EFFECT OF TEACHER PERFORMANCE APPRAISAL PRACTICES ON LEARNERS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN NANDI EAST SUB-COUNTY, KENYA

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2023

DECLARATION AND APPROVAL

I declare that this project is my own work and has never been presented to any university or any other institution for an award.

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

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DEDICATION

I dedicate this project to my lovely wife Esther and my sons Kiprono, Kimutai, Kibet and Kipchumba

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ABBREVIATIONS AND ACRONYMS

GOK	Government of Kenya
ICT	Information and Communication Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examinations Council
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MOE	Ministry of Education
PAS	Performance Appraisal System
QASO	Quality Assurance and Standards Officer
TPA	Teachers' Performance Appraisal
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers Service Commission
UK	United Kingdom
USA	United States of America

ABSTRACT

Teacher Performance Appraisal and Development (TPAD) tool is meant to enhance teachers' effectiveness in service delivery that enhances learners' academic achievement. However, most studies done on this subject matter have failed to link teachers' performance appraisal with learners' academic achievement. The aim of the current study was to investigate the effect of teachers' performance appraisal practices on the academic achievement of students in Public Secondary Schools in Nandi East Sub-County, Kenya. The specific objectives were to determine the effect of teachers' time management practices, teachers' innovation and creativity practices, teachers' lesson observation practices and teachers' professional development practices on learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya. The study was anchored on Edwin Locke's Theory of goal setting since TPAD is a target-oriented tool. The study adopted both descriptive survey research design and correlation research design. The study targeted 336 respondents who comprised 30 principals, 30 deputy principals, 274 teachers, one Quality Assurance and Standards Officer and one Director of Education in the sub-county. The sample size was 152 respondents while the study adopted simple random and purposive sampling techniques. The study used both primary and secondary data. Data was collected using questionnaire, interview and document analysis. The study adopted content validity which was tested using experts' opinions. The study used Cronbach 's Alpha method to test reliability. Data collected was analyzed using percentages, frequency distribution and mean. Inferential statistics were used to determine the relationship between the dependent and the independent variables using Correlation and regression analysis. Results were as follows; Teachers' time management practices have a positive and significant influence on Learners' academic achievement of ($\beta = 0.770$, $p < 0.05$), Teachers' innovation and creativity practices have a positive and significant influence on learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($\beta = 0.723$, $p < 0.05$), Teachers' lesson observation practices have a positive and significant influence on learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($\beta = 0.663$, $p < 0.05$) and Teachers' professional development practices have a positive and significant influence on learners' academic achievement of ($\beta = 0.791$, $p < 0.05$). The study concluded that teachers' time management practices, innovation and creativity practices, lesson observation practices and professional development practices of teachers contribute to improvement in learners' academic achievement. The study recommended that there should be continuous appraisal on teachers' innovation and creativity improvement of teaching and learning as it enhances learners' academic achievement.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Numerous challenges facing the world as well as its economy have necessitated a new economic paradigm in the light of globalization and economic meltdown. Performance appraisal is one such paradigm. Institutions use performance appraisals to analyze workers achievements of set targets (Bayon, 2013). Mwema and Gachunga (2014) observe that, employees become motivated when they are appraised and this improves their productivity and overall organizations' achievements. Dessler (2011) notes that performance appraisal involves reviewing, evaluating and measuring the achievement of workers in the organization. Performance appraisal also has a function of providing relevant information to the individual worker about their achievements (Kirai, & Kisang, 2016).

Performance review has several benefits to the organization which includes motivating employees to stay in the organization, promoting professional growth and commitment which consequently improves the overall organizations growth. Adofo (2011) confirmed that all people working in organizations have subjective mindset of evaluating oneself and others. Such judgments can be detrimental to the organization as they impact negatively on employee motivation due to their inaccuracies. Organizations should therefore have structured performance appraisal systems to avoid such inconsistencies in employee appraisal. Kanisa and Makokha (2017) posit that, assessment of workers efficiency and effectiveness leads to organizational profitability.

Performance appraisal was adopted in the United States of America (USA) in 1883. The USA army named the Walter Dill Scott Army adopted the "man to man" evaluation style to review military personnel performance. Between 1920 – 1930, the industrialist unit adopted the rational wage structure for hourly payment of workers. After the World War I, several multinational firms had already adopted performance appraisal, Murlins (2005) as quoted in Alube (2015). In countries like Australia, the education sector was reformed so that teachers were inspected by internal and external assessors to ascertain their role in improving the quality of learning, Ingvarson & Chadbourne (1997) as cited by Elliott (2015). In South Africa performance appraisal information helped in recognizing excellent performance of employees and find out the requirements for growth and development (Swaartbooi, 2016).

In Kenya performance appraisal was introduced in 2006 in the public service with the aim of enhancing employee's performance and service delivery (GOK, 2007). The teacher's employer (Teachers Service Commission, TSC) is by law required to evaluate and review the performance of instructors in service (TSC Act, 2012). To achieve this, the TSC developed an open performance appraisal system which it considers paramount in getting feedback and addressing performance related challenges. According to TSC Appraisal Report (2015), the feedback from appraisal is used to provide information on training needs of teachers, role clarification and improvement of communication between stakeholders in the education sector. The Teacher Performance Appraisal and Development (TPAD) tool was developed by TSC in 2015, (TSC, 2015). The tool incorporated Deputy Head Teachers and Heads

of Departments as appraisers. At first this was a duty of the Head Teachers (Gichuki, 2015).

The implementation of the appraisal was however resisted by Kenya Union of Post Primary Education Teachers (KUPPET) as well as Kenya National Union of Teachers (KNUT). To address this challenge, TSC reformed the appraisal process by including the Heads of Departments and Deputy Principals in the appraisal process as the immediate appraisers of teachers. In this open appraisal system, the person appraising and the one being appraised agree on the targets of the appraisal. The appraisal procedure according to TSC include; performance target setting, working on the targets, self- evaluation, evaluation by the appraiser, meeting between the appraiser and the appraisee to get the agreed rating, being able to identify professional limitations by both the appraiser and the appraisee and finally creating a supportive and professional advancement plan (TSC picture, 2015).

The TPAD tool has outlined seven performance competency areas where teachers are expected to display performance competencies that will enhance their performance. Firstly, teachers' professional knowledge and application is assessed in light of preparation of professional documents, preparation of teaching and learning aids, assessing learners and developing an individualized learner progress (IEP). Secondly, teachers are assessed on their ability to manage time as evidenced by their consistency in class attendance, adherence to timetable, punctuality and promptness in attending school functions. Thirdly, teachers are assessed on creativity and innovation in

improvising teaching and learning aids using materials available within the locality. Fourthly, teachers are assessed on learner protection and safety, where their knowledge on sexual, mental and physical harassment and mitigation is evaluated. Fifthly, teachers are assessed on promotion of co-curricular activities and life skills. Sixth, teachers' professional development is assessed to find out professional gaps and how to seek solutions by training and capacity building. Lastly, teachers are assessed on collaboration with stakeholders on matters of education (TSC, 2020).

1.2 Statement of the Problem

TPAD tool can enhance teachers' effectiveness in service delivery which in turn can lead to learners' academic achievement. However, most studies that have been done have failed to link teachers' performance appraisal with learners' academic achievement. Furthermore, no such study has been done in Nandi East Sub-County. An analysis of learners' performance in Koilot Secondary School and Sochoi AIC Girls Secondary School for five years before and after the introduction of TPAD, shows that the mean scores for the schools in national examination were below expectation from 2016 when TPAD was introduced as indicated in Table 1.

Table 1.1: KCSE Mean scores for Koilot and Sochoi AIC Girls Secondary Schools

Year	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Koilot	6.3	5.2	5.5	5.5	5.1	4.0	3.2	3.5	4.1	3.1
Sochoi	4.9	5.7	4.5	5.1	4.6	4.3	2.8	3.3	4.2	4.9

Source: Director of Studies records

It is clearly evident from the Table 1.1 that the mean scores for the two schools were below average from 2016 when TPAD was rolled out. Koilot secondary school had a mean score of 4.0, 3.2, 3.5, 4.1 and 3.1 from 2016 to 2020 in that order, while Sochoi AIC Girls had a mean score of 4.3, 2.8, 3.3, 4.2 and 4.9 during the same period. This dismal performance could be due to several institutional and non-institutional factors among them teacher performance appraisal. Furthermore, the results from the two schools do not give a picture of the academic achievement of learners in KCSE in the whole sub-county. This background therefore prompted the desire for this study to investigate the effect of teachers' performance appraisal practices on the academic scores of learners in public secondary schools in Nandi East Sub-County, Kenya.

1.3 Purpose of the Study

The aim of the study was to investigate the effect of teachers' performance appraisal practices on the academic achievement of students in Public Secondary Schools in Nandi East Sub-County, Kenya.

1.4 Objectives of the Study

The study envisaged using the following research objectives:

i. To determine the effect of teachers' time management practices on learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya.

ii. To establish the effect of teachers' innovation and creativity practices on learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya.

iii. To establish the effect of teachers' lesson observation practices on learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya.

iv. To determine the effect of teachers' professional development practices on learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya.

1.5 Research Hypothesis

H_o1 There is no statistically significant relationship between teachers' time management practices and learners' academic achievement.

H_o2 There is no statistically significant relationship between innovation and creativity practices of teachers and learners' academic achievement in public secondary schools in Nandi East sub-county.

H_o3 There is no statistically significant relationship between lesson observation practices of teachers and learners' academic achievement in public secondary schools in Nandi East sub-county.

H_o4 There is no statistically significant relationship between professional development practices of teachers and learners' academic achievement in public secondary schools in Nandi East sub-county.

1.6 Significance of the Study

Results of the study will be useful to different stakeholders in the education sector such as the Ministry of Education (MOE), TSC, universities, principals and teachers. MOE will use the study findings to make policy decisions on matters of quality assurance. The findings will help TSC to make informed decisions on Teachers Professional Development (TPD), promotion, remuneration and motivation. The principals and teachers will get feedback from the study on effect of teachers' performance appraisal practices on academic achievement of the learners in various schools.

1.7 Limitation of the Study

The researcher had limited control over some variables in the study. The study relied on the honesty of the respondents in answering research questions. This however was not the case since the respondents may decide to conceal certain information relevant to the study and may even give false information thereby affecting the validity of the results. To avert this, the respondents were told the significance of the study and given assurance that their responses were treated confidentially. Document analysis was also used to get the same information from other sources such as Kenya National Examinations Council (KNEC).

1.8 Delimitation of the Study

This study targeted principals, deputy principals and teachers in secondary schools leaving out their colleagues in primary schools who are also being appraised by TSC using the same appraisal tool. The study also focused on three competencies on TPAD tool and lesson observation practices leaving the

other competencies among others, that are also part of the TPAD appraisal tool since they may not directly influence academic performance.

1.9 Basic Assumptions of the Study

The study assumed that: -

i. TPAD is used to appraise all teachers in secondary schools.
ii. There was willingness by respondents to take part in this study.
iii. All respondents had enough information on all study variables.

1.10 Operational Definition of Terms

Innovation and creativity practices – this involves preparing the appropriate teaching and learning aids using locally available materials and using ICT in teaching and learning.

Learners' academic achievement – this are the scores that a student gets after completing their studies in a secondary school and siting for KCSE examinations.

Lesson observation practices –It involves carrying out formal scrutiny of teaching/learning during the lesson in or outside the classroom environment.

Professional development practices–this are in-service capacity building activities that improves a teacher's skill, knowledge, expertise and other characteristics.

Time management practices – is the ability of instructors to manage time by attending classes on time, following the timetable and participating in all school activities

TPAD practices – this involves teachers' activities of time management, innovation and creativity, lesson observation and teacher professional development.

1.11 Organization of the Study

In this study, Chapter one contained the study background, problem statement, purpose of research, study objectives, and hypothesis among others. Chapter two contained review of related literature; which includes the introduction, performance appraisal, teacher performance appraisal and development (TPAD), time management, innovation and creativity, lesson observation, teacher professional development, summary of reviewed literature, theoretical framework and conceptual framework. Chapter three contained methodology; the following areas were discussed; research design, population targeted, sample size and sampling procedure among others. Chapter four presented demographic information, data presentation, interpretation and discussion on study objectives and results on each objective. Chapter five covered summary of findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Introduction, concept of performance appraisal and Teacher Performance Appraisal and Development (TPAD), teachers' appraisal practices on management of time and learners' academic achievement, teachers' innovation and creativity appraisal practices and learners' academic achievement, teachers' lesson observation appraisal practices and learners' academic achievement, teachers' professional development appraisal practices and learners' academic achievement were presented. Theories among others were presented.

2.2 Concept of Performance Appraisal

Organizations undertake performance appraisals so as to achieve predetermined results and targets. Naff, Riccucci, and Freyss (2013) notes that performance appraisal in USA helped to identify the strengths and weaknesses of workers at national level organizations and this was important in making decisions for payment of workers. However, because of limited resources and variations in the levels of the job among workers in different organizations, the system was disapproved as leading to injustices. Performance appraisal is regular review of employee and entity's performance (Beer, 2021). It is a systematic process adopted to measure the workforce work performance against the job requirements established (Scriven, 2018). It helps to assess workforce performance and it facilitates the understanding of the abilities of

the workforce in terms of their growth as well as development (Wanzare, 2022).

Organizations conduct performance appraisal as a measure of how much the employees should be paid. It helps to influence the wage structure of the staff as well as any increase in the salaries of the workforce (Iwanicki & Rindone, 2017). Performance appraisal is important in workforce placement; it helps to determine the employees to recruit in terms of their abilities that will help to enhance service delivery (Hattie, & Clinton, 2019). It also helps to get the feedback of the workforce in regards to what changes that they suggest that can be used to improve their ability to deliver on their work at the place of work. Performance appraisal determines the work habits of the workforce (Odhiambo, 2020).

Muthoka (2016) defines Performance Appraisal System (PAS) as a process used to determine and communicate to a worker the level of performance at work. PAS has been used in the World since 1940s to provide acceptable explanation on the employee remuneration using merit rating (Rajoro, 2010). Muthoka (2016) further notes that, PAS had signaled the possibility of improved performance in the civil service and also motivation of employees.

Maina (2011) in his study established that performance appraisal contributes to employee motivation, growth and development and human resource planning. According to Yamina (2016), performance appraisal is used to evaluate employees' achievement and the outcomes of the institution as it seeks to attain its objectives. Performance appraisal in the past was conducted

in higher offices in the organization (Rollison, 2015). Performance review therefore aims at identifying and sustaining workers achievements thereby empowering them to be productive in their areas of weakness. Muthee (2020) further indicates that there are various criteria of performance appraisal that requires considerations; that is, the relevancy of the objectives, the reliability of evaluation procedures and the freedom from contamination from external factors.

2.3 Teacher Performance Appraisal and Development (TPAD)

TPAD is a result-oriented management instrument developed and used in making critical decisions in the education sector (Greenberg, 2020). This relates to how teachers' achievements can be enhanced by identification of their professional limitations and setting conditions for rewarding teachers (Farah, 2018). The TPAD tool was launched in TSC in 2016 intended to improve performance of teachers in their functions (Elliot, 2021). The TPAD tool outlined seven competencies that a teacher is expected to be appraised on (Falola, Osibanjo, & Ojo, 2018). These includes application of professional skills, judicious use of time, innovation and creativity in instruction, safety and protection of students, promotion of activities outside the classroom, enhancement of teacher professional growth and collaboration with stakeholders on issues related to education, (TPAD, 2020).

The TSC TPAD is a tool that was initiated by the government to monitor the attendance of the teachers in classes in their respective schools (Mobegi, Ondigi, & Odhiambo, 2020). What is considered important in TPAD is time

management. Teacher Performance Appraisal and Development adoption in school has helped to enhance the ability of the teachers to deliver in classes and enhance improvement in students' performance (Aloo, Ajowi, & Aloka, 2017). TPAD is used by top management of the schools to monitor the instructional process of the teachers on a daily basis (Alubbe, 2015). TPAD is advocated for in academic institutions, as it helps to improve the association between working as well as teacher development (Monyatsi, 2019). TPAD is an appraisal method that is adopted to align teachers to the strategic goals of the education which are all important in management of the performance of the instructors (Mbabu, 2022).

Teacher performance appraisal is important in all academic institutions and should be conducted frequently so as to assess the performance of deliverability of the Teachers (Grossi, 2022). The ability of the teachers to deliver should be assessed all the time. It helps the school's management to assess the effectiveness' of the teachers in utilization of their skills in mentoring students in schools (Gudyanga, Shumba, & Wadesongo, 2020). TPAD is known to be a TSC policy that aims to enhance supervision by teachers as well as it helps to continuously monitor teacher performance that is used to improve the teaching standards of the Teachers (Mito, 2021).

2.4 Teachers' Time Management Appraisal Practices and Learners' Academic Achievement

Teachers' ability is important in curriculum execution. It helps them to always be present at work place. According to TSC circular No. 12/2017 dated 5th

June on the report of field teacher management officers reveals that TPAD improves how instructors manage time. The report stated that TPAD and Performance Contract (PC) have improved teachers conduct in their respective institutions. The study by Okello, Odongo and Jairo (2017) on TPAD and curriculum implementation in Australia found that tutors mismanaged time and yet in enhances quality. Furthermore, according to Kerry (2013), the quality of instruction given by tutors can be enhanced by carrying out performance appraisal.

Okello et al. (2017) in their study stated that openness was enhanced with the adoption of TPAD. This study intended to explore the effect of tutors' time management practices on the achievement of students in academics. Zafarullah, Mumtaz, and Humera (2021) studied Teachers' time management appraisal practices and the performance of students. 410 teachers were targeted and 207 teachers sampled randomly. Gathering of data was by questionnaires and evaluated descriptively and inferentially. Findings revealed that teachers' time management appraisal practices enhance the performance of students. The study had been done in a different geographical setting.

Didinya, Ouda, and Ndanu (2018) studied teachers' time management appraisal practices and academic performance of students in public secondary schools in Hamisi Sub-County in Kenya. Descriptive research design was used, 245 teachers targeted but sampled 81 teachers purposively. Questionnaires were used to gather primary data and analyzed descriptively and inferentially. The former enhanced the latter. A methodological gap exists

as the study had not provided justification for the data collection instrument adopted.

Marika, Jagero, and Gitari (2021) researched on the influence of teacher time management appraisal practices on learners' academic achievement in public secondary schools in Kitui County. Descriptive survey research design was used, 348 teachers targeted and sampled 121 teachers randomly. Data gathered was evaluated descriptively and inferentially. The study established that teacher time management appraisal practices enhance learners' academic achievement. A methodological gap exists as the procedure for data gathered had not been provided.

2.5 Teachers' Innovation and Creativity Appraisal Practices and Learners' Academic Achievement

According to Narayanan (2017) in his studies in Malaysia, when teachers use innovative and creative teaching process during the lesson, learning becomes more enjoyable and this will improve the clarity of concepts to the learners. The study further reveals that innovative and creative methods make learners to develop curiosity to learn and can retain concepts for a very long time. The studies also note that innovation and creativity in instruction has direct impact on learners' academic outcomes. Igbafe (2014) opines that students who grow up with technology devices like laptops, desktops, mobile phones among others, easily adopt to the dynamic technology world. However, teachers should build their capacity by learning the use of technology to improve classroom instruction.

In the TPAD tool, teachers' innovation and creativity is seen in the way they prepare and use relevant teaching and learning materials using locally available resources and using ICT in the instruction processes. The indicators of innovative and creative teaching and learning methods are use of ICT to carry out classroom instruction, ability to access the internet and search for relevant online materials and development of tailor-made apps for teaching and learning. Creativeness in teaching comes from using new and original instruction methods in the classroom that enhance learning while also motivating the learners. Likewise, innovative methods of teaching and learning lead to productive learning and inspire learners to acquire new information. Kairo (2013) observes that teaching and learning becomes enjoyable and full of fun when ICT is integrated and this stirs the curiosity of the learners to learn on their own.

Otieno (2022) studied the influence of Teachers' innovation and creativity appraisal practices on students' performance in Public Secondary Schools in Migori County, Kenya. The study established that Teachers' innovation and creativity appraisal practices enhance students' performance. A conceptual gap exists as teachers had not adopted online resources which the current study sought to incorporate.

Kilimo, and Cheboi (2021) researched on Teachers' innovation and creativity appraisal practices and learners' academic achievement in Public Primary Schools in Marakwet East Sub-County, Kenya. 357 respondents were targeted while it sampled 185 respondents randomly. Data was gathered using

questionnaires and evaluated descriptively and inferentially. Teachers' innovation and creativity appraisal practices enhanced Learners' academic achievement. A contextual gap exists as the study had been conducted in a different geographical setting. Wakhu (2021) researched on innovation and creativity and students' Performance in Kiminini Sub County in Kenya. Methodology adopted was descriptive survey and primary data used which was analyzed descriptively and inferentially. The study established that innovation and creativity enhance students' Performance in Kiminini Sub County in Kenya. A methodological gap exists as how validity was tested was not provided.

2.6 Teachers Lesson Observation Appraisal Practices and Learners' Academic Achievement

Goe, Bell, and Little (2008) noted that teachers have been always assessed using the traditional styles in the classroom. This involves observing the activities taking place during the lesson, the interactions between learners and teachers and any other aspect undertaken during classroom instruction. Lesson observation is a mandatory requirement of the new TPAD two system by Teachers Service Commission (TSC, 2020). It involves carrying out formal scrutiny of teaching/learning in the classroom or outside the classroom. When lesson observation takes place, the appraiser fills the lesson observation form according to five standards in which a teacher is expected to exhibit high competencies.

Firstly, the introduction and lesson development where the indicators included review of previous lesson, statement of objectives of the lesson, linking the past lesson with the current lesson and quality of the introduction whether it is fascinating to the learners. Secondly, content being delivered, whose indicators were whether the teacher has mastered the content according to the current syllabus, is able to answer students' questions correctly and using lesson notes to teach while following the lesson plan, giving a summary of the lesson by highlighting key points and using the stipulated time of the lesson.

Thirdly, teaching methods and techniques where the indicators included appropriate teaching method use, display creativity and innovativeness and being able to stimulate learners to learn actively among others. Fourthly, learner involvement and communication whose indicators included answering questions, observation, discussion and presentations, experimentation, fieldwork and discovery. Finally, classroom management where the indicators are; arrangement of desks, movement in class to check and mark learners work, cleanliness and tidiness of the class (TSC, 2020).

After observing the lesson, the officer appraising and the one being appraised meet so that they can give each other feedback on the lesson observation process. Wango (2010) notes that the person appraising the other is expected to create a good environment that enables the appraisee to get all the feedback from the appraisal process that positively impact performance. However, according to Donaldson and Peske (2010), classroom observation is associated with certain problems like inadequacy of instruments used in evaluation,

limited time for evaluation, lack of positive feedback and limited or no consequences associated with evaluation. Mulatya, Okoth, and Mugambi (2022) examined the influence of Teachers lesson observation appraisal practices on pupils' KCPE Performance in Public Primary Schools, Lower Yatta Sub-County in Kenya. Teachers lesson observation appraisal practices enhanced pupils' KCPE Performance. This study added learner involvement and hence it filled a conceptual gap.

Mutambuki (2022) studied Teacher's lesson observation appraisal practices and academic Performance of primary schools in Mwingi central Sub County, in Kenya. Methodology was descriptive and data collected for the first time was used which was evaluated descriptively and inferentially. Teacher's lesson observation appraisal practices enhanced academic Performance. Introduction as part of the indicators was added and hence enhanced the existing body of knowledge on the subject matter.

2.7 Teachers' Professional Development (TPD) and Learners' Academic Achievement

In most countries in the world, teachers' roles in school changes so as to fit in to the dynamic nature of the learning environment (Loevenge, 2010). However good the initial training of teachers may be, it may not make the teacher address the challenges emerging in the current dynamic world hence teachers must be retooled with new skills and knowledge. Guskey (2014) underscores the importance of providing room for capacity building of teachers to make them acquire relevant knowledge and skills for better service delivery.

According to Kohlberge (2014) any function that enhances teachers' knowledge, skills, attitudes and expertise is called professional development.

Reforms in the education sector for instance, the change of curriculum from the 8-4-4 system to the Competency-Based Curriculum (CBC) in Kenya cannot be complete without capacity building of teachers. Soler (2013) critically underpins the importance of capacity building as helping teachers to enhance their teaching skills. The TSC recognized this and included TPD in TPAD as one of the competencies.

Oluwole, Bawa, and Owobu (2017) studied the influence of Teachers' professional development on Students' academic achievement in Secondary Schools in Benue and Nasarawa State, Nigeria. Explanatory research design was used and targeted 500 teachers while a total of 235 teachers sampled randomly. Data gathered was evaluated descriptively and inferentially. The former enhanced the latter. A contextual gap exists as the study was conducted in a different geographical setting.

Zhaohui and Anning (2020) studied teachers' professional development and students' academic performance in higher education. The study used descriptive survey research design and targeted 350 teachers and sampled 219 teachers who were selected randomly. Data gathered was evaluated descriptively and inferentially. The former enhanced the latter. The study had not provided the area where the pilot study was conducted which the current study provided and therefore addressed a methodological gap. Oluwole, Bawa, and Owobu (2017) studied Teachers' professional development and Students'

academic achievement in Secondary Schools in Benue and Nasarawa State, Nigeria. Data gathered was evaluated descriptively and inferentially. The former enhanced the latter. A contextual gap exists as the study was conducted in a different geographical setting.

2.8 Summary of Reviewed Literature

Various studies undertaken by different scholars have underscored the importance of performance appraisal to both the public and the education sectors. Wanjohi (2013) reports that, employee's beliefs and attitude towards the institution and its appraisal system has a direct effect on how evaluation is done and how the institution handles feedback. However, Yaseen (2015) concluded that this performance appraisal was still a challenge affecting managers of human resources and that research has not sufficiently addressed this challenge. While, Omboi and Kariuki (2011) stresses on the relevance and clarity of the feedback for the workers to achieve set targets. All these studies underpin the importance of Teacher Performance Appraisal and Development in achievement of institutional goals. There is however limited evidence of the link between TPAD and learners' academic achievement in public secondary schools in Kenya.

2.9 Theoretical Construct

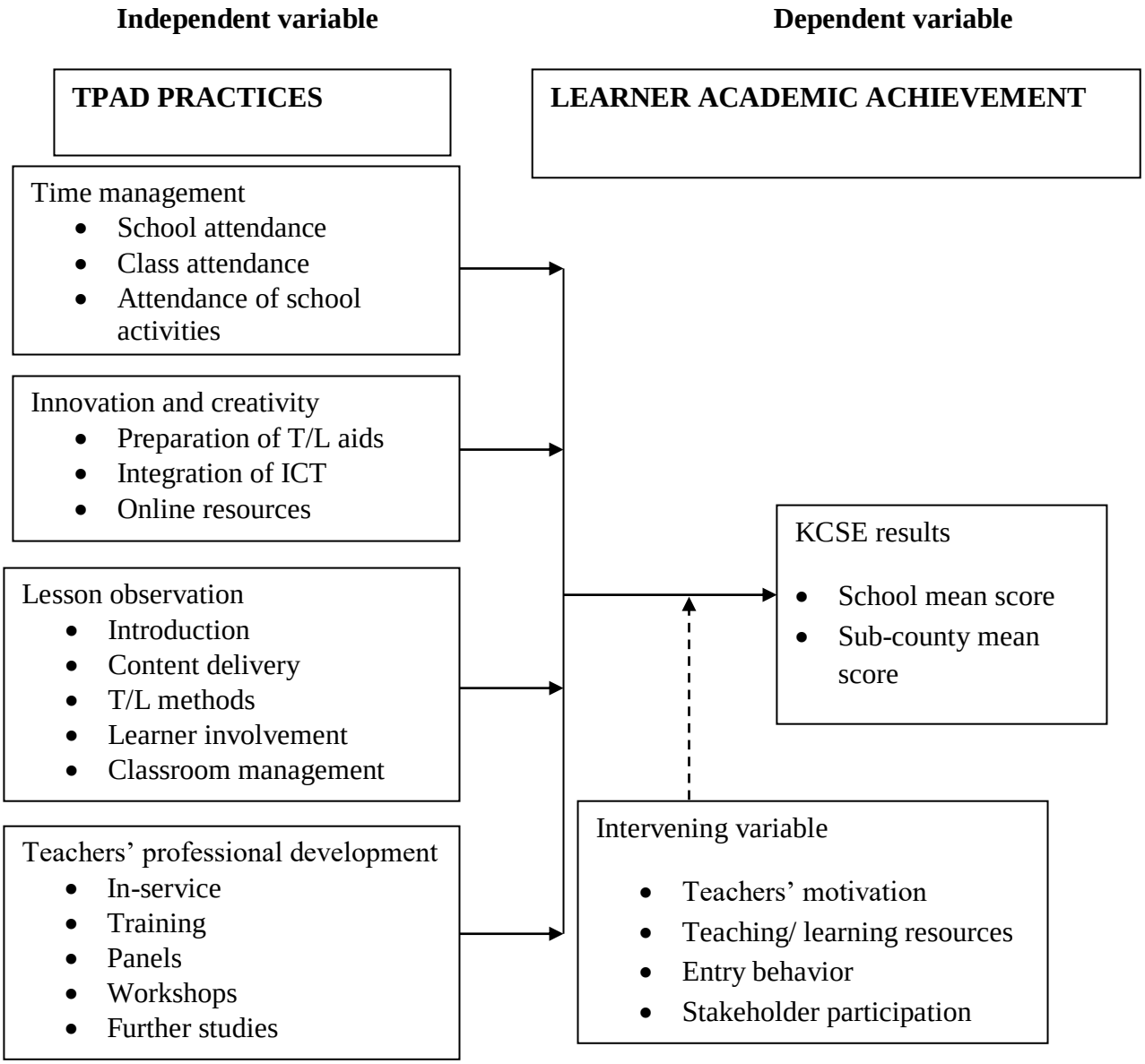
Edwin Locke's theory of goal setting was adopted. It suggests that workers display enhanced performances when they set goals that are high and more difficult to achieve. Locke further suggests that the level of performance goes down when employees set easily achievable goals. Thus, goal setting is the

basis of achievement of the pre-determined goals. Locke and Latham (1990) highlight the principles for effective goal setting. These principles include; a) having clearly set goals – that is goals which can be achieved within a specified period of time, can be measured, are well specified, realistic and attainable. b) setting goals that are more challenging - this motivates people to work hard, c) securing team commitment, d) feedback on the achievement of pre-determined goals in the institution.

The theory supported the current study because Teachers Performance Appraisal and development (TPAD) is a target-oriented tool. It involves performance target setting, implementing the targets, evaluating oneself according to one's abilities and set rules, appraisal by appraiser, consultation between the appraiser and the appraisee to get the agreed rating, finding out the gaps that need to be addressed by both parties and finally to create a support and professional improvement plan, (TSC picture, 2015). However, the theory poses a challenge when applied in organizations with its main weakness as being related to cost and time. According to Kaushar (2021) organizations set goals, however goal setting is affected by both cost and time constraints. According to Molefhi (2015) an organization that faces time and cost constraints finds it hard not only to set goals but to fully implement the goals set and hence it ends-up affecting expected outcome.

2.10 Conceptual Framework

Figure 2.1: Conceptual Framework



Orodho (2013), explains conceptualization as a style of presenting research variables, dependent and independent, displaying in a picture their relationship. The dependent variable was learner academic achievement while the independent variable was TPAD practices. It was envisaged that TPAD practices of time management, innovation and creativity, lesson observation

and teacher professional development when carried out as planned led to improved learner academic achievement in KCSE. The indicators of time management adopted in the study were; school attendance, class attendance and attendance of school activities. Innovation and creativity was operationalized using preparation of T/L aids, integration of ICT and online resources. Lesson observation was operationalized using introduction, content delivery, T/L methods, learner involvement and classroom management. The indicators of Teachers' professional development adopted in the study are in-service, training, panels, workshops and further studies. The indicators of learner academic achievement adopted in the study was KCSE mean scores. The intervening variables adopted in the study were; Teachers' motivation, teaching/ learning resources, entry behavior and stakeholder participation. It had been hypothesized that TPAD practices (time management, innovation and creativity, lesson observation and teacher professional development) enhanced learner academic achievement in KCSE.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discussed the following areas; design of research adopted, and population targeted among others.

3.2 Research design

Gatara (2010) explains the design of research is a plan for collecting, deduction and analysis of information. Descriptive survey research design and correlation research design guided this study. The former was adopted because it is more appropriate in gathering information about habits attitudes and opinions of respondents without interfering with the variables, while correlation research design provided the association among variables.

3.3 Target Population

The population is a collection of persons in a study from which a sample is drawn (Gerber, 2011). This study targeted a population of 336 persons. This included 30 principals, 30 deputy principals, 274 teachers, one Quality Assurance and Standards Officer (QASO) and one Director of Education in the sub-county representing the TSC all from Nandi East Sub- County, Kenya. The table below shows the target population.

Table 3.2: Target Population

Category	Population	%
Principals	30	8.929
Deputy principals	30	8.929
Teachers	274	81.548
SCDE (TSC)	1	0.298
QASO	1	0.298
Totals	336	100

Source: County TSC database (2022)

The principals 30(8.93%) and deputy principals 30(8.93%) are appraisers, teachers 274(81.55%) on the other hand are appraisees. One SCDE and one QASO represented 0.30% also were targeted in this study due to their role in TPAD practices.

3.4 Sample Size and Sampling Procedure

Cooper and Schindler (2014) describe sampling as selecting some of the representatives of the all population which is used to draw conclusions about the entire population. The following formula by Yamane (1967) was applied to get the sample.

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

Where n = sample size N = population size and e = is the margin error.

With a population of 336 participants in the area of study, and an error margin of 0.06, then,

$$n = \frac{336}{1 + 336\,(0.06)^2}$$

$$n = 152$$

This sample of 152 participants was proportionately divided as shown in Table 3 below. The principals and deputy principals were selected using stratified sampling technique to cater for the different categories of schools, that is, three each from extra county schools, four each from county schools and seven each from sub-county schools. Teachers were selected randomly. One QASO and one Sub County Director of Education (TSC) were selected purposively since they take part in performance appraisal process.

Table 3.3: Sample Size

Category	**Population**	**Sample**	**%**
Principals	30	14	9.21
Deputy principals	30	14	9.21
Teachers	274	122	81.33
SCDE (TSC)	1	1	0.66
QASO	1	1	0.66
Totals	**336**	**152**	**100**

Source: Author, 2023

The sample size was 152 respondents which represents 45%. This sample size was appropriate for the study because according to Gupta and Gupta (2022), a minimum ratio of 30% is recommended for populations that are under 1000.

In this study, the sample size was 45% which is above 30% and therefore the sample size was above the minimum ratio required.

3.5 Research Instruments

This study used a questionnaire having closed-ended and open-ended questions, interviews and document analysis guide. One questionnaire was designed for appraisers and another one for appraisees. The design of questionnaires was divided in to two parts, A and B. Section A contained demographic details to be solicited from the respondents, while Section B contained questions to collect information on TPAD. Face to face interview was done to get information from the SCDE (TSC) and the QASO since they are the only two officers involved in this study. Document analysis guide was used to get KCSE results data from the QASO's office.

3.6 Validity of Research Instruments

Validity of research instruments is enhanced by the opinion of an expert, Marchington &Wilkinson (2005). The researcher consulted the supervisors who checked the contents of the instruments. The opinions of the supervisors were used to improve the contents of the research instrument.

3.7 Reliability

Wiersma, (1985) suggests that when measurements yield results that are consistent then they are reliable. Piloting of research instruments was done in neighboring Tindiret Sub County to establish their reliability. Those who participated in the pilot study were 15 respondents, that is, 10% of 152. According to Pandey and Pandey (2021) those who participate in the pilot

study should be 10% of the actual sample size of the study. The study then used Cronbach 's Alpha method of testing reliability, which according to Fraenkel and Wallen (2008) a Cronbach 's Alpha coefficient of at least 0.7 is acceptable.

The Cronbach alpha formula is

$$\alpha = \frac{N\,c}{v+(N-1)c}$$

Where, N- is equal to the number of items, c – is the average inter-item covariance and v is the average variance. The study established that the composite Cronbach's alpha co-efficient for the two sets of questionnaires was above 0.7 which implied that the research instruments were reliable and therefore further analysis could be done. Findings were presented in Table 3.4.

Table 3.4: Reliability Test of Each Variable

Appraisers' Questionnaire	**Items**	**Cronbach's Alpha**
Time management appraisal practices	5	0.810
Teacher innovation and creativity in teaching	4	0.725
Lesson observation	4	0.707
Teacher professional development	4	0.791
Academic achievement	4	0.733
Composite Cronbach's Alpha	**21**	**0.753**
Teachers' Questionnaire		
Time management appraisal practices	5	0.807
Teacher innovation and creativity in teaching	4	0.711
Lesson observation	4	0.723
Teacher professional development	4	0.799
Academic achievement	4	0.817
Composite Cronbach's Alpha	**21**	**0.771**

As shown in the table 3.4, the Cronbach's alpha co-efficient for all the sub-constructs were above 0.7 and therefore further analysis could be done.

3.8 Data Collection Procedure

A letter from Koitaleel Samoei University College enabled the researcher to get a permit from the National Commission for Science, Technology and Innovation (NACOSTI) so as to collect data in the area of study. Once the permit is acquired the researcher asked for clearance from the Director of Education in the County, the County Commissioner and the principals of selected schools before collecting data. The researcher then, personally and, in some cases, with the help of research assistant, administered the questionaries after seeking the consent of the respondents. Face to face interview was carried out using an interview schedule to get responses from the Sub County Director of Education (TSC), while a document analysis was used to collect data on KCSE mean scores from sampled schools and the Sub County QASO's office.

3.9 Data Analysis Technique

Data collected was analyzed using percentages, frequency distribution and mean (measure of central tendency) with the help of Statistical Package for Social Sciences (SPSS). Inferential statistics adopted were correlation analysis and regression analysis. Multiple linear regression model adopted was as follows;

$$Y= \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \boldsymbol{\varepsilon}$$

Where:

Y represents the dependent variable (learners' academic achievement).

α represents the intercept (regression constant). This implies that the value of Y when X_1, X_2, X_3 and X_4 are equal to zero.

β_1 represents the change in y for each increment change in X_1

β_2 represents change in y for each increment change in X_2

β_3 represents change in y for each increment change in X_3

β_4 represents change in y for each increment change in X4

X_1 represents teachers' time management practices

X_2 represents teachers' innovation and creativity practices

X_3 represents teachers' lesson observation practices

X_4 represents teachers' professional development practices

ε represents the error term

Data collected via interview guide was analyzed using content analysis where it was summarized using common thematic narratives. After analysis the data was presented in the form of tables and charts and common thematic narratives.

3.10 Ethical Considerations

A letter from Koitaleel Samoei University College was used to obtain a research permit from NACOSTI before collecting data. Informed consent was sought, and the study upheld both confidentiality as well as anonymity. The study purpose was made known to respondents, there was voluntary participation, confidentiality and anonymity of information from the questionnaires and interview schedule during and after the study and the permissions sought from relevant authorities to carry out the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter covers the response rate, background information of the respondents, descriptive statistics results which are on teachers' time management practices and learners' academic achievement, teachers' innovation and creativity practices and learners' academic achievement, teachers' lesson observation practices and learners' academic achievement and teachers' professional development practices and learners' academic achievement. The chapter also covers inferential statistics results. Two sets of questionnaires; questionnaire for appraisers and teachers and also interview guide was used to collect data on teacher performance appraisal and development on learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya. Data collected using interview guide was analyzed using content analysis. Data presentation was using tables, charts and common thematic narratives.

4.2 Response rate

The study had used two sets of questionnaires, a total of 28 questionnaires were issued to the appraisers, that is, 14 questionnaires to the principals and 14 questionnaires for deputy principals. Out of the 28 questionnaires issued, 24 questionnaires were returned and this represented a response rate of 85.7%. The study issued 122 questionnaires to the teachers, out of which 103 questionnaires were returned which represented a response rate of 84.4% as presented in Table 4.5.

Table 4.5: Response rate

Category	Questionnaires issued	Questionnaires returned	Response rate
Appraisers	28	24	85.7
Teachers	122	103	84.4

A response rate of 85.7% and 84.4% are high because according to Nayak and Singh (2021), the response rate is considered excellent if it is 50% or higher. This is attributed to high motivation levels and enough time allowed.

4.3 Background information of the Respondents

The study sought to assess the distribution of appraisers by Age in bracket, gender, highest professional qualification, current position, how long the respondents had served in the current position as a Principal /Deputy Principal/Head of department and the category of the school. The background information sought from teachers were; age bracket, gender, highest professional qualification, current position, how long teachers had served in the current position as an assistant teacher and the category of the school whether National, Extra- County, County school and Sub County. Findings were as shown below; the results for distribution of Appraisers by age bracket were as shown in Table 4.6.

Table 4.6: Distribution of Appraisers by Age Bracket

	Indicator	Frequency	Percentage
Age bracket	30-35 years	2	8.3
	35-40 years	6	25.0
	Above 40 years	16	66.7
Total		**24**	**100.0**

Age of the respondents is important as it influences how the respondents perceive certain matters and how the respondents understand the matters sought in a study (Gupta, & Gupta, 2022). Findings revealed that majority of the respondents (appraisers), 16(66.7%) were aged above 40 years, 6(25.0%) between 35 to 40 years and 2(8.3%) between 30 to 35 years. For distribution of respondents (Teachers) by age bracket the results were presented in Table 4.7.

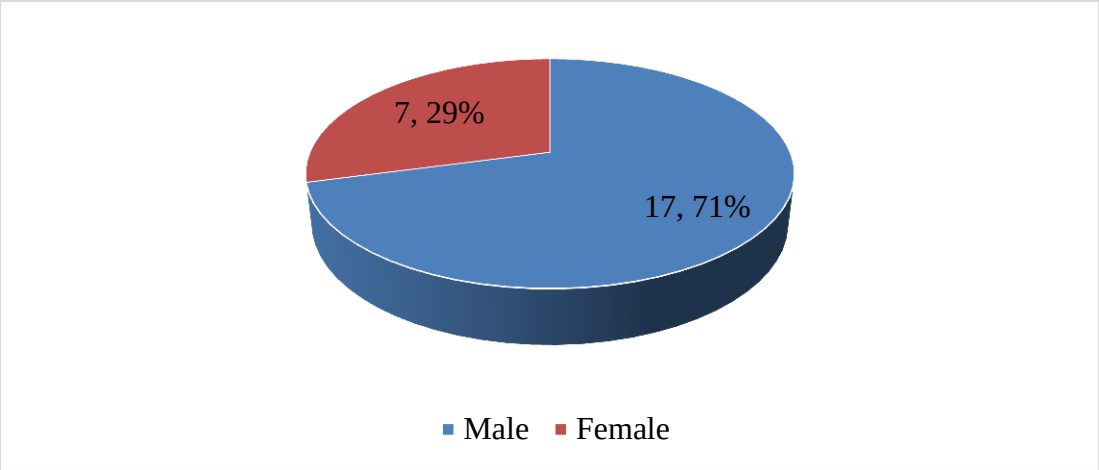
Table 4.7: Distribution of Respondents (Teachers) by Age bracket

	Indicators	Frequency	Percent
Age bracket	Below 25 years	3	2.9
	25-30 years	3	2.9
	30-35 years	11	10.7
	35-40 years	34	33.0
	Above 40 years	52	50.5
Total		103	100.0

A persons' age is important as it influences the ability of a person to comprehend the aspects being considered in the study. 52(50.5%) were aged

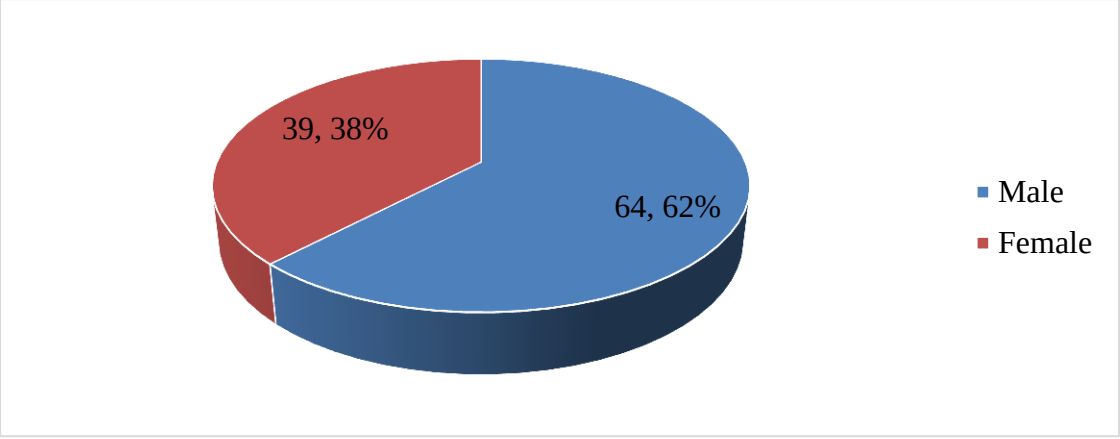
above 40 years, 34(33.0%) between 35 to 40 years, 11(10.7%) between 30-35 years, 3(2.9%) between 25 to 30 years and 3(2.9%) below 25 years. In regards to distribution of respondents (appraisers) by gender the results were presented in Figure 4.2.

Figure 4.2: Distribution of Respondents (Appraisers) by Gender



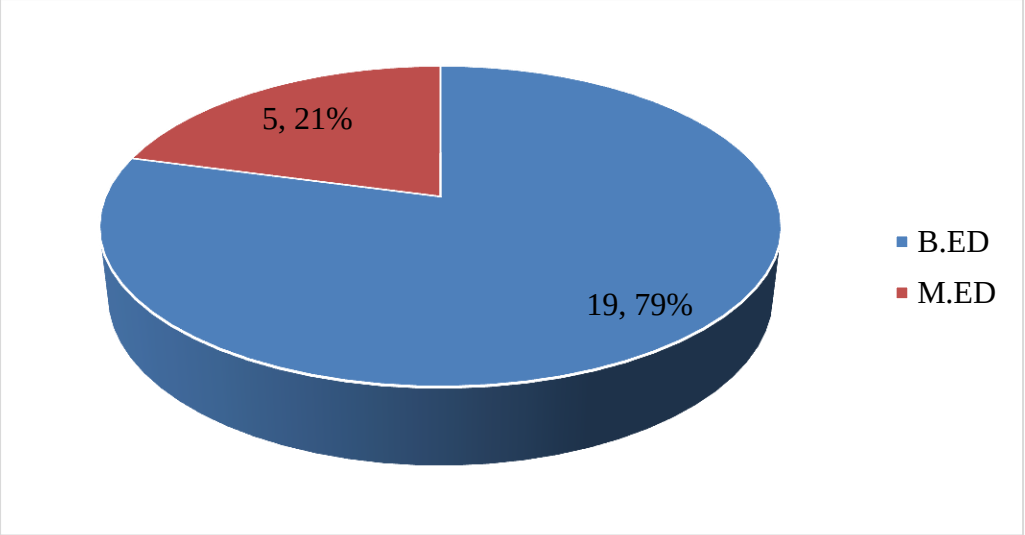
Gender was either male or female. The study established that 17(71%) of the appraisers were male while 7(29%) female as shown in Figure 4.3.

Figure 4.3: Distribution of Respondents (Teachers) By Gender



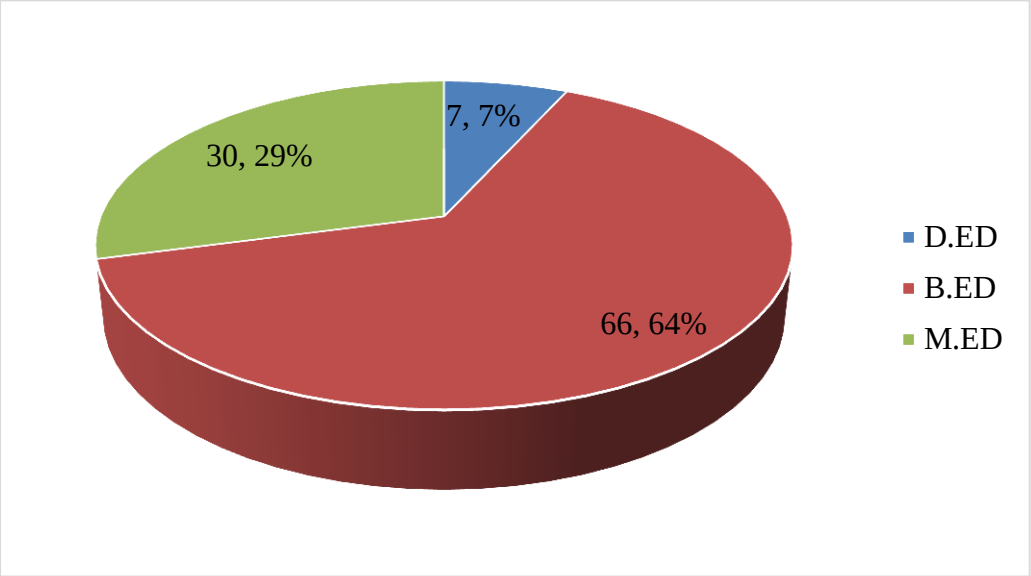
Gender had been operationalized using either male or female. Out of the total respondents (Teachers), majority of the teachers, 64 were male while 39 were female. This was represented by 62% and 38% respectively. The shows that the respondents were drawn from different genders and therefore provided diverse views from both genders on the subject matter. Findings were presented in figure 4.4.

Figure 4.4: Distribution of Appraisers by Highest Professional Qualification



Out of the total respondents (appraisers) 19(79%) had a bachelor's degree in education while 5(21%) had a masters' degree in education. All of the respondents were well knowledgeable to respond to all information sought. From the teachers, the study also sought to determine their distribution based on highest educational qualification and the findings were presented in figure 4.5.

Figure 4.5: Distribution of Respondents (Teachers) by Highest Professional Qualification



Level of education is important because it influences the ability of a person to understand the information sought in a study. Level of education informs the ability of the respondents to perceive the aspects sought about the subject matter. It was established that 66(64.4%) had a bachelors' degree in education, 30(29%) had a masters' degree in education and 7(7%) had a diploma in education as shown in figure 4.4. Respondents' results on current position as shown in Table 4.8.

Table 4.8: Distribution of Respondents (Appraisers) by Current Position

Current Position	Indicator	Frequency	Percentage
	Principal	8	33.3
	D/Principal	11	45.8
	Head of Department	5	20.8
Total		24	100.0

The current position was operationalized using principal, deputy principal and head of department. People in different positions present divergent views which contribute to improvement in the quality of opinions provided by the respondents. The results revealed that 8(33.3%) were principals, 11(45.8%) deputy principals and 5(20.8%) heads of department. The appraisers held different job portfolios and therefore provided their responses based on the different experiences in the various positions held in the organizations. The study was also interested in determining the respondent's (appraisers) duration in the current position. Findings were presented in Table 4.9.

Table 4.9: Distribution of Respondents (Appraisers) by Duration in the Current Position

	Indicators	**Frequency**	**Percentage**
Duration	Below 3 years	1	4.2
	3-5 years	7	29.2
	5-8 years	11	45.8
	9-12 years	5	20.8
Total		24	100.0

Duration in the current position by the respondents was sought because it helps to inform how best a respondent understands the information sought on the subject matter sought. The duration of the appraisers in the current position had been operationalized using below 3 years, between 3 to 5 years, between 5 to 8 years and between 9 to 12 years. Findings revealed that majority of the appraisers, 11(45.8%) had been in their current position for between 5 to 8

years, 7(29.2%) 3 to 5 years, 5(20.8%) 9 to 12 years and 1(4.2%) below 3 years. In relation to the duration the teachers had spent in their current position the findings were presented in Table 4.10.

Table 4.10: Distribution of Respondents (Teachers) by Duration in the Current Position

	Indicators	**Frequency**	**Percent**
Duration in current position	Below 3 years	5	4.9
	3-5 years	34	33.0
	5-8 years	53	51.5
	9-12 years	8	7.8
	Above 12 years	3	2.9
Total		**103**	**100.0**

Duration is important as it influences the amount of knowledge a person has on the subject matter. The duration of the teachers in the current position had been operationalized using below 3 years, between 3 to 5 years, between 5 to 8 years, between 9 to 12 years and above 12 years. Out of the total respondents, 53(51.5%) had been in their current position for a period of between 5 to 8 years, 34(33.0%) between 3 to 5 years, 8(7.8%) between 9 to 12 years, 5(4.9%) below 3 years and 3(2.9%) above 12 years. Findings on school category were presented in Table 4.11.

Table 4.11: Distribution of Respondents (appraisers) by Category of School

	Indicator	Frequency	Percentage
Category of school	Extra-County	4	16.7
	County School	7	29.2
	Sub County	13	54.1
Total		**24**	**100.0**

In regards to category of schools, 4 (16.7%) extra county schools, 7 (29.2%) county schools and 13 (54.1%) sub county schools. The appraisers who participated in this study were from different schools and therefore the responses provided were diverse which enhanced the quality of the findings presented in the study. Findings of category of school of the teachers were presented in Table 4.12.

Table 4.12: Distribution of Respondents (Teachers) by Category of School

	Indicators	Frequency	Percent
Category of school	Extra County	26	25.2
	County School	34	33.0
	Sub County	43	41.7
Total		**103**	**100.0**

The categories of schools considered in this study were; Extra County schools, County schools and Sub County schools. Out of the total respondents, 26 (25.2%) from extra county schools, 34 (33.0%) from county schools and 43 (41.7%) from sub county schools. The teachers were drawn from different

categories of schools and therefore the responses provided represent the actual situation across public schools in Nandi East Sub-County, Kenya.

4.4 Teachers' Time Management Practices and Learners' Academic Achievement

The indicators of teachers' time management practices adopted in this study include; school attendance, class attendance and attendance of school activities. Findings as per the questionnaire for appraisers were presented in Table 4.13.

Table 4.13: Appraisers' responses on time management practices

n=24		SA	A	NS	D	SD	Mean	Std. Deviation
Appraisal on time management improves teachers' school attendance	F	11	8	1	2	2	2.0000	1.28537
	%	45.8	33.3	4.2	8.3	8.3		
Appraisal on time management has improved teachers' lesson attendance.	F	7	14	1	1	1	1.9583	.95458
	%	29.2	58.3	4.2	4.2	4.2		
Appraisal on time management has enhanced syllabus coverage.	F	14	7	1	1	1	1.6667	1.04950
	%	58.3	29.2	4.2	4.2	4.2		
Appraisal on time management has enhanced teachers' preparation of professional documents.	F	5	11	2	4	2	2.4583	1.25036
	%	20.8	45.8	8.3	16.7	8.3		
Appraisal on time management has improved learners' academic achievement.	F	8	9	2	3	2	2.2500	1.29380
	%	33.3	37.5	8.3	12.5	8.3		

Two sets of questionnaires; that is questionnaire for appraisers and questionnaire for appraisees were used to collect data on teachers' time management practices and learners' academic achievement. On whether appraisal on time management improves teachers' school attendance, 19(79.2%) agreed while 4(16.7%) disagreed. Appraisal on time management indicator of improving teachers' school attendance was further established to affect learners' academic achievement with (mean=2.0000, std. Dev.=1.28537). Findings resemble that of Chanie et al. (2020) that appraisal on time management in improvement of teachers' school attendance affects learners' academic achievement. In relation to whether appraisal on time management has improved teachers' lesson attendance, 21(87.5%) agreed while 2(8.4%) disagreed. Appraisal on time management improvement of teachers' lesson attendance was further established to affect learners' academic achievement with (mean=1.9583, std. Dev.=0.95458). The study agrees with that of Agormedah et al. (2021) that appraisal on time management improvement of teachers' lesson attendance affects learners' academic achievement.

On whether appraisal on time management has enhanced syllabus coverage, 21(87.5%) agreed while 2(8.4%) disagreed. Appraisal on time management in enhancement of syllabus coverage was further established to affect learners' academic achievement with (mean=1.6667, std. Dev.=1.04950). Findings are in-tandem with that of Al-Zoubi (2016) that appraisal on time management enhancement of syllabus coverage enhances learners' academic achievement.

In regards to whether appraisal on time management has enhanced teachers' preparation of professional documents, 16(66.7%) agreed while 6(25.0%) disagreed. Appraisal on time management enhancement of teachers' preparation of professional documents was further established to positively affect learners' academic achievement with (mean=2.4583, std. Dev.=1.2504). Findings are in tandem with that of Tsitsia et al. (2021) that appraisal on time management in enhancement of teachers' preparation of professional documents positively affects learners' academic achievement.

On whether appraisal on time management had improved learners' academic achievement, 17(70.8%) agreed while 5(20.8%) disagreed. Appraisal on time management on improvement of learners' academic achievement was further established to affect learners' academic achievement with (mean=2.2500, std. Dev.=1.29380). The study is in agreement with that of Khan (2020) that appraisal on time management leads to improvement of learners' academic achievement. Teachers' opinion on the subject matter were presented in Table 4.14.

Table 4.14: Teacher's responses on time management Appraisal practices

n=103		SA	A	NS	D	SD	Mean	Std. Deviation
Appraisal on time management improves teachers' school attendance.	F	31	36	8	17	11	2.4272	1.35474
	%	30.1	35.0	7.8	16.5	10.7		
Appraisal on time management has improved teachers' lesson attendance.	F	37	26	15	14	11	2.3786	1.37282
	%	35.9	25.2	14.6	13.6	10.7		
Appraisal on time management has enhanced syllabus coverage.	F	27	40	6	9	21	2.5825	1.47877
	%	26.2	38.8	5.8	8.7	20.4		
Appraisal on time management has enhanced teachers' preparation of professional documents.	F	48	32	3	12	8	2.0291	1.29446
	%	46.6	31.1	2.9	11.7	7.8		
Appraisal on time management has improved learners' academic achievement.	F	12	64	6	16	5	2.3981	1.04168
	%	11.7	62.1	5.8	15.5	4.9		

The respondents were asked to state whether appraisal on time management improves teachers' school attendance, 67(65.0%) agreed while 28(27.2%) disagreed. Appraisal on time management that improves teachers' school attendance was further established to determine its effect on learners' academic achievement with (mean=2.4272, std. Dev.=1.35474). Findings resemble that of Aduke (2018) that appraisal on time management improves teachers' school attendance and enhances learners' academic achievement. On

whether appraisal on time management has improved teachers' lesson attendance, 63(61.2%) agreed while 25(24.3%) disagreed. Appraisal on time management in improvement of teachers' lesson attendance was further established to affect learners' academic achievement with (mean=2.3786, std. Dev.=1.37282). The study is in agreement with that of Al Khatib (2021) that appraisal on time management in improvement of teachers' lesson attendance leas to enhanced learners' academic achievement.

In regards to whether appraisal on time management has enhanced syllabus coverage, 67(65.0%) agreed while 30(29.1%) disagreed. Appraisal on time management in enhancement of syllabus coverage was further established to positively affect learners' academic achievement with (mean=2.5825, std. Dev.=1.47877). The study agrees with that of Cyril (2022) that appraisal on time management in enhancement of syllabus coverage enhances learners' academic achievement. In relation to whether appraisal on time management has enhanced teachers' preparation of professional documents, 80(77.7%) agreed while 20(19.4%) disagreed. Appraisal on time management in enhancement of teachers' preparation of professional documents was further established to improve learners' academic achievement with (mean=2.0291, std. Dev.=1.29446). Findings resemble that of Chaturvedi (2016) that appraisal on time management in enhancement of teachers' preparation of professional documents improves learners' academic achievement.

In regards to whether appraisal on time management has improved learners' academic achievement, 76(73.8%) agreed while 21(20.4%) disagreed.

Appraisal on time management was further established to affect learners' academic achievement with (mean=2.3981, std. Dev.=1.04168). The study agrees with that of Kaushar (2021) that appraisal on time management improves learners' academic achievement.

4.5 Teachers' Innovation and Creativity Practices and Learners' Academic Achievement

The indicators of Teachers' innovation and creativity practices adopted in the study include preparation of T/L aids, integration of ICT and online resources. Two sets of questionnaires were used to collect data on teachers' innovation and creativity practices on learners' academic achievement. Appraisers' responses were presented in Table 4.15.

Table 4.15: Appraisers responses on Teachers' Innovation and Creativity Practices

n=24		SA	A	NS	D	SD	Mean	Std. Deviation
Appraisal on teachers' innovation and creativity has improved teaching and learning.	F	12	6	1	3	2	2.0417	1.36666
	%	50.0	25.0	4.2	12.5	8.3		
Appraisal of teachers' innovation and creativity has improved teachers use of ICT in teaching.	F	12	6	2	2	2	2.0000	1.31876
	%	50.0	25.0	8.3	8.3	8.3		
Appraisal on teachers' innovation and creativity has enhanced the use of online teaching and learning resources.	F	13	6	1	2	2	1.9167	1.31601
	%	54.2	25.0	4.2	8.3	8.3		
Appraisal on teachers' innovation and creativity has improved learners' academic achievement	F	10	11	1	1	1	1.8333	1.00722
	%	41.7	45.8	4.2	4.2	4.2		

The first set of questionnaires was for appraisers (principal, D/principals and heads of department) and the second set of questionnaires for teachers. The study sought to determine whether appraisal on teachers' innovation and creativity had improved teaching and learning, 18(75.0%) agreed while 5(20.8%) disagreed. Appraisal on teachers' innovation and creativity on improvement of teaching and learning was further established to enhance learners' academic achievement with (mean=2.0417, std. Dev.=1.36666). Findings resemble that of Kilimo, and Cheboi (2021) that appraisal on

teachers' innovation and creativity improves teaching and learning. On whether appraisal of teachers' innovation and creativity had improved teachers use of ICT in teaching, 18(75.0%) agreed while 4(16.6%) disagreed. Appraisal of teachers' innovation and creativity on improvement of teacher's use of ICT in teaching was further established to positively affect learners' academic achievement with (mean=2.0000, std. Dev.=1.31876). The study agrees with that of Narayanan (2017) that appraisal of teachers' innovation and creativity on improvement of teacher's use of ICT in teaching improves learners' academic achievement.

In regard to whether appraisal on teachers' innovation and creativity had enhanced the use of online teaching and learning resources, 19(79.2%) agreed while 4(16.6) disagreed. Appraisal on teachers' innovation and creativity in enhancement of the use of online teaching and learning resources was further established to affect learners' academic achievement with (mean=1.9167, std. Dev.=1.31601). The study agrees with that of Naz and Murad (2017) that appraisal on teachers' innovation and creativity in enhancement of the use of online teaching and learning resources positively affects learners' academic achievement.

On whether appraisal on teachers' innovation and creativity had improved learners' academic achievement, 21(87.5%) agreed while 2(8.4%) disagreed. Appraisal on teachers' innovation and creativity was further established to affect learners' academic achievement with (mean=1.8333, std. Dev.=1.00722). The study agrees with that of Didinya et al. (2018) that

appraisal on teachers' innovation and creativity leads to improvement of learners' academic achievement. Teachers' responses on the subject matter were presented in Table 4.16.

Table 4.16: Teacher's responses on Appraisal on teachers' innovation and creativity

n=103		SA	A	NS	D	SD	Mean	Std. Deviation
Appraisal on teachers' innovation and creativity has improved teaching and learning.	F	56	24	8	10	5	1.8738	1.20196
	%	54.4	23.3	7.8	9.7	4.9		
Appraisal of teachers' innovation and creativity has improved teachers use of ICT in teaching	F	32	35	11	15	10	2.3786	1.32189
	%	31.1	34.0	10.7	14.6	9.7		
Appraisal on teachers' innovation and creativity has enhanced the use of online teaching and learning resources.	F	47	28	6	14	8	2.1068	1.32778
	%	45.6	27.2	5.8	13.6	7.8		
Appraisal on teachers' innovation and creativity has improved learners' academic achievement	F	29	39	8	10	17	2.4854	1.42019
	%	28.2	37.9	7.8	9.7	16.5		

The study sought to determine whether appraisal on teachers' innovation and creativity had improved teaching and learning, 80(77.7%) agreed while

15(14.6%) disagreed. Appraisal on teachers' innovation and creativity in improvement of teaching and learning was further established to affect learners' academic achievement with (mean=1.8738, std. Dev.=1.20196). The study agrees with that of Montonen, and Erisson (2021) that appraisal on teachers' innovation and creativity in improvement of teaching and learning affects learners' academic achievement. In relation to whether appraisal of teachers' innovation and creativity had improved teachers use of ICT in teaching, 67(65.0%) agreed while 25(24.3%) disagreed. Appraisal of teachers' innovation and creativity in improvement of teacher's use of ICT in teaching was further established to affect learners' academic achievement with (mean=2.3786, std. Dev.=1.32189). Findings resemble that of Olatoye, et al. (2017) that appraisal of teachers' innovation and creativity in improvement of teacher's use of ICT in teaching improves learners' academic achievement.

On whether appraisal on teachers' innovation and creativity had enhanced the use of online teaching and learning resources, 75(72.8%) agreed while 20(19.4%) disagreed. Appraisal on teachers' innovation and creativity in enhancement of the use of online teaching and learning resources was further established to affect learners' academic achievement with (mean=2.1068, std. Dev.=1.32778). Findings resemble that of Chen and Yuan (2021) that appraisal on teachers' innovation and creativity in enhancement of the use of online teaching and learning resources improves learners' academic achievement. On whether appraisal on teachers' innovation and creativity had improved learners' academic achievement, 68(66.0%) agreed while 27(26.2%) disagreed. Appraisal on teachers' innovation and creativity was further

established to affect learners' academic achievement with (mean=2.4854, std. Dev.=1.42019). Findings are in-tandem with that of Montonen and Erisson (2021) that appraisal on teachers' innovation and creativity practices enhances learners' academic achievement.

4.6 Teachers' Lesson Observation Practices and Learners' Academic Achievement

The indicators of teachers' lesson observation practices adopted in the study were; introduction, content delivery, T/L methods, learner involvement and classroom management. The study used two sets of questionnaires to collect data on teachers' lesson observation practices and learners' academic achievement in Public Secondary Schools in Nandi East Sub-County. There were two sets of questionnaires used, one for appraisers and the other one for teachers. Teachers' responses were presented in Table 4.17.

Table 4.17: Teacher's responses on Lesson observation

n=24		SA	A	NS	D	SD	Mean	Std. Deviation
Lesson observation has improved content delivery in the classroom.	F	6	10	2	3	3	2.4583	1.35066
	%	25.0	41.7	8.3	12.5	12.5		
Lesson observation has enhanced classroom management.	F	13	4	2	2	3	2.0833	1.47196
	%	54.2	16.7	8.3	8.3	12.5		
Lesson observation has promoted collaboration and teamwork among teachers.	F	12	6	2	3	1	1.9583	1.23285
	%	50.0	25.0	8.3	12.5	4.2		
Lesson observation has improved learners' academic achievement.	F	13	7	2	1	1	1.7500	1.07339
	%	54.2	29.2	8.3	4.2	4.2		

The study sought to determine whether lesson observation had improved content delivery in the classroom, 16(66.7%) agreed while 6(25%) disagreed. Lesson observation and improvement of content delivery in the classroom was further established to enhance learners' academic achievement with (mean=2.4583, std. Dev.=1.35066). The study agrees with that of Mutambuki (2022) that lesson observation and improvement of content delivery in the classroom improves learners' academic achievement. On whether lesson observation had enhanced classroom management, 17(70.8%) agreed while 5(20.8%) disagreed. Lesson observation enhancement of classroom management was further established to improve learners' academic achievement with (mean=2.0833, std. Dev.=1.47196). Findings resemble that

of Too (2022) that lesson observation enhancement of classroom management positively affects learners' academic achievement.

In regards to whether lesson observation had promoted collaboration and teamwork among teachers, 18(75.0%) agreed while 4(16.7%) disagreed. Promotion of collaboration and teamwork among teachers was further established to affect learners' academic achievement with (mean=1.9583, std. Dev.=1.23285). The study by Bibon (2022) also established that lesson observation promotion of collaboration and teamwork among teachers positively affects learners' academic achievement. Lastly, on whether lesson observation had improved learners' academic achievement, 20(83.3%) agreed while 2(8.4%) disagreed. Lesson observation was further established to affect learners' academic achievement with (mean=1.7500, std. Dev.=1.07339). Findings are in-tandem with that of Mutambuki (2022) that lesson observation leads to improvement of learners' academic achievement

4.7 Teachers' Professional Development Practices and Learners' Academic Achievement

The indicators of teachers' professional development practices adopted in this study were in- service training, panels, workshops and further studies. The first set of questionnaires was for appraisers and the other set of questionnaires was for teachers. Findings on appraisers' responses on teachers' professional development practices and learners' academic achievement were presented in Table 4.18.

Table 4.18: Appraisers' responses on Teacher professional development

n=24		SA	A	NS	D	SD	Mean	Std. Deviation
Teacher professional development promotes professionalism among teachers.	F	8	11	3	1	1	2.0000	1.02151
	%	33.3	45.8	12.5	4.2	4.2		
Teacher professional development reduces professional gaps among teachers.	F	13	7	1	2	1	1.7917	1.14129
	%	54.2	29.2	4.2	8.3	4.2		
Teacher professional development enhances teachers' knowledge on emerging issues.	F	14	5	1	2	2	1.8750	1.32902
	%	58.3	20.8	4.2	8.3	8.3		
Teacher professional development enhances learners' academic achievement	F	14	6	1	2	1	1.7500	1.15156
	%	58.3	25.0	4.2	8.3	4.2		

The study sought to determine whether teacher professional development promotes professionalism among teachers, 20(83.3%) agreed while 2(8.4%) disagreed. Teacher professional development practice of promotion of professionalism among teachers was further established to affect learners' academic achievement with (mean=2.0000, std. Dev.=1.02151). The study agrees with that of Yangambi (2021) that teacher professional development practice of promotion of professionalism among teachers enhances learners' academic achievement. On whether teacher professional development reduces professional gaps among teachers, 20(83.3%) agreed while 3(12.5%) disagreed. Teacher professional development practice of reduction of

professional gaps among teachers was further established to affect learners' academic achievement with (mean=1.7917, std. Dev.=1.14129). Findings resemble that of Zhaohui and Anning (2020) that teacher professional development practice of reduction of professional gaps among teachers affects learners' academic achievement.

In relation to whether teacher professional development practices enhance teachers' knowledge on emerging issues, 19(79.2%) agreed while 4(16.6%) disagreed. Teacher professional development practice of enhancement of teachers' knowledge on emerging issues was further established to affect learners' academic achievement with (mean=1.8750, std. Dev.=1.32902). The study by Bressoux (2016) also established that teacher professional development practice of enhancement of teachers' knowledge on emerging issues improves learners' academic achievement.

On whether teacher professional development enhances learners' academic achievement, 20(83.3%) agreed while 3(12.5%) disagreed. Teacher professional development was further established to affect learners' academic achievement with (mean=1.7500, std. Dev.=1.15156). Findings resemble that of Oguta and Getange (2019) that teacher professional development enhances learners' academic achievement. Learner responses were presented in Table 4.19.

Table 4.19: Teacher's responses on Teacher professional development

n=103		SA	A	NS	D	SD	Mean	Std. Deviation
Teacher professional development promotes professionalism among teachers	F	23	43	8	14	15	2.5631	1.36245
	%	22.3	41.7	7.8	13.6	14.6		
Teacher professional development reduces professional gaps among teachers	F	32	35	6	18	12	2.4466	1.39135
	%	31.1	34.0	5.8	17.5	11.7		
Teacher professional development enhances teachers' knowledge on emerging issues	F	50	29	8	8	8	1.9806	1.26010
	%	48.5	28.2	7.8	7.8	7.8		
Teacher professional development enhances learners' academic achievement	F	20	58	6	14	5	2.2816	1.07937
	%	19.4	56.3	5.8	13.6	4.9		

On whether teacher professional development promotes professionalism among teachers, 66(64.1%) agreed while 29(28.2%) disagreed. Teacher professional development in promotion of professionalism among teachers was further established to affect learners' academic achievement with (mean=2.5631, std. Dev.=1.36245). Findings resemble that of Ogbonnaya (2017) that teacher professional development in promotion of professionalism among teachers enhances learners' academic achievement. In relation to whether teacher professional development reduces professional gaps among teachers, 67(65.0%) agreed while 30(29.1%) disagreed. Teacher professional development practice of reduction of professional gaps among teachers was further established to affect learners' academic achievement with

(mean=2.4466, std. Dev.=1.39135). The study agrees with that of Oluwole et al. (2017) that teacher professional development practice of reduction of professional gaps among teachers improves learners' academic achievement.

In relation to whether teacher professional development enhances teachers' knowledge on emerging issues, 79(76.7%) agreed while 16(15.5%) disagreed. Teacher professional development practice of enhancement of teachers' knowledge on emerging issues was further established to affect learners' academic achievement with (mean=1.9806, std. Dev.=1.26010). Findings agree with that of Essien et al. (2016) that teacher professional development practice of enhancement of teachers' knowledge on emerging issues enhances learners' academic achievement. On whether teacher professional development enhances learners' academic achievement, 78(75.7%) agreed while 19(18.4%) disagreed. Teacher professional development was further established to enhance learners' academic achievement with (mean= 2.2816, std. Dev.=1.07937). Findings are in-tandem with that of Ololo et al. (2017) that teacher professional development enhances learners' academic achievement.

4.8 Learners' Academic Achievement

The appraiser's responses were presented in Table 4.20.

Table 4.20: Appraisers' responses on Academic Achievement

n=24		SA	A	NS	D	SD	Mean	Std. Deviation
The school mean grade is always above average (above 6.0).	F	5	1	1	10	7	2.1667	1.30773
	%	20.8	4.2	4.2	41.7	29.2		
KCSE results in my school is on an upward trend since the introduction of TPAD.	F	12	7	1	2	2	1.9583	1.30148
	%	50.0	29.2	4.2	8.3	8.3		
More than 50% of the learners in my school attain a mean grade of C+ and above.	F	7	2	2	2	11	2.2083	1.21509
	%	29.2	8.3	8.3	8.3	45.8		
My school ranks among top ten in the sub county in KCSE.	F	10	7	2	3	2	2.1667	1.34056
	%	41.7	29.2	8.3	12.5	8.3		

The study sought to determine whether the school mean grade is always above average (above 6.0), 17(70.8%) disagreed while 6(25.0%) agreed. The school mean grade was not always above average (above 6.0) with (mean= 2.1667, std. Dev.=1.30773). Findings resemble that of Ogbonnaya (2017) that the school mean grade is not always above average (above 6.0). In regards to whether KCSE results in the school is on an upward trend since the introduction of TPAD, 19(79.2%) agreed while 4(16.6%) disagreed. KCSE results in the school was on an upward trend since the introduction of TPAD with (mean= 1.9583, std. Dev.=1.30148). The study agrees with that of Ololo

et al. (2017) that KCSE results in schools was on an upward trend since the introduction of TPAD.

On whether more than 50% of the learners in the school attain a mean grade of C+ and above, 13(54.2%) disagreed while 9(37.5%) agreed. Not more than 50% of the learners in the school attain a mean grade of C+ and above with (mean= 2.2083, std. Dev.=1.21509). Findings resemble that of Mutambuki (2022) that not more than 50% of the learners in schools attain a mean grade of C+ and above. In relation to whether the school ranks among top ten in the sub county in KCSE, 17(70.8%) agreed while 5(20.8%) disagreed. Schools ranked among top ten in the sub county in KCSE with (mean= 2.1667, std. Dev.=1.34056). Findings resemble that of Oguta and Getange (2019) that Schools rank among top ten in sub counties in KCSE. The study also sought the opinion of the teachers on learners' academic achievement and the results were presented in Table 4.21.

Table 4.21: Teacher's responses on Academic Achievement

n=103		SA	A	NS	D	SD	Mean	Std. Deviation
The school mean grade is always above average (above 6.0).	F	3	34	10	12	44	1.9903	1.12455
	%	2.9	33.0	9.7	11.7	42.7		
KCSE results in my school is on an upward trend since the introduction of TPAD.	F	49	33	7	6	8	1.9417	1.21933
	%	47.6	32.0	6.8	5.8	7.8		
More than 50% of the learners in my school attain a mean grade of C+ and above.	F	11	21	20	42	9	2.2621	1.32814
	%	10.7	20.4	19.4	40.8	8.7		
My school ranks among top ten in the sub county in KCSE.	F	36	49	6	6	6	2.0000	1.08465
	%	35.0	47.6	5.8	5.8	5.8		

The opinion of the teachers on whether the school mean grade is always above average (above 6.0) was that 37(35.9%) agreed while 56(54.4%) disagreed. The school mean grade was not always above average with (mean= 1.9903, std. Dev.=1.12455). The study agrees with that of Mutambuki (2022) that the school mean grade is not always above average. On whether KCSE results in the school was on an upward trend since the introduction of TPAD, 82(79.6%) agreed while 14(13.6%) disagreed. KCSE results in the school was on an upward trend since the introduction of TPAD with (mean= 1.9417, std. Dev.=1.21933). Didinya et al. (2018) also established that KCSE results in schools have been on an upward trend since the introduction of TPAD.

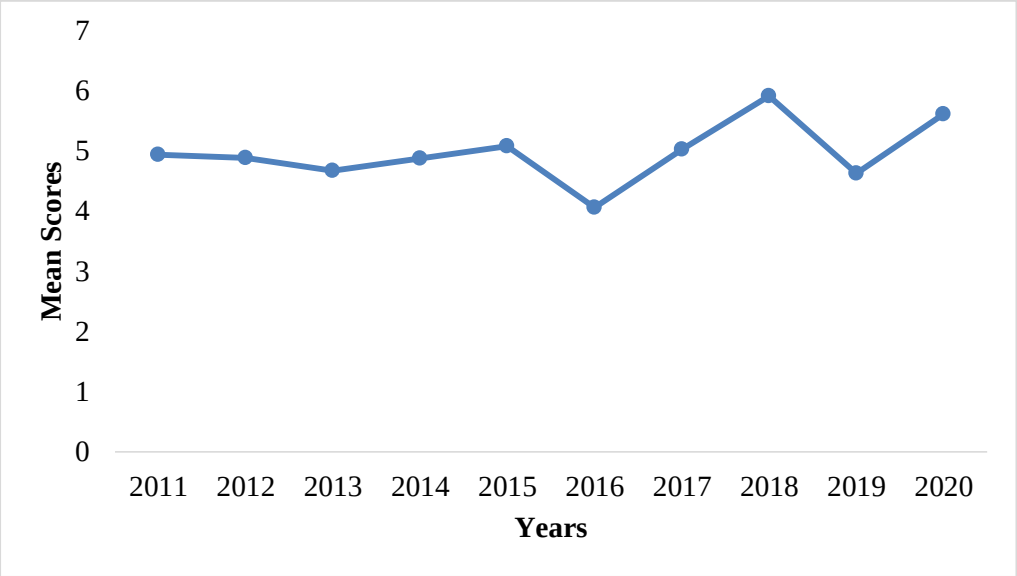
Qualitative data was collected through interviews. One of the respondents interviewed had this to say;

> *"TPAD helps to improve learner academic achievement and since its introduction the learner's academic performance has significantly improved. Improvements on TPAD should include frequency at which it is done in a year. TPAD should be done frequently and action should be taken to address any shortfall that is realized after the appraisal process is done. Timing in-terms of when performance appraisal documents should be prepared should be not during teaching hours as it consumes a lot of time preparing performance appraisal documents at the expense of teaching if the documents are prepared during teaching hours. The challenges faced during the appraisal process is lack of cooperation from teachers, lack of all documents required in the appraisal process and absenteeism during the day the appraisal exercise should be done."*

On whether more than 50% of the learners in the school attain a mean grade of C+ and above, 51(49.5%) disagreed while 33(32.0%) agreed. Not more than 50% of the learners in the schools always attain a mean grade of C+ and above with (mean= 2.2621, std. Dev.=1.32814). The study by Kilimo and Cheboi (2021) also revealed that not more than 50% of the learners in the schools always attain a mean grade of C+ and above. Lastly, on whether the school ranks among top ten in the sub county in KCSE, 85(82.5%) agreed while 12(11.7%) disagreed. The school rank among top ten in the sub county in KCSE with (mean= 2.0000, std. Dev.=1.08465). Mutambuki (2022) also established that schools rank among top ten in sub counties. The document analysis was used to get the KCSE mean scores between 2011 and 2022. The

KCSE mean score for the period between 2011 and 2020 for the sub-county was as shown in Figure 4.6.

Figure 4.6: Trend analysis of KCSE Mean score for the sub-county

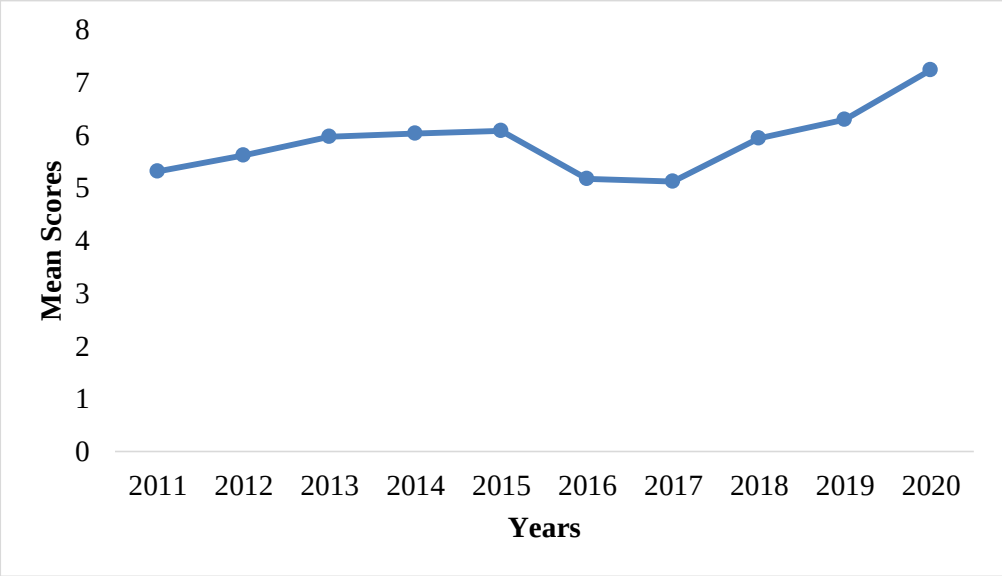


Source: Researcher's design

The finding in figure 4.6 shows that in 2011 the sub county's mean score in KCSE was 4.94, which decreased between 2012 and 2014 and increased in 2015. It decreased in 2016 and increased between 2017 and 2018; it decreased in 2019 and increased in 2020. This shows the KCSE mean score in the sub-county kept on fluctuating. A comparison between pre-TPAD period and post-TPAD period revealed that the average KCSE mean score during the pre-TPAD period was 4.88 which improved to 5.05 during the post-TPAD period. This implies that TPAD enhances learners' academic performance in KCSE. The study is in agreement with that of Greenberg (2020) that TPAD improves students' KCSE performance. The study further sampled three schools, that is one school in each category for example, Lelwak in the Extra County category, Jean Marie, sub county category and Taito under county schools. For

Extra County school (Lelwak) trend analysis was done and the findings were as presented in Figure 4.7;

Figure 4.7: Trend analysis of KCSE Mean score for Lelwak School

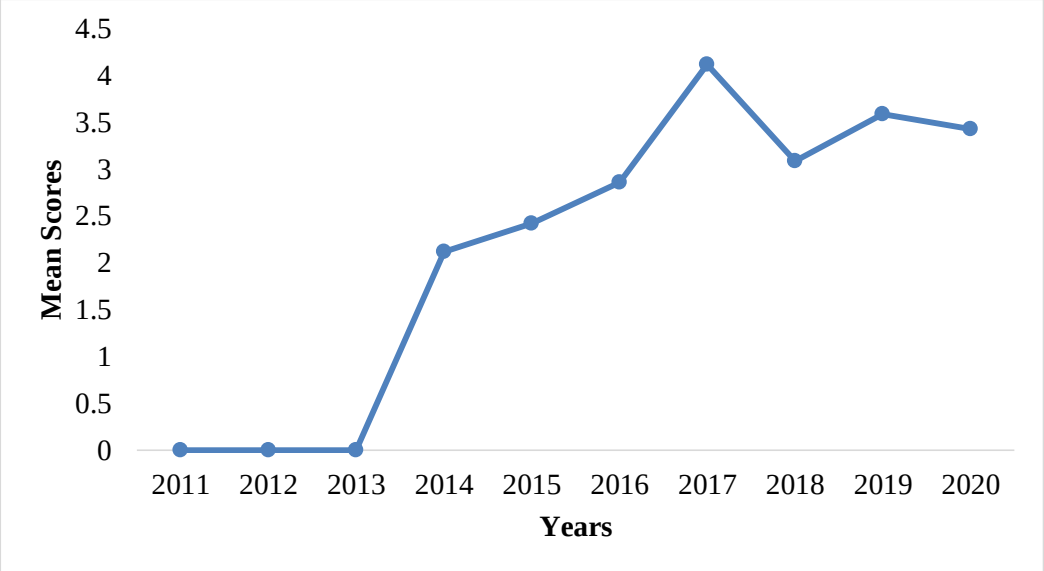


Source: Researcher's design

It is evident for the trend line presented for the respective KCSE mean scores for Lelwak School that the KCSE Mean score in 2011 was 5.32 which kept on increasing until 2015; it decreased between 2016 and 2017 but kept on increasing between 2018 and 2020 as shown in Figure 4.7. In a nutshell, it is evident that during the post TPAD period the school recorded higher average mean score in KCSE of 5.98 than the pre-TPAD period where the average mean score in KCSE was 5.81. This implies that after introduction of TPAD learners' academic performance in KCSE improved. Findings resemble that of Greenberg (2020) that TPAD enhances learners' academic performance in KCSE.

After document analysis of the KCSE mean score for Jean Marie (Sub County School), trend analysis was done and the findings were as summarized in figure 4.8. Findings revealed that it is as from 2014 that the KCSE mean score started increasing up to 2017. It decreased in 2018, increased in 2019 and decreased in 2020 as shown in Figure 4.8. Analysis of the average KCSE mean score for this school during the pre-TPAD period was 2.27 and during the post-TPAD period the mean score in KCSE increased to 3.42. This implies that after introduction of TPAD learners' academic performance in KCSE improved.

Figure 4.8: Trend analysis of KCSE Mean score for Jean Marie School

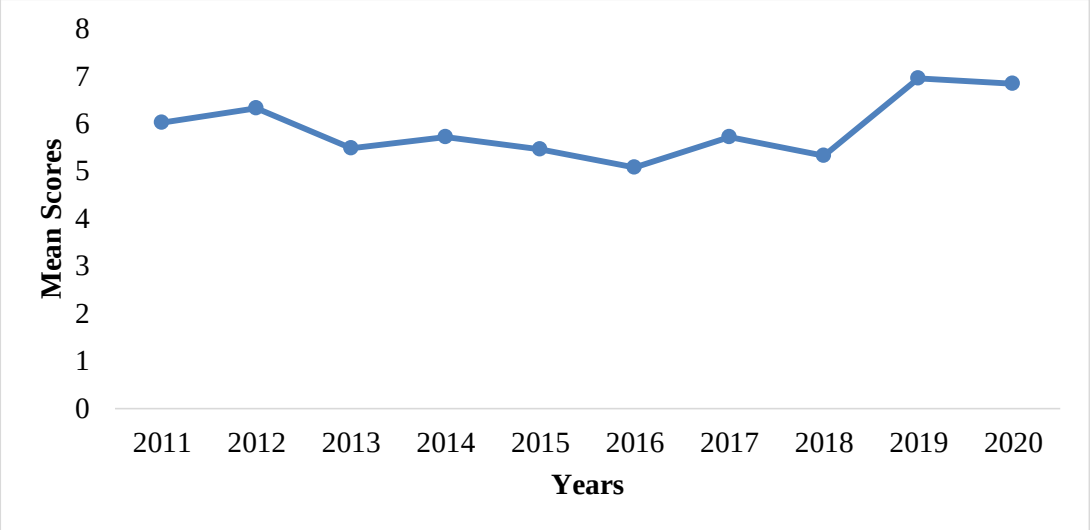


Source: Researcher's design

This implies that after introduction of TPAD learners' academic performance in KCSE improved. The findings are similar to that of Elliot (2021) that TPAD helps to improve learners' academic performance in KCSE. After document analysis of the KCSE mean score for Taito (County school), trend analysis was done and the findings were as summarized in figure 4.9. Findings

revealed that between 2011 and 2013 the KCSE mean score increased from 6.02 to 6.32, it decreased in 2013, increased in 2014 and decreased in 2015. Learners' performance in KCSE decreased in 2016 if compared to 2015 however the performance improved in 2017, decreased in 2018, increased in 2019 and decreased in 2022 as shown in figure 4.9. This implies that the learner's performance in KCSE kept of fluctuating during both the pre-TPAD and post-TPAD period. On assessment of the average mean score in KCSE during the pre-TPAD period was 5.8 which was slightly lower than during the post-TPAD period which was 5.98.

Figure 4.9: Trend analysis of KCSE Mean score for Taito School



Source: Researcher's design

This implies that after introduction of TPAD learners' academic performance in KCSE improved. The study agrees with that of Falola et al. (2018) that TPAD helps to improve learners' academic performance in KCSE. A respondent interviewed opined that;

> *"Since the introduction of TPAD, learners' academic achievement in KCSE has become better as compared to the pre-TPAD period."*

4.9 Inferential statistics

Inferential statistics adopted were as shown below.

4.9.1 Correlation analysis

It was adopted to show the association between study variables as shown in Table 4.22.

Table 4.22: Correlations Analysis

		Learners' academic achievement	Teachers' time management practices	Teachers' innovation and creativity practices	Teachers' lesson observation practices	Teachers' professional development practices
Learners' academic achievement	Pearson Correlation					
	Sig. (2-tailed)	1				
Teachers' time management practices	Pearson Correlation					
	Sig. (2-tailed)	.800*	1			
Teachers' innovation and creativity practices	Pearson Correlation	.000				
	Sig. (2-tailed)	.729*	.467**	1		
Teachers' lesson observation practices	Pearson Correlation	.000	.000			
	Sig. (2-tailed)	.838*	.575**	.693**	1	
Teachers' professional development practices	Pearson Correlation	.000	.000	.000		
	Sig. (2-tailed)	.740*	.406*	.755*	.558*	1
		.000	.000	.000	.000	

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

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

Teachers' time management practices were found to have a significantly strong positive relationship with learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($r = 0.800$, p-value < 0.05). Teachers' time management practices therefore enhanced learners' academic achievement. Findings resemble that of Okello et al. (2017) that Teachers' time management practices enhance learners' academic achievement. Teachers' innovation and creativity practices was found to have a significantly strong positive relationship with learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($r = 0.729$, p-value < 0.05). Teachers' innovation and creativity practices enhanced learners' academic achievement. The study agrees with that of Otieno (2022) that Teachers' innovation and creativity practices have a significant positive relationship with learners' academic achievement.

Teachers' lesson observation practices were found to have a significantly strong positive relationship with learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($r = 0.838$, p-value < 0.05). Teachers' lesson observation practices enhanced learners' academic achievement. The study is in agreement with that of Mulatya et al. (2022) that Teachers' lesson observation practices have a significant positive relationship with learners' academic achievement. Teachers' professional development practices were found to have a significantly strong positive relationship with learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($r = 0.740$, p-value < 0.05). Teachers' professional

development practices enhanced learners' academic achievement. Findings resemble that of Zhaohui and Anning (2020) that Teachers' professional development practices have a significant positive relationship with learners' academic achievement.

4.9.2 Multiple Regression Analysis

It was used to predict learners' academic achievement from the predictor variables adopted in the study, that is, Teachers' time management practices, Teachers' innovation and creativity practices, Teachers' lesson observation practices, and Teachers' professional development practices. The model summary results were presented in Table 4.23.

Table 4.23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.802[a]	.652	.526	3.47469

a. Predictors: (Constant), teachers' time management practices, teachers' innovation and creativity practices, teachers' lesson observation practices and teachers' professional development practices.

The value of adjusted R-square was 0.526 which implies that the model explained 52.6% of learners' academic achievement from the predictor variables adopted in the study that is, Teachers' time management practices, Teachers' innovation and creativity practices, Teachers' lesson observation practices, and Teachers' professional development practices. Analysis of variance (ANOVA) was adopted conduct goodness of fit test. The findings were presented in Table 4.24.

Table 4.24: ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	470.949	4	117.737	9.752	.000[b]
	Residual	1400.522	97	12.073		
	Total	1871.471	102			

a. Dependent Variable: Learners' academic achievement

b. Predictors: (Constant), teachers' time management practices, teachers' innovation and creativity practices, teachers' lesson observation practices and teachers' professional development practices

F test value was F (4, 102) = 9.752, $p<0.05$. This implies that the model was reliable and could be used to predict learners' academic achievement. Regression coefficient analysis results were presented in Table 4.25.

Table 4.25: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		β	Std. Error	Beta		
1	(Constant)	26.569	.931		3.471	.700
	Teachers' time management practices	.770	.588	.675	10.688	.000
	Teachers' innovation and creativity practices	.723	.047	.790	15.600	.000
	Teachers' lesson observation practices	.663	.055	.531	3.920	.000
	Teachers' professional development practices	.791	.071	.600	8.315	.000

a. Dependent Variable: Learners' academic achievement

Table 4.25 shows the regression coefficients results whereby Teachers' time management practices had a positive and significant influence on Learners' academic achievement of (β= 0.770, $p < 0.05$). This implies that an improvement in Teachers' time management practices by one unit increases learners' academic achievement by 0.770 units. This led to rejection of the first null hypothesis ($H0_1$) and accepted H_1. Findings resemble that of Zafarullah et al. (2021) that Teachers' time management practices enhance learners' academic achievement.

Teachers' innovation and creativity practices have a positive and significant influence on learners' academic achievement of (β= 0.723, $p < 0.05$). This implies that an improvement in Teachers' innovation and creativity practices by one unit increases learners' academic achievement by 0.723 units. This led to rejection of the second null hypothesis ($H0_2$). Findings are in tandem with that of Kilimo and Cheboi (2021) that Teachers' innovation and creativity practices have a significant influence on learners' academic achievement.

Teachers' lesson observation practices have a positive and significant influence on learners' academic achievement of (β=0.663, $p < 0.05$). This implies that an improvement in Teachers' lesson observation practices enhance learners' academic achievement by 0.663 units. This led to rejection of the third null hypothesis ($H0_s$). The study agrees with that of Mutambuki (2022) that Teachers' lesson observation practices enhance learners' academic achievement.

Teachers' professional development practices have a positive and significant influence of learners' academic achievement of (β=0.791, $p < 0.05$). This implies that an increase in Teachers' professional development practices by one unit increases learners' academic achievement by 0.791 units. This led to rejection of the null hypothesis ($H0_4$). The study agrees with that of Oluwole et al. (2017) that Teachers' professional development practices enhance learners' academic achievement. The multiple regression model was as follows.

$$\mathbf{Y = 26.569 + 0.770X_1 + 0.723X_2 + 0.663X_3 + 0.791X_4}$$

……...……...……. Equation 4.1

The constant value of 26.569 implies that at zero, teachers' time management practices, teachers' innovation and creativity practices, teachers' lesson observation practices and teachers' professional development practices, learners' academic achievement is at 26.569 units.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary of findings, conclusion and recommendations. The chapter also covers suggestions for further studies.

5.2 Summary of Findings

5.2.1 Teachers' Time Management Practices and Learners' Academic Achievement

Findings revealed that appraisal on time management improving teachers' school attendance enhances learners' academic achievement. Appraisal on time management improvement of teachers' lesson attendance positively affects learners' academic achievement. Appraisal on time management enhancement of syllabus coverage improves learners' academic achievement. Appraisal on time management enhancement of teachers' preparation of professional documents positively affects learners' academic achievement. Appraisal on time management enhances learners' academic achievement. Correlation results revealed that Teachers' time management practices have a significantly strong positive relationship with learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($r = 0.800$, p-value < 0.05). Regression results revealed that Teachers' time management practices had a positive and significant influence on Learners' academic achievement of ($\beta = 0.770$, $p < 0.05$).

5.2.2 Teachers' Innovation and Creativity Practices and Learners' Academic Achievement

Findings revealed that appraisal on teachers' innovation and creativity improvement of teaching and learning enhances learners' academic achievement. Appraisal of teachers' innovation and creativity improvement of teachers' use of ICT in teaching positively affects learners' academic achievement. Appraisal on teachers' innovation and creativity enhancement of the use of online teaching and learning resources improves learners' academic achievement. Appraisal on teachers' innovation and creativity improves learners' academic achievement. Correlation results revealed that Teachers' innovation and creativity practices have a significantly strong positive relationship with learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($r = 0.729$, p-value < 0.05). Regression results revealed that Teachers' innovation and creativity practices have a positive and significant influence on learners' academic achievement Public Secondary Schools in Nandi East Sub-County, Kenya of ($\beta = 0.723$, $p < 0.05$).

5.2.3 Teachers' Lesson Observation Practices and Learners' Academic Achievement

Findings revealed that lesson observation improvement of content delivery in the classroom improves learners' academic achievement. Lesson observation enhancement of classroom management positively affects learners' academic achievement. Lesson observation promotion of collaboration and teamwork among teachers enhances learners' academic achievement. Lesson observation

improves learners' academic achievement. Correlation results revealed that Teachers' lesson observation practices have a significantly strong positive relationship with learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($r = 0.838$, p-value < 0.05). Regression results revealed that Teachers' lesson observation practices have a positive and significant influence on learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($\beta=0.663$, $p < 0.05$).

5.2.4 Teachers' Professional Development Practices and Learners' Academic Achievement

Findings revealed that teacher professional development practice of promotion of professionalism among teachers positively affects learners' academic achievement. Teacher professional development practice of reduction of professional gaps among teachers improves learners' academic achievement. Teacher professional development enhancement of teachers' knowledge on emerging issues enhances learners' academic achievement. Teacher professional development positively affects learners' academic achievement. Correlation results revealed that Teachers' professional development practices have a significantly strong positive relationship with learners' academic achievement in Public Secondary Schools in Nandi East Sub-County, Kenya of ($r = 0.740$, p-value < 0.05). Regression results revealed that Teachers' professional development practices have a positive and significant influence of learners' academic achievement of ($\beta=0.791$, $p < 0.05$).

5.3 Conclusions

The study concluded that teachers' time management practices enhance learners' academic achievement. The study also concluded that appraisal on time management helps to improve teachers' school attendance. When time management appraisal is done it helps to improve teachers' lesson attendance which improves learners' academic achievement. Time management appraisal enhances syllabus coverage which improves learners' academic achievement. When time management appraisal is done it enhances teachers' preparation of professional documents which improves learners' academic achievement.

On teachers' innovation and creativity practices, the study concluded that teachers' innovation and creativity practices enhance learners' academic achievement in Public Secondary Schools. When appraisal on teachers' innovation and creativity improvement of teaching and learning is done it contributes to improvement in learners' academic achievement. When teachers' innovation and creativity improvement of teachers' use of ICT in teaching appraisal is done, it enhances learners' academic achievement. When teachers' innovation and creativity enhancement of the use of online teaching and learning resources, appraisal is done it contributes to improvement in learners' academic achievement.

On teachers' lesson observation practices, the study concluded that teachers' lesson observation practices help to improve learners' academic achievement in Public Secondary Schools. The study also concluded that when there is lesson observation improvement of content delivery in the classroom, it

enhances learners' academic achievement. The study also concluded that lesson observation enhances classroom management which improves learners' academic achievement. Lesson observation promotes collaboration and teamwork among teachers which enhances learners' academic achievement. Lesson observation improves learners' academic achievement.

On teachers' professional development practices, the study concluded that teachers' professional development practices improve learners' academic achievement in Public Secondary Schools. The study also concluded that teacher professional development promotion of professionalism among teachers enhances learners' academic achievement. Teacher professional development reduction of professional gaps among teachers helps to enhance learners' academic achievement. Teacher professional development enhancement of teachers' knowledge on emerging issues helps to improve learners' academic achievement. Teacher professional development practices helps to improve learners' academic achievement.

5.4 Recommendations

There should be appraisal of teachers on time management as it helps to improve teachers' school attendance. Time management appraisal of teachers should continue to be done as it helps to improve teachers' lesson attendance. There should be continuous appraisal of teacher's time management as it enhances syllabus coverage. There should be continuous time management appraisal of teachers as it enhances teachers' preparation of professional documents.

On teachers' innovation and creativity practices, the study recommended that there should be continuous appraisal on teachers' innovation and creativity improvement of teaching and learning as it enhances learners' academic achievement. The study also recommended that teachers' innovation and creativity improvement of teachers' use of ICT in teaching appraisal should be done frequently to improve learners' academic achievement. Teachers' innovation and creativity enhancement of the use of online teaching and learning resources appraisal should be done frequently to improve learners' academic achievement.

On teachers' lesson observation practices, the study recommended that there should be lesson observation improvement of content delivery in the classroom always as it enhances learners' academic achievement. Lesson observation should be conducted always as it enhances classroom management which improves learners' academic achievement. Lesson observation should be done always to promote collaboration and teamwork among teachers. Lesson observation should always be used to improve learners' academic achievement.

On teachers' professional development practices, the study recommended that there should be teacher professional development promotion of professionalism among teachers as it enhances learners' academic achievement. Teacher professional development practices should be used to reduce professional gaps among teachers as they improve learners' academic achievement. Teacher professional development practices should be adopted

to enhance teachers' knowledge on emerging issues as it helps to improve learners' academic achievement. Teacher professional development practices should always be used to improve learners' academic achievement.

5.5 Suggestions for Further Studies

The study focused on the effect of teacher performance appraisal and development on learners' academic achievement in public secondary schools in Nandi East Sub-County, Kenya. The study recommends a similar study should be conducted in other sub counties in Nandi County. A similar study should be conducted in public secondary schools in sub counties in other counties in Kenya. This will help to enhance the existing body of knowledge on teacher performance appraisal and development and learners' academic achievement. The indicators of teacher performance appraisal adopted in this study include teachers' time management practices, teachers' innovation and creativity practices, teachers' lesson observation practices and teachers' professional development practices. The study recommends a study to be conducted on teacher performance appraisal and development and learners' academic achievement in public secondary schools. However, the study should adopt other indicators of teacher performance appraisal besides teachers' time management practices, teachers' innovation and creativity practices, teachers' lesson observation practices and teachers' professional development practices. This will help to broaden the scope of data available on teacher performance appraisal and development and learners' academic achievement.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION TO THE RESPONDENTS

Mike Kipleting Chirchir,

Koitaleel Samoei University College,

P. O. Box 5,

Mosoriot.

28/7/2022

Dear Sir/Madam,

RE: PARTICIPATION IN ACADEMIC RESEARCH

I am a student at Koitaleel Samoei University College (A constituent College of the University of Nairobi) undertaking a Master of Education Degree. In Partial fulfilment of the requirement for the award of this degree, I am supposed to carry out a research project on, "**The Effect of Teacher Performance Appraisal Practices on learners' Academic Achievement in Public Secondary Schools in Nandi East Sub-County, Kenya."** I humbly request you to participate in this study. Kindly respond to the questionnaire as honestly as possible. Your identity will be treated with utmost confidentiality and the information provided will only be used for the purpose of this study.

Thanks in advance.

Yours faithfully,

Mike Kipleting Chirchir

APPENDIX II: QUESTIONNAIRE FOR APPRAISERS

You are kindly requested to respond to the items in the questionnaire as honestly as possible. The information you provide will be confidential and is meant only for this study. Do not write your name anywhere in the questionnaire.

SECTION A

By means of a tick (√) please indicate as appropriate

1. **Age in bracket**: Below 25 [ ] 25-30 [ ] 30-35 [ ] 35-40 [ ] Above 40 [ ]

2. **Gender**: Male [ ] Female [ ]

3. Highest professional qualification

Diploma in Education [ ] B.Ed [ ] M.Ed [ ] Doctorate [ ] Others specify

…….....

4. Current position;

Principal [ ] Deputy Principal [ ] Head of department [ ]

5. How long have you served your current position as a Principal /Deputy Principal/Head of department?

Below 3 yrs [ ] 3-5 yrs [ ] 5-8 yrs [ ] 9-12 yrs [ ] Above 12 yrs. [ ]

6. Category of your school?

National [ ] Extra-county [ ] County school [ ] Sub County [ ]

SECTION B

Kindly indicate your level of agreement to the provided statements. Key: **SA – Strongly Agree, A – Agree, N – Not Sure D – Disagree, SD – Strongly Disagree.**

7.		**Appraisal on time management**	**SA**	**A**	**N**	**D**	**SD**
	a)	Appraisal on time management improves teachers' school attendance					
	b)	Appraisal on time management has improved teachers' lesson attendance.					
	c)	Appraisal on time management has enhanced syllabus coverage.					
	d)	Appraisal on time management has enhanced teachers' preparation of professional documents.					
	e)	Appraisal on time management has improved learners' academic achievement.					
8.		**Appraisal on teachers' innovation and creativity in teaching**	**SA**	**A**	**N**	**D**	**SD**
	a)	Appraisal on teachers' innovation and creativity has improved teaching and learning.					
	b)	Appraisal of teachers' innovation and					

		creativity has improved teachers use of ICT in teaching.					
	c)	Appraisal on teachers' innovation and creativity has enhanced the use of online teaching and learning resources.					
	d)	Appraisal on teachers' innovation and creativity has improved learners' academic achievement					
9.		**Lesson observation**	**SA**	**A**	**N**	**D**	**SD**
	a)	Lesson observation has improved content delivery in the classroom					
	b)	Lesson observation has enhanced classroom management					
	c)	Lesson observation has promoted collaboration and teamwork among teachers					
	d)	Lesson observation has improved learners' academic achievement					
10.		**Teacher professional development**	**SA**	**A**	**N**	**D**	**SD**
	a)	Teacher professional development promotes professionalism among teachers					

	b)	Teacher professional development reduces professional gaps among teachers					
	c)	Teacher professional development enhances teachers' knowledge on emerging issues					
	d)	Teacher professional development enhances learners' academic achievement					
11.		**Academic achievement**	**SA**	**A**	**N**	**D**	**SD**
	a)	The school mean grade is always above average (above 6.0)					
	b)	KCSE results in my school is on an upward trend since the introduction of TPAD					
	c)	More than 50% of the learners in my school attain a mean grade of C+ and above					
	d)	My school ranks among top ten in the sub county in KCSE					

12. In your own words, what is the effect of TPAD on learners' academic achievement?

……

……

13. In your own words, what is your perception on the implementation of TPAD in your school?.....

……..…

…….

14. If TPAD has not improved learner academic achievement, what could be the reasons behind it? ……

……..…

……

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

You are kindly requested to respond to the items in the questionnaire as honestly as possible. The information you provide will be confidential and is meant only for this study. Do not write your name anywhere in the questionnaire.

SECTION A

By means of a tick (√) please indicate as appropriate

1. Age in bracket: Below 25 [ ] 25-30 [ ] 30-35 [ ] 35-40 [ ] Above 40 [ ]

2. Gender: Male [ ] Female [ ]

3. Highest professional qualification

Diploma in Education [ ] B.Ed [ ] M.Ed [ ] Doctorate [ ] Others specify ……..

4. Current position;

Principal [ ] Deputy Principal [ ] Head of department [ ] Assistant Teacher [ ]

5. How long have you served your current position as an, assistant teacher?

Below 3 yrs [ ] 3-5 yrs [ ] 5-8 yrs [ ] 9-12 yrs [ ] Above 12 yrs. [ ]

6. Category of your school?

National [ ] Extra-county [ ] County school [ ] Sub County [ ]

SECTION B

Kindly indicate your level of agreement to the provided statements. Key: SA – Strongly Agree, A – Agree, N – Not Sure D – Disagree, SD – Strongly Disagree.

7.		**Appraisal on time management**	**SA**	**A**	**N**	**D**	**SD**
	a)	Appraisal on time management improves teachers' school attendance					
	b)	Appraisal on time management has improved teachers' lesson attendance.					
	c)	Appraisal on time management has enhanced syllabus coverage.					
	d)	Appraisal on time management has enhanced teachers' preparation of professional documents.					
	e)	Appraisal on time management has improved learners' academic achievement.					
8.		**Appraisal on teachers' innovation and creativity in teaching**	**SA**	**A**	**N**	**D**	**SD**
	a)	Appraisal on teachers' innovation and creativity has improved teaching and learning.					
	b)	Appraisal of teachers' innovation and					

		creativity has improved teachers use of ICT in teaching.					
	c)	Appraisal on teachers' innovation and creativity has enhanced the use of online teaching and learning resources.					
	d)	Appraisal on teachers' innovation and creativity has improved learners' academic achievement					
9.		**Lesson observation**	**SA**	**A**	**N**	**D**	**SD**
	a)	Lesson observation has improved content delivery in the classroom					
	b)	Lesson observation has enhanced classroom management					
	c)	Lesson observation has promoted collaboration and teamwork among teachers					
	d)	Lesson observation has improved learners' academic achievement					
10		**Teacher professional development**	**SA**	**A**	**N**	**D**	**SD**
	a)	Teacher professional development promotes professionalism among teachers					

	b)	Teacher professional development reduces professional gaps among teachers					
	c)	Teacher professional development enhances teachers' knowledge on emerging issues					
	d)	Teacher professional development enhances learners' academic achievement					
11		**Academic achievement**	**SA**	**A**	**N**	**D**	**SD**
	a)	The school mean grade is always above average (above 6.0)					
	b)	KCSE results in my school is on an upward trend since the introduction of TPAD					
	c)	More than 50% of the learners in my school attain a mean grade of C+ and above					
	d)	My school ranks among top ten in the sub county in KCSE					

12. In your own words, what is the effect of TPAD on learners' academic achievement?

……

……

13. In your own words, what is your perception on the implementation of TPAD in your school?.....

.....

14. If TPAD has not improved learner academic achievement, what could be the reasons behind it?

……

……

APPENDIX IV: INTERVIEW SCHEDULE

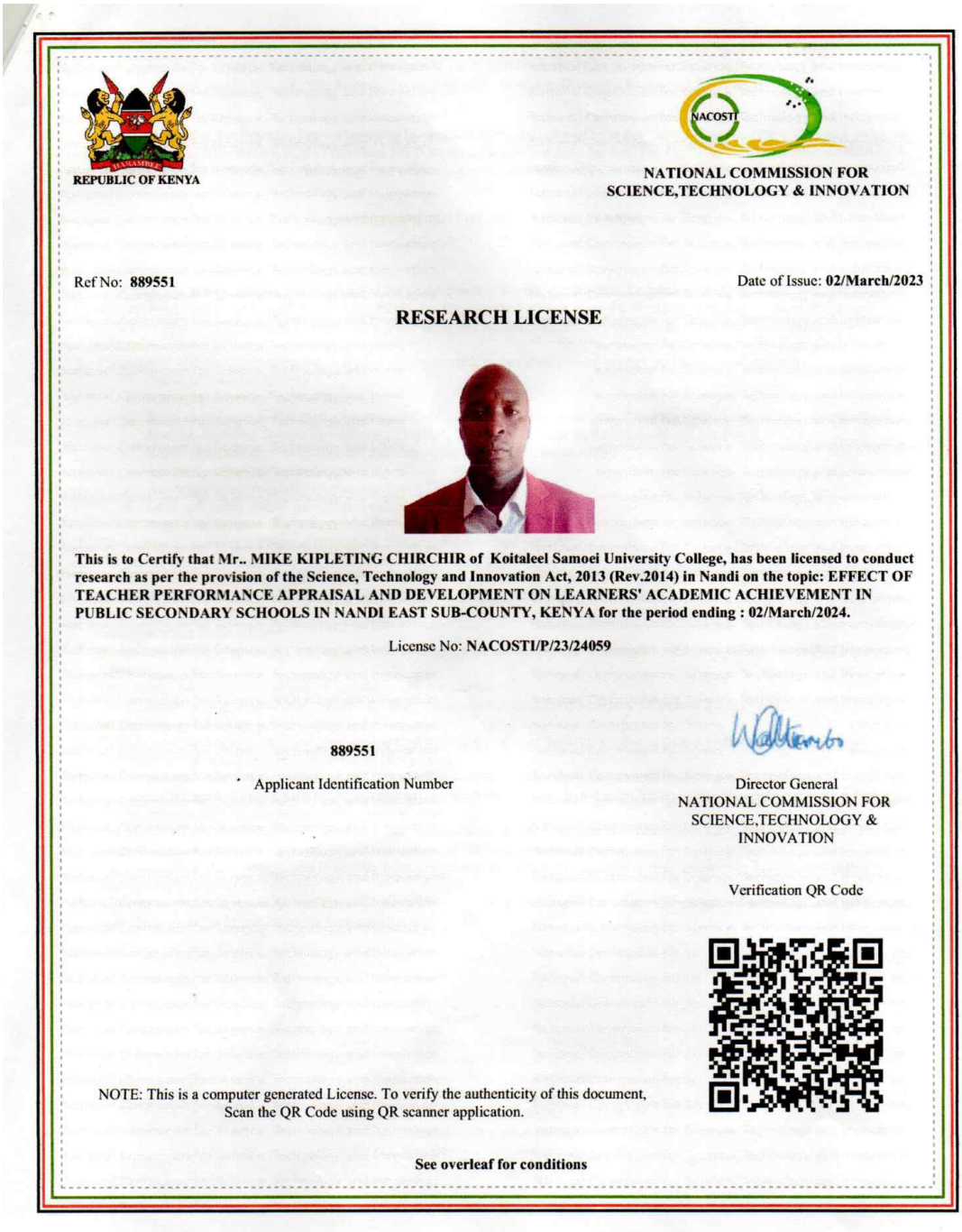
1) What is the staffing level in the sub county?
2) What is the KCSE mean scores for the sub county from 2011 to 2021?
3) As an appraiser in TPAD what challenges do face in the appraisal process?
4) In your opinion, what is the effect of TPAD on learner academic achievement?
5) What suggestions do you have on TPAD improvements to make it more relevant to the 21st century appraisal needs?

APPENDIX V: DOCUMENT ANALYSIS

The purpose of this document analysis guide is to obtain information about the effect of teacher performance appraisal and development (TPAD) on learner academic achievement in public secondary schools in Kenya. The information provided is confidential and is meant only for this study.

YEAR	KCSE MEAN SCORE
2011	
2012	
2013	
2014	
2015	
2016	
2017	
2018	
2019	
2020	

APPENDIX VIII: RESEARCH PERMIT



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **889551**

Date of Issue: **02/March/2023**

RESEARCH LICENSE

This is to Certify that Mr.. MIKE KIPLETING CHIRCHIR of Koitaleel Samoei University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nandi on the topic: EFFECT OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT ON LEARNERS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN NANDI EAST SUB-COUNTY, KENYA for the period ending : 02/March/2024.

License No: **NACOSTI/P/23/24059**

889551

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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

See overleaf for conditions

APPENDIX IX: RESEARCH AUTHORIZATION

OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Tel: 053 5252621, 5252003, Kapsabet
Fax No. 053 – 5252503
E-mail:
nandicountycommissioner@gmail.com
When replying, please quote

Ref: No. NC.ADU.4/3 VOL.II/(8)

County Commissioner's Office,
Nandi County
P.O. Box 30,
KAPSABET.

16th March, 2023

Mike Kipleting Chirchir
Koitaleel Samoei University College
P.O. Box 5 - 30307
MOSORIOT.

RE: RESEARCH AUTHORIZATION

This is in reference to letter No. NACOSTI/P/23/24059 dated 2nd March, 2023 from the Director General/CEO, National Commission for Science, Technology and Innovation on the above subject matter.

You are hereby authorized to conduct a research on **"Effect of Teacher Performance Appraisal and Development on Learners' Academic Achievement in Public Secondary Schools in Nandi East Sub County"** for the period ending **2nd March, 2024.**

Wishing you all the best.

P.P.

THE COUNTY COMMISSIONER
NANDI.

H.M. SHAMBI 'ndc' (K)
COUNTY COMMISSIONER,
NANDI.

ASANTE KWA KUDUMISHA AMANI: ENDELEA HIVYO NA MUNGU AKUBARIKI

MINISTRY OF EDUCATION

STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION

Email: cdenandicounty@yahoo.com
Telephone: 0773044624
When replying please quote

County Director of Education
NANDI COUNTY,
P. O. Box 36-30300,
KAPSABET.

Ref: NDI/CDE/RESEARCH/1/VOL.111/64

Date: 16th March, 2023

Mike Kipleting Chirchir
Koitalel Samoei University College
P.O Box 5 - 30307
MOSORIOT.

RE: RESEARCH AUTHORIZATION.

Reference is made to the National Commission for Science, Technology and Innovation's letter Ref: No. NACOSTI/P/23/24059 dated 2nd March,2023.

The above named person has been granted permission by the County Director of Education to carry out research on ***"Effect of Teacher Performance Appraisal and Development on Learner' Academic Achievement in Public Secondary Schools in Nandi East Sub County", Nandi County, Kenya'*** for the period ending **2nd March, 2024.**

Kindly provide him all necessary support he requires.

For: County Director of Education
NANDI COUNTY

Mathew Sum
For: County Director of Education,
NANDI COUNTY.

EFFECT OF TEACHER PERFORMANCE APPRAISALPRACTICES ON LEARNERS' ACADEMIC ACHIEVEMENT INPUBLIC SECONDARY SCHOOLS IN NANDI EAST SUB-COUNTY, KENYA

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