

Teacher Performance Appraisal and its Contributions to Teaching in Selected Public Primary Schools in Nairobi City County, Kenya

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Abstract: Performance appraisal is human management tool that organizations utilize to gain competitive advantage. It is an interaction of recognizing, estimating and analyzing performance of each worker in each institution. The performance appraisal if conducted effectively can promote the required standards of teaching especially in primary schools. The reason for this study is to establish the influence of teachers' performance appraisal and its contributions to quality of teaching in selected public primary schools in Kibera Sub- County in Nairobi County. The specific objectives of this study were to find out the influence of performance appraisal on teacher motivation, establish the impact of continuous professional development on the teachers' performance, determine the influence of setting work standards, determine the influence of feedback on teachers' performance and to recommend strategies which will be applied to improve TPAD as a tool for teacher's skills development in selected primary schools in Kibera Sub County. The study was anchored on David McClelland's model of motivation also called the Learned Need Theory. This study adopted mixed method design. Target population included all teachers in public primary schools in Kibera Sub- County who are 546 in total. The study utilized stratified sampling method; whereas sample size of 221 teachers was selected. The study utilized questionnaires and interview schedules to gather information. The obtained data was analyzed using descriptive and verbal and thematic analysis with the aid of SPSS version 26.0. The findings revealed that (75.0% [126]) agreed that TPAD enabled the management to identify instructor's performance gaps and provided support for professional development. The findings further indicated that teachers reward their learners who perform better in their teaching subjects (85% [144]). The findings also revealed that setting goals help a teacher to manage time properly (85.2% [144]) implying that through TPAD teachers can now manage their time well and give the content as directed by the lesson objectives. On appraisal feedback the highest indicator revealed that supervisor discusses with the teacher work performance during appraisal session and this indicator had a mean of 3.40 (84.0% [142]). This study concluded that TPAD had a great influence on primary school teachers' motivation that determines their performance. The study further concluded that setting work standards played an influential role in promoting the performance of teachers. The study finally concluded that performance feedback as a component of TPAD was integral in efforts to improve performance of primary school teachers. The study recommends that since setting work standards or goals positively related to teachers' performance the TSC should encourage teachers to embrace goal-setting practices and associate them to the attainment of those goals. The study further recommends that the HODs who are the appraisers should provide regular and timely feedback to the teachers.

Keywords: Teacher Performance Appraisal, Teaching, Primary School

1. Introduction

Performance Appraisal (PA) is a regular review of an employee's job performance and his/her overall contribution to the company (Ademola 2017). Several researchers have attempted to highlight the importance of performance appraisal. For instance, Bokor, Danku, Dordor and Solgo (2015) viewed performance appraisal as a persistent cycle of distinguishing, estimating and evaluating performance of each employee with a perspective on knowing the areas that required improvement within the company. PA additionally improves the work principles and improves employees' work fulfillment. Perhaps the main reason in evaluation is to give a clear reflection on the input of each worker and their performance (Bulto & Markos, 2017).

According to Organization for Economic Cooperation and Development (OECD) report (2009), teacher performance appraisal identifies individual's achievement level, training and development needs, and provides appropriate feedback to enable teachers to manage their professional development. According to OECD the goals of teacher evaluation are two: first, to improve the teachers'

performance by identifying their strengths and weaknesses, and second, to ensure that teachers work at their best in order to improve learning outcomes (OECD, 2009). For PA to be a powerful control tool, institutions must establish viable goals, train and interact with instructors, and engage them in developing mechanisms that can result in powerful economic and employee control.

Teacher performance appraisal system is one of the human tools that the managers use to gauge individual teachers' performance and has been generally utilized elsewhere in the world and has been similarly recognized as solid inspiration comparable to work profitability and individual teacher professional development (Ademola, 2017). Gichuki (2015) ascertained that teacher's performance appraisal results can give helpful data to TSC to settle on choices identifying with instructors' advancement terms of promotion and job satisfaction. Hence, educator evaluation is critical since its fundamental target is to improve individual inspiration and performance. The benefits of the TPAD have not been realized by many teachers because the promotion of teachers has been a dream by many primary schools' teachers especially those in slums where there is a

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feeling that the TPAD is a punishment. The TSC code of guideline for educators modified in 2005 cap 29.44 specifies that the head teachers ought to evaluate and send duplicates of evaluation report to the TSC and DEO within the period of a term each year (Arnodah, 2013). Teacher evaluation strategy changed from confidential to an open appraisal exercise. This means each teacher can appraise him/herself and the appraiser confirms by appraising the teacher and does lesson observations. They both feel the TPAD form whereby each fill separate sections of the TPAD form as guided by the instructions in the forms.

Feedback is crucial in every evaluation since it enables the evaluators to identify the workability of the goals and targets of various policies. This implies that there is need to find out whether performance appraisal policies are effective in promoting performance which they are meant to promote. According to Holt, Steirer and Petruska (2016) teachers' performance appraisal is an open evaluation system where teachers are given opportunity to engage in examining their own performance and set their professional standards. Teachers engage in classroom assessments which are part of the TPAD that enable them to discuss their strength and weaknesses with their appraiser who is the HOD as the first face of the feedback which contributes to change of teaching strategies that may improve their performance (Osati, 2019). Public primary schools in Kibera are faced with several challenges concerning the TPAD fully adoption. For instance, most of the teachers are ICT illiterate hence they pay a lot of money to cyber attendants who upload the TPAD forms on their behalf hence no effective feedback is attained that will improve the teaching skills of teachers on time (Kanisa & Makokha 2017). This means the cycle is done customarily inconsistently without accomplishing the objective that was intended to be accomplished.

In the United Kingdom, Murphy (2012), conducted research on the impact of execution evaluation framework on instructors showing the Evaluation II learners and discovered that all schools are probably going to get the opportunity to interface pay for educators all the more near their exhibition in the classroom as opposed to the length of administration later on. In any case, the circumstance of educator performance appraisal framework in the UK is not the same as that of Kenya because of absence of consistency of instructors' examination systems in various regions in UK (Wehmeier, 2004). In Kenya, there is a uniform method of assessing all government funded teachers regardless of their locales. In Kenya, regardless of the appraisals conducted in every term uniformly length of services is linked to job group which significantly results in different pay unlike the UK. This gives a gap to be studied by the current study which aims to find out the contribution of TPAD to teaching and how it affects the students' examination outcomes.

In Africa, Nakimera (2011) examined the impact of appraisal systems on the nature of teaching and discovered that there was no huge connection between appraisal frameworks utilized in secondary schools and the nature of instructing. The study revealed that insufficient instructional materials and unfit instructors have hindrances

to the nature of teaching in the secondary schools in Mukono Area. Ojokuku (2015) perceived that performance appraisal systems apply a solid effect on overall outcome and academic inspiration. This claim does not work in Kenya since in most primary schools the appraisal is done as a ritual without meeting its expectations that aims to measure the true teaching standards and aiming to improve the teaching and learning qualities in both primary and secondary schools.

Sikandar and Ali (2019) ascertained that performance appraisal is both inescapable and widespread on the grounds that people subjectively, normally and officially have a propensity for making decisions about oneself and different employees' performance. This is done to gauge their gainful and distinguish what to improve to increase their profitability. Some judgment made on the workers can be unlawful and may bring significant issue at working environment which may influence workers' inspiration adversely because of errors in such decisions. Organizations ought to have organized performance appraisal to stay away from ridiculous judgment of its workers. As indicated by Grote (2011) conflicting and unacceptable performance evaluation may prompt disappointment of organizations and terrible expression of its workers. Assessing each worker successfully and effectively will prompt achievement of association (Kanisa & Makokha, 2017). If primary school teachers are appraised well by their HODs and deputy head teachers during classroom observation and rated effectively the importance of the TPADs will be realized in especially in Kibera Sub- County, Nairobi County.

In Kenya, Teacher's performance appraisal has been seen as the yard sticks to measure teachers' performance in both primary and secondary schools. The government of Kenya through the sessional paper No. 1 of 2019 has provided TPADs for the teachers to have an equal opportunity in promotion based their performance not only how long they have served as teachers in primary or secondary schools (Sessional Paper No. 1 of 2019). This means all public schools are required to adopt the TPADs since it's a policy provided by the TSC which is a government arm in charge of the teachers' recruitment and discipline (TSC, 2016). Schools in Kibera especially primary schools have adopted the appraisal system as required by their employer (TSC). This is the fact that all public secondary and primary schools under the TSC were to follow the TPAD policy as stipulated by their employer despite the fact that it is lowly adopted in primary schools due to infrastructural problems (TSC, 2016).

In 2016 TSC launched a new online system for appraising teachers (TSC, 2016). The teacher downloads the TPAD forms from the TSC website, fill them and upload them back on the TSC system in a termly basis. The move was aimed at enhancing and maintaining high performance standards in teaching service (TSC, 2016). In 2019 the TSC advanced their systems whereby the TPAD forms are now filled electronically to the TSC systems without downloading the forms to hardcopy as previously downloads (TSC, 2019). This has enabled the teachers to fill the TPAD forms conveniently if they have access to

network. Some can now use their smartphones to fill the forms comfortably.

As indicated by Kagema, and Irungu (2018) in the sessional paper No 1 report of 2018, instructor advancement has not been founded on performance yet on capabilities, which have added to inner failures. As indicated by Ndungu (2016) educators' performance is reflected through academic performance of the learners which is estimated by tests scores in different curriculum subjects. The study discovered that educators who apply his/her energy in planning lessons and lesson notes, marking learners' task and schoolwork accomplish better outcomes over the individuals who scarcely get ready and mark learner's work. It was likewise tracked down that nature of educators influence the performance of pupils in their academic achievement. Educators 'preparedness before lessons is critical and effective in obtaining the lesson objectives than unpreparedness where the lesson objective are rarely achieved and the problem of unpreparedness of the lesson by teachers is rampant in primary schools where Kibera is inclusive.

As indicated by Jonyo and Jonyo (2017) poor management and assessment appraisal in schools have prompted educators' disappointment, other than the low degrees of numeracy and proficiency among learners and surprisingly instructors' failure to comprehend the educational program. Report from Nairobi City County education office indicated that performance in KCPE has been fluctuating. This is proven by KCPE results accessible in the office of Sub County Director of Education (SCDE) Kibera Sub- County. Throughout the previous 5 years the performance of public grade schools in Kibera Sub County was for instance in 2014 the sub county got a mean score of 232, in 2015 a mean score of 245, in 2016 a mean score of 247, in 2017a mean score of 238 and in 2018 a mean score of 232 (SCDE, 2019). The decline in KCPE results necessitated the need to conduct this study. Nairobi County especially Kibera has been showing a decline in pupils' performance in KCPE and this may be linked to poor implementation of TPAD in primary schools in the area.

Statement of the Problem

There is a consistent need to enhance productivity and adequacy in primary schools regardless of the scarce resources. Due to this fact the TSC formulated the TPAD which is used as a tool to evaluate teachers' performance. Many teachers view the TPAD as a punishment especially the primary school teachers who fill the standardized form speedily and, on a few occasions, do not fill accurately. The forms are sent to the headquarters, and nothing is done in line with the appraisal until the following year when it is repeated ritually. In that case the TPAD do not meet the intended reason which is to evaluate and improve the teacher's performance in teaching and learning process in education, which affects the quality in KCPE performance. In this case many pupils in primary schools miss the chance to score good grades to secure a place in good secondary schools that will nurture them to achieve their dream careers.

Critical aspects of the appraisal, for example, performance standards, monitoring or even feedback that prompt compelling appraisals, are ignored. The appraisal process takes place within poor environment and conditions leading to less commitment among teachers that leads to low career development and promotions to many primary school teachers. Poor performance has been a concern of pupils, parents and teachers. Teachers' morale is reduced due to lack of promotions leading to poor performance of the pupils in KCPE. Some parents feel that they are wasting their resources which they channel to their children, and this creates enmity between the community and the school as the school continues performing poorly in KCPE. These observations raise serious concerns that needed to be explored. Therefore, the task of this study was to determine the influence of performance appraisal on primary school teachers' job satisfaction in Nairobi County.

Purpose of the study

The purpose of this study was to find out the teacher performance appraisal and development and its contributions to teaching in selected public primary school in Nairobi County.

Objective of the study

The study sought to:

- 1) Assessment the influence of feedback on teachers' performance in selected public primary school in Kibera Sub County in Nairobi.
- 2) Suggest methods which can be applied to improve TPAD as a tool for teacher's skills development in selected primary schools in Kibera Sub County in Nairobi.

Research Questions

The following questions sought to guide the study

- 1) What is the influence of feedback on teachers' performance in selected public primary schools in Kibera Sub County in Nairobi?
- 2) What methods can be applied improve TPAD as a tool for teacher's skills development in designated primary schools in Kibera Sub County in Nairobi?

2. Review of Related Literature

Introduction

This chapter outlines a review of literature on Performance appraisal system and teachers' performance guided by thematic headings from the research objectives. The themes included continuous professional knowledge, setting work standards and provision of appraisal feedback. It conjointly presents an outline of the salient gaps identified within the literature review that this study sought to fill.

Performance Appraisal System and Institutions

Pathania, Kumar and Pathak (2016) conducted a study on the influence of performance appraisal in commercial banks in India which established that performance appraisal is primarily used as an instrument for measuring the standards set by the management for the employees. This study involved assessment, summary and the development of the work of an employee qualitatively as well as quantitatively. The study utilized correlational method utilizing a sample

of 150 respondents hence different to the current study that utilized descriptive method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

In a study conducted by Acquah, (2017) on the impact of performance appraisals on organizations performance in United States of America asserts that organizations, schools included, institutions are constantly changing in human management strategies in attempt to become market driven. The methodology utilized in that study was cross-sectional survey. The data was analyzed using SPSS version 21 where both inferential and descriptive statistics were conducted. The study further revealed that performance appraisals are crucial for career and succession development, they provide a recognized and recorded assessment of an individual routine and sketch for potential expansion (Jabeen, 2021). The study was broad but insufficient organizations such as schools where performance of the teachers affects the learners' academic outcomes.

Yee and Chen (2015) contend that performance appraisal evaluates employees' gift and former output at intervals arranged down standards; however, it conjointly provides feedback on employees' performance to encourage and enhance on their job performance and satisfaction. This study was conducted to determine the influence of providing feedback of appraisals and its effect on employees' performance in banking sector in China. The study used descriptive survey design this will be like this study in terms of design but different in the sample size since the study will utilize small sample size for the purpose of manageability and accuracy. The 2004 WERS information was investigated to test the effect of criticisms on workers' accomplishment by using package STATA for windows which did not give satisfactory results since is more complex and tedious compared to SPSS which is simple and accurate hence the choice for the current study. The study identified that most appraisals did not provide feedback or even utilize the limited provided feedback to better the performance of the employees which the current study aimed to identify the specific reasons to account for the current status of TPAD implementation.

Performance evaluation is hence crucial for the efficacious oversight of staff (Jabeen, 2017). It is a significant factor in distinguishing individuals' gifts and limits and its outcomes can make them mindful of headways, plans and objectives (Hamis, 2010). In addition, employees' involvement in target setting makes them to be intrinsically motivated because of the value it provides them, for instance, a feeling of accomplishment or sense of personal satisfaction (Wong, et al, 2010). Target setting is one of the variables investigated in this study.

In Kenya, the Teachers Service Commission (TSC) which is the constitutional body that is mandated to utilize and supervise teachers in public funded schools conducted an open teachers' evaluation framework in January 2016 to reinforce management and to constantly reflect their performance in educational program at the institutional level (TSC, 2016). TSC noticed that the appraisal

framework will be utilized to give input, improve correspondence, and explain jobs and obligations. It proceeds to express that the Commission will in directing the performance appraisal system: require heads of organizations to give oversight job in the performance evaluation for the educators in their individual foundations; use performance evaluation reports for reasons for advancement, arrangement and different awards as might be endorsed occasionally; recognize preparing necessities and take restorative measures in instances of inadmissible performance; and create and audit standards, rules and devices for performance evaluation every once in a while, which will be open in the Commission's site or as the Commission may exhort. Although the commission has provided the platform for feedback such as the websites still many primary school teachers are ICT illiterate hence most do not access the website to update themselves on TPAD.

Performance Feedback Practices and Teachers' Performance

Literature has made several submissions concerning performance feedback practices and how they are linked to teachers' performance. For instance, Odhiambo (2015) in a study of the effect of performance management practices on employee productivity with reference to Schindler Limited affirmed the centrality of effective feedback in any organization that seeks to meet its target. To this end, it became clear that makes it possible for employees to get to understand the organization's expectations upon them. Similarly, it was established that effective performance feedback amongst workers and their supervisor enhances effectiveness and efficiency any organization. Accordingly, the study concluded that satisfactory feedback enhances accountability by having the employees and those in supervisory positions get committed to goal development valuing skills and encouraging workers' professional development. TSC takes long t to provide feedback to teachers after the TPAD has been filled hence this study aims to investigate why feedback from the TSC is slow and how it affects the teachers' performance.

As ascertained by Shuriye and Wambua (2020) feedback educates individuals in the work environment about how well they have accomplished both their own and the association's goals and targets. The investigation found out that notwithstanding the way that feedback is widely used to improve performance, the input result exceptionally contrasts along quantities of measurements. For instance, the consequence of input can fluctuate as per the feedback component used, for instance, verbal or composed input for example whether the input is given orally or given by text. The subsequent measurement is the recipient of input for example whether the input is given independently or in a gathering. The third level is the transitory credits of feedback, for instance, when the input is given and the length of feedback, the amount of time required to give or get the feedback. As observed by the scholar feedback is essential to employees' performance but this study did not focus comprehensively which type of feedback either verbal or written is crucial to teachers which the current study established the most appropriate type of feedback that will improve the teacher's performance especially primary schools.

Njeru (2013) mentioned that input alludes to the data given about work conduct and results. Also, it controls the work conduct of association people by planning conduct through the arrangement of essential feedback for restorative activity. Failure to give such input may harm the mental agreement among laborers and their boss, likewise, to thwarting remedial activity if there should arise an occurrence of incapable performance. Performance appraisal feedback has a formative reason for giving opportunities to change through evaluation input and preparing and advancement which is an on-going performance management focused on persistent improvement association rehearses. Feedback is accustomed to achieving improvement in current performance. In any case, input should be passed on in the fitting way if it is utilized to be motivating and empowering alluring practices. To make examination meet with more successful, directors are asked to give regular performance input to laborers and keep up complete record of work performance in their designated tasks. This situation is different in primary schools in Kenya where after filling the TPAD feedback takes long or may not be provided since most appraise and appraisers do it ritually hence the focus of this study.

Research conducted by Onyaro (2016), on factors impacting instructors' disposition toward performance found out that directors don't give feedback on schedule in the wake of evaluating the instructors and that the input isn't imparted in an amicable way which makes the educators to have negative mentality toward TPADs. The examination suggests that feedback ought to be given following evaluating educators to keep away from defers Kamuri (2012) prescribes that exhibition evaluation should be done in a circumstance where the instructor and the business coordinate to choose measures for surveying every evenhanded. All through the evaluation period every individual should be successfully included and instructed all through the cycle. Wango (2010) confirms that exhibition examination feedback should be clear in explaining workers' performance.

Summary of Gaps that the Study Intended to Fill

Based on empirical studies conducted by other researchers, research gaps emerge which the current study sought to fill. The study by Narayanan (2017) which examined the predictors of compliance with performance appraisal by employees as well as supervisors brought out a gap related to the aspect of context as well as conceptual gaps given that it did not focus on variables like those addressed in this study.

The study conducted by Choon and Cheng (2016) presented a methodological gap by using a qualitative approach using open ended items while the current study used a quantitative and qualitative approaches utilizing both open and closed ended items in structured questionnaires.

The study by Onyaro (2016) bridged the conceptual gaps that existed in the field of performance appraisals in Kenyan education sector. In any case, it zeroed in on the adequacy of PA while this study centers around the impact of P.A on primary school teachers' performance. His

investigation was directed in secondary teachers yet not primary schools which were the focus of the current research to bridge this existing gap in the effectiveness of TPAD in primary school sector. This study therefore intended to bridge these gaps in knowledge by targeting to discover the impact of performance evaluation on instructors' performance using a case of public primary schools in Kibera Sub- County, Nairobi City County.

3. Theoretical Framework

This study was guided by David McClelland's theory of motivation conjointly referred to as the Learned Need Theory (McClelland, 1973). The tenets of the theory included I would like to achieve, would like for power, would like for affiliation and want for avoidance.

The tenet on need for achievement enabled the study to achieve objectives on the influence of performance appraisal evaluation on teacher motivation and setting work standards which influences the teachers' performance in primary schools. Teachers possess strong desire to establish and accomplish challenging goals through intrinsic and extrinsic achievement motivation that propels the teacher to set working standards that are realistic hence influencing the academic performance of pupils which is used as the measure of teachers' performance.

The tenet on need for power helped the study to realize the objective on influence of continuous professional development on the teachers' performance. Teachers continue to update themselves to increase their competent and through the TPAD get promotions and. The promoted teacher can be the deputy or dean of studies which increases the responsibilities of the teachers hence the desire for power propels the teacher to improve his/her performance to be promoted. Wagner and Swanson (1979) ascertained that those employees who have strong desire for power are more successful than those with lower desire for power. According to this study, the kind of success displayed by teachers is linked to their creation of an enhanced sense of responsibility and team spirit in their organization since they are motivated hence quality education as perceived in this study.

The tenet on need for affiliation enabled the study to achieve the objective on setting work standards. Affiliation according to McClelland is a strong desire to be liked by other people. In a school set up a teacher can achieve likeability if he is effective and efficient in his work. A teacher with high need for affiliation is ever present at work, performs better, works without or with minimal supervision and supports the administration for the achievement of the school's set goals. It is therefore significant to note that an instructor who is accepted and recognized is usually motivated and performs to their best which is the goal of the performance appraisals.

The tenet on Need for avoidance enabled the study to achieve the objective on influence of appraisal feedback on teachers' performance. When teachers do not wish to perform at the forefront and consider avoiding unpleasant situations and this need will surface. Teachers require

feedbacks after the assessment to enable them to understand their weakness and avoid those weaknesses that may negatively affect their performance. It may therefore be concluded that a teacher with needs is a motivated teacher who is able to appraise himself without any problem. The results may be used to enhance the acceptability of PA process by teachers, their motivation and ultimately improvement of performance in education among public primary schools that has been on the decline. Basing on the strengths of this theory this study aimed at focusing on the teachers' motivation that will enhance their compliance with the TPAD implementation and acceptance of performance appraisal evaluation and feedback with ease. The implementation of the TPAD was focused to improve the performance of teachers hence posting good student's performance in KCPE.

4. Method

This study adopted a mixed method design. This design involved two phases: Phase one involved collection of quantitative data and analyzing the results, while phase two involved collecting in-depth qualitative data to explain the quantitative data obtained in the first phase (Creswell, 2014). The quantitative data collection phase was ex-post facto in nature while the qualitative data was obtained through interviews. The choice of the design was on the fact that these methods were to collect data by interviews and questionnaires which is the latest data collection tools (Orodho, 2009).

In this design two or more groups with similar backgrounds are compared in terms of dependent variable that has already happened (Creswell, 2012). The design fitted this study since TPAD, and educators' output was measured through questions related to current and past learning activities of the participants who teachers in this study are. The collected data was analyzed to assess if teacher performance appraisal predict teachers' performance. The quantitative data provided further inferences and possible generalizations. The method was suitable in this study since it involved the assortment of data to respond to questions concerning the current status or subject of the study (Creswell & Plano, 2011).

The study surveyed a sample of government sponsored primary schools in Kibera Sub- County, so as to give explanation on the influence of performance appraisal on teachers' performance. Descriptive survey research design was suitable because its aim is to collect data from the sample respondents which were sampled on their experiences and opinions about the influence of TPAD on teachers' performance in order to generalize the results to the targeted population of teachers in public primary schools in Kenya.

5. Results and Discussion

The findings of the study as analyzed included the general information and finding from each objective discussed separately. The study presents a discussion of the findings on return rate and the general information of the study

which includes gender, educational level, age and work experience.

The response rate of the study was credible since 76.5% of the respondents actively contributed their genuine views to this study. This study further revealed that majority of the head teachers who were interviewed were men, while most classroom teachers were female. Majority of the teachers were P1 certificate holders whereby few had diploma and degree certificates respectively. The study found this group suitable to contribute to the topic under investigation. Majority of the respondents aged between 30-40 years implying that between 20-30 years of age, majority of the teachers were starting their career and due to the challenges experienced by the TSC majority of them takes a long time before they are being absorbed by the commission. Several teachers had a teaching experience between 6-10 years and might imply that majority of teachers had enough experience to comment and give their views on the impact of TPAD on their performance.

Table 4.1: Return rate

Description	Frequency	Percentage
Response	169	76.5%
Nonresponse	52	23.5%
Total	221	100%

The study findings from each objective were presented separately. These entail the influence of performance appraisal evaluation on teacher motivation; the impact of continuous professional development on the teachers' performance; the influence of goal setting and appraisal feedback on teachers' performance and suggest strategies that can be used to improve TPAD as a tool for teacher's professional development.

The Influence of Goal Setting and Appraisal Feedback on Teachers' Performance

The third objective was to find out the influence of goal setting and appraisal feedback on teachers' performance. The scores revealed that setting goals help a teacher to manage time properly. This may imply that through TPAD teachers can now manage their time well and give the content as the lesson objectives are concerned. Setting realistic goals enables teachers to utilize the lesson time available to delivery lesson content effectively. Some teachers indicated that they manage time properly because they know what they want to achieve at end of a given time.

The study findings also indicated that setting goals gives the teacher a sense of direction as the teacher works to achieve the set targets. TPAD enables the teacher to set realistic goals and the teacher can identify his/her strength and weakness and works to achieve the best of his competency ability. Goal setting positively affect any employee's performance and eventually enhancing the organizational effectiveness.

On appraisal feedback the highest indicator revealed that supervisor discuss with the teacher about his/her work performance during appraisal session. This seems to imply that sharing of knowledge between the appraiser and the one appraised is the immediate feedback that improves the

teacher's performance. This reveals the teaching mistakes the teacher makes and immediately the teacher changes to better strategies to improve his/her work performance and this achieved through the TPAD.

Teachers can learn varieties of methodologies and strategies through sharing of teaching experience and how to handle topics from the supervisor. Mastery of content is highly achieved through team teaching and resource sharing which mostly is shared among the supervisor and the classroom teacher. The findings also indicated that feedback received on how the teacher performs his/her job is highly relevant. This implied that when a teacher receives feedback on how he/she performs his job in class make him to improve on teaching strategies and apply advance strategies such as ICT integration which facilitate immediate feedback from the pupils on how they engage on learning materials presented by the facilitator.

Positive feedback motivates the teacher to avoid mistakes likely to occur in the process of learning and ensure the content is understood by all pupils. The finding further might imply that performance appraisal needs to be conducted in a situation where the teacher and the employer cooperate to decide measures for assessing each objective. Throughout the appraisal period everyone must be effectively included and educated all through the process. Teachers take a lot of time in filling the TPADs at the expense of the learners.

Strategies Suggested to Improve TPAD in Primary Schools

The fourth objective sought to suggest strategies that can be used to improve TPAD as a tool for teacher's professional development in selected primary schools in Kibera Sub County. This objective was analyzed qualitatively, and majority of the teachers mentioned that the TSC improve on the online systems to avoid the delays of appraising the teachers since the websites is overloaded and it's unavailable in most cases.

The TSC improved from manual to online filling of the TPAD forms to ensure that all teachers fill the forms on time. This online system was introduced in 2020 but teachers especially primary school teacher did not attend the training instead only one teacher from each school was trained meaning the training was not effective since one teacher takes a lot of time to train others and can be prone to biasness.

Some teachers suggested that the government should help primary schools to install internet sources in schools to aid in TPAD forms filling which they made it compulsory as a tool to measure the teachers' performance.

Some mentioned that the TPAD system took their money for promotion since 2014 majority have stagnated on the same job group. They claimed that the TPAD only benefit the school head teachers and deputies. Some head teachers mentioned that the government should employ ICT teachers to help in filling the TPAD forms in primary schools. They will also be used to train other teachers on ICT integration in their specific subjects.

6. Conclusion

The current study sought to attain four main objectives namely: to find out the influence of performance appraisal evaluation on teacher motivation in selected public primary schools, to establish the impact of continuous professional development on the teachers' performance in selected public primary schools, to determine the effect of setting work standards and appraisal feedback on teachers' performance in selected public primary schools and finally to suggest strategies that can be used to improve TPAD as a tool for teacher's professional development in selected primary schools in Kibera Sub County. Based on the four objectives the following conclusions were drawn:

- The study concluded that TPAD had a great influence on primary school teachers' motivation that determines their performance which is measured through students' academic and behavioral performance. As mentioned by the respondents in this study TPAD forms were religiously and hurriedly filled by the teachers hence the TPAD goals are not well achieved giving the reasons of the constant poor performance of school in KCPE in Kibera Sub- County. Highly motivated teachers fill their TPAD forms well and they performance well and are always promoted as reported by one head teacher hence the study conclude that teacher's motivation and commitment affect their performance as of the TPAD system.
- The study further concluded that majority of teachers who perform well in the sub-county use their lesson notes and cover the syllabus on time to give the candidates enough time to revise for the examination. The good performance greatly motivates the teachers as they keep working to perform well than what they had achieved previously.
- Additionally, the concluded that setting work standards played an influential role in enhancing the performance of teachers. The teacher keeps on achieving short term goals which accumulatively enable them to achieve the long-term goal which is KCPE performance of the pupils. Those teachers who set realistic goals perform better in KCPE compared to those who have problems in setting achievable goals.
- The study also concluded that performance feedback as a component of TPAD was integral in efforts to improve performance of primary school teachers. Feedbacks are yard sticks that measures teacher's individual performance and suggestions on the improvement on strategies that will lead to high performance of the teacher.
- The study finally concluded that sharing of knowledge between the appraiser and the one to be appraised is the immediate feedback that improves the teacher's performance.

7. Recommendations

Following the findings and conclusions of this study the following recommendations were suggested to be put in place by policy makers and all other stakeholders in education.

Recommendations policy makers and other stakeholders such as TSC

This study was conceptualized as a contribution to the strengthening of the existing policy guidelines for addressing the phenomenon of TPAD among primary school teachers as it aims to improve the quality of education in Kenya. In line with the objectives of the study the following recommendations have been made:

- 1) The study recommends that the teachers' service commission should enhance TPAD and incorporate motivation aspects such effective teacher reward system which will automatically promote or upgrade the teachers' job group using the performance scales to avoid wasting time and other resources on conducting promotional interviews.
- 2) The study recommends that since setting work standards or goals positively related to teachers' performance the TSC should encourage teachers to involve goal-setting practices which are associated with attainment of goals. They should include a reward policy in the TPAD to continue improving the performance of teachers in primary schools. The primary school teachers should take part in setting of goals to establish fair and clear objective criteria for TPAD to enhance them to understand basis upon which they evaluated.
- 3) Given that TPAD feedback influence performance of teachers, the study recommends that the HODs who are the appraisers should provide regular and timely feedback to the teachers. The school head teachers should ensure that TPAD feedback is free from errors based on personal bias like stereotyping to have positive effect on teachers' performance.
- 4) The study recommends that the TSC should influence internet service providers to subsidize the internet bundle cost to be affordable to all teachers since majority reported that they struggle to purchase them due to inadequate salaries given to primary school teachers.

Recommendation for further Studies

- 1) The study recommends a that similar studies should be done in other sub counties in the country for comparison purpose and allow generalization of the findings on the influence of TPAD on performance of primary school teachers in other sub counties in Kenya.
- 2) A study should also be conducted to determine influence of TPAD on teachers' moral and job satisfaction among primary schools in informal settlement in Kenya.

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