RESEARCH ARTICLE

EFFECTIVENESS OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD) IMPLEMENTATION FOR MONITORING TEACHER LESSON ATTENDANCE IN SECONDARY SCHOOLS IN GUCHA SUB-COUNTY, KENYA

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ABSTRACT

Teacher involvementthrough lesson attendance is a major determinantof achievement of school academic goals. In this regard the Teachers Service Commission(TSC) instituted the Teacher Performance Appraisal and Development system (TPAD) in 2016 highlighting teacher lesson attendance with the aim of improving educational outcomes.However,there have been active resistances by teacher trade unions against TPAD implementation.Out of the 160 teachers who were interdicted nationally for resisting the TPAD training, 42 cases were from KisiiCounty representing 26.25% with Gucha Sub-County leading with 15 (35.7%) followed by Gucha South 7 (16.7%) and Sameta 5 (11.9%) respectively, yet without training effective TPAD implementation may not be achieved, worst of all in Gucha Sub-county. Therefore, the purpose of the study was to establish effectiveness of the TPAD implementation for monitoring lesson attendance in secondary schools inGucha Sub-county.Locke's (1968) goal-setting model formed the study's theoretical basis. The study used descriptive survey design.Study population consisted of 23 principals, 115 HODs, 254 teachers, 194 class secretaries out of whom 2 school principals, 10 HODs, 10teachers and 8 class secretaries were utilized during piloting. A reliability coefficient of 0.8 was established using test-retest method. Validity of data collection tools was determined by experts in Educational Administration from Maseno University. Using saturated sampling, 21 Principals and 105 HODs were selected while by simple random sampling to attain 169 teachers and 132 class secretaries was selected. The findings of the study revealed partial effect between implementation of TPAD curriculum monitoring tools and teacher lesson attendance in secondary schools as indicated by M= 3.94 SD=0.85 for HODs, M=3.87 SD=0.74 teachers, and M=3.93 SD=0.77 class secretaries. The findings of this study provide a framework through which school administrators will learn the effectiveness of TPAD that is being implemented in schools and allow them to initiate system improvements to achieve the performance measurement goals.

INTRODUCTION

Teachers are the key drivers of internal school conditions for effectiveness, development and school change (Adelina, 2015).In the United Kingdom (UK), teacher appraisal and evaluation systems are used to monitor teacher performance to provide quality education in learning institutions. The employer implements two teacher appraisal models, includinganappraisal of professional development model and an accountability model. These two models have helped to increase teacher performance in all learning institutions where the employer has kept a close watch on the day-to-day instructional process (Alubbe, 2015).

In Botswana, teacher performance appraisal tools have helped improve the relationship between working and career development. The development of interconnected models to evaluate teachers' appraisal processes has increased the capacity of teacher performance (Monyatsi, 2009). In Uganda, performance assessmenttoolsinfluence teacher performance in public and private educational institutions. The teacher appraisal tool aligns teaching staff to the strategic education goals whose central pillar is performance management (Kyakulumbye, 2013). According to (Global Partnership for Education, 2015), 20% teacher absenteeism was noted in Kenya and students missed quality teaching. A study done in Borabu Sub-County in Nyamira County revealed that teacher absenteeism and recommended among others the introduction

of policy changes like that of maintaining attendance roll for teachers' log in and out every single day and biometric registers as ideal to report and curb absenteeism (Obiero, Mwebi & Nyang'ara, 2017). In Kisii County. In addition,Aloo, Ajowi & Aloka (2017) in a study on the TPAD policy in public secondary schools established that syllabus coverage was still affected by absenteeism. A study done in Gucharevealed that teachers from public schools in the region are frequently missing classes to attend funerals on Thursdays, this being attributed to poor examinations performance(Mobegi, 2014). According to the findings of a Quarterly Standards Assessment report for 31 primary and 17 secondary schools conducted by the Ministry of Education in Gucha Sub County, rampant teacher absenteeism is one of the causes of poor academic standards in the area (Nyakundi, 2015). In Kenya, Teachers Service Commission (TSC) instituted the Teacher Performance Appraisal and Development system (TPAD) in 2016 with a view to improving educational outcomes , including improved teacher attendance for optimal teacher utilization(TSC, 2016). This was anchored in the commission's strategic plan 2015-2019 (TSC, 2015). This under-utilization led to poor syllabus coverage and failure to maintain learner discipline (Macharia, 2018). The TSC TPAD is a government tool to assist in monitoring the teachers' attendance of classes in schools. Effective time management is a crucial element of the TPAD tool(TSC/QAS/TPAD-T/01/REV.2, 2019). It is worth noting that optimal learningtime management is backbone to optimizedschool-educational outcomes, hence the importance of TPAD tool to measure input.

Statement of the Problem: The quality of the teaching activity is key determinant of efficiency and effectiveness at secondary level of education, of importance is leasson attendance. In this regard,TSC instituted the TPAD in 2016 with a view to improved educational outcomes. However, this effort had faced a lot of opposition from teachers and their trade unions, especially the KNUT, indicative of poor teacher attitude towards TPAD and hence threatened the success of its implementation.In April 2019, teachers resisted TPAD training, and out of the initial 160 interdicted cases nationally, Kisii County contributed 42 cases (Table 1) representing 26.25 %, with Gucha Sub-County contributing 15 cases (35.7%) and Gucha South Sub-County 7 cases (16.7%).

Table 1. Number of teachers interdicted by TSC for resisting TPAD training in Kisii County in April 2019

Sub-County	Number of Interdicted Teachers	%
Kisii Central	2	4.8
Sameta	5	11.9
Marani	1	2.4
Kitutu Central	3	7.1
Nyamache	3	7.1
Gucha	15	35.7
Gucha South	7	16.7
Kisii South	2	4.8
Masaba North	1	2.4
Masaba South	1	2.4
Etago	1	2.4
TOTAL	42	100

Source: KNUT, 2019

Without training, effective implementation could not be guaranteed, and with this level of resistance, there is a likelihood that the effective implementation of the system in secondary schools in Gucha Sub-County may have been compromised.

This then threatened teacher input and could have interfered with implentation outcomes. Against this background, the study aimed at establishing whether the TSC's TPAD policy was effectively being implemented as envisaged in terms of school management indicator in ensuring teacher lesson attendance. Monitoring of time management as regards lesson attendance ensures minimized absenteeism and idling in class. The tool's major featureis the individual teacher's timetable maintained by individual teachers. The class secretary maintains a Daily Class/Teacher Lesson Attendance Register (TLAR) submitted tothe deputy head teacher for weekly analysis. Thedeputy head teacher submits the TLAR to the principal for necessary action and filing for reference. The Teacher Lesson Recovery Schedule (TLRS) is maintained and confirmed by the deputy principal and verified by the principal. It captures the lessons attended, lessons missed, lessons recovered, and lessons not recovered (TSC/QAS/TPAD-T/01/REV.2, 2019). However, the effectiveness of TPAD implementation of these monitoring tools in Gucha Sub-county has not been ascertained, hence this study.

Theoretical framework: This study was anchored on Edwin A. Locke's goal-setting theory which postulates that outlining a task's objectives correlates positively with performance. When one sets specific and inspiringtargets and obtains authentic feedback, they will experiencebetter task performance and higherachievement (Locke, 1968). This model recommended the annual appraisal system where every staff member is expected to fill up end-of-year progress reports for the tasks assigned at the start of the year. By the end of the year, the annual work plan serves as the evaluation benchmark to assess the employees' performance during the appraisal period. According to Locke (1968), people set targets to gratify their emotional needs and desires. Locke emphasized that employees should demonstrate goal commitment for the goal-setting theory to be effective. Commitment is an individual's dedication, devotion, or resolve to achieve set goals regardless of the origin. Better and suitable opinions on results direct employee behavior. This drives higher performance than when feedback is not provided. Therefore, the theory was appropriate for this study since the TPAD tool had been used by the teachers' employer, TSC, to set targets for teacher performance since January 2016. Through TPAD, teachers participate in goal-setting and eventually in their own monitoring and evaluation, otherwise refered to as appraisal, and therefore, they are relatively more receptive to accept blame in case of failure. For this study, the focus is lesson attendance component.

RESEARCH METHODOLOGY

A descriptive survey research design was used in this study. The design describes the current condition or attitudes andallows the researcher to obtain information from a large population, making it ideal for the study(Frankel & Wallen, 2009). The design was useful for summarizing the data to provide descriptive information used to determine effectiveness in implementing the TPAD system in secondary schools in Gucha Sub-County as given by class secretaries, teachers, HODs, and principals of the schools.

Sample and Sampling Technique: The target population for the study comprised of 23 principals, 115 HODs, 254 teachers, and 194 class secretaries in secondary schools in Gucha

Sub-County (Republic of Kenya, 2018). Saturated Sampling technique was used to select 21 secondary school principals and 105 HODs. Stratified random sampling was used to ensure an equitable representation(Mugenda&Mugenda, 2009) of 169 teachers and 132 class secretaries.

Validity and Reliability: Validity was ascertained by presenting the questionnaires and interview schedules for verification by relevant experts from Maseno University. To test for reliability, Pearson's correlation coefficient of 0.8 was established using a test-retest method. According to Mugenda & Mugenda (2009), a positive correlation coefficient of 0.7 and above shows the reliability of the instruments; hence the instruments were considered reliable for data collection.

Data Collection Procedure: Permission and clearance were sought from Maseno University Ethics Review Committee (MUERC), and a research license from the National Commission for Science Technology and Innovation (NACOSTI). Thereafter, clearances were sought and granted from the County commissioner, County Governor, and Education office of Kisii County and Sub County Director of Education of Gucha Sub-County.

Data Analysis: On a range of a 5-point Likert scale, responses were assigned levels of 1 to 5 whereby responses rounded off to 1 represented (Very ineffective), 2 (ineffective), 3 (Somewhat effective), 4 (effective), and 5(Very effective). This is equivalent to the TSC rating scale where value of 1 represents (did not meet the targets) 2 represents (below average) 3 represents (average), 4 represents (good) and 5 represent (very good). Qualitative data from open-ended responses were analyzed thematically on an on-going process.

RESULTS AND DISCUSSION

The study sought to assess the effectiveness in implementing the TPAD tools for teacher performance on controlling teacher lesson attendance in secondary schools. The responses from HoDs are shown in Table 2. The findings show that 51 (41.8%) class secretaries agreed that the TPAD system is somehow effective in ensuring that teachers maintain a copy of the updated class timetable (M= 3.84 SD=0.81) and that 59 (48.4%) of the secretaries agreed that the TPAD system agreed TPAD system is effective in ensuring daily lesson recovery schedules (M= 3.77 SD=.83) Similar Mwebi & Nyang'ara, (2017) observed that TPAD implementation can lead to excellence in educational performance that is achieved through regular teacher commitment; enhanced syllabus coverage; creation of friendly learning environments and value addition in learner performance in national examinations. Results show that the HODs, Teachers, and Class Secretaries concur that TPAD implementation partially enhanced adherence to lesson schedule at an aggregate mean of 3.70, 3.87, and 3.93 respectively. The tools had various checks that repressed lesson boycotts, thus enhancing teacher attendance. The principals' responses on the level of effectiveness of implementation of TPAD tools is shown in Table 5. Statistical evidence from school principals shows that the level of effectiveness in implementing TPAD insecondary schools in Gucha Sub-County was below average. This is depicted by a mean of 1.66 out of a maximum of 5 and a standard deviation of 0.61.This scenario is attributed to the lack of adequate training to supervise and oversee effective TPAD implementation (Mean =1.94, SD= 0.71).

Table 2. HODs response on effectiveness in implementing the TPAD tools for teacher performance on lesson attendance

	Very Ineffective		Ineffective		Somewhat Effective		Effective		Highly Effective		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
Maintaining verified personal timetable	0	0	13	14.9	27	31.0	29	33.3	18	20.7	3.44	1.02
Signing the teacher lesson attendance register with the class secretaries/ monitor regularly	0	0	8	9.2	20	23.0	28	32.2	31	35.6	3.94	0.98
Adherence to the lesson recovery schedules promptly	0	0	4	4.6	31	35.6	32	36.8	20	23.0	3.78	0.85
Maintaining a record of lesson recovery schedules in TPAD file	0	0	5	5.7	32	36.8	35	40.2	15	17.2	3.69	0.83
Holding discussions on lesson attendance with immediate supervisor	0	0	3	3.4	37	42.5	36	41.4	11	12.6	3.63	0.75
Mean Aggregate											3.70	0.89

Table 3. Teachers responses on effectiveness in implementing the TPAD tools for teacher performance on lesson attendance

	Very Ineffective		Ineffective		Somewhat Effective		Effective		Highly Effective		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
Maintaining verified personal timetable	0	0	0	0	55	37.7	43	29.5	48	32.9	3.95	0.84
Signing the teacher lesson attendance register with he class secretaries/ monitor regularly	0	0	0	0	35	24.0	58	39.7	53	36.3	4.12	0.77
Adherence to the lesson recovery schedules promptly	0	0	0	0	54	37.0	66	45.2	26	17.8	3.81	0.72
Maintaining a record of lesson recovery schedules in TPAD file	0	0	0	0	56	38.4	65	44.5	25	17.1	3.79	0.72
Holding discussions on lesson attendance with immediate supervisor	0	0	0	0	64	43.8	65	44.5	17	11.6	3.68	0.67
Mean Aggregate											3.87	0.74

Table 4. Effectiveness of TPAD Tools for Checking Teacher Lesson Attendance

	Very Ineffective		Ineffective		Somewhat Effective		Effective		Very Effective		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
Maintaining a copy of updated class timetable	0	0	0	0	51	41.8	40	32.8	31	25.4	3.84	0.81
Regularly marking Teacher Lesson Attendance Register indicating time teacher enters and leaves class	0	0	0	0	22	18.0	64	52.5	36	29.5	4.11	0.68
Maintaining daily Lesson Recovery Schedules	0	0	0	0	59	48.4	32	26.2	31	25.4	3.77	0.83
Presenting a record of lessons attended, lessons missed and lessons recovered to the deputy principal weekly for analysis	0	0	0	0	36	29.5	61	50.0	25	20.5	3.91	0.70
Consulting with individual teachers to plan for recovery of missed lessons	0	0	0	0	40	32.8	39	32.0	43	35.2	4.02	0.83
Mean Aggregate											3.93	0.77

Table 5. Principal's responses on levels of effective implementation of TPAD in schools

	Very Ineffective		Ineffective		Somewhat Effective		Effective		Very Effective		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
As the school principal over sighting TPAD implementation in your school, how can you rate the level of effectiveness that TPAD is being implemented in your school?	6	33.3	12	66.7	0	0	0	0	0	0	1.66	0.61
In your opinion, at what level do you think TPAD implementation has effectively controlled teacher lesson attendance in your school?	6	33.3	10	55.6	2	11.1	0	0	0	0	1.78	0.36
How can you rate the level of adequate training to supervise and oversight effective TPAD implementation in your school?	7	38.9	8	4.44	1	5.6	1	5.6	1	5.6	1.94	0.71
Mean Aggregate											2.21	0.55

These findings contradict the research deductions by Mwebi and Nyang'ara (2017) that TPAD implementation can lead to excellence in educational performance.

Principals also added that TPAD implementation had not effectively controlled teacher lesson attendance in secondary schools in Gucha Sub-County (Mean =1.71, SD= 0.36). Similarly, insignificant changes had also been realized on TPAD implementation in an effort to enhance syllabus coverage (M=1.83, SD=0.41).

Conclusion

The adoption of TPAD tools had not fully enhanced teacher lesson attendance in secondary schools in Gucha Sub-County. However, it has helped administrators to identify and track lessons missed out every week, and teachers plan for the recovery of missed lessons. It has ensured that teachers adhere to the lesson recovery schedules.

Recommendation

In order to enhance the effectiveness of implementing TPAD tools for teacher performance in enhancing teacher lesson attendance in the school, all the stakeholders, including teachers, secretaries, and HODs,need to be trained effectively on every specific aspect to reduce any confusion and ambiguity of the actualization process.

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