



RESEARCH ARTICLE

CONTRIBUTION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT POLICY IMPLEMENTATION TO TEACHER PROFESSIONAL DEVELOPMENT IN ENHANCEMENT OF TEACHER PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KENYA: A STUDY ACROSS PUBLIC PRIMARY SCHOOLS IN MIGORI COUNTY

¹Elizabeth Ogalo, ^{2,*}Enose M.W. Simatwa and ³Ombito Elizabeth Khalili

¹Department of Educational Foundations and Management, Rongo University, Kenya

²Faculty of Education, Tom Mboya University, Kenya

³Department of Curriculum Instruction and Media, Rongo University, Kenya

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*Corresponding author:

Enose M.W. Simatwa

ABSTRACT

Teacher performance appraisal and development policy implementation is an ongoing process that Teacher Service Commission in Kenya is using for identifying, measuring and developing teachers' performance in accordance with an organization's strategic goals. Globally teacher performance appraisal and development is a process conducted with an aim of improving teacher's own practices by identifying strengths and weaknesses for further professional development and to ensure that teachers perform at their best to enhance student learning. However, despite the implementation of the policy, teachers' performance has remained low. The objective of the study therefore was to determine the contribution of teacher performance appraisal and development policy implementation on teachers professional development in enhancement of teacher performance in public primary schools in Migori County. The study was guided by the Goal setting and multiple intelligence theories which advocate for setting clear targets that can be achieved by the application of a variety of knowledge and skills. The study established that Teacher Performance Appraisal and Development policy implementation contributed highly to teacher professional development in enhancement of teacher performance in public primary schools. The findings of the study are important to educational administration, policy makers and planners in Teachers Service Commission in understanding how Teacher Performance Appraisal and Development (TPAD) implementation contributes to professional development, and is relevant for improvement in teacher performance.

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INTRODUCTION

Performance appraisal is a systematic and objective way of judging the employee's ability to perform their duty in an organization. According to Ahmed (2010) it is an ongoing process used to identify, measure and develop an employee's performance in accordance with the organization's strategic goals. Similarly, Daoanis (2012) describes performance appraisal as an official management system that facilitates the evaluation of individual's discharge of assigned duties within an organization in order to leverage on human capital. The process, according to Yee and Chen (2009) involves creating work standards, evaluating an employees' performance in relation to the work standards, and giving feedback on the performance with the aim of improving on areas of weaknesses. In education, Dessler (2007) asserted that performance appraisal has been utilized to evaluate teachers' current and past performance based on certain set teaching

standards. Some of the aspects that performance appraisal focuses on evaluating, include; the teacher knowledge, skills, character, work output, and individual contribution to a learning institution (Yee & Chen, 2009). Reports from the global education monitoring report for 2017/2018 show that not all accountability methods are used help in the achievement of the United Nations Sustainable Development Goals (SDGs) that observe education as a fundamental human right. The SDG goal No. 4 of 2015, states that education aims at ensuring inclusive and equitable quality education and promotes lifelong learning opportunities for all by the year 2030. The goal stated ensures that all learners complete free, equitable primary and secondary education leading to relevant and effective global outcome (Education 2030 Framework for Action). In Europe, open discussion between manager and staff members during appraisal is considered to be very important as it is believed to improve communication and the acceptance of feedback whether positive or negative.

This was because the way in which performance appraisal was practiced and conducted differs from country to country (Thurston & McNall, 2015). Zhang and Ng (2015) observed that performance appraisal was not a one-off event in the schools in Shanghai, China; since data collection activities for appraisal including lesson observation, student evaluation of teachers and checking of teachers are conducted throughout the whole year. Jensen (2011) studied effects of teacher appraisal on effective curriculum implementation among teachers in Australia and discovered that teachers were delaying in fundamental areas of curriculum implementation. Holt, Steirer and Petruska (2016) also opined that 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. In Africa, Nakimera (2011) conducted a study on the impact of appraisal systems on the nature of teaching and discovered that there was no huge connection between appraisal and frameworks utilized in secondary schools and the nature of instruction. The study found out that insufficient instructional materials and unfit instructors have hindrances to the nature of teaching in the secondary schools in Mukono Area. Another study by Ojukuku (2015) perceived that performance appraisal systems apply to a solid effect on overall outcome and academic aspiration. This is not practiced in Kenya in that most primary schools the appraisal is done with an aim to measure the true teaching standards in order to improve the teaching and learning qualities in both primary and secondary schools. Assessment of workers successfully and effectively prompts achievement (Kanisa & Makokha 2017). Teachers do engage in classroom assessment as part of the TPAD that enable them discuss their strength and weaknesses with their appraisers as a form of feedback which contributes to change of teaching strategies that may improve their performance (Osati 2019). If primary school teachers were appraised well by the deputy head teachers during classroom observation and rated effectively, the importance of TPAD would be realized especially in Migori County. This present study, however, will focus on the contribution of Teachers Service Commission performance appraisal and development on teachers' performance in public primary schools in Migori County, Kenya.

In Kenya, TPAD management system was rolled out by Teachers' Service Commission in all public primary and secondary schools' country wide in 2016 to curb teacher absenteeism; and improve the standards and quality of education in the country. This was in accordance to section 11 (f) and 35(1) of TSC Act (2012) which mandates the commission to monitor the conduct and performance of teachers in curriculum implementation at the institutional level. The purpose of the performance appraisal was to review and improve teaching standards through a systemic appraisal approach, with a view to evaluate teachers' performance and promote professional development for enhanced learning outcomes. According to KEMI (2010), performance appraisal is a systematic and continuous review of employees' performance and working potential with an aim of informing and designing action programs that can lead to improvement. Initially, TPAD measured the quality and effectiveness of teachers using seven teaching standards, which included: professional knowledge and application; time management; Innovation and creativity in teaching; learner protection, safety, discipline and teacher conduct; promotion of co-curricular activities; professional development; and

collaboration with parents or guardians and stakeholders (TPAD 2016). This was done manually by teachers filling the TPAD documents. These seven standards had since been reviewed since 2019 into five standards. In the TSC advanced system, the TPAD forms are now filled electronically to the TSC system without downloading the forms to hard copy as was the case previously (Teachers Service Commission, 2019). Teachers Service Commission (2022) states that the TPAD is a performance evaluation method which examines a teacher's performance based on outlined standards. The new TPAD tool according to Teachers' Service Commission (2022) has five (5) standards which form the basis for a teacher performance. The teaching standards are a set of requirements in TPAD process that determine the minimum level of teacher competency namely: professional knowledge and practice; teacher professional development; teacher conduct and professionalism; participation in professional learning community and creation of comprehensive learning environment. According to Owino (2019), Teacher Performance Appraisal and Development helps improve teaching competencies for teachers through participation in the assessment of own performance and enhancing supervision as well as monitoring which currently, is being done online. The review also came with a new mode of appraisal currently done online whereby deputy head teachers and ICT champions had been trained on online appraisal. Each teacher was mandated to create a TPAD account on the school TPAD portal. This is activated at the beginning of each term. TPAD calendar of activities that is followed from the time teachers set their targets online to the completion of self-appraisal at the end of each term. The deputy head teacher did then appraisal then submits to the head of institution for countersigning. This study will therefore focus on contribution of performance appraisal on teachers' performance based on these five reviewed teaching standards.

The introduction of Online TPAD process has enabled the appraisers to interact with the online TPAD tools. This has promoted feedback between instructional supervisors and teachers as was reported in the TPAD Evaluation Report (2021). It has also engaged teachers in instructional supervision through self-appraisal which enables them to identify individual performance gaps, detect training needs in the teaching-learning process hence designing ways of improving instructions and identify professional development. This has helped in improving teachers' accountability and identification of the teachers' strengths and areas that require further development in lesson observation, feedback and consultation from appraiser observation in order to generate professional development plan as well. This was reported by 69% of heads and 89.4% appraises. With this commitment, TSC has since 2016 been implementing and monitoring the teaching standards prescribed in the Teacher Performance Appraisal and Development tool. TSC aims at improving quality education through TPAD. The commission was mandated to create an open appraisal system for teachers to strengthen supervision and continuous monitoring of the performance of teachers in curriculum implementation (Code of Regulation for teachers, 2015). From qualitative responses from the TPAD Evaluation Report (2021), heads of institutions reported that TPAD had improved teacher ability to prepare adequately and use schemes of work, lesson plans and lesson notes based on current curriculum and syllabi. Teachers also manage teaching time through punctual and consistent class attendance and keep lesson observation records more

efficiently by appraisers from both SIP and Non SIP schools by appraisees (47.1% ,49.7%), appraisers (50.8%, 47.1%), CSOs (51.1%, 48.9%).

SYNTHESIS OF LITERATURE ON CONTRIBUTION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT POLICY IMPLEMENTATION TO TEACHER PROFESSIONAL DEVELOPMENT

The main objective of teacher performance appraisal is to review and improve teaching standards through a systematic appraisal approach with a view of evaluating teachers' performance and promote professional development for enhanced learning outcome (TSC/QAS/TPAD-T/01/REV.2). For improvement of teacher quality, it is important that education practices that include teacher appraisal highlight school leaders on support of teachers' professional development. Armstrong (2013) states that training and development is very important to the organization as it allows it to adapt to changes in the environment. In the part of employees, it improves productivity, efficiency and boosts their morale and reduce employee turnover. This has been underscored by Elliot (2015) who conducted a study in Australia on teacher performance appraisal and found out that while formative and summative evaluation may have their place in performance appraisal, a focus on teacher professional development is the most effective way in improvement of classroom teaching quality. The researcher asserts that an effective teacher evaluation system takes care of teachers' developmental needs. The research sought to establish in performance appraisal specifically on how it affects professional development of teachers though it did not mention how school management in particular, the principals support teachers' professional development. In this study, the researcher sought to analyze how TPAD implementation contributes to professional development in public primary schools in Migori County.

A study by Golob (2012) on the effect of teachers' professional improvement on the outcomes of pupils at the National evaluation of Knowledge in Slovenia optimizing data from a sample representing 5.3% of the population from 24 elementary schools based on consistency in mathematics and mother tongue performance in the past five years concluded that professional improvement of teachers impacted the examination scores of students. Teacher performance was significant to professional development Almeida (2017). This was because promotions and advancement in the teaching profession consider the teacher performance, Research indicated that satisfaction triggers a high level of productivity and eventually paves way to creativity and innovation among teachers (Yoon, 2017; Xu & Qi, 2019). A study by Parish (2013) on the impact of teacher professional development and student examination scores based on math and science curriculum-based assessments. The study used sample of 260 teachers from public schools who teach third, fourth, and fifth-grade students' math and science. Through inferential and descriptive statistics, the study concluded that time spent in the professional development of teachers was directly proportional to the examination scores of the students in CBAs. Karamanos (2020) undertaking a study on the influence of professional improvement approaches on student performance in mathematics elementary public schools in New Jersey utilizing an online survey to review the effect of content taught in professional development programs on students' performance

established that content delivered in the development program influenced student academic performance. Another study was conducted by Tchoshanov (2008) on teacher knowledge and student achievement. The purpose of the study was to determine the patterns between teacher knowledge and student learning results. The study employed a mixed-methods design; the measures used were Texas Assessment of Knowledge and Skills Teacher observation protocol, teacher knowledge survey, and teacher reflections. The sample size for the study was 22 in-service teachers from high need and low-SES schools. The study findings indicated there was a connection between instructors' knowledge and students' results. Another study by Darling-Hammond (2017) found that teachers with strong knowledge base and effective teaching practice are more likely to have a positive impact on learning outcomes. In addition, a study by Cheng and Lo (2018) found that teachers who engage in continuous professional development and stay up-to-date with the latest research-based practices are more effective in the classroom. In South Africa, a study carried out by Shepherd (2013) on the impact of teachers' subject knowledge on the learner performance found that teachers with positive related knowledge are associated with effective teaching. The current study has concurred with the findings of the study.

A study by Lu *et al.* (2017) on the impact of teacher development programs on students' results in rural China. Study intended to assess the impact of the National Teacher Training Program on the academic performance of students in rural China. The study sampled 3,066 students and 84 teachers from one Western province. A survey system was used to collect data, and it was in two phases: baseline and end-line survey. Regression analysis was used to analyze data. The findings indicated that the National Teacher Training Program did not influence the educational achievement of the students. Further study by Darling-Hammond (2017) found that teachers with strong knowledge base and effective teaching practices are more likely to have a positive impact on learners learning outcomes. Similarly a study by Darling-Hammond and Post (2018) emphasized the need for teachers to engage in ongoing professional learning and development to improve the teaching skills. A study by Olembo *et al* (2015) opined that principals of schools have a responsibility of organizing for seminars, workshops for teachers as a method of teaching, student evaluation and setting of tests. This was because teachers become equipped through these activities as they are provided with suitable knowledge and skills in their subject specifications. This idea could also apply to head teachers in public primary schools for the sake of teachers' professional development.

The authors opine that preparation of self-support plans can help teachers to identify their strengths and weaknesses and develop strategies to improve their skills. In addition, a study by Cheng and Lo (2018) found that teachers who engage in continuous professional development and stay up-to-date with the latest research-based practices are more effective in the classroom. Generally, the teacher performance appraisal and the preparation of self-professional support plans are essential in improving the quality of education provided and in enhancing the professional development of teachers. These practices can help teachers to identify areas for improvement, set goals and develop strategies to enhance their teaching skills and competences. According to a study conducted by the University of Santo Tomas in the Philippines, self-professional

support-plan can enhance teacher performance and promote professional growth (Nunez, Pascua & Feliciano, 2020). The study found that teachers who prepared a self-professional support plan were more likely to engage in self-reflection, seek feedback and pursue professional development opportunities. In their study, Oluwole *et al.* (2017) sought to find the effect of teachers' professional development on students' examination performance. The goal of the study was to establish the extent professional development of teachers affected the examination scores of students in Nigerian Benue and Nasarawa states. The study adopted a descriptive survey design. The target population was 8,335 teachers from 709 secondary schools. From the population, a sample of 417 teachers was employed. Data was collected using questionnaires. Analysis of data was done by employing inferential and descriptive statistics. The study findings indicated that attendance of professional development by teachers influenced performance by learners. A gap the study sought to establish.

Scholarly work by Kyei and Osei (2019) adopted a descriptive research design in investigating challenges facing Sekyere District in Ghana. There are challenges associated with pursuit of teachers' continuous professional development programs and teachers. They include school leadership that does not encourage professional development of teachers and limits them from practicing what they learn in seminars, workshops, conferences and even induction programs. Time and monetary considerations are also challenges found in institutions and individual teachers. Though the studies by Kyei and Osei (2019) was informative and logical in discussion and presentation of findings it was focused on challenges of teacher professional development in Ghana., however, the current study sought to analyze the contribution of TPAD on teachers professional training gaps in Migori County.

A study conducted by Rasheed *et al.* (2010) found a convergence of views that counseling and training was extended to teachers as a result of poor performance. An assistant Professor disputed this by asserting that performance evaluation technique of teachers had not been helpful in developing teachers who have been provided with training as a result of poor performance. The assertion by the Assistant Professor corroborates the findings of the study where heads and teachers have not received any form of professional development. The finding exposed that the requirement of performance appraisal system were not adhered to by not engaging teachers in some kind of professional development in Zimbabwe hence reducing chances of retaining highly skilled and motivated teachers, thereby, diminishing its quality education vision. The findings confirmed the observation of Kamener (2012) that there was little evidence through the process of appraisal that employees develop professionally. In conclusion to the study it was observed that in order to afford quality education they have to be actively involved in initiating their own professional programs. According to a study done by Komba and Nkumbi (2016), on professional development of teachers considering their practices and perception, the study aimed at evaluating teachers' views and practices as they develop professionally. Most of the participants viewed professional development of teachers as essential because it enhances the professionalism of the teachers' technical skills and academic ability. Simatwa (2010) undertook a survey to understand how teachers who were beginners needed induction within public primary education institutions within Kenya.

The study aim was probing beginning teachers' needs of induction in public primary institutions within the districts of North and East Bungoma. The outcome of the probe indicated that beginner teachers needed induction within different areas. It was also established that there was need to regularly induct teachers by way of seminar and increased consultation and allocation of mentors through experienced teachers to beginner teachers. The current study sought to establish whether TPAD contributes to teacher professional training gaps in Migori County. Research had identified several professional gaps among teachers in Kenya, including inadequate knowledge of subject matter, lack of lesson preparation, insufficient use of instructional materials and limited use of technology in the classroom (Muthoni & Kinyua 2019; Orodho 2018). Despite the findings, TPAD is usually carried out by individual schools which may not be regulated nationally. For this reason, by being able to identify individual teacher strength and weaknesses, teachers and school leaders can make more informed choices about the specific professional development that best meets the teachers' needs. The gaps could be addressed through targeted professional development programs that focus on improving teachers' knowledge that address the identified professional gaps. A study by Kibet and Bii (2021) found that TPAD system was effective in identifying gaps in teacher professional development. The study found out that many teachers in Kenya lacked the necessary skills to effectively integrate technology into their teaching practice.

Another study was carried out by Atieno Otieno *et al.* (2021) on professional development appraisal and teacher performance in Migori County. Descriptive survey design was used and Krejcie and Morgan 1970 table was adopted to derive sample size of 342 teachers and 57 principals stratified based on school category population. Questionnaire and interview guide was used to collect data from teachers and principals respectively. The study found that there was significant difference in the mean of teacher performance after appraisal and the category of schools. The study also found out that 64.1% change in teacher performance attributed to professional development appraisal and that professional development appraisal was a significant predictor of teacher performance. The study concluded that professional development appraisal significantly contributed to teachers' performance in secondary schools in Migori County. The current study also sought to establish the same for the public primary schools by using descriptive survey design and adopted Fisher's Formula for desired sample size, questionnaire and Focus Group Discussion guide and document analysis.

Research Objective: Research Objective was to determine the contribution of teacher performance appraisal and development policy implementation on teacher professional development in public primary schools in Migori County, Kenya.

CONCEPTUAL FRAMEWORK

This study was guided by a conceptual framework that shows the hypothetical relationship between the antecedent, independent and dependent variables. The relationships were conceptualized as presented in Figure 1 based on Goal setting (Locke, 1968) and Multiple intelligence Gardner (2011a&b) theories. From Figure 1, it can be noted that the antecedent variable is teacher performance and appraisal development policy which influences both independent and dependent variables.

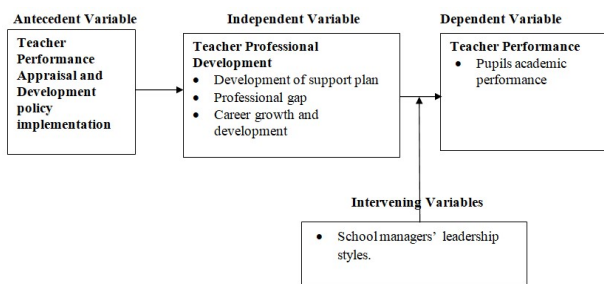


Figure 1. Conceptual Framework showing the relationship between Teacher Performance Appraisal and Development policy implementation to teacher Professional Development in enhancement of Teacher Performance

The Independent Variable is measured in terms of Development of support plan, Professional gap and Career growth and development. The dependent variable is the teacher performance measured by pupils academic performance while the intervening variable is the school manager's leadership styles. The conceptual framework hypothesizes that antecedent variable occurs or is the precursor that comes before and causes both the independent and dependent variable in a causal relationship in which the product is teacher performance as measured by pupil academic performance. The intervening variable is the moderating factor.

RESEARCH METHODOLOGY

The study adopted descriptive survey research design and employed simple random and stratified sampling techniques to select teachers and saturation technique to select Curriculum Support Officers. The study used Fisher's formula in sample selection for deputy head teachers and teachers and was proportionately distributed per Sub County. The target population was 7038 drawn from 637 deputy head teachers, 6362 teachers and 39 Curriculum Support Officers. The study sample size was 632 drawn from 240 deputy head teachers, 362 teachers and 30 Curriculum Support Officers. Questionnaires for deputy head teachers and teachers, focus group discussion for Curriculum Support Officers and document analysis were used to collect data. Piloting was done to establish reliability of the instruments and this included 24 deputy head teachers and 36 teachers and who were purposely selected from the public primary schools and 9 Curriculum Support Officers from Nyatike Sub- County giving a total of 69. Test-retest was used to determine the reliability of the questionnaires. Reliability index of the questionnaires of .86 was attained for the deputy head teachers and teachers. Validity was determined by experts from Educational Management and Policy studies. Quantitative data was analyzed through descriptive statistics in form of frequency counts, means and percentages and T- test while qualitative data was coded, transcribed and organized thematically and discussed.

RESULTS

Table 1 shows that 49.7% of the respondents were males and majority (50.3%) were females. In both categories of the respondents, both genders were given equal opportunity to participate in the study. This gave the notion that most of the teachers in the public primary schools in Migori County are dominated by female teachers.

For the Curriculum Support Officers respondents there were 22 respondents majority who were males. This was quite contrary to the gender for deputy head teachers and teachers. Table 2 implied that the sampled teachers distribution amongst the age range of all the respondents that were considered for the study. The majority of the respondents of 135(31.6%) were aged between 41 and 45 years. This was followed closely by 131(30.7%) of the respondents who were aged between 36 and 40 years. There were 11(4.3%) teachers who did not indicate their ages and 19 deputy head teachers likewise totaling to 13(6.6%) ages not captured from the Table. From Table 3, majority of the respondents 192 (45.5%) had diploma as the highest academic level. Only 1(0.4%) of the respondents had PhD as their highest academic level of education There were 10 teachers and 19 totaling to 29 who did not indicate the qualifications. The variation could be because primary school teachers were required to attain certificate level (P1) before they could upgrade to a higher level. This was up to the year 2020 when the lowest qualification was changed to diploma certification.

Table 4 shows that majority of the deputy head teachers, 108(54.5%) had a teaching experience of 16-20 years, while majority of teachers that responded had a teaching experience of 11-15 years. There were 27 (12.6%) who were slotted as missing because they did not indicate the year of experience. Generally, majority of the deputy head teachers had more teaching experience than the teachers that responded. Table 5 shows the number of teachers who were trained on TPAD in order to help teachers in the appraisal process when the online system was introduced in 2019. In this study, the researcher dealt with the record of teachers who were trained as champions from schools across the sub counties from the public primary schools within Migori County. These records were analyzed to provide the key information on the percentage of champions that were trained per sub county on the appraisal process which was found to be (95%) overall. Details of the attendees were extracted from the records from the schools where research was carried out. From the above data it was evident that (5%) of the teachers who were expected to attend the training did not attend perhaps due to some unavoidable circumstances. The finding suggest that there was need to carry out training for those who did not train at school level by those trained so as to enable contribution of TPAD implementation to teachers' knowledge and practice in public primary schools in Migori County in terms of access, retrieval and integration of ICT improve the teacher performance.

Research Objective: The research objective was to analyze the contribution of teacher performance appraisal and development policy implementation to teacher professional development in enhancement of teacher performance in public primary schools in Migori County, Kenya.

To realize the objective, the respondents were asked to answer the questionnaires by ranking the contribution in the Likert scale rating of 1–5. The descriptive statistical findings were presented in Table 6. Table 6 indicated that the respondents agreed that TPAD fosters preparation of self-professional support plan by a mean rating of 3.52. This meant that it had high contribution on teachers' professional training gaps. Deputy head teachers supported this by a mean rating of 3.73, compared to that of teachers at 3.30. This means that there was no statistically significant difference $t(433) = -5.140, p > 0.05$.

Table 1. Gender of Respondents

Category of Respondents	Males	Females	Missing	Totals
Teachers	99(39.1%)	154(60.9%)	11(4.3%)	253 (100%)
Deputy head Teachers	125(63.1%)	73 (36.9%)	14(7.1%)	198 (100%)
Curriculum Support Officers	12 (40%)	10 (33.3%)	7(23.3%)	30(100%)
Totals	224(49.7%)	227(50.3%)	25(11.4%)	451(100%)

Table 2. Age of Deputy head teachers and Teachers

Category of Respondents		Age of Respondents in Years					M	Total
		30 & Below	31-35	36-40	41-45	46&Above		
Teachers	Frequency	12	48	78	52	52	11	253
	%	4.7	19.0	30.8	20.6	20.6	4.3	100.0
Deputy Head /Teachers	Frequency	1	1	53	83	47	13	198
	%	0.5	0.5	26.8	41.9	23.7	6.6	100.0
Total		13 (3.0%)	49 (11.5%)	131 (30.7%)	135 (31.%)	99 (23.2%)	24(10.9%)	451 (100%)

Key: M- Missing

Table 3. Highest Academic Qualifications of Deputy head teachers and Teachers

Category of Teachers		Cert.	Dip	B. ED	M.ED	PhD	M	Total
Teachers	Frequency	86	86	69	1	1	10	243
	%	34.0	34.0	27.3	0.4	0.4	4.0	100.0
Deputy Head teachers	Frequency	6	106	62	5	0	19	179
	%	3.0	53.5	31.3	2.5	0.1	9.6	100.0
Total		92 21.8%	192 45.5%	131 58.6%	6 2.9%	113.6%	29 0.4%	451 100%

Key: M Missing

Table 4. Teaching Experience of Deputy Head teachers and teachers

Category of Respondents		Teaching Experience in Years						Total
		5 & Below	6-10	11-15	16-20	21 & Above	Missing	
Teachers	Frequency	29	58	65	44	47	10	253
	%	11.5	22.9	25.7	17.4	18.6	4.0	100.0
Deputy Head Teachers	Frequency	1	1	33	108	38	17	198
	%	0.5	0.5	16.7	54.5	19.2	8.6	100.0
Total		30	59	98	152	85	27	451
		7.1	13.9	23.1	35.8	20.1	12.6	100

Table 5. Response on Teacher Training on TPAD online appraisal system

Sub County	No. of Teachers	Expected	Actual Number Trained	Percentage (%)
Kuria East	62		55	85
Kuria West	94		85	90
Mabera	68		62	91
Ntimaru	44		40	91
Suna West	126		123	98
Suna East	144		139	97
Uriri	174		164	94
Awendo	168		162	96
Rongo	138		132	96
Total	1018		962	95

Table 6 indicated that the respondents agreed that TPAD enhanced identification of professional training gaps by a mean rating of 3.52. This means that it has high contribution on knowledge and practice. Deputy head teachers supported this by a mean rating of 3.73, compared to that of teachers at 3.31. This means that there was no statistically significant difference $t(434) = -4.646, p > 0.05$. This suggested that identification of professional gaps has highly contributed to teacher performance. Table 6 implied that the respondents agreed that TPAD promoted engagement in continuous career growth and development by a mean rating of 3.51. This showed that it had high contribution on teachers' professional training gaps.

Deputy head teachers supported this by a mean rating of 3.73, compared to that of teachers at 3.28. This implied that there was no statistically significant difference $t(433) = -4.9220, p > 0.05$. This suggested that engagement in continuous career growth and development highly contributed to teacher performance. Table 6 shows that the respondents agreed that TPAD promoted engagement in relevant career growth and development by a mean rating of 3.51. This indicated that it had high contribution on teachers' professional training gaps. Deputy head teachers supported this by a mean rating of 3.79, compared to that of teachers at 3.23. This meant that there was no statistically significant difference $t(434) = -5.908, p > 0.05$.

Table 6. Descriptive Statistical Analysis for Contribution of TPAD on Teachers' Professional development

ASPECT OF CONTRIBUTION	RESPONDENT	F S%	RATINGS					NIL RETURN	T	MEAN RATING	OVERAL MEAN RATING	T-TEST
			1	2	3	4	5					
Self- Professional support plan	Deputy Head teachers	F	4	6	34	139	7	8	190	3.73		t(433)=-5.140,p=0.000
		S	4	12	102	556	35		709			
		%	2.0	3.0	17.2	70.2	3.5	4.0		96.0	3.515	
	Teachers	F	8	30	97	100	16	2	251	3.30		
		S	8	60	291	400	80		839			
		%	3.2	11.9	38.3	39.5	6.3	0.8		99.2		
Identification of professional gaps	Deputy Head teachers	F	1	10	83	42	55	7	191	3.73		t(434)=-4.646,p=0.000
		S	1	20	249	168	275		713			
		%	0.5	5.1	41.9	21.2	27.8	3.5		96.5	3.52	
	Teachers	F	11	29	102	87	22	2	251	3.31		
		S	22	58	306	348	110		844			
		%	4.3	11.5	40.3	34.4	8.7	0.8		99.2		
Engagement in continuous career growth	Deputy Head teachers	F	3	10	67	66	45	7	191	3.73		t(433)=-4.920,p=0.000
		S	3	20	201	264	225		713			
		%	1.5	5.1	33.8	33.3	22.7	3.5		96.5	3.505	
	Teachers	F	13	42	92	69	34	3	250	3.28		
		S	26	84	276	276	170		832			
		%	5.1	16.6	36.4	27.3	13.4	1.2		98.8		
Engagement in relevant career growth	Deputy Head teachers	F	4	9	57	75	46	7	191	3.79		t(434)=-5.908,p=0.000
		S	4	18	171	300	230		723			
		%	2.0	4.5	28.8	37.9	23.2	3.5		96.5	3.51	
	Teachers	F	12	46	85	88	20	2	251	3.23		
		S	12	92	255	352	100		811			
		%	4.7	18.2	33.6	34.8	7.9	0.8		99.2		

Key:

F –Frequency S- Score % - Percentage

Interpretation of Mean Ratings:

1.00-1.44 Nil contribution,

1.45-2.44 Low contribution,

2.45-3.44 Moderate contribution,

3.45-4.44 High contribution

4.45-5.00 Very High contribution

Overall, TPAD highly (Mean = 3.51) contributed to teachers professional development in public primary schools in Migori County, Kenya. At least there was no statistical significant difference in terms of means in their contribution to teacher professional development. All the views of the respondents support this given that there was no statistically significant difference in the mean rating responses ($p > .05$).

DISCUSSION

In both categories of the respondents, both gender were given equal opportunity to participate in the study. This gave the notion that most of the teachers in the public primary schools in Migori County are dominated by female teachers. The researcher agrees that currently, female teachers are the majority in the teaching profession especially in the public primary schools as compared to the male teachers who outnumber them in the public secondary schools. This was justified by (Ullah & Skelton 2013) that teaching was the best and most suitable job for women in that women have been viewed as being the ones who were responsible for young children. With CSOs, males were more as they are concerned with monitoring of TPAD in the field moving from one school to another therefore, the job fits those best. Being that both gender were represented in the study, the findings were generalized because they reflected the contribution of TPAD implementation to teacher performance from both perspectives. Age was considered important in this study because it defines the success of educational process and was associated with effectiveness of teaching activities. This gave the category of teachers who could qualify for responsibility. The current study agrees that age was necessary for performance and that the aged teachers perform better than young teachers because they were effective and efficient. This has been confirmed by Burroughs, Gardner and Lee (2019) that age was important in reflecting the teachers' career. This also reflected that most teachers in Migori County who qualify for responsibility are those who have been in the teaching profession for a longer period.

Teachers with P1 certificates currently were promoted to the next grade due to the new government policy in the Education sector which states that the minimum level for the teaching service was diploma. Even for purposes of leadership, academic qualification was an essential requirement for a progressive and developing career (Dierendonck & Gaast, 2013). That was why it was necessary to acquire more knowledge, skills and concepts in specific fields for professional progression and development. These qualifications also confirmed that the teachers in Migori County who were involved in the study possess the necessary professional qualification to provide information on contribution of TPAD implementation on teacher performance effectively. The findings could also be generalized to all teachers in the county. The level of teachers' experience was relevant to this study because more experience teachers are able to compare performance of teachers before and after implementation of TPAD hence provide accurate evidence on the effect of TPAD on teachers' performance than teachers with less experience (Kwach et al 2022). The study of Odumbe, Simatwa and Ayodo (2015) stated that teachers with experience enhance and improve performance. The teachers involved in the study had been teachers since the inception of TPAD, so were able to provide appropriate response about

contribution of TPAD implementation on teacher performance. Respondents agreed that TPAD fosters preparation of self-professional support plan. Reporting on learners' learning highly contributed to teacher performance. Curriculum Support Officer 8 had this observation; "As concerns preparation of self-support plan, early preparation has built confidence and enabled the teachers waste little time as the learning materials and resources are identified and made available in time...therefore better results have been seen".

The current study also concurred with the previous studies that professional support plan enhanced teacher professional development and it highly contributed to teacher performance. Teachers' preparation of self-professional support plan involved setting goals and identifying strategies to improve their teaching practice. This process helped them reflect on their strengths and areas that needed improvement and established a plan to address them. According to Yoon and Kim (2018), self-professional support plans can enhance teachers' professional development and contribute to their job satisfaction. A similar study conducted by Santo Tomas in the Philippines, supported that professional support plan can enhance teacher performance and promote professional growth (Nunez, Pascua & Feliciano 2020). The study also found out that teachers who prepare self-support plan were more likely to engage in self-reflection, seek feedback and pursue professional development opportunities. Furthermore the study revealed that the support plan helped teachers to identify their strengths and weaknesses and set realistic goals for improvement. Identification of professional training gaps contributes to teacher professional development in that it calls for teachers to be trained on the areas where there are gaps which can be done through school based insets. From the current study, it had been realized that most teachers have improved in identification of the professional gaps and the various institutions do organize for school based professional development activities to improve teacher performance. In support of the findings, Alube (2015) opined that during appraisal process teachers are able to identify their strengths and weaknesses and the areas that need improvement generally for their effective performance.

Additionally, Abu-Duhou and Al-Sarayre (2018) had supported that identification of professional gaps contributed to teacher professional development by revealing in a study done in Jordan that teacher performance appraisal was crucial in identifying professional gaps and providing opportunities for teachers to improve their knowledge and skills. Ochwada and Okwara (2020) concurred that TPAD was effective in identifying professional gaps among teachers in Kenya. Additionally, it found out that majority of teachers lacked the necessary knowledge and skills in areas such as lesson planning, classroom management and assessment. Teachers within Migori County as was found in the study had been undertaking school based teacher support programs undertaken at cluster levels to improve on professional gaps identified. Teachers were trained on how to go about career growth. Teacher Service Commission requires teachers to undertake career progression which was also a requirement in TPAD and Curriculum Support Officer. This concurred with the finding of the current study. According to a study by Kim and Lee (2019), it was found out that teacher performance appraisal was an essential tool for promoting professional growth. This study also found out that continuous career growth contributed to professional development leading to improved teacher

performance in the public primary schools in Migori County. Engagement in relevant career growth and development highly contributed to teacher performance. Here the focus group discussion opined that “Teachers have gained experiences through trainings and insets and even through collaboration with education partners which has improved their personal career and professionalism. Teachers’ living standards has improved and this has made them consistent and efficient in their work. Currently teachers are going for career growth courses ever since the introduction of the new curriculum. Furthermore the employer had hinted that it requires that all teachers undertake a career growth programme as per the identified professional gaps. This has been in the teaching of Curriculum Support Officer in teaching and learning process in order to improve teacher professional development.”

Just as observed from the views of the Curriculum Support Officers, the researcher was able to find out that engagement in continuous professional growth contributed highly to teacher professional development. It was found that teachers do attended continuous professional growth programs organized by the Teachers Service Commission in partnership with Ministry of Education and Kenya Institute of Curriculum Development. This was especially on the teaching of the CBC which is the current curriculum in Kenya which has had high contribution to teacher performance. This had helped improve teacher performance in terms of pedagogy as well as preparation of professional documents. Indeed the continuous professional induction for practicing teachers has enabled teachers learn the methodology require of them to improve learner achievement as well as their performance. Even in the aspect of qualification it was found out in this study that most teachers had undertaken career development. The employer, TSC in collaboration with Ministry of Education and Kenya Institute of Curriculum Development regularly train teachers. The Junior Secondary School teachers were also undertaking regular trainings on how to handle CBC lessons. This in essence was done to improve teacher performance and professional development. Research by Darling-Hammond and Post (2018) emphasized that there was need for teachers to engage in ongoing professional learning and development. This should be on areas that were relevant to the teaching profession in order to improve their performance. Du, Li and Liang (2018) also noted that there was need for enhanced teacher professional development through multiple evaluation in order to identify relevant career growth for teachers by carrying classroom evaluation, learner evaluation that provide comprehensive assessment of teachers’ performance. A study by Komba and Nkumbi (2016) probed on professional development of teachers considering their practices and perceptions. The study aimed at evaluating teachers’ views and practices as they develop professionally. Majority of the participants viewed professional development of teachers as essential because it enhanced the professionalism of the teachers’ technical skills and academic ability. A study by Simatwa (2010) supported those teachers who were beginners needed induction within public primary education institutions within Kenya. It was established that a need existed to regularly induct teachers by way of seminars and increased consultancy and allocation of mentors through experienced teachers to beginner educators. This in actual sense was professional development strategies. This had been established in the current study that teacher performance appraisal highly contributed to teacher professional development and teacher

performance in public primary schools in Migori County, Kenya.

CONCLUSION

Based on the findings, the study concluded that TPAD policy implementation had promoted teachers’ professional development leading to high contribution to teacher performance in public primary schools in Migori County, Kenya, through development of self-professional support plans, identification of professional gaps and continuous career growth and development.

RECOMMENDATIONS

Professional development should be a continuous practice for teachers as it enables them improve in the pedagogical skills. Therefore, the teachers employer Teachers Service Commission should come with a better way of carrying out the program in partnership with Ministry of Education and Kenya Institute of Curriculum Development in order to leverage the gaps especially in line with Competence Based Curriculum implementation. The implementers of Teacher Performance Appraisal and Development policy should endeavour to provide feedback expediently so that the intended purpose is achieved. For beginning teachers, that is newly employed teachers, mentorship should highly embrace all aspects of Teacher Performance Appraisal and Development policy as it is critical. School head teachers, principals and their deputies should undertake senior management courses on implementation of educational policies including Teacher Performance Appraisal and Development policy as they are implementers of policies and accounting officers at school level. Though deputies are not accounting officers but they are under mentorship.

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