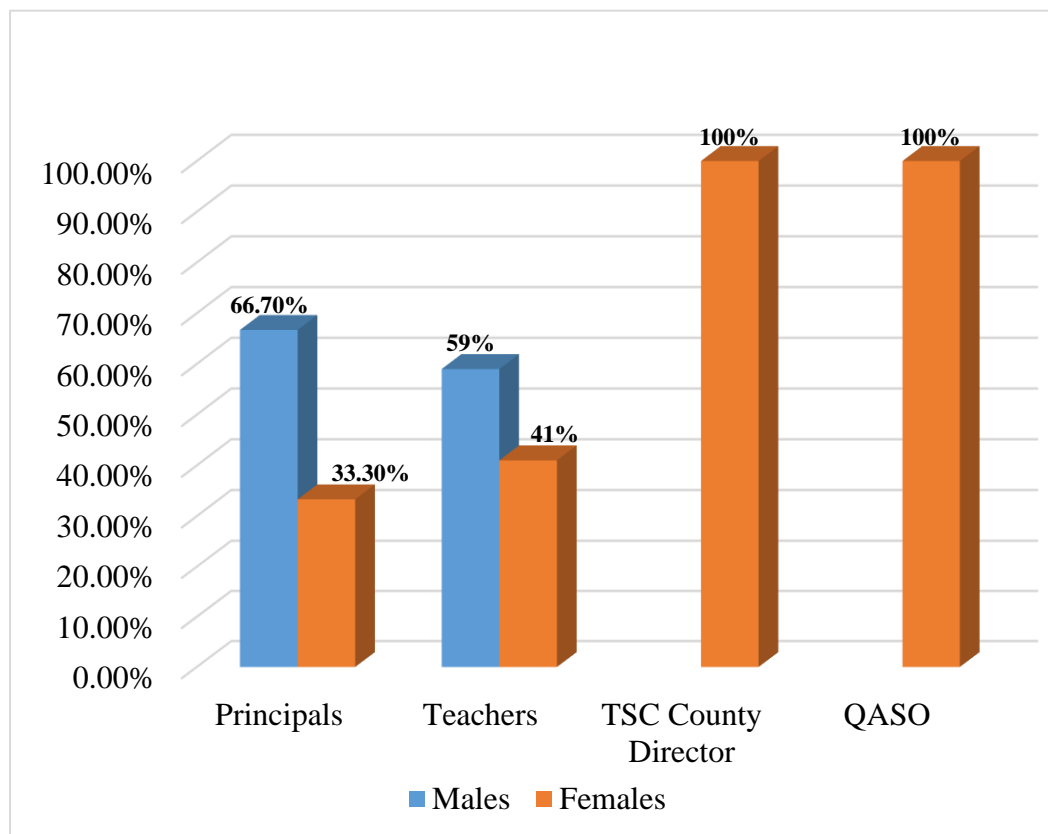


Figure 2: Gender of Respondent

Source: Researcher (2021)

The study results shown in Figure 2 show that out of the total number of teachers, who filled questionnaires, 59% were males and only 41% were females. The findings reveal that male teachers formed the majority while female teachers formed the minority.

Similarly, out of the total number of principals who participated in the study, 66.7% were males while 33.3% were females. The TSC County director and the QASOs had 100% participation rate each, mainly because the sample size was one participant, who happened to be females respectively as indicated in table2.

Generally, in relation to teachers' performance, such findings may not guarantee better performance by male teachers than their female counterparts, an observation that is

consistent with that of Alufohai and Ibhafidon (2015) who noted in their study that teachers' gender did not have significant influence on their performance.

The results further imply that most of the education stakeholders in public secondary schools in Kikuyu Constituency are males, pointing to the fact that there is gender imbalance in representation of stakeholders in education matters in Kikuyu Constituency. This information is also in line with the findings of Oyaro (2016) who investigated the factors influencing teachers' attitudes towards performance appraisal in public secondary schools in Imenti North Sub County, Kenya and found that majority of the teachers were males. The findings also show that both male and female teachers participated in the study though majority of respondents were males. This also points to a fact that there was gender sensitivity since there was participation of both male and female participants in the study.

4.3.2 Analysis of Age Bracket of the Teacher

This study sought to establish teachers' age brackets so as to determine whether their age had an effect regarding their responses to how TPAD tool implementation strategies influence their performance. Therefore, they were asked to indicate their age brackets, and their responses are presented in Figure 3.

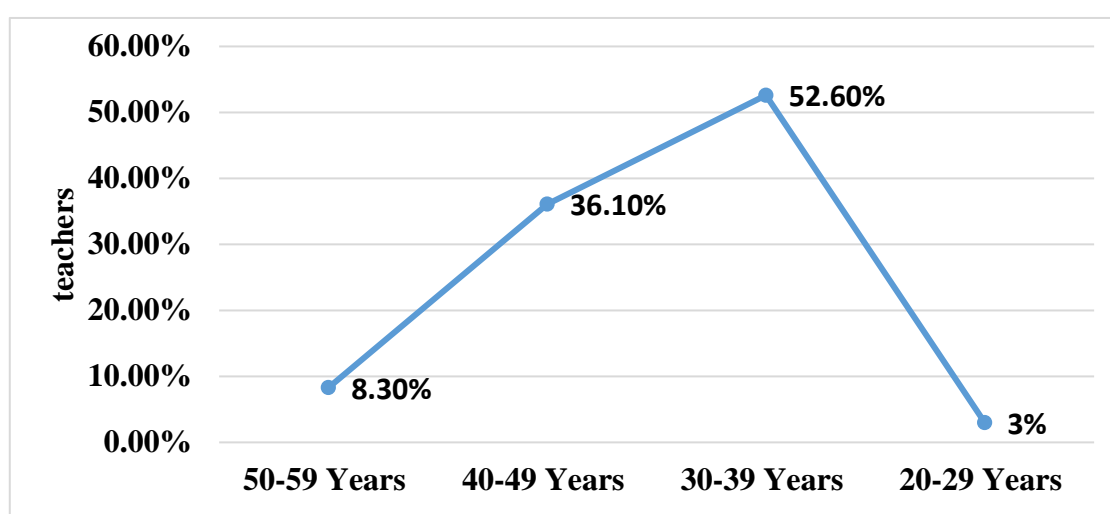


Figure 3: Teachers' Age Distribution

Source: Researcher (2021)

Results presented on Figure 3 show that 3.0% of the respondents were aged between 20-29 years, 52.6% were aged between 30- 39 years, and 36.1% were aged between 40-49 years while 8.3% of respondents were age 50-59 years. This indicates that 3.0% of the teachers were aged between 20-29 years, pointing to the possibility that from 20-29 years, majority of the teachers are in the process of acquiring the qualifications to fit in the teaching profession. Therefore, it's worth noting that teachers in Kikuyu Constituency were at various career growth stages, hence have different experiences that could be needed for an effective teaching team.

This finding could also imply a very strong and effective teacher workforce in the public secondary schools which agrees with the findings of Kotur and Anbazhagan (2014) that employees in their youthful age are likely to be more motivated and to perform better than the employees in their advanced age.

4.3.3 Distribution of Teachers According to Academic Qualifications

The participating teachers were asked to indicate their professional qualification levels in order to find out whether all the teachers had the required expertise and competence to enable them to impart knowledge and skills to the students. This is because qualified teachers are deemed to implement teaching and learning activities more effectively than those without the minimum qualifications. The findings are presented in Figure 4.

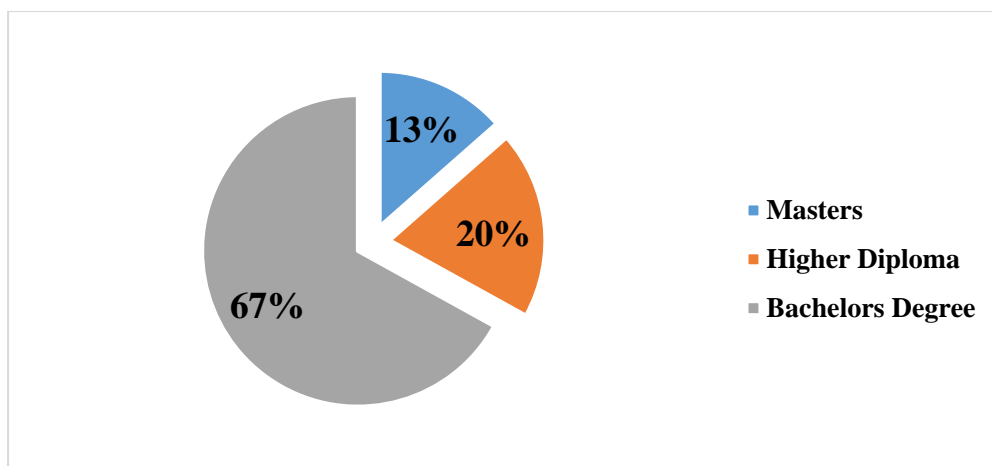


Figure 4: Teachers' Academic Qualifications

Source: Researcher (2021)

An examination of Figure 4 reveals that participating teachers indicated different attainments of professional qualification levels. Majority of the teachers (66.9%) were Bachelor degree holders. Only 13.5% of the respondents were Master's Degree holders while 19.5% were Diploma holders. This suggests that majority of the teachers had sufficient education background and were deemed to have acquired the right knowledge and skills of secondary school teaching. Such professional qualifications allowed them to have effective understanding of the influence of TPAD tool implementation on the performance of teachers in public secondary schools.

Further to note is that qualified teachers tend to have expertise and are interested in new knowledge and skills especially when there are new changes in the curriculum, or new advances in the use of technologies in class teaching. These findings are confirmed by the report of Kasiisa and Tamale (2013) who noted that teachers with higher qualifications performed better in the teaching of social studies in Uganda.

4.3.4 Distribution of Principals and Teacher Participants According to Duration of Service

The researcher wanted to establish the years of work experience of teachers and principals so as to determine whether the experience improved their knowledge and skills.

The experience would help them to apply different techniques and methods in their job hence improve their performance. The information for teachers and principals' years of experience reflected in the duration of service is presented in Figure 5.

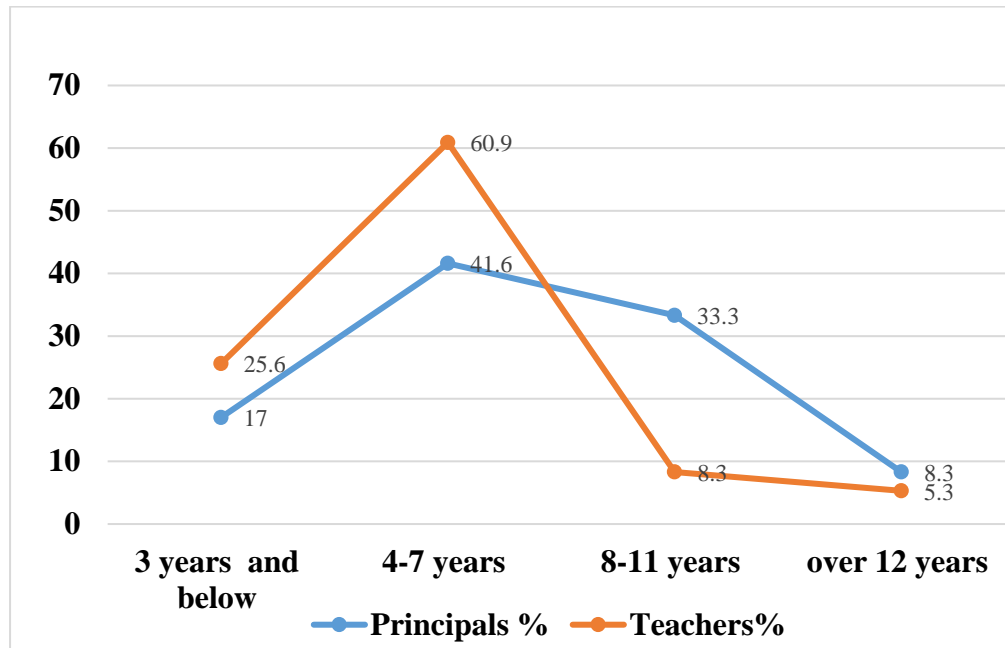


Figure 5: Respondents' Duration of Service

Source: Researcher (2021)

The information in Figure 5 shows that both teachers and principals are objectively represented in the years of their job experience, although a relatively bigger number of teachers (60.9%) have spent between 4-7 years in the teaching profession. The results also show that 25.6% of the respondents had worked in the TSC for 3 and below years, 8.3% had worked in the TSC for over 8-11 years, 5.3% had worked in the TSC for 12 years and above. This implied that majority of the respondents had worked in the TSC long enough (4-7 years) to be able to give valuable information relating to the influence of TPAD tool implementation on the performance of teachers. It was also worth noting that the percentages of teachers who have taught for 12 years and above dropped significantly to only 5.3%, which could indicate a reduction in the number of experienced teachers in the

teaching profession. This finding further implies that majority of the teachers are well versed with teaching in a secondary school setting, have knowledge and skills, and can effectively carry out their teaching responsibilities.

The results further show that the majority (41.6%) of the participating principals have been in the leadership position for more than 4 years. This is similarly a good experience for principals to be well versed with teacher management skills and the knowledge of how their teacher appraisal strategies affected teachers' job performance in their respectful schools. These findings are in line with the report by Oyewole (2011), who investigated the influence of teaching experience on job performance of secondary school teachers in Ekiti State, Nigeria, and found a significant relationship between teachers' experience and job performance.

In an interview with the QASO, it was mentioned of how substantial experience contributes to the effectiveness of principals in the appraisal of teachers. However, it was also noted that other factors may affect their performance despite the experience such as the working conditions and motivation. This was also a revelation that although the majority of the participating teachers have substantial experience of more than 4 years, it may not guarantee effective job performance given that there are other factors that affect their performance including qualification levels, working conditions, and incentives given, which all affect an individual's job performance.

4.4. Findings of the Study

This section deals with the findings of the study based on the research objectives as presented in themes: use of rewards in implementing TPAD tool and teachers' performance; principals' support towards teachers' professional development and teachers' performance; principals' communication of TPAD appraisal results and teachers' performance; collaborative planning in principals' implementation of TPAD tool and

teachers' performance; and teachers' attitudes towards principals' implementation of TPAD tool and teachers' performance in public secondary schools in Kikuyu Constituency.

4.4.1 Use of Rewards in the Implementation of TPAD Tool and Teachers' Performance

The first objective of this study was to find out the extent to which principals' use of rewards in implementing TPAD tool influence teachers' performance. Under this objective, the researcher sought to establish the level of satisfaction teachers obtain from the way they are rewarded. To achieve this, teachers were asked to respond to the items as indicated in the Likert: 1=Very Satisfactory, 2=Satisfactory, 3=Neutral, 4=Dissatisfactory, 5=Very Dissatisfactory. Teachers were also asked to indicate the extent to which they agreed with the number of times they are rewarded as teachers. Teachers were asked to respond to 5 statements that were measuring frequency in reward of teachers. Further, they were asked to respond to statements intended to describe the considerations followed in the rewarding of teachers in their respective secondary schools. The results are presented in Table 3.

Table 3: Rewards in the Implementation of TPAD Tool

Level of Satisfaction from the Rewards		
Level	Frequency	Percentage
Very satisfactory	13	9.8
Satisfactory	32	24.1
Neutral	62	46.6
Dissatisfactory	18	13.5
Very Dissatisfactory	8	6.0
Total	133	100.0

Frequency in the Rewarding of Teachers		
	Frequency	Percentage
Very often	8	6.0
Often	29	21.8
Moderately often	73	54.9
Rarely	15	11.3
Never	8	6.0
Total	133	100.0

Teacher Reward Considerations		
Consideration	Frequency	Percentage
Performance	63	47.4
Level of friendship with the principal	6	4.5
Professional development	54	40.6
Effort	10	7.5
Total	133	100.0

Source: Researcher (2021)

The response on Table 3 shows that, the rewards were satisfactory to 33.9% of the teachers, while 46.6% of the teachers indicated that their rewards were neutrally satisfying, 13.5% of the teachers were dissatisfied with the rewards. Based on the results, only 6.0% of the teachers indicated that rewards were very dissatisfactory. This generally shows that the majority of the teachers were undecided on whether rewards are satisfying or not. This finding may allude to confusion over the rewards that satisfy the teachers.

The results, in addition, show that 27.8% of the teachers were often rewarded, 54.9% of the teachers were moderately often rewarded, 11.3% were rarely rewarded, while 6.0% of the teachers indicated that they had never been rewarded. This implies that some of the teachers in the public schools feel unrewarded and so their performance may not be as those who felt rewarded. These results clearly show that majority of the teachers are moderately

rewarded. Responses from three of the principals indicated that teachers in public secondary schools are rewarded in form of recognition and gifts especially when there is achievement of some kind including when academic performance of their students are rated high in KCSE. Further, the principals indicated that majority of the teachers preferred financial rewards which had not been commonly granted due to financial constraints in public schools and such has led to a feeling of dissatisfaction among some teachers. This finding is in harmony with findings of a study in Kenya by Owuonda, Odera and Odhiambo (2020) which show that TPAD tool does not have a link with salary increment.

Further, the results in Table 3 show that 47.4% of the teachers agreed that rewarding of teachers is based on a teacher's performance. These results agree with the finding of the study by Kiprop (2018) which established that how much a teacher is rewarded is determined by their performance. The number of teachers who agreed that the level of friendship with the principal determines the reward was 4.5%. The level of professional development was found to determine the rewarding of teachers by 40.6% of the teachers. There was also 7.5% of the teachers who agreed that effort of the teacher determines the rewards.

It can be concluded basing on the findings that performance of the teacher in Kikuyu Constituency is a big factor in determining the reward of a teacher. This was also confirmed from the interview with one of the principals who stressed that teachers' performance is crucial when it comes to who should be rewarded.

The researcher further sought the opinions of the teachers regarding the use of rewards in the implementation of TPAD tool in public secondary schools in Kikuyu Constituency. Teachers' responses are summarized in Table 4.

Table 4: Use of Rewards in the Implementation of TPAD Tool and Teachers**Performance**

Statement	SA f (%)	A f (%)	UD f (%)	D f (%)	SD f (%)
Teachers who get rewarded work harder	14 (10.5)	70 (52.6)	22 (16.5)	8 (6.0)	19 (14.3)
Appraisal reports are used for promotion	23 (17.3)	67 (50.4)	10 (7.5)	22 (16.5)	11 (8.3)
Through appraisal reports I have had promotion.	10 (7.5)		79 (59.4)	37 (27.8)	7 (5.3)
A teacher is promoted according to their excellence in performance.	52 (39.1)	51 (38.3)	12 (9.0)	14 (10.5)	4 (3.0)
Rewarding of teachers improves their commitment	37 (27.8)	72 (54.1)	4 (3.0)	10 (7.5)	10 (7.5)
Rewarded teachers tend to be more innovative	22(16.5)	59 (44.4)	12 (9.0)	35 (26.3)	5 (3.8)

Source: Researcher (2021)

Based on the results in Table 4, majority of the teachers (63.1%) agreed that teachers who got rewarded worked harder compared to the unrewarded ones. Additionally, it emerged that most of the teachers (67.7%) were in agreement that appraisal reports were used for promotion. This finding contradicts the findings of Okemasisi (2018) whose study on teacher appraisals established that more than half (55%) of the teachers said that appraisals did not facilitate teachers' promotion. Additionally, the results reveal that most of the teachers (59.4%) were not sure whether through appraisal reports they had promotion or not. The results further depict that majority of the teachers (77.4%) agreed that teachers were being promoted on the basis of their excellence in performance. Another majority of the teachers (81.9%) agreed with the statement that rewarding of teachers was contributing to improvement in teachers' commitment, 60.9% of the teachers agreed that rewarded

teachers tend to be more innovative. This finding concurs with the findings of Kiprop (2014) who did a study to determine the effects of rewards on the performance of teachers in secondary schools in Kericho County and found that rewards significantly improved the performance of teachers. In addition, an interview with the principal revealed that appreciation and recognition of teachers is one of the important ways of rewarding teachers. This perception was reechoed by a principal in the interview who narrated:

I find the most effective way to reward my teachers is through simple praise and thanks, since most of the financial aspect of rewarding teachers like salary increment are done by the TSC. I understand that appreciation and recognition of teachers give them a sense of importance and belonging and as a result they are motivated to work harder (Principal, Interview, December 09, 2020).

This narrative confirms the findings from teachers concerning the beneficial influence of rewards on teachers' performance. It reveals that principals are making effort to reward teachers in terms of non-financial rewards such as gifts and recognition which has improved teachers' performance. The findings are also in line with the position of Asiago, Okibo, Nyang'au, and Ondima (2015) who studied the effect of rewards on job satisfaction of teachers in public secondary schools in Kisii Sub County and found that there is a positive relationship between rewards and job satisfaction of teachers in public secondary schools.

4.4.2 Principals' Support towards Teacher Professional Development and Performance

The second objective of this study was to investigate principals' use of TPAD to support teachers' professional development and performance in public secondary schools in Kikuyu Constituency. Likert-items were developed in relation to the research objective and rated using the scale: Strongly Agree; Agree; Undecided; Disagree; and strongly disagree. The teachers' responses are presented in Table 5.

Table 5: Principals' Support towards Teacher Professional Development

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

Source: Researcher (2021)

As shown in Table 5, majority of the teachers 54.9% indicated that teachers had never been recommended by their respective principals to attend professional development program(s) after TPAD results. It is also clear from the table that majority (70.0%) of the teachers disagreed with the statement that government sponsors recommended programs to teachers after appraisals. Further, 43.6% of the teachers were of the opinion that teachers

with professional development were capable of performing better than their counterparts without such developments. This finding agrees with the report by ILO (2015) which found a strong link between teachers' professional development and teachers' effectiveness in their job performance. Also, the finding concurs with the findings of Aniefiok and Nkama (2013) in Nigeria who found that teachers who participated in professional development programs were more effective in their job performance than their counter parts in terms of subject matter, classroom management and teaching methods.

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

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

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

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

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

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

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

We like our teachers to learn and perform better. For instance, we encourage them to train on the use of TPAD tool but the challenge is that there are limited computers in our

school and some teachers cannot afford laptops and smart phones in addition to limited internet coverage. These challenges affect us while implementing TPAD tool (principal, interview, November 26, 2020).

These findings suggests that professional development is supported in schools. However, majority of the teachers (54.9%) indicated that they were never recommended by their principals to attend professional development programs. This contradiction could be due to lack of clarity concerning what constitutes professional development among participants.

The researcher further investigated how teachers rated the degree of effectiveness of the TPAD support towards professional development and the performance of teachers in public secondary schools in Kikuyu Constituency. Table 6 illustrates responses obtained from the teachers.

Table 6: Professional Development

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

Source: Researcher (2021)

Effective performance appraisal helps to assess the employees' actual performance in relation to set standards and provide opportunities for employees to grow professionally. In this view, the study sought to find out how teachers rated the degree of effectiveness of the principals' support in the implementation of TPAD towards professional development and the performance of teachers. Table 6 illustrates responses obtained from the teachers showing that the majority (83.4%) of the teachers agreed with the statements that professional development makes a teacher perform better. This finding concurs with the findings of Elliott (2015) who conducted a study in Australia on teacher performance appraisal and found out that performance appraisal that focus on teacher professional development improves teacher performance in terms of classroom teaching quality. The

results also reveal that majority (54.1%) of the teachers were not sure whether professional development makes no difference on teacher's performance. The possible explanation for such result is that professionally developed teachers could not have been given challenging responsibilities that fully utilize their skills to make a difference. It was also established that most of the teachers (43.6%) were not sure whether professional development is not supported in their schools. This finding might suggest lack of clarity to teachers on how professional development is supported in public secondary schools, and possibly lack of effectiveness on how the TPAD tool is conducted.

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

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

The results show that slightly more than a half of the teachers (53.4%) agreed that appraisal reports were resulting into teachers' recommendation for further training. The same sentiments were echoed by Nyatera (2011) who indicated that teacher performance

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

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

Another principal indicated that:

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

The narratives show that principals see professional development as beneficial for the teachers. Also, teachers benefit when they are allowed to do professional development programs that best fit their interest and talents. Collaboration among teachers and principals

is also viewed as a strategy that allows sharing of the best practices that leads to better teacher performance.

4.4.3 Communication of TPAD Appraisal Results and Teachers' Performance

Teachers in public secondary schools in Kikuyu Constituency were asked to react to statements intended to describe the extent to which communication of TPAD appraisal results influenced teachers' performance in public secondary schools. The degrees of measurements used were: very great extent, great extent, moderate extent, small extent, and no extent. The data collected are presented in the Tables 7.

Table 7: Extent to which Teachers Are Given Feedback

Extent	Frequency	Percentage
Very great extent	19	14.3
Great Extent	42	31.6
Moderate extent	28	21.1
Small extent	35	26.3
No extent	9	6.8
Total	133	100.0

Source: Researcher (2021)

As shown in Table 7, most of the teachers (45.9%) agreed that to great extent teachers were given feedback concerning their performance. This finding corresponds to findings of the study by Allube (2015) and Kareith (2018) who, in their studies established that teachers were given appraisal feedback which led them to grow professionally, hence improved their performance. Through an interview with the QAO, it was established that providing constructive, supportive and timely feedback to the teachers concerning their performance is essential to their growth as it helps to get rid of the undesirable attitude that a teacher can have over performance appraisal.

In order to determine the extent to which communication of appraisal results helps to improve teachers' ways of teaching, the teachers were required to indicate their level of agreement to the statements ranging from very great extent, great extent, moderate extent, small extent, and no extent. The results are presented in Table 8.

Table 8: Extent to Which Communication of Appraisal Results Helps to Improve Teachers' Ways of Teaching

Extent	Frequency	Percentage
Very great extent	31	23.3
Great Extent	75	56.4
Moderate extent	17	12.8
Small extent	5	3.8
No extent	5	3.8
Total	133	100.0

Source: Researcher (2021)

In Table 8, the results show that 56.4% of the teachers indicated that to a great extent communication of appraisal results helps to improve teachers' ways of teaching. This was followed by 23.3% of the teachers who indicated that to a very great extent they agreed with the statement. Additionally, principals in an interview were asked to indicate how they were able to ensure that their appraisal communication impacts the commitment of teachers. The response of one of the principals was that:

As a principal, I have used many media to communicate with my teachers such as phone messages, e-mail, and department meetings. However, the best communication has always been face-to-face conversations. Thus, I regularly organize meetings with my teachers to address the issues regarding appraisals and my teachers seem to be okay with that (Principal, Interview, December 09, 2020).

This finding agrees with the findings of Sayeeduddin and Vijayakumar (2018) who, in their study found that the principals must communicate criteria for performance appraisal to teachers effectively and they should ensure that those criteria are fair and transparent to allow effective performance of teachers. In another interview with a principal, it was narrated that:

I do my best to make my communication positive and supportive to help teachers grow.

After class visits, I usually sit and engage with the teacher regarding the help the teacher may need to accomplish the new goals (Principal, Interview, December, 09, 2020).

This narrative confirms the findings from teachers that feedback highlights teachers' weaknesses and strength and motivates them to make continuous improvement in their teaching job.

Further investigation on how communication of TPAD appraisal results influenced teachers' performance in public secondary schools was done. Responses are presented in Table 9.

Table 9: Communication of TPAD Appraisal Results and Teachers Performance

Statement	SA f (%)	A f (%)	UD f (%)	D f (%)	SD f (%)
Discussion of appraisal results makes me innovative as a teacher	28(21.1)	72 (54.1)	15 (11.3)	6 (4.5)	12 (9.0)
Appraisal feedback motivates teachers to make continuous improvement in their teaching job	39 (29.3)	76 (57.1)	8 (6.0)	1 (.8)	9 (6.8)
The principal's feedback is always negative and discouraging to teachers	24 (18.0)	14 (10.5)	8 (6.0)	61 (45.9)	26 (19.5)
Feedback highlights my weaknesses and strength	43 (32.3)	70 (52.6)	9 (6.8)	9 (6.8)	2 (1.5)
Appraisal results has improved teachers' time management	23 (17.3)	67 (50.4)	6 (4.5)	27 (20.3)	10 (7.5)
The principal freely discusses performance reviews with teachers	12 (9.0)	27 (20.3)	14 (10.5)	57 (42.9)	23 (17.3)

Source: Researcher (2021)

An examination of Table 9 shows that majority (54.1%) of the teachers agreed that discussion of appraisal results makes them innovative. It was also reported that most of the teachers (57.1%) agreed that appraisal feedback motivates them to make continuous improvement in their teaching job. Most of the teachers (45.9%) disagreed that the principals' feedback is always negative and discouraging to teachers. The biggest number of the teachers 70 (52.6) agreed that feedback highlights their weaknesses and strength. Slightly more than a half of the teachers (50.4%) agreed that appraisal results improved teachers' time management. This finding concurs with the findings of Owuor and Jonyo (2017) whose investigation revealed that the implementation of TPAD tool has reduced teacher absenteeism and improved lesson attendance by teachers. It was further noted that most of the teachers 57 (42.9) disagreed that the principals freely discuss performance reviews with teachers. This finding alludes to a possibility that some principals are not cooperative when dealing with their teachers in the appraisal process.

In an interview with the principal in relation to how TPAD implementation can be improved, it was revealed that TPAD tool has improved the performance of teachers in terms of time management, innovativeness and that teachers are more committed to have better performance of their students in terms of KCSE grades. It was further mentioned that one of the challenges is that uploading and downloading of TPAD forms rely on internet connectivity which is not reliable and as a result majority of the teachers depend of cyber cafés. It was worrying that other school stake holders such as the Quality Assurance and Standards Officer (QASO) and the TSC County Director also shared the same sentiments, saying that this situation makes the implementation of TPAD tool a challenge. Despite some challenges, the data seems to be in agreement with the findings of Reepu (2020) who established that most of employees agreed that performance appraisal influences positively the performance of employees.

4.4.4 Collaborative Planning in Implementing TPAD Tool and Teachers' Performance

The fourth objective of the study was to find out the extent to which collaborative planning in implementing TPAD tool influences teachers' performance in public secondary schools in Kikuyu Constituency. Table 10 is an illustration of teachers' responses.

Table 10: Collaborative Planning and Teachers' Performance

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

Source: Researcher (2020)

Table 10 indicates that majority (53.4%) of the teachers agreed with the statement that collaboration addresses diverse needs of teachers. The findings also reveal that the majority (54.1%) of the teachers agreed that principal and teacher collaboration helps to find the most suitable ways of improving students' grades. This finding concurs with the findings of Julio and Hanrik (2019) who revealed that collaboration leads to greater teacher achievement especially when there is discussion of students' achievement. Observation from Table 10 also shows that Majority (57.9%) of the teachers agreed with the statement that principal-teacher collaboration generates greater teacher commitment. Majority (48.9%)

of the teachers strongly agreed that principal-teacher collaboration generates greater teacher commitment. On the other hand, majority (45.9%) of the teachers strongly disagreed that there is no discussion regarding learners' achievement reports that is meant to improve learning outcomes.

In an interview, the principals were asked to indicate how they were ensuring collaboration for the best interest of learners while appraising teachers. A principal indicated that:

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

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

4.4.5 Attitude towards TPAD Tool and Teachers' Performance

Objective five of the study sought to establish the influence of teachers' attitude towards TPAD tool on teachers' performance. The teachers were required to indicate their level of agreement concerning the extent of preference to the current system of appraisal. The statements ranged from very great extent, great extent, moderate extent, extent and no extent. The data collected under this objective were presented in the Table 11.

Table 11: Extent of Preference to the Current System of Appraisal

Extent	Frequency	Percentage
Very great extent	5	3.8
Great Extent	14	10.5
Moderate extent	64	48.1
Small extent	42	31.6
No extent	8	6.0
Total	133	100.0

Source: Researcher (2020)

Results as presented in Table 11 show that majority (48.1) of the teachers agreed with the statement that to a moderate extent, the current appraisal technique was effective. An interview with a TSC officer revealed the attitude of teachers toward TPAD tool to be still a challenge, “.... some teachers still think that evaluations are meant to catch them....” This finding insinuates that TPAD tool implementation is not fully appreciated by teachers and as such there is more work needed to have it fully appreciated. The findings are in support of the findings of the study conducted in HomaBay County, Kenya by Owuonda, Odera and Odhiambo (2020) on teachers’ attitude towards teacher performance appraisal policy to public secondary schools’ academic achievement, which revealed that teacher performance appraisal is seen as a fault-finding mechanism for teachers’ ineffectiveness and underperformance. However, the finding disagrees with the report of a study by Farah (2018) on teachers’ attitudes towards performance appraisal of Garissa town ship sub-county which found out that the general perception level among teachers towards the appraisal tool was positive and that teachers were satisfied with the appraisal system. The possible cause for the contradiction of the findings could be that in Kikuyu Constituency and HomaBay county teachers have not effectively benefited from the teacher

appraisal process for instance in terms of teacher development, which has negatively affected their attitude towards the appraisal and consequently their performance.

To further understand the influence of teachers' attitude towards TPAD tool on teachers' performance, the researcher further investigated teachers' preference to the current system of appraisal. The outcomes of the teachers' opinions is analysed in Table 12.

Table 12: Teachers' Preference to the Current System of Appraisal

Statement	SA f (%)	A f (%)	UD f (%)	D f (%)	SD f (%)
There is fear that political favors would be the main criteria for appraisal of teachers	42 (31.6)	72 (54.1)	6 (4.5)	10(7.5)	3 (2.3)
Lack of training affects negatively the attitude of teachers towards appraisal	38 (28.6)	80 (60.2)	6 (4.5)	4 (3.0)	5 (3.8)
Uncertainty avoidance leads teachers to avoid appraisal	18 (13.5)	75 (56.4)	4 (3.0)	34(25.6)	2 (1.5)
Teachers think appraisal reduces their professional autonomy	33 (24.8)	77 (57.9)	5 (3.8)	7(5.3)	11 (8.3)
There is fear of losing a job in case of negative appraisal results	82 (61.7)	-	9 (6.8)	31 (23.3)	11 (8.3)
The appraisal system is not taken seriously in my school	13 (9.8)	22 (16.5)	-	67 (50.4)	31 (23.3)
The work environment is conducive for the appraisal process	12 (9.0)	36 (27.1)	6 (4.5)	74 (55.6)	5 (3.8)
Appraisal improves teaching practices	38(28.6)	75 (56.4)	6 (4.5)	7 (5.3)	7 (5.3)
One should be considered potential appraiser after attending appraisal training	37 (27.8)	73 (54.9)	7 (5.3)	13 (9.8)	3 (2.3)

Source: Researcher (2020)

From Table12, it is clear that the majority of the respondents (54.1%) agreed that there is fear that political favors would be the main criteria for appraisal of teachers. It was also noted that majority of the respondents (60.2%) agreed that lack of training affects

negatively the attitude of teachers towards appraisal. The results also show that majority of the teachers (56.4%) agreed with the statement that uncertainty avoidance leads teachers to avoid appraisal. Further, majority (57.9%) of the teachers think appraisal reduces their professional autonomy. The statement that there is fear of losing a job in case of negative appraisal results was strongly agreed by the bigger number of the respondents (61.7%).

The analysis of the results shows that most of the teachers (50.4%) disagreed with the statement that the appraisal system is not taken seriously in their schools. Still the majority of the teachers (55.6%) disagreed that the work environment is conducive for the appraisal process. The majority of the teachers (56.4%) agreed that teacher appraisal improves teaching practices. This finding resonates with the findings of Farah (2018) who did a study in Garissa town ship Sub County and established that the general perception level among teachers towards the appraisal tool was positive and teachers see teacher appraisal as beneficial to their practice. Further, most of the teachers (54.9%) agreed that one should be considered potential appraiser after attending appraisal training. This concurs with the findings of Sayeeduddin and Vijayakumar (2018) who established that principals need to have adequate talents and knowledge to evaluate performance of teachers.

In addition to the questionnaire, interviews were administered to the principals of the secondary schools and they were asked to indicate how they ensured a positive attitude towards appraisal among teachers. Their responses are best summed up by the narrative from one principal:

I sensitize my teachers in performance appraisal, especially on what it entails and how it is done. I also ensure fairness and standards well known to teachers are followed. This helps my teachers develop positive attitude towards appraisal. I always ensure information on performance appraisal is timely and adequate enough to avoid misinterpretation of what is required to be implemented. I also try to engage TSC to

employ more teachers to narrow the shortage gap so that teachers are not overburdened in teaching and at the same time filling the appraisal forms (Principal, Interview, November 26, 2020).

The analysis of the narrative from the principle, suggest that there is a favorable environment created by the principals that allows the appraisal process to be a success. This contradicts the views of the teachers as the majority of the teachers (55.6%) looked at work environment as not conducive for the appraisal process.

4.4.6 Correlation Analysis

Correlation is a term used to indicate the association between two (or more) quantitative variables. This analysis is essentially grounded on the assumption of a straight line (linear) relationship between the quantitative variables and it measures the strength or the extent of an association between the variables and also its direction. The end result of a correlation analysis is a correlation coefficient whose values range from -1 to +1. A correlation coefficient of +1 indicates that the two variables are perfectly related in a positive (linear) manner, while a correlation coefficient of -1 indicates that two variables are perfectly related in a negative [linear] manner. A correlation coefficient of zero indicates that there is no linear relationship between the two variables being studied (Gogtay & Thatte, 2017). In this study, correlation analysis was conducted to establish the strength and nature of the association between principals' implementation strategies of TPAD tool and the performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County. The correlation results are presented in Table 13.

Table 13: Correlation Analysis Results

		Teacher Performanc e	Use of Reward	Principal Support	Communic ation of TPAD	Collaborati ve Planning	Attitude
Teacher Performance	Pearson Correlation	1.000					
	Sig. (2-tailed)						
Use of Reward	Pearson Correlation	.811**	1.000				
	Sig. (2-tailed)	0.000					
Principal Support	Pearson Correlation	.773**	.638**	1.000			
	Sig. (2-tailed)	0.000	0.000				
Communicat ion of TPAD	Pearson Correlation	.712**	.585**	.523**	1.000		
	Sig. (2-tailed)	0.000	0.000	0.000			
Collaborativ e Planning	Pearson Correlation	.640**	.555**	.525**	.550**	1.000	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		
Attitude	Pearson Correlation	.679**	.557**	.616**	.659**	.488**	1.000
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	

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

Source: Researcher (2020)

The results in Table 13 show that all the principals' implementation strategies of TPAD tool were positively and significantly associated with the performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County. The study found that principals' use of reward in implementing TPAD tools and teacher's performance were positively and significantly related ($r=0.811$, $p=0.000<.05$), principals' support towards teachers' professional development was found to be positively and significantly associated with teacher's performance ($r=0.773$, $p=0.000<.05$). Similarly, results showed that communication of TPAD appraisal results and teacher's performance were positively and significantly associated ($r=0.712$, $p=0.000<.05$). Additionally, the results revealed that collaborative planning in implementing TPAD tools and teachers' performance were positively and significantly associated ($r=0.640$, $p=0.000<.05$).

Finally, the study found a positive and significant association between teachers attitude towards TPAD tools implementation and teachers' performance ($r=0.679$, $p=0.000<.05$). The correlation analysis results imply that any improvement in the principals' implementation strategies of TPAD tool results into an improvement in teachers' performance in equal proportion. These results are consistent with the findings of Owuor and Jonyo(2017) who indicated that the process of implementing TPAD requires the principals to assess teachers and give progress reports on the levels of teacher achievements and that since its inception; TPAD implementation has had remarkable achievements in Kenya. For example, it has been noted that principals and teachers have embraced TPAD through setting appraisal targets, and as a result TPAD has been rooted into the teaching service. Additionally, the findings are still consistent with the conclusion made by Owuor and Jonyo (2017) that the implementation of TPAD had reduced teacher absenteeism and improved lesson attendance by teachers.

4.4.7 Regression Analysis

To be able to determine the influence of principals' implementation strategies of TPAD tool on the performance of teachers in public secondary schools in Kikuyu Constituency Kiambu County, it was necessary that this study conducts a multiple linear regression analysis to assess how much of variation in performance of teachers could be explained by principals' implementation strategies of TPAD tool and also to evaluate whether the regression model adopted was significant in explaining the relationship between principals' implementation strategies of TPAD tool and teachers performance. The study conducted out a regression analysis and the summary model results are presented in Table 14.

Table 14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.907a	0.823	0.818	0.1206

a. Predictors: (Constant), Collaborative Planning, Principal Support, Communication of TPAD, Use of Reward

Source: Researcher (2020)

Based on the model summary results, principals' implementation strategies of TPAD tool (principals' use of reward in implementing TPAD tools, principal's support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tools) were found to be satisfactory variables in explaining the performance of teachers in public secondary schools in Kikuyu Constituency Kiambu County. This is supported by coefficient of determination also known as the R square of 0.823. This implies that principals 'use of reward in implementing TPAD tools, principals' support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tools explain 82.3% the variations in the performance of teachers in public secondary schools in Kikuyu Constituency Kiambu County. In statistics, significance testing the p-value indicates the level of relation of the independent variable to the dependent variable. Table 15 shows the results of Analysis of Variance (ANOVA).

Table 15: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.672	4	2.168	149.053	.000 ^b
	Residual	1.862	128	0.015		
	Total	16.136	43			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), collaborative planning, principal support, communication of TPAD, use of reward

Source: Researcher (2020)

The ANOVA results in Table 15 show that the general model was statistically significant. Further, the outcomes suggest that the independent variables (principals 'use of rewards in implementing TPAD tool, principals' support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tools) were good indicators of performance of teachers in public secondary schools in Kikuyu Constituency Kiambu County. This was supported by an F statistic of 149.053 and the reported p value (0.000) which was less than the conventional probability of 0.05 significance level. The regression of coefficient table is presented in Table 16.

Table 16: Regression Coefficient Results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.161	0.089		1.802	0.074
	Use of Reward	0.346	0.048	0.39	7.269	0.000
	Principals' Support	0.290	0.044	0.337	6.63	0.000
	Communication of TPAD results	0.203	0.041	0.247	5.008	0.000
	Collaborative Planning	0.086	0.037	0.112	2.305	0.023

a. Dependent Variable: Teachers' Performance

Source: Researcher (2020)

Regression of coefficients results in Table 18 shows that there was positive and significant relationship between principals' implementation strategies of TPAD tool (principals' use of reward in implementing TPAD tools, principals' support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tools) and the performance of teachers in public secondary schools in Kikuyu Constituency. The study revealed that principals' use of reward in implementing TPAD tool and the performance of teachers were positively and significantly related ($\beta = .346$, $p=0.000<.05$), principals' support towards teachers' professional development was found to be positively and significantly related with performance of teachers ($\beta = .290$, $p=0.000<.05$), communication of TPAD appraisal results and performance of teachers were positively and significantly related ($\beta = .203$, $p=0.000<.05$).

The study further found that collaborative planning in implementing TPAD tool positively and significantly influenced the performance of teachers ($\beta = .086$, $p=0.023<.05$). This implies that an improvement in principals' use of reward in implementing TPAD tool, principals' support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tools leads to an improvement in performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County. This also implies that a unit improvement in principals' use of reward in implementing TPAD tools, principals' support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tools results into an improvement in teachers performance by 0.346, 0.290, 0.203 and 0.086 units respectively.

The optimal model was therefore;

$$Y=0.161+ 0.346X_1 + 0.290X_2+ 0.203X_3 + 0.086X_4$$

Where:

Y = Performance of Teachers

X₁ = Principals' Use of Reward in Implementing TPAD Tool

X₂ = Principals' Support towards Teachers' Professional Development

X₃ = Communication of TPAD Appraisal Results

X₄ = Collaborative Planning In Implementing TPAD Tool

4.4.8 Intervening Effect of Attitudes towards TPAD Tool Implementation

The fifth objective of this study was to determine the intervening effect of teachers' attitudes towards TPAD tool implementation on teachers' performance in public secondary schools in Kikuyu Constituency. The Baron and Kenny (1986) approach of testing for mediation was employed for the purpose of testing the intervening effect of teachers' attitudes towards TPAD tool implementation on teachers' performance in public secondary schools in Kikuyu Constituency. For intervening effect to be considered positive, four conditions need to be fulfilled (Hayes & Preacher, 2014).

Step 1: All the independent variables (principals' use of reward in implementing TPAD tools, principals' support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tools) were regressed against the dependent variable (teachers' performance) in the absence of the intervening variable (teachers' attitude towards TPAD tool implementation). The results are presented in Table 17.

Table 17: Predictor Variables on Teachers' Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.907 ^a	0.823	0.818	0.1206

a. Predictors: (Constant), Collaborative Planning, Principal Support, Communication of TPAD, Use of Reward

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	8.672	4	2.168	149.053	.000 ^b
1	Residual	1.862	128	0.015		
	Total	16.136	43			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Collaborative Planning, Principal Support, Communication of TPAD, Use of Reward

Regression Coefficients						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
	(Constant)	0.161	0.089		1.802	0.074
	Use of Reward	0.346	0.048	0.39	7.269	0.000
	Principals' Support	0.290	0.044	0.337	6.63	0.000
1	Communication of TPAD results	0.203	0.041	0.247	5.008	0.000
	Collaborative Planning	0.086	0.037	0.112	2.305	0.023

a. Dependent Variable: Teachers' Performance

Source: Researcher (2020)

Model summary results show that the independent variables (principals' use of reward in implementing TPAD tools, principals' support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tools) were satisfactory variables in explaining the performance of teachers in public secondary schools in Kikuyu Constituency Kiambu County (R squared =82.3%). The ANOVA results show that the general model was statistically significant in explaining the relationship between principals 'use of rewards in implementing TPAD tools, principals 'support towards teachers' professional development, communication of TPAD

appraisal results and collaborative planning in implementing TPAD tools and teachers' performance. This was supported by an F statistic of 149.053 and the reported p value ($0.000 < .05$). Regression of coefficients results shows that there was positive and significant relationship between principals' implementation strategies of TPAD tool (principals' use of reward in implementing TPAD tools, principals' support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tool) and the performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County.

Step 2: All the independent variables (principals' use of rewards in implementing TPAD tools, principals' support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tools) were regressed against the intervening variable (teachers' attitude). Regression analysis was conducted to establish the statistical significance of relationship between the independent variables (principals' use of reward in implementing TPAD tools, principals' support towards teachers' professional development, communication of TPAD appraisal results and collaborative planning in implementing TPAD tools) and teachers' attitude. Wan (2013) observed that regression analysis helps in generating an equation that describes the statistical relationship between one or more predictor variables and the response variable. The results were as shown in Table 18.

Table 18: Independent Variables on Intervening Variable

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.735a	0.541	0.527	0.23775
---	-------	-------	-------	---------

a. Predictors: (Constant), Collaborative Planning, Principal Support, Communication of TPAD, Use of Reward

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	8.523	4	2.131	37.696	.000b
1	Residual	7.235	128	0.057		
	Total	15.758	132			

a. Dependent Variable: Teachers' Attitude

b. Predictors: (Constant), Collaborative Planning, Principal Support, Communication of TPAD, Use of Reward

Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	0.248	0.176		1.41	0.161
	Use of Reward	0.091	0.094	0.084	0.975	0.331
	Principals 'Support	0.338	0.086	0.321	3.927	0.000
1	Communication of TPAD results	0.420	0.08	0.418	5.259	0.000
	Collaborative Planning	0.04	0.073	0.042	0.544	0.587

a. Dependent Variable: Teachers' Attitude

Source: Researcher (2020)

As presented in Table 18, the independent variables were satisfactory in explaining the intervening variable (teachers' attitude) with a coefficient of determination (R square) of 0.541 implying that 54.1 percent of variations in the intervening variable is influenced by the independent variables used. The remaining 45.9 percent is determined by other factors not explained in this study. The ANOVA results indicate that the model was statistically significant in explaining the relationship between the independent variables and the intervening variable ($p=0.000<.05$) implying that the independent variables used in this study were significant in predicting the intervening variable (teachers' attitude). The coefficient results show that only two variables positively and significantly influence

teachers' attitude (Principals' support and communication of TPAD results); however use of reward and collaborative planning were both positively and insignificantly related with teachers' attitude.

Step 3: Intervening variable (teachers' attitude) was regressed against the dependent variable (teachers' performance) in the absence of the independent variables. This regression analysis was conducted to establish the statistical significance of relationship between the intervening variable and the dependent variable. The results are shown in Table 19.

Table 19: Intervening Variable on Dependent Variable

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.679a	0.461	0.457	0.20824		
a. Predictors: (Constant), Teachers' Attitude						
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.853	1	4.853	111.906	.000 ^b
	Residual	5.681	131	0.043		
	Total	10.534	132			
a. Dependent Variable: Teachers' Performance						
b. Predictors: (Constant), Teachers' Attitude						
Regression Coefficient						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.013	0.124		8.187	0.000
	Teachers' Attitude	0.555	0.052	0.679	10.579	0.000

a. Dependent Variable: Teachers' Performance

Source: Researcher (2020)

Based on the results in Table 19, the mediating variable (teachers' attitude) was found to be moderately satisfactory in explaining the teachers' performance with a coefficient of determination (R squared) of 0.461 holding constant any effects of other variables. This means that teachers' attitude explain 46.1 percent of the variations in

teachers performance. The remaining 53.9 percent is determined by other factors not part of the current study. The ANOVA results indicate that the model was statistically significant in explaining the relationship between the intervening variable (teachers' attitude) and the dependent variable (teachers' performance). Further, the results imply that intervening variable is a good predictor in explaining ($p=0.000<.05$) implying that intervening variable (teachers' attitude) had a significant mediating effect on teachers' performance. The regression coefficient results revealed that the intervening variable (teachers' attitude) positively and significantly influenced the performance of teachers ($\beta=0.555$, $p=.000<.05$). This implies that a unit positive change in teachers' attitude leads to an improvement in teachers' performance by 0.555units.

Step 4: All the independent variables were regressed against the dependent variable in the presence of the intervening variable. This was done to establish the joint significant effect of the independent variables together with the intervening variables on teachers' performance (dependent variable). The results are shown in Table 20.

Table 20: Predictor Variables and intervening variable on Dependent Variable

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.909a	0.826	0.819	0.12004		
a. Predictors: (Constant), Teachers' Attitude, Collaborative Planning, Principal Support, Communication of TPAD, Use of Reward						
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.704	5	1.741	120.81	.000 ^b
	Residual	1.83	127	0.014		
	Total	10.534	132			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Teachers' Attitude, Collaborative Planning, Principal Support, Communication of TPAD, Use of Reward						
Regression Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.144	0.089		1.612	0.109
	Use of Reward	0.340	0.048	0.383	7.149	0.000
	Principal's Support	0.267	0.046	0.311	5.806	0.000
	Communication of TPAD results	0.175	0.045	0.213	3.937	0.000
	Collaborative Planning	0.083	0.037	0.108	2.241	0.027
	Teachers' Attitude	0.066	0.045	0.081	1.486	0.140

a. Dependent Variable: Teachers' Performance

Source: Researcher (2020)

Based on the results in Table 20, the R coefficient of 0.909 indicated that the independent variables and the intervening variable as the joint independent factors had a correlation of 90.9 percent with the dependent variable (teachers' performance). The coefficient of determination (R-squared) after introducing the intervening variable was 0.826 which was higher than the R-squared before introducing the intervening variable (R-squared=0.823). This implies that introducing intervening variable (teachers' attitude) had an improved positive significant joint effect on the relationship between the independent variable and teachers' performance, resulting to a sharp increase in the value of R-squared

from 82.3% to 82.6% known as the total effects. The remaining 17.4% of the total variations on teachers' performance, referred to as coefficient of alienation are accounted for by other variables not explained in the study.

The ANOVA results indicated that the overall model was statistically significant in explaining the relationship between the independent variables together with intervening variable and teachers' performance where $p=0.000<0.05$, $R^2=.826$ implying that the independent variables in the presence of the intervening variable provided a better fit of predicting teachers' performance than the intercept-only model. This implies that teachers' attitude had a strong mediation effect on the predictor variables and the dependent variable. The regression coefficient results revealed that when the intervening variable (teachers' attitude) was included, all the predictor variables were positively and significantly related to the dependent variable (teachers' performance). However, the intervening variable (teachers' attitude) had a positive but insignificant influence on teachers' performance ($\beta=0.066$, $p=.140>.05$).

4.4.9 Summary of Intervening Effect of Teachers' Attitude on Teachers' Performance

First, teachers' performance was regressed on the predictor variables and results confirmed that all the predictor variables were significantly related to teachers' performance; Secondly, intervening variable (teachers' attitude) was regressed on predictor variables and it was confirmed that half of the predictor variables were significantly related with the intervening variable, while the other half were insignificantly related to teachers' performance. Thirdly, the dependent variable (teachers' performance) was regressed on intervening variable (teachers' attitude) and results revealed that the intervening variable was significantly related to teachers' performance. Finally, dependent variable was regressed on the independent variables while controlling for teachers' attitude to test if the relationship between the independent variable and dependent variable was zero. Results

confirmed that the relationship between the predictor variables and dependent variable got weaker than in the first step. This means the last step's condition was not met thus findings supported partial mediation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, and the recommendations of the current research. The chapter starts with the summary of the work followed by conclusions which are based on the findings. Finally, the chapter presents the recommendations and suggestions for further research.

5.2 Summary

The purpose of this study was to establish the influence of principals' implementation strategies of TPAD tool on the performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County. Five research questions together with Management by Objectives theory guided the study. The study adopted a descriptive cross-sectional survey design with a blend of qualitative and quantitative paradigm. The concurrent triangulation mixed methods design was adopted for the collection and analysis of the data. The instruments were content-and face-validated by subjecting them to be reviewed by the supervisors and research experts from the research department at Catholic University of Eastern Africa and Tangaza University College. Instrument reliability was tested using test-retest technique and retesting was done after a time lapse of two weeks. Scores from both testing periods were correlated using a Pearson Product Moment Formula. Quantitative data was collected using questionnaires and was analyzed using the Statistical Package for Social Scientists (SPSS). Analysis largely involved inferential statistics and descriptive statistics, precisely frequencies and percentages. Qualitative data from interviews was thematically analyzed, coded, and recorded into narratives and direct quotations.

The first objective of this study sought to find out the extent to which principals' use of rewards in implementing TPAD tool influence teachers' performance in public secondary schools in Kikuyu Constituency. Under this objective, it was established that teachers' performance is a major factor that determines the rewarding of teachers in public secondary schools. Findings further showered that most of the respondents agreed that rewarded teachers tend to work harder and are more innovative than the unrewarded ones. It was also established that a bigger percentage of respondents agreed that appraisal reports were used for promotion and deployment of teachers in public secondary schools.

The correlation analysis revealed a strong positive and significant association between principals' use of rewards in implementing TPAD tool and teachers' performance ($r=0.811$, $p=0.000<.05$). Additionally, regression analysis revealed a positive and significant relationship between the use of rewards in implementing TPAD tool and teachers' performance in public secondary schools in Kikuyu Constituency ($\beta =.346$, $p=0.000<.05$).

The second objective of this study was to determine the influence of principals' support towards teachers' professional development on the performance of teachers in public secondary schools in Kikuyu Constituency. Thus, it was established that majority of the respondents have never been recommended by their principals to attend professional development programs meant to improve their performance. The general opinion of teachers was that the government does not sponsor teachers the programs they are recommended to do by their principals in the process of appraisal. These findings seem to indicate that professional development is not supported in public secondary schools in Kikuyu Constituency.

It was cited by the majority of the respondents that teachers who had done professional development were able to perform better than those who had not. This finding alluded to the possibility that professional development opportunities motivated teachers to carry out their duties effectively. It was the opinion of most teachers that principals use TPAD appraisal to identify teachers' training needs. However, majority of the respondents suggested that bias rating by appraisers' restricted identification of teachers' training needs in their respective schools. Appraisers' lack of training in conducting appraisal was highly cited as a limiting factor in the identification of teachers' developmental needs in their respective schools.

Correlation analysis results revealed a strong positive and significant association between principals' support towards teachers' professional development and teachers' performance = 0.773, $p=0.000<.05$). Further, the regression analysis revealed that principals' support towards teachers' professional development positively and significantly influenced teachers' performance ($\beta =.290$, $p=0.000<.05$).

The third objective of this study was to find out the extent to which communication of TPAD appraisal results influences teachers' performance in public secondary schools in Kikuyu Constituency. The study revealed that in most schools, teachers were given feedback concerning their performance to a great extent. The study further established that to a greater extent communication of appraisal results was able to help improve teachers' ways of teaching as this was the opinion of the majority of the respondents. It was further reported that the majority of the teachers believed appraisal feedback from their principals motivated them to make continuous improvement mainly by highlighting their weaknesses and strength. Correlation analysis revealed that communication of TPAD appraisal results and teachers' performance were positively and significantly associated ($r=0.712$, $p=0.000<.05$). The regression analysis results revealed that communication of TPAD

appraisal results and performance of teachers were positively and significantly related ($\beta = .203$ $p=0.000<.05$).

The fourth objective sought to find out the extent to which collaborative planning in principals' implementation of TPAD tool influences teachers' performance in public secondary schools in Kikuyu Constituency. The study found that a higher percentage of respondents agreed that discussion of appraisal results with their principals was able to make them innovative. However, it was revealed by the majority of the respondents that principals in most public secondary schools in Kikuyu Constituency do not freely discuss performance reviews with teachers, which is a threat to the effectiveness of the appraisal process and teachers' performance. Correlation analysis results revealed a strong positive and significant association between collaborative planning in principals' implementation of TPAD tool and teachers' performance ($r=0.640$, $p=0.000<.05$). The regression analysis results revealed that collaborative planning in implementing TPAD tools positively and significantly influenced teachers' performance ($\beta = .086$ $p=0.023<.05$).

The fifth and the last objective of the study was to determine the intervening effect of teachers' attitudes towards principals' implementation of TPAD tool on teachers' performance in public secondary schools in Kikuyu Constituency. The findings revealed that the majority of the teachers were of the idea that the current appraisal technique was effective to a moderate extent. The study found that teachers' attitude towards TPAD tool implementation had a partial mediating effect on the relationship between principals' implementation strategies of TPAD tool and teachers' performance in public secondary schools in Kikuyu Constituency.

5.3 Conclusions

Based on the findings, the study concluded that most of the teachers in public secondary schools in Kikuyu Constituency have very little information regarding rewards by principals in their schools as majority indicated that they were not sure whether the rewards were satisfactory or not. Also, most of the teachers are not satisfied with what they get as rewards from their principals since majority of the teachers revealed that they are moderately rewarded. Further, the study concluded that most of the secondary schools have their teachers rewarded on the basis of teachers' performance. Based on the correlation and regression analysis results, this study concluded that principals' use of rewards in implementing TPAD tool positively and significantly influences teachers' performance in public secondary schools in Kikuyu Constituency. This implies that an improvement in rewards by principals has the ability of improving teachers' performance.

Regarding professional development, it was established that majority of the respondents were not sure whether professional development had differences on teachers' performance. Also, majority of the teachers disagreed to have ever been recommended by their principals to attend professional development programs. Further, most of the teachers were not sure whether professional development was being supported or not in their schools by the use of TPAD. These findings lead to a conclusion that professional development as a strategy in the implementation of TPAD tool is not well supported in most public secondary schools.

Based on the correlation and regression analysis, the study concluded that principals' support towards teachers' professional development positively and significantly influences teachers' performance in public secondary schools in Kikuyu Constituency and therefore principals in such schools need to always strive to support teachers' professional development. Further, this study concluded that communication of TPAD appraisal results

positively and significantly influences teachers' performance in public secondary schools in Kikuyu Constituency. It was also concluded that appraisal feedback motivates teachers to make continuous improvement in their teaching job.

Regarding collaborative planning in implementing TPAD tool, it was concluded that collaborative planning in implementing TPAD tool positively and significantly influences teachers' performance in public secondary schools in Kikuyu Constituency. Finally, the study concluded that teachers' attitude towards TPAD tool implementation partially mediates the relationship between principals' implementation strategies of TPAD tool and teachers' performance in public secondary schools in Kikuyu Constituency.

5.4 Recommendations

Based on the findings of the study, the researcher made several recommendations, which are presented in form of recommendations for theory, recommendations for practice, and recommendations for further research.

5.4.1 Recommendations for Theory

The study adopted Management by Objectives (MBO) theory. Whereas the theory demonstrates a theoretical framework of evaluating effectiveness of teachers' performance in educational institutions, finding of the current study revealed that there is little knowledge regarding the effective application of MBO theory by the principals, which hindered effective implementation of TPAD tool. Thus, for effective implementation of TPAD tool, it is important to consider training in the application of MBO theory in the appraisal process to allow principals objectively and effectively appraise teachers in public secondary schools for enhanced teacher performance.

5.4.2 Recommendations for Practice

It was recommended that the government, through the TSC comes up with activities and policies that would foster effective relationships between principals and teachers. This would improve principal-teacher interactions by building trust between them, thereby leading to effective principal-teacher appraisal which in turn would lead to improved teacher performance. This recommendation was based on the finding that majority of the teachers agreed that some teachers neglect to discuss appraisal reports with their appraisers.

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

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

It was finally recommended that the government, through the TSC should continually organize seminars and workshops to train teachers and principals on the TPAD implementation. This would enhance their knowledge on its implementation and improve TPAD effectiveness, which would consequently improve the performance of teachers. This recommendation was based on the finding that some teachers and principals have limited

knowledge of TPAD and therefore need to be continuously trained on TPAD appraisal implementation.

5.4.3 Recommendations for Further Research

It was recommended that a study on Teacher Performance Appraisal and Development (TPAD) tool implementation strategies and teachers' performance in public secondary schools be replicated in different constituencies in Kenya so as to have a larger picture of the TPAD tool implementation. This would also yield findings that would assist in making policy decisions that would enhance effective implementation of TPAD tool in public secondary schools in the country. The study further suggests that a research be carried out on Teacher Performance Appraisal and Development (TPAD) tool implementation strategies and teachers' performance in public primary schools. This would allow primary teachers and head teachers to participate in the evaluation of their own performance in relation to TPAD tool implementation, which in turn would improve their performance.

REFERENCES

- Abend, G. (2008). *Theory building in applied disciplines*. San Francisco, CA: Berrett.
- Alshaqsi, A. (2013). *A strategic approach to the implementation of management by objectives in the government sector in the sultanate of Oman* (Unpublished masters thesis). The University of Salford, UK.
- Alubbe, F. (2015). *Factors influencing the implementation of the teachers' performance appraisal systems; a case of public secondary schools in Wetlands Constituency* (Unpublished masters thesis). University of Nairobi, Kenya.
- Alufohai, P. J., & Ibhafidon, H. E. (2015). Influence of teachers' age, marital status and gender on student's academic achievement. *Asian Journal of Educational Research*, 3(4), 60 – 66.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style (7th edition)*. American Psychological Association.
- Asiago, D., & Gathii, A. (2014). Teachers' perceptions of performance appraisal practices in public secondary schools in Limuru District. *International Journal of Education and Research*, 2 (4), 2201- 6740.
- Asiago, L.S., Okibo, W., Nyang'au, A., & Ondima, C. (2015). Effect of non-financial incentives on job satisfaction of teachers in public secondary schools- survey of Kisii Sub County. *Journal of Education and Practice*, 6 (13), 1-9.
- Azman, I., Nur, A., Kithuru, M., & Rayee, M.R. (2016). Relationship between performance appraisal communication, procedural justice and job satisfaction. *Malaysian Journal of Society and Space*, 12(2), 15 – 26.
- Babbie, E. (2019). *The practice of social research*. Belmont: Wadsworth.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182.
- Bartlett, S. (2000). The development of teacher appraisal: Recent history. *British Journal of Education*, 48(1), 24-37.
- Bhurtel, A., & Adhikari, E.R. (2016). Performance appraisal for employee development: Exploring perceptions of supervisors. *International Journal of Social Sciences*, 3(2), 93-101.
- Burns, R. B. (2000). *Introduction to research methods*. London: SAGE.

- Cardno, C., & Robson, J. (2016). Raising the value of performance appraisal for middle leaders in New Zealand secondary schools. *Research in Educational Administration and Leadership*, 1 (2), 229- 254.
- Chitimwango, M. (2016). *Effects of reward system on teacher performance: A case of three secondary schools in Kasama district, Zambia* (unpublished thesis). The University of Zambia.
- Çoban, O., & Atasoy, R. (2020). Relationship between distributed leadership, teacher collaboration and organizational innovativeness. *International Journal of Evaluation and Research in Education*, 9(4), 903-911.
- Cohen, L., Manion, L., & Marrison, K. (2018). *Research methods in education*. New York: Routledge.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: SAGE.
- Danku, L.S., Soglo, N., Dordor, F., & Bokor, M.J. (2015). Performance appraisal in the Ghana education service, the case of basic school teachers in Ho Municipality. *International Journal of Managerial Studies and Research*, 3(6), 117-133.
- Day, C., Harris, A., Hadfield, M., Tolley, H., & Beresford, J. (2000). *Leading schools in times of change*. Buckingham: Open University Press.
- Deming, W.E. (2012). *Deming- based alternatives to management by objectives*. Accessed from <https://www.processexcellencenetwork.com>
- Dessler, G. (2007). *Human resource management*. New Jersey: Pearson Education.
- DeVellis, R. (2003). *Scale development: theory and applications: theory and application*. Thousand Oaks, CA: Sage.
- Drucker, P. (2015). *Managing for results*. New York: Routledge.
- Elliott, K. (2015). Teacher performance appraisal: more about performance or development? *Australian Journal of Teacher Education*, 40(9), 2-16.
- Farah, A.S. (2018). Teachers' attitude towards teacher appraisal: A case of Garissa township sub county, Kenya. *European Journal of Education Steadies*, 3(4), 18-32.
- Gachahi, M. (2019). *Influence of principals' collaborative practices on students' performance in secondary schools in Murang'a and Kirinyaga Counties*. Accessed from <https://karuspace.karu.ac.ke/handle/20.500.12092/2447>
- Gakure, R. W., Muriu, S.M., & Orwa. G. (2013). Role of performance contracting in enhancing effectiveness of performance in the civil service in Kenya, state department of infrastructure. *Journal of Business and Management*, 14(6), 73-82.

- Gatere, S. (2015). *Teachers' perception of the performance based rewards and commitment in public secondary schools* (Unpublished dissertation). University of Nairobi, Kenya.
- Gerhard, H., & Löffler, L. (2015). The implementation of performance management in European Central Governments: More a North-South than an East-West Divide. *Nispacee Journal of Public Administration and Policy*, 8(2), 49-68.
- Gichuki, M.G. (2015). *Teachers' perceptions of the performance appraisal system effectiveness in public secondary schools in Naivasha and Gilgil districts*, (Unpublished masters thesis). Kenyatta University.
- Gitonga, D.M. (2014). *Factors influencing students' performance in KCSE in public day secondary schools in Kikuyu Sub County, Kenya* (Unpublished masters thesis). University of Nairobi, Kenya.
- Gogtay, N.J., & Thatte, U.M. (2017). Principles of Correlation Analysis. *Journal of The Association of Physicians of India*, 65(1), 953-961.
- Gurr, D. (2017). A model of successful school leadership from the international successful school. *Principal ship project, societies* 5(1), 136-150.
- Hayes, A. (2019). *Management by objectives (MBO)*. Retrieved November 2, 2019 from <https://www.investopedia.com/terms/m/management-by-objectives.asp>
- Hayes, A. F., & Preacher, K. J. (2014). Statistical mediation analysis with a multicategorical independent variable. *British Journal of Mathematical and Statistical Psychology*, 67(3), 451-470.
- Hollmann, R. (2013). Supportive organizational climate and managerial assessment of MBO effectiveness. *The Academy of Management Journal*, 19(4), 560-576.
- Hunt, F. (2017). Review of national education policies: Teacher quality and learning outcomes. *Prospects: Quarterly Review of Comparative Education*, 45(3), 379-390.
- Islami,x., & Mulolli, E. (2018). Using management by objectives as a performance appraisal tool for employee satisfaction. *Future Business Journal*, 4(1), 94 –108.
- Julio,G., & Hanrik, H.(2019). *Does teacher collaboration improve student achievement? Analysis of the German PISA 2012 Sample*. Accessed from <https://www.frontiersin.org/articles/10.3389/feduc.2019.00085/full>
- Kagama, J., & Irungu, C. (2018). An analysis of teacher performance appraisal and their influence on teacher performance in secondary schools in Kenya. *International Journal of Education*, 11(1), 93-98.
- Karethithi, W. (2018). *Effect of teacher performance appraisal on performance of secondary schools' teachers in Kirinyaga West Sub County, Kenya*. (Unpublished thesis). KCA University.

- Karyaija, K.G. (2012). The impact of culture on performance appraisal reform in Africa: The case of Uganda's civil service. *Asian Social Science*, 8(4), 1-15.
- Kothari, C. R., & Garg, G. (2014). *Research methodology. Methods and techniques* (3rd ed.). New Delhi: New Age International (P) Ltd., Publishers.
- Kasiulevičius, V., Šapoka, V., & Filipavičiūtė, R. (2006). Sample size calculation in epidemiological studies. Retrieved June 13, 2019 from <https://www.researchgate.net/publication/254847492>
- Kelechi, I.C. (2018). *Factors contributing to poor performance in mathematics in Kenya certificate of secondary education in Kikuyu sub-county, Kenya* (unpublished thesis). The University of Nairobi.
- Khatete, I., & Macharia, B. (2020). Monitoring and evaluation of teacher effectiveness: A case of teacher performance appraisal and development tool in public secondary schools in Nyandarua South Sub-County, Kenya. *Advances in Social Sciences Research Journal*, 7(1), 320-329.
- Kiprop, B.D. (2018). *Rewards and teacher performance of public secondary schools* (Unpublished masters thesis). Kenyatta University, Kenya.
- Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International Journal of Higher Education*, 7(6).
- Korr, S., Rotich, J., & Bengat, J. (2015). Performance management and public service delivery in Kenya. *European Journal of Research and Reflection in Management Sciences*, 3 (4), 2056-5992.
- Korstjens, I., & Moser, A. (2017). Practical guidance to qualitative research. *European Journal of General Practice*, 23(1), 274–279.
- Kothari, C. R. (2004). *Research methodology: methods and techniques* (2nd Ed). New Delhi: New age international.
- Kumar, M.H. (2017). Two criteria for good measurements in research: Validity and reliability. *Annals of Spiru Haret University*, 17(3), 58-82.
- Kyakulumbye, S. (2013). *Appraisal system and staff performance in selected secondary schools in Uganda: A comparative case against public service appraisal system*. Accessed from <https://www.westeastinstitute.com/wpcontent/uploads/2013/04/ORL13-206-Stephen-Kyakulumbye.pdf>
- Kyei, A.E., & Osei, I.M. (2019). Challenges facing the effectiveness of secondary school teachers' continuous professional development in the Sekyer District: Enhancing practice with human performance technology. *International Journal of Research and Innovation in Social Science*, 3(3), 2454-6186.

- Kyriakopoulos, G. (2012). Half a century of management by objectives (MBO): A review. *African Journal of Business Management*, 6(5), 1772-1786.
- Lumbasi, G.W., K'Aol, G.O., & Ouma, C.A. (2016). The effect of participative leadership style on the performance of COYA senior managers in Kenya. *Research Journal of Management*, 4 (5), 2347-8217.
- Lusekelo, M.K. (2016). *The influence of incentives and rewards on teachers work performance in Mbeya region, Tanzania* (Unpublished masters thesis). Open University, Tanzania.
- Machio, J. (2017). *Teacher appraisal system in crisis*. Accessed from <https://educationnews.co.ke/2017/04/10/teacher-appraisal-system-in-crisis/>
- Mader, J. (2015). *New report reveals that teacher professional development is costly and ineffective*. Accessed from <https://hechingerreport.org/new-report-reveals-that-teacher-professional-development-is-costly-and-ineffective>
- Makori, B. (2018). *Teachers burn TPAD as they hold strike citing it has no value and wastes their time*. Accessed from <https://www.thedailyclock.co.ke/2018/08/29/teachers-burn-tpad-as-they-hold-strike-citing-it-has-no-value-and-wastes-their-time-3039/>
- Marey, R., & Hesham, G. (2020). Re-conceptualizing teacher evaluation and supervision in the light of educational reforms in Egypt. *Social Sciences & Humanities*, 2(1), 2-8.
- Marsh, B. (2007). *Plagiarism: Alchemy and remedy in higher education*. Albany State University. New York Press.
- Mavromatidis, I. (2016). *Characteristics of teachers with positive attitudes towards school self-evaluation in Greece* (Unpublished masters thesis). University of Oslo, Greece.
- Midimo, L. (2017). *Teacher response to teacher appraisal: the case of secondary school teachers in Nyeri County* (Unpublished masters thesis). University of Nairobi, Kenya.
- Mirado, B.D. (2019). Perceived effectiveness of teachers' performance appraisal system in government owned secondary schools of Sidama Zone, Ethiopia. *Journal of Education and Practice*, 10(10), 1-11.
- Moyal, S., & Iyengar, V. (2016). Performance appraisal in banks: A study. *Elk Asia Pacific Journal of Human Resource Management and Organisational Behavior*, 3(1) 1-8.
- Mpungose, J. E., & Ngwenya, T.N. (2014).- (2014). Managing teacher performance and its appraisal: Dilemmas of school principals. *Scientific Methodical Center*, 62(1), 74-85.
- Mugenda, O.M., & Mugenda, A.G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: Acts Press.

- Mwale, D.N. (2016). *Employees' perceptions of performance appraisal in public technical vocational and entrepreneurship training institutions in Zambia* (Unpublished thesis). University of South Africa.
- Mwinyipembe, M., & Orodho, J. A. (2014). Effectiveness of quality assurance and standards officers' school supervisory roles in enhancing students' academic performance in national examinations in Nakuru District, Kenya. *Journal of Education and Practice*, 5(16), 2-13.
- Mwite, O. (2016). Principals' application of management by objective in secondary schools in Ebonyi State, Nigeria. *International Journal of Education, Learning and Development*, 4(6), 19-30.
- Ndirangu, A.N., & Waiganjo, E. (2015). Factors affecting implementation of performance appraisal in public secondary schools in Kenya: A survey of Kirinyaga Central Sub County. *International Journal of Science and Research*, 4(11), 6-14.
- Ndungu, D.N. (2017). The effects of rewards and recognition on employee performance in public educational institutions: A case of Kenyatta University, Kenya. *Global Journal of Management and Business Research*, 17(1), 2-27.
- Njoroge, K. (2018). Teachers oppose appraisal tool. Accessed from <https://hivisasa.com/posts/teachers-union-opposes-tscs-appraisal-tool>
- Neuman, L.W. (2013). *Social research methods. Quantitative and qualitative approaches* (6th ed.). University of Wisconsin at Whitewater: Pearson Education, Inc.
- Nuwagaba, F., Mbabazire, M., & Shukla, J. (2015). An assessment of factors affecting the implementation of the performance appraisal system in Rwanda: A case of Nyamasheeke District Local Government (NDLG). *International Journal of Business and Management Review*, 3(4), 1-35.
- Nyatera, V. O. (2011). *Headteachers and Teachers perceptions regarding staff Performance appraisal* (Unpublished Master of Education thesis). Kenyatta University.
- Ochiewo, J.K. (2016). *The relationship between teachers' attitude towards performance appraisal and their commitment to service in public secondary schools in Rachuonyo South Sub-county, Kenya* (Unpublished masters thesis). University of Nairobi, Kenya.
- Oduor, A. (2018). *TSC evaluates appraisal tools ahead of KNUT meet*. Retrieved June 16/06/2019 from <https://www.standardmedia.co.ke/article/2001296196/tsc-evaluates-appraisal-tools-ahead-of-knut-meet>
- Oduor, A. (2020). *Number of tutors upgrading to degree 'goes up'*. Accessed from <https://www.standardmedia.co.ke/education/article/2001369522/number-of-tutors-upgrading-to-degree-goes-up>

- Ofojebe, W. N., & Olibie, E. I. (2014). Management by objectives (MBO) imperatives for transforming higher education for a globalized world. *Journal of International Education and Leadership*, 4(2), 1-12.
- Okemasisi, K. (2018). Teachers' participation in their Performance appraisal in delivery of education in mixed day secondary schools in Uasin Gishu County, Kenya. *African Journal of Education, Science and Technology*, 1(4), 64-75.
- Onyaro, C. (2016). *Factors influencing teachers' attitudes towards performance appraisal* (Unpublished masters thesis). University of Nairobi, Kenya.
- Owuonda, O., Odera, F., & Odhiambo, R. (2020). Teachers attitude towards teacher performance appraisal policy to public secondary schools' academic achievement in Homa Bay County, Kenya. *International Journal of Education and Research*, 8 (8), 1-30.
- Owuor, J. D., & Jonyo, O.B. (2017). Performance management in Kenyan public schools: Implications and challenges. *European Journal of Educational Social Sciences*, 4(3), 19-32.
- Oywecha, M.P. (2019). Assessing the impact of the implementation of teacher performance appraisal development tool on the quality of teaching in Kenya. A case study of Narok County secondary schools. *The Cradle of Knowledge: African Journal of Educational and Social Science Research*, 7(1), 2617- 7315.
- Prasad, P. (2015). Performance appraisal: An empirical study to understand job satisfaction and motivation of personnel through the system. *International Journal of Engineering and Applied Sciences*, 2(4), 1-8.
- Reepu, M. (2020). Performance appraisal system: A maneuver towards efficacy at modern industries. *International Journal of Management*, 11(4), 201-209.
- Republic of Kenya. (2012). *The education act chapter 211*. Nairobi: Government printers. Retrieved from <http://www.iosrjournals.org>
- Republic of Kenya (2007). *Kenya vision 2030*. Nairobi: Government Printers
- Roine, A. (2018). *Employee perceptions of performance appraisal* (Masters thesis). University of Tampere, Finland.
- Salaria, N. (2012). Meaning of the term-descriptive survey research method. *International Journal of Transformations in Business Management*, 1(6), 2231-6868.
- Saljooghi, B., & Salehi, K. (2016). Developing a teacher evaluation model: The impact of teachers' attitude toward the performance evaluation system (PES) on job satisfaction and organizational commitment with the mediating role of teachers' sense of efficacy. *International Journal of Medical Research & Health Sciences*, 5(5), 200-209.

- Sayeduddin, S., & Vijayakumar, T. (2018). A study on attitude of teachers towards performance appraisal in private higher secondary schools in Kanchipuram district. *International Journal of Mechanical Engineering and Technology*, 9(9), 114–121.
- Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.
- Shaout, A., & Yousif, S. (2014). Performance evaluation: methods and techniques survey. *International Journal of Computer and Information Technology*, 3(5), 1-14.
- Swaen, B. (2019). *Conceptual framework*. Retrieved September 22, 2019 from <https://www.scribbr.com/dissertation/conceptual-framework/>
- Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research. *International Journal of Academic Research in Management*, 5(2), 1-11.
- Taherdoost, H. (2016). Validity and reliability of the research instruments; how to test the validation of questionnaire/survey in a research. *International Journal of Academic Research in Management*, 5(3), 28-36.
- Teacher Service Commission. (2018). *Teacher performance appraisal and development tool (heads of primary and secondary schools)*. Nairobi: TSC.
- Teachers Service Commission. (2015). *Teachers service commission strategic plan 2015-2019*. Nairobi: Government printers.
- Toppo, L., & Prusty, T. (2012). From performance appraisal to performance management. *Journal of Business and Management*, 3(5), 01- 06.
- U-Sayee, C. R., & Adomako, E. B. (2021). *Supervisory practices and challenges faced by senior high school principals in Greater Monrovia, Liberia: implications for quality education*. Accessed on <https://reader.elsevier.com/reader/sd/>
- VanDijk, D., & Schodl, M.M. (2015). Performance appraisal and evaluation. *International Encyclopedia of the Social and Behavioral Sciences*, 17(2), 716–721.
- Vekeman, E., Devos, G., & Valcke, M. (2015). Linking educational leadership styles to human resource architecture for new teachers in primary education. *Educational Management Administration and leadership*, 44(6), 1-26.
- Wanzala, O. (2018). *Teachers reject TSC annual jobs appraisal plans*. Retrieved June 16/6/2018 from <https://www.businessdailyafrica.com/economy/Teachers-reject-TSC-annual-jobs-appraisal-plans/3946234-4235662-d7bcadz/index.html>
- Waweru, K. (2015). *Alliance giants amid limping dwarfs*. Retrieved January 29, 2020 from <https://www.standardmedia.co.ke/article/2000158791/unravelling-the-riddle-of-alliance-giants-amid-limping-dwarfs>

- Werunga, K.S. (2014). *Teachers' perceptions on performance appraisal feedback in secondary schools within Bungoma East Sub-County, Bungoma County, Kenya* (Unpublished masters thesis). Kenyatta University, Kenya.
- Wiles, R. (2014). *What are qualitative research ethics?* London: Bloomsbury.
- Yamima, D. (2018). A review of performance appraisal systems in different countries: The UK, India, South Africa and Ghana. *International Journal of Applied Environmental Sciences*, 13(2), 203-221.
- Yaseen, A. (2015). Performance management practices and its impact on banks' performance in Pakistan. *International Journal of Human Resource Studies*, 5(4), 110-128.
- Yee, C. C., & Chen, Y.Y. (2009). Performance appraisal system using multifactorial evaluation model. *World Academy of Science, Engineering and Technology*, 3(5), 1-5.

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

TANGAZA UNIVERSITY COLLEGE

P.O BOX 15055 - 00509.

NAIROBI, KENYA

Dear Respondent,

RE: COLLECTION OF SURVEY DATA

I am a postgraduate student at Tangaza University College carrying out a field research in partial fulfillment of the requirements for the Award of the Degree of Masters in Educational leadership and Administration. This research is aimed at investigating the influence of principals' implementation strategies of Teacher Performance Appraisal and Development (TPAD) tool on the performance of teachers in public secondary schools in Kikuyu Constituency. I respectfully request you to respond to the attached data collection instrument. Your responses will be held in strict confidence and used only for research. None of the information will be published in a manner which would enable any Individual, school, teacher, principals to be identified. Your cooperation and sincerity in completing the attached questionnaire will be highly appreciated.

Thank you in advance.

Yours faithfully,

Tumusiime Patrick

APPENDIX II: CONSENT FORM

Teacher Performance Appraisal and Development (TPAD) tool implementation and teachers' performance in public secondary schools in Kikuyu Constituency. I have been given information about "influence of principals' implementation strategies of TPAD tool on the performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County." I consent to participate in the survey and interview to be conducted by the researcher. I understand that my contribution will be confidential and that there will be no personal identification in the data that I agree to allow to be used in the study. I understand that there are no potential risks or burdens associated with this study. I have had an opportunity to ask Tumusiime Patrick questions I may have had about the research and my participation. I understand that my participation in this research is voluntary and I am free to refuse to participate or withdraw from the research at any time. I also understand that if I have any enquires about the research; I can contact Tumusiime Patrick (0729905407). If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the M.Ed. Program Leader School of Education, Tangaza University College (medpleader@tangaza.ac.ke). By signing below I am indicating my consent to participate in the research. I understand that the data collected from my participation will be used primarily for a Masters' thesis, and will also be used in summary form for journal publication, and I consent for it to be used in that manner.

Signed..... Date.....

Name.....

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Please respond to the questions as accurately, completely and as honest as possible by ticking (✓) one response as appropriate.

Section A: Demographic information

1. What is your gender? Male () Female ()
2. What is your age? Between 20- 29 () 30-39 () 40-49 () 50-59 () 60 and above ()
3. What is your highest education level? Diploma () Higher diploma () Bachelors degree () Masters Degree () any other (specify).....
4. What is your:
Major teaching subject.....
Minor teaching subject
5. For how many years have you been employed in your present school? Below 3 years () 4-7years () 8-11 years () over 12 years ()

Section B: Use of rewards in implementing TPAD tool and teachers' performance

6. How would you rate the way you are rewarded as a teacher?
Very satisfactory () Satisfactory () Neutral () Dissatisfactory () Very Dissatisfactory ()
7. How often are you rewarded?
Very often () Often () moderately often () rarely () Never ()
8. What entails the rewarding?
Teachers' performance ()
Your level of friendship with the principal ()
Your level of professional development ()
Your effort put in the work as a teacher ()
Your experience as a teacher ()
Any other (specify).....
9. Kindly indicate your level of agreement to the following statements regarding the use of rewards in implementing TPAD tool and teachers' performance by ticking (✓) in the appropriate box. Use a scale of 1 to 5 where 1 = strongly agree; 2= agree; 3= neutral; 4= disagree 5 = strongly disagree.

	Statement	1	2	3	4	5
1	Teachers who get rewarded work harder					
2	A appraisal reports are used for promotion and teacher deployment					
3	Through appraisal reports I have had promotion(s) to higher position(s)					
4	A teacher is promoted to higher position according to their excellence in performance.					
5	Rewarding of teachers improves their commitment					
6	Rewarded teachers tend to be more innovative					

Section C: Principals' use of TPAD in support of professional development and teacher performance

10. Please state the extent to which you agree or disagree with the following statements. Tick (✓) in the appropriate box. Use a scale of **1 to 5** where **1= strongly agree; 2 = Agree; 3= Disagree; 4 = strongly disagree; 5 = Undecided.**

	Statement	1	2	3	4	5
1	I have ever been recommended by the principal to attend a program(s)					
2	The government sponsors recommended programs to teachers					
3	Teachers who have had professional development perform better than others					
4	Professional development improves teachers' commitment					
5	Teachers who have had professional development perform just like others					
6	Teachers who have had professional development take up administrative roles					
7	Professional development is costly for most teachers					

11. Please state the extent to which you agree or disagree with the following statements regarding support the principals give to the teachers seeking professional development by ticking (✓) in the appropriate box. Use a scale of **1 to 5** where **1= strongly agree; 2 = Agree; 3= Disagree; 4 = strongly disagree; 5 = Undecided.**

	Statement	1	2	3	4	5
1	The principal is very supportive towards teachers seeking professional development					
2	The principal is supportive towards teachers seeking professional development					
3	The principal is moderately supportive towards teachers seeking professional development					
4	The principal is unsupportive towards teachers seeking professional development					

12. Kindly indicate your level of agreement to the following statements by ticking (✓) in the appropriate box. Use a scale of 1 to 5 where 1 = strongly agree; 2= agree; 3= neutral; 4= disagree 5 = strongly disagree.

	Statement	1	2	3	4	5
1	professional development makes a teacher perform better					
2	professional development makes no difference on teacher's performance					
4	professional development is not supported in this school					
5	The principal encourages teachers to seek professional development					
6	Most teachers don't make effort to develop Professionally					
7	The principal uses appraisal to identify teachers' training needs					
8	Appraisal reports lead to teachers' recommendation for further training					
9	Bias rating by appraisers restricts identification of teachers' training needs					
10	Appraisers' lack of training in conducting appraisal limits the identification of teachers' developmental needs					

Section D: Communication of TPAD appraisal results and teachers' performance

13. In the process of implementing TPAD tool, to what extent are teachers given feedback concerning their performance? Very great extent () Great extent () Moderate extent () Small extent () No extent ()

14. To what extent do you think communication of appraisal results helps to improve teachers' ways of teaching? Very great extent () Great extent () Moderate extent () Small extent () No extent ()

15. Please state the extent to which you agree or disagree with the following statements by ticking (✓) in the appropriate box. Use a scale of 1 to 5 where 1= strongly agree; 2 = Agree; 3= Disagree; 4 = strongly disagree; 5 = Undecided

	Statement	1	2	3	4	5
1	Discussion of appraisal results makes me innovative as a teacher					
2	Appraisal feedback motivates teachers to make continuous improvement in their teaching job					
3	The principals' feedback is always negative and discouraging to teachers					
4	Feedback highlights my weaknesses and strength					
5	Appraisal results has improved teachers' time management					
6	The principal freely discusses performance reviews with teachers					

Section E: Collaborative planning and teachers' performance

16. Please state the extent to which you agree or disagree with the following statements by ticking (✓) in the appropriate box. Use a scale of **1 to 5** where **1= strongly agree; 2 = Agree; 3= Disagree; 4 = strongly disagree; 5 = Undecided**

	Statement	1	2	3	4	5
1	Collaboration addresses diverse needs of teachers					
2	Principal and teacher collaboration helps to find the most suitable ways improving students' grades					
3	Principal teacher collaboration can generate multiple perspectives of fostering learning for the best interest of learners					
4	The principal agrees with teachers on the performance standards in the process of appraisal					
5	The principal-teacher collaboration generates greater teacher commitment					
6	Some teachers neglect to discuss appraisal reports with the appraiser					
7	Areas that require support and development tend to be ignored and no development plans are generated					
8	There is no discussion regarding learners' achievement reports that is meant to improve learning outcomes.					
9	Principal-teacher collaboration generates greater teacher commitment					

Section F: Attitudes towards TPAD tool and teachers' performance

17. To what extent do you prefer the current system of appraisal?

Very great extent () Great extent () Moderate extent () Small extent () No extent ()

18. Please state the extent to which you agree or disagree with the following statements regarding the intervening effect of teachers' attitudes towards TPAD tool implementation on teachers'

performance by ticking (✓) in the appropriate box. Use a scale of **1 to 5** where **1= strongly agree; 2 = Agree; 3= Disagree; 4 = strongly disagree; 5 = Undecided.**

	Statement	1	2	3	4	5
1	There is fear that political favors would be the main criteria for appraisal of teachers					
2	Lack of training affects negatively the attitude of teachers towards appraisal					
3	Uncertainty avoidance leads teachers to avoid appraisal					
4	Teachers think appraisal reduces their professional autonomy					
5	There is fear of losing a job in case of negative appraisal results					
6	The appraisal system is not taken seriously in my school					
7	The work environment is conducive for the appraisal process					
8	Appraisal improves teaching practices					
9	One should be considered potential appraiser after attending appraisal training					

APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS

Section A: General Information

1. Gender: Male () Female ()
2. What is your age (in years) between 20-29 () 30-39 () 40-49 () 50-59 () 60 and above ()
3. What is your highest academic qualification? () PhD () Masters () BEd () other degree () PGDE () Other Diploma () Certificate () others: (Please specify).....
4. For how long have you been a principal in this school? Bellow 3 years () 4-7years () 8-11 years () over 12 years ()
5. How do you reward your teachers?.....
6. How often do you reward teachers?
7. What do you base your rewards on?.....
8. What is the connection between reward system and teachers' performance?
9. While implementing TPAD tool as a principal, how supportive are you to the teachers seeking professional development.....
10. How do you ensure that your appraisal communication impacts the commitment of teachers?.....
11. While appraising teachers, how do you ensure collaboration for the best interest of learners?.....
12. How do you ensure there is a positive attitude towards appraisal among teachers?.....
13. What could be the challenges you face in your school as you appraise teachers
14. Which could be some ways you propose to improve TPAD tool implementation in secondary schools

APPENDIX VI: INTERVIEW GUIDE FOR TSC COUNTY DIRECTOR

Section A: General Information






1. Gender () Male () Female
2. What is your age (in years) between 20- 29 () 30-39 () 40-49 () 50-59 () 60 and above
3. What is your highest academic qualification? () PhD () Masters () BEd () others: specify.....
4. What roles do your office play concerning TPAD tool implementation in schools?
5. How does the reward system impact on the performance of teachers?
6. How are you supportive to teachers seeking professional development?.....
7. In the implementation of TPAD tool, how is collaboration ensured for the best interest of learners?.....
8. How do you ensure there is a positive attitude towards appraisal among teachers?.....
9. Which challenges face TPAD tool implementation in public in public schools?.....
10. How can the implementation of TPAD tool be improved?.....

APPENDIX VII: INTERVIEW GUIDE FOR QUALITY ASSURANCE OFFICER

Section A: General Information

1. Gender () Male () Female
2. What is your age (in years) between 20- 29 () 30-39 () 40-49 () 50-59 () 60 and above
3. What is your highest academic qualification? () PhD () Masters () BEd () others:
(Please specify).....
4. What is your opinion concerning strategies used in the implementation of TPAD tool in school?
5. How does the reward system impact on the performance of teachers?
6. How has TPAD tool implementation impacted on teachers seeking professional development?.....
7. In the implementation of TPAD tool, how is collaboration ensured for the best interest of learners?.....
8. How do you ensure there is a positive attitude towards appraisal among teachers?.....
9. Which challenges face TPAD tool implementation in public secondary schools?.....
10. How can the implementation of TPAD tool be improved?.....

APPENDIX XIII: RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
RefNo: 862888	Date of Issue: 18/September/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. PATRICK M. TUMUSIME of Catholic University of Eastern Africa, has been licensed to conduct research in Kiambu on the topic: <u>TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD) TOOL IMPLEMENTATION AND TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KIKUYU CONSTITUENCY</u> for the period ending : 18/September/2021.</p>	
License No: NACOSTI/P/20/6771	
862888	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

APPENDI XIV: RESEARCH CLEARENCE LETTER



TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

DIRECTORATE OF RESEARCH & POSTGRADUATE STUDIES

E-mail: dir.pgsrc@tangaza.ac.ke

Website: www.tangaza.ac.ke

OUR Ref: DPGSR/ER/08/2020

Date: 28th August 2020

Tumusiime Patrick
Christ the Teacher Institute for Education
School of Education
Tangaza University College

Dear Tumusiime,

RE: RESEARCH AUTHORISATION FOR TUMUSIIME PATRICK, REG. NO. CMLA1607

Reference is made to your letter dated 24th August 2020 requesting for ethical review of your research proposal to carry out a study on "*Teacher performance appraisal and development tool implementation and teachers' performance in Public Secondary Schools in Kikuyu Constituency, Nairobi County - Kenya*".

I am pleased to inform you that, your research proposal has been reviewed and you can now move to apply for research permit. You are advised to submit your proposal to the National Commission for Science, Technology and Innovation (NACOSTI) for the research permit and further guidance before commencing the data collection exercise for your study. You are also advised to adhere to the code of ethics of protection of human subjects during the entire process of your study.

This approval is valid for one year from 28th August 2020.

Please, ensure that after the data analysis and final write up, you soft copy of the thesis to the Director of Research - Tangaza University College for records purposes.

Yours sincerely,



DANIEL M. KITONGA (Ph.D.)
Director, Postgraduate Studies & Research
Tangaza University College

CC: Sr. Dr. Kinikonda Okemasisi - M.Ed in Educational Leadership and Administration (CTIE)