

IMPLEMENTATION OF TEACHERS' PERFORMANCE APPRAISAL DEVELOPMENT (TPAD) AND ITS EFFECTS ON TEACHING AND LEARNING ACTIVITIES IN KIMILILI SUBCOUNTY, BUNGOMA COUNTY KENYA

Dr. Masika Erastus K.

Masinde Muliro University of Science and Technology,

Po Box 390 Kakamega, Kenya,

Email: erastusmasika@gmail.com

ABSTRACT

The purpose of this study was to investigate the implementation of teachers' performance appraisal and development (TPAD) and its effects on teaching and learning activities in Kimilili sub county. Thus 10 schools were sampled for the study from a cluster of schools within Kimilili municipality. Stratified sampling technique was used to sample 3 boys' boarding schools, 3 girls' boarding schools and 4 mixed day secondary schools. Simple random sampling technique was used to sample 2 male teachers and 2 female teachers from each school on equal gender basis. The total sample size therefore were 40 respondents. Quantitative research design was used in the study where descriptive survey method was employed. Data was collected using a questionnaire. Data was then analyzed through descriptive statistics and presented in tables of frequencies and percentages. The qualitative data was summarized and analyzed thematically. The findings of the study revealed that the TPAD tool had enhanced teachers' professional record keeping and time management. However, there were inconsistencies in lesson plan organization, self-rating, appraising challenges, teacher stagnation and lack of commitment and confidence among teachers. Among the key recommendations of the study were: review of TPAD to address the inconsistencies highlighted in the study such as improvement in lesson observation, self-rating, training of appraisers in education appraising, promotion of teachers and instilling confidence among teachers on the working of the tool. The recommendations of this study may inform the teachers' employer on challenges facing teachers as they handle TPD amid increased workload pressure and limited time.

Keywords: Competences, Performance, Appraisal, Teachers.

INTRODUCTION

Performance appraisal is a global practice in many organizations in the cooperate world today, where the employees are regularly subjected to evaluation to determine their efficiency and needs in terms of productivity. Many appraisal systems have faced challenges due to gaps that are created during their development and implementation. In most organizations, it is the employer who develops the appraisal tool without consultations with the employees who could have positive insights.

In Ethiopia for instance, the performance appraisal tool for teachers which was developed and implemented flawed because it did not involve the teachers during its development and implementation (Mirando, 2019). This means that teachers' interests must be put in the picture while designing an educational appraisal tool. Teachers have a critical role to play in the development and implementation of the Performance Appraisal Tool (PAT). An effective PAT

therefore is one which takes into account the needs and aspirations of both the employer and the employee simultaneously as to meet the desired competences to enhance productivity.

Psychological competences focus on the social emotional behaviors and the working environmental factors as the driving forces for enhanced performance as opposed to the ability to adjust and deliver results (mechanical competences). A strong PAT gives emphasis on the psychological characteristics of any appraisal system and how it addresses the emerging issues affecting the workers such as job satisfaction, career growth and motivation.

The implementation of TPAD tool in Kenya since 2016 has greatly flawed in many key areas as the appraisal procedure is unscientific and unreliable. No prior training was conducted for appraisers especially the school principals who have failed to carry out effective and meaningful appraising of teachers (Machio, 2017). Teachers use a lot of their resources and time working on TPAD tool. An effective PAT is one which is simple, time saving and matches the needs and abilities of the employees (<https://www.kissflow.com>). Such PAT wastes teachers' time as a lot of clerical work and online activities are performed, which also eat into the teachers' pockets.

The TPAD report (2021) cited major shortcomings in the key areas which TPAD should have emphasized such as technology integration, innovation and creativity. These are the competences which are key to drive this country towards the realization of vision 2030. The report confirmed that ICT creativity was still a major problem with 73.8% of the heads of institutions reporting lack of access to networks and over 50% of teachers failed to comply with ICT. These were the real issues which TSC should address to prepare the country for the realization of vision 2030.

The teachers' service commission (TSC) has continued to praise TPAD system for enhancing teachers' competences and has forgotten that teachers' competences are meant to transform the learners to reflect the competences imparted in them for real life situations. Teachers' competences for instance the acquisition of the 21st century skills cannot be realized until the government of Kenya funds the education sector heavily in terms of investing in technology. The competences desired by the government of Kenya namely ICT integration in learning, innovation and creativity which are enshrined in the TPAD objectives, are disappointing (TPAD Report, 2017, 2021). If the education system through TPAD is what to go by for Kenya to realize the vision 2030 then the country is far much behind time schedule. As much as TPAD was meant for teachers' enhanced teaching and learning outcomes, the question would be what outcomes? KSCE national examinations are marred with massive malpractices countywide hence low credibility of the results yet always praised by TSC (Kamaris, 2022 & Muchnguh, 2022).

Competences of keeping professional records and time management among teachers were issues in the normal practice of teaching since professionally teachers were taught in training collages how to prepare the same records and cannot be a new idea to enhance major educational reforms. The 21st century skills and competences which we need at this point in time are the real competences the country is in dire need of and which TSC should praise, not professional record keeping such as of schemes of work and lesson plan making. The school principals and directors of education in all the counties would sufficiently handle professional documentation at school level.

The technology use devices for enhancing teaching in secondary schools like projectors, interactive boards and computers, require adequate funding by the government. Further financial help should be sourced from donor countries and sympathizers like non-governmental organizations for these competences to take off as envisioned in the 2030. The state of computers in our schools in Kenya today is wanting. The computers are mostly old ones with breakages due to poor handling and storage. Those donating the computers only dispose old machines to help in the damping off used computers in the country. The 21st century competences among learners need fast devices on internet accessibility for anytime anywhere use such as mobile technologies (Masika, 2019). In Kenya as much as the government talks of technology use in schools, the good will is not there. Learners are highly restricted on technology use for fear that technology would erode their morals. In most schools, technology is only accessible to teachers and computer students because they study it as a subject. Internet connectivity is a challenge as most schools do not have capacity to install the facility due to limited resources.

The purpose of this study was to investigate teachers' performance appraisal and development (TPAD) implementation and its effects on teaching and learning activities in Kimlili Sub county, Bungoma County. The study involved teachers who had interacted with TPAD tool since 2017. A cluster of 10 schools within Kmilili municipality were purposively sampled for the study. The respondents were 40 teachers. The findings of the study revealed that TPAD tool had enhanced teachers' personal professional record keeping and time management. However, there were inconsistencies in lesson plan organization, self-rating, appraising challenges and lack of commitment and confidence among teachers. Among the key recommendations of the study were: review of TPAD to address the inconsistencies highlighted in the study such as improvement in lesson observation, self-rating, training of appraisers in education appraising and instilling confidence among teachers on the working of the tool. The recommendations of this study may inform the teachers' employer on challenges facing teachers in terms of working conditions and personal career development for better policies and improvements (Malinde, 2018).

BACKGROUND OF THE STUDY

The TPAD Report of 2017 emerged serious flaws of the TPAD system such as cooked data, poor commitment of the teachers and lack of coordination in the monitoring of the TPAD exercise (Oduori, 2018). The TPAD Report (2021) has cited teacher competencies, safety of the learners, collaborative culture and co-curricular activities as the major achievements of the TPAD tool implementation.

The challenges of TPAD rating among teachers have not been addressed even today, and evidence of falsehood manifests in the TPAD rating such as in lesson organization. The lesson plan is prepared during lesson observation exercise to meet TPAD requirement and not in subsequent classroom teaching. The lesson plan which is rarely prepared throughout active teaching days of the term has five sections namely:

- i) The introduction
- ii) Content delivery
- iii) Teaching methods

- iv) Learner involvement and communication
- v) Class management

The sections which are rated on 1-5 scale carry a total score of 25 marks. Most teachers would score nearly maximum ranging between 22-25 (researcher observation). No teacher can rate himself/herself poorly to risk his/her job and the impression created to the employer would be that of a 'competent teacher'. The content delivery, teaching methods, learner involvement and communication and finally management are rated highly during the observation exercise only for formality, since that would not be the case on daily basis (researcher observation). There is an element of biasness especially when the appraisee is not in good terms with the appraiser (Mpungose & Ngwenya, 2014). A passing rate is usually given to safeguard the face of the school for positive management appraisal purposes.

Basically the lesson observation cycle should involve: pre-planning, observation, conference and post conference. This has never been the case in nearly all schools. It exists only on paper. Teachers have no time to carry out pre-planning and conferences on lesson delivery due to the rush to complete syllabus especially in the post corona period. These are the procedural flaws in the implementation of TPAD system (Odouri, 2018). However, the TPAD ratings on lesson observation procedure would portray very high competences among the teachers. There is a need to review the entire tool so that it focuses on the main aspects like ICT integration, innovation and creativity in terms of the desired 21st century skills and competences necessary for realization of vision 2030 in Kenya.

The workload pressure, limited time and lack of resources are other major gaps in the implementation of TPAD tool which should have been addressed by TSC. Teachers in a number of performing schools often go back to their own strategies of enhancing performance which have worked well in the past to enhance the schools' results and have not relied on TPAD for their good results. According to Mirando (2019), teachers loose trust and confidence in their appraisers due to the appraisers' lack of training in the exercise and are just results oriented.

In Egypt head teachers with administrative responsibilities have failed to carry out effective appraising of teachers as the Kenyan counter parts follow suit (Machio, 2017; Marey & Hasham, 2020). The greatest responsibility of effectively implementing TPAD tool lies with the school principals and the type of school cultures in their schools. Successful principals have devised their own strategies to enhance performance other than relying on TPAD the way it should be handled with teachers (Okemasisi, 2018).

The development and implementation of TPAD tool in Kenya has met a formidable resistance from the teachers due to failure to take into consideration the teachers aspirations and needs as whole human beings striving for self-actualization. The tool has been used by the teachers' employer to intimidate and victimize teachers who raised important concerns about the rationale for the operationalization of the tool. Since the implementation of the tool over 12,000 teachers with higher qualification have been denied promotions since 2014 (<https://newsblaze.co.ke>.)

The TPAD tool has replaced higher academic certificates such as bachelor's degree in primary schools, masters and PhD degrees in secondary schools as basis for promotions and career advancement. The teachers' unions namely KUPPET and KNUT described the move as punitive to the teachers who went an extra mile in their studies. It has demined the teachers

personal career advancement through delayed promotions (Makori, 2018). The unions have rejected the tool and often called for consultative meetings between the unions and the teachers' employer to resolve the stalemate without success.

According to the teachers' unions in Kenya, the TPAD tool was mere paperwork which consumed the teachers' time and hence cannot practically be relied upon. There exists tremendous mismatch between TPAD rating and learner grades in nearly all schools, thus annulling the TPAD report (2021) by TSC which indicated that teacher competencies had been enhanced. Lack of monitoring and evaluation of the TPAD implementation and its incompetency in the ICT integration disqualifies the tool as having enhanced the said competences. The key competence areas of focus should have been addressed (Manyisa 2019). The TPAD tool in Kenya was developed with the sole goal of monitoring on teachers' class attendance, syllabus coverage, classroom observation, proficiency, innovation, creativity and ICT Integration (TSC, 2015). According to the TSC CEO, the TPAD tool has greatly enhanced learning outcomes and teacher competencies, where to a great extent teacher absenteeism has been curbed and learning outcomes improved annually. Syllabus coverage and curriculum delivery have had positive impact on the learning outcomes. The set achievable targets and co-curricular activities are among the areas TPAD tool has greatly delivered on, according to the TPAD Report (2021).

However, according to research, TPAD scores on teachers' high competences have continued to fail to correlate with learner scores, hence the credibility of TPAD tool is misleading. As teachers' competencies are captured to be high the learning outcomes are below average (Maina, Kiumi & Githae, 2017). In another study, the low rated teachers on TPAD posted enhanced results (Nolan, 2010), while in a similar study by Hadi (2006) there was no relationship between the appraiser rating of the teacher and the learner performance. This is a clear indication that TPAD tool is inconsistent, unreliable and lacks validity to measure the teachers' competences. An effective appraisal system must generate accurate, reliable and valid data devoid of biasness (<https://www.synergita.com>)

In Kenya high enrollments in secondary schools as a result of 100 % transition policy has led to overcrowded classrooms without teachers to match the huge student numbers. There is also a looming crisis of the double intake of learners in junior secondary schools in 2023 and the last 8.4.4 cohorts which will see over 200 % intake of form one students, yet the government of Kenya seem not to have set aside enough funds for teachers' employment, training and promotions during the 2022/23 budgetary allocations. The teachers in service would be overburdened by the humongous workload and at the same time battling for the TPAD policy. The end result would be mediocrity in the education system, demotivation among teachers and questionable reported teachers' competences by the TSC.

The tough conditions which were reviewed recently for study leave requirements were meant to deny teachers avenues for self-career advancement and to tame the teachers to remain in the same positions for ever. The new conditions will see reduced enrollment of teachers in universities for higher professional degrees in related areas. TSC has instead introduced teachers' career progression development (TPD) lasting a teaching lifespan of 30 years and which teachers are opposed to. Therefore, teachers are asked to enroll to this program which involves 6 modules during the first phase. Each module costs Ksh. 6,000 and which has been

pronounced compulsory for all teachers (Education Updates, 27th march, 2022). Teachers may not afford the compulsory TPD due to its financial implications and some may lack interest in the entire program.

The current teachers' grading system will see teachers stagnate in same grades for many years in Kenya. TPAD will serve no useful purpose if teachers continue to stagnate in their positions. TSC has experienced a serious shortage of teachers in the administrative cadre and now those who are supposed to retire have been retained to serve a little longer and save the commission for the shortage. This is one of the consequences of TPAD as it has failed to promote teachers into the administrative positions. This is an indication that TPAD was meant to punish teachers as the teachers' unions had indicated (Makori, 2018).

STATEMENT OF THE PROBLEM

The recent TPAD Report (2021) indicated enhanced teachers' competences amidst major shortfalls in the TPAD process. There are challenges which remain unaddressed in the TPAD processes. This study would investigate TPAD implementation and its effects on teaching and learning activities among teachers within Kimilili municipality, Kimillii Sub County, Bungoma Kenya.

OBJECTIVE OF THE STUDY

To investigate TPAD implementation and its effects on teaching and learning activities

RESEARCH QUESTIONS

What are TPAD implementation effects on teaching and learning activities?

METHODOLOGY

The study adopted quantitative research design where descriptive survey was employed. The study population were all teachers within Kimilili municipality who had interacted with the TPAD tool since 2017. The sample size were 40 respondents selected on the basis of equal gender representation. Data was collected through simple self-administered questionnaires, then analyzed through descriptive statistics and presented in tables of frequencies and percentages. Qualitative data was analyzed thematically and presented in prose.

Target population and sample size

The target population of the study were all the TSC teachers who had interacted with the TPAD tool, in public secondary schools in Kimilili municipality Kimilili sub-county, Bungoma, Kenya. 10 schools were selected for the study as follows: stratified sampling technique was used to select 3 boys boarding, 3 girls boarding and 4 mixed day schools. Simple random sampling technique was used to sample 4 teachers on equal gender basis from each school. Thus 2 males and 2 females were sampled from each school. A total of 40 respondents participated in filling of the questionnaires as presented in table 1.

Table 1: Target Population and Sample Size

Gender	Frequency	Percentage
Male	20	50
Female	20	50
TOTAL	40	100

Source: Field Survey

Table 1 shows the distribution of the sample size for the study. The questionnaire respondents were 40 from which 20 males and 20 females were selected. The total sample size for the study was therefore 40 respondents.

The Demographic Background of the Respondents

The respondents were asked to indicate their gender, age, category of school, teaching experience, academic qualifications and job designation as indicated in tables 2,3,4,5,6 and 7. The respondents were asked to indicate their gender as illustrated in table 2

Table 2: The Gender Representation of the Respondents

Gender	Frequency	Percentage
Male	20	50
Female	20	50
	40	100

Source: Field Survey

Table 2 shows that the gender distribution of the sample size was on equal basis of 20(50%) males and 20 (50%) female

Table 1: Age distribution of the Respondents

Age	Frequency	Percentage
21-30	6	15
31-40	22	55
41-50	9	22.5
51 & above	3	7.5
	40	100

Source: Field Survey

Table 3 shows the distribution of age of the respondents as follows: age bracket 21-30 (15%), 31-40(55%), 41-50 (22.5%) and 51& above (7.5%). The highest distribution was in the age bracket 31-40 and least in 51 & above. The age bracket 21-30 and 41-50 had (15 %) and (22.5%) respondents respectively. Majority of the respondents were in the age bracket 31-40. these were therefore fairly young teachers whose job satisfaction was expected to be high and their responses to the TPAD tool equally high. The age bracket 41-50 9(22.5%) have a declining job satisfaction and motivation. The most highly job satisfied and motivated was 21-30 (15 %) as they are new job entrants with the highest expectations in their job (Hertberg (1957).

Table 1: categories of schools

Category of school	Frequency	Percentage
Boys' boarding	3	30
Girls' boarding	3	30
Mixed day	4	40
	10	100

Source: Field Survey

Table 4 indicates the categories of schools, boys' boarding schools 3(30%), girls' boarding schools 3(30%), and mixed day 4(40%). The total number of schools were 10.

Table 5: Teachers' years of Experience

Teachers experience	Frequency	Percentage
1-5	16	40
6-10	5	12.5
11-15	11	27.5
16-20	4	10
21-25	2	5
26 & above	2	5
Total	40	100

Source: Field Survey

Table 5 shows teachers' experience in terms of years in teaching service. The distribution was as follows: 1-5(40 %), 6-10(12.5 %), 11-15(27.5 %), 16-20 (10 %), 21-25(5 %) and 26 & above (5%). The majority of the teachers had the experience of between 1-5 (40 %) followed closely 11-15(27.5 %). The least were 21-25 (5 %). This implies that the majority of the teachers were those with few years in the profession and their job satisfaction and motivation was likely to be high. These teachers could embrace TPAD tool more. The teachers with the experience of 16-20 (10%) and 21-25(5 %) were likely to be less motivated and job satisfied and therefore would not find the TPAD tool friendly. Those of 26 years & above are preparing for retirement and are slightly motivated and job satisfied just to safeguard their retirement benefits and are likely to score averagely on TPAD scale.

Table 6: Academic qualifications

Academic qualifications	Frequency	Percentage
Diploma	3	7.5
Bachelors	35	87.5
Masters	2	5
Doctorate		
Total	40	100

Source field data

Table 6 indicates that there were 3 (7.5 %) diploma holders, 35 (87.5 %) bachelors and 2(5%) Masters. The doctorate graduates were not available. This implies that teachers once employed by TSC never advanced in their studies to achieve higher academic certificates. Majority of the teachers 35 (87.5 %) had basic degrees or first degrees after their graduation. The bachelors' holders are more than the diploma holders. This could be attributed to tough conditions which are set by TSC to be met by teachers who want to advance in their studies. Most of the teachers lost hope in personal career advancement in the name of committing their efforts to serving their employer.

Table 7 Teachers' designation

Teachers' designation	Frequency	Percentage
Assistant teacher	32	80
Senior teacher	5	12.5
Deputy principals	3	7.5
Total	40	100

Source field data

Table 7 shows the designation of the teachers as follows: assistant teachers 35 (80 %), senior teachers 5 (12.5 %) and deputy principals (7.5 %). Majority of respondents were classroom teachers (assistant teachers) implying that teachers were never promoted especially from classroom teaching to high designations. This distribution gives the true picture of Kenyan pyramidal distribution the designations where the majority of the classroom teachers forms the base as few administrators form the apex. Administrators in secondary schools earn huge salaries and it is expected they enjoy job satisfaction and are highly motivated. The data also demonstrates that the base is extremely broad implying that upward job mobility is a rigid one.

Results and discussions

The results are presented according to the objective of the study. The respondents for questionnaire were 40.

Response rate

The response rate for both the questionnaire was 100%. All the questionnaires were distributed to the 40 teachers successfully.

Results and discussions

The objective of the study sought to investigate the TPAD implementation effects on teaching learning activities. Teachers were asked to indicate the degree to which they agreed or disagree to specified statement on Likert scale. The results are presented in table 8

Table 8: Teachers' Responses on Specific Statements on Teachers Competencies

STATEMENTS ON TEACHERS' COMPETENCES	HA	%	A	%	U	%	D	%	HD	%
I only prepare a lesson plan during lesson observation exercise	25	62.5	6	15			5	12.5		
TPAD has improved my class time management and syllabus coverage	11	27.5	18	45			1	2.5	8	20
TPAD has promoted my professional record keeping	9	22.5	24	60	3	7.5	4	10		
I have always rated myself highly on TPAD scale	13	32.5	19	47.5			6	15		
TPAD ratings are inconsistent and unreliable	22	55	9	22.5	5	12.5	4	10		
TPAD ratings is the best criteria for promotion of teachers	3	7.5	5	12.5	2	5.0	12	30	18	45
TPAD tool has enhanced my working relationships	3	7.5	5	12.5	8	20	22	55	7	17.5
My TPAD appraiser has training in educational appraising			9	22.5			11	27.5	15	37.5
I have no confidence in the TPAD appraisal system	15	37.5	20	50	11	27.5	3	7.5		
I'm not committed to TPAD system as it is mere paper work	5	12.5	13	32.5	6	15	9	22.5		

Source: Field data

Key: HA- Highly Agree, A-Agree, U- Undecided, D-Disagree, HD-Highly Disagree

Table 8 shows the teachers' responses on statements on Likert scale as follows: 'I only prepare a lesson plan during lesson observation exercise' were, Highly Agree 25 (62.5%), Agree 6 (15%) and Disagree 5 (12.5%). Therefore, those who highly agreed (65%) and those who agreed (15%) were more than those who disagreed (12.5%). This implies that the lesson observation tool was not fully embraced to be part and parcel of everyday classroom teaching but a formality presented during the observation exercise at least once per term. The lesson observation exercise only creates the impression of a competent teacher in class to his/her appraiser who knows very well the teacher may not be all that competent. In some situations, where there are no good working relationships between the appraiser and the appraisee, the appraising process is usually biased.

Classroom lesson observation has often created bad blood between the appraiser and the appraisee in many schools. In some schools where the principal is overwhelmed with administrative work the appraising is delegated to senior members of the staff to appraise teachers on behalf of the administrators. Teachers have therefore treated lesson observation exercise as a formality which has no dire risks on their job security. This finding concurs with the finding of (Machio, 2017) who cited ineffectiveness of school principals in conducting appraising. In Liberia a study by Mpungose & Ngwenya (2014) also pointed out that the heads of institutions were weak in appraising of their teachers.

Responses on the statement, 'TPAD has improved my class time management and syllabus coverage' were, highly Agree 11 (27.5%), Agree 18 (45%), Disagree 1 (2.5%) and Highly Disagree 8 (20%). Those who highly agreed (45%) and agreed (27.5%) were more than those who highly disagreed (20%) and disagreed. This therefore implies that TPAD had enhanced time management

and syllabus coverage among teachers. Teachers were able to cover the syllabus in good time due minimized absenteeism and increased class attendance. One of the prime objectives of TPAD was to curb teacher absenteeism, and improve standards and quality education (TPAD Report, 2021). Curbing of teacher absenteeism has been achieved to a large extent, however promotion of standards and quality education is wanting.

The shortage of teachers in Kenya stands at a deficit of 145,000 implying that those in service are overwhelmed with workload especially with the 100% transition policy. Syllabus coverage can comfortably be done by the teachers but the learners' individual differences may be at stake due to the hurriedness of the teachers to meet the TPAD requirements. There are thousands of unemployed trained teachers whom the government is reluctant to hire. No standards can be guaranteed with such workload upon the teachers' shoulders. This finding was also supported by the TPAD Report (2021) and is yet to be acted upon by TSC.

Responses on the statement, 'TPAD has promoted my professional record keeping' were, highly Agree 9(22.5%), Agree 24 (60 %), Disagree 3(7.5%) and Highly Disagree 4(10 %). Those who highly agreed (22%) and agreed (60%) were more than those who highly disagreed (7.5 %) and agreed (10 %). This implies that TPAD had promoted professional record keeping among teachers. This finding was also supported by the TPAD Report (2021). This was not a new development in teaching as teachers have continued to make the same records over the years. The keeping of records by all teachers was key though by itself could not determine teachers' competences. This is the kind of competences the author would refer to as 'mechanical competences.' Many records made by the teachers are never made reference to once they have been handed over to the authorities for official purposes.

Responses on the statement, 'I have always rated myself highly on TPAD' were, highly Agree 13(32.5%), Agree 19 (47.5 %) and Disagree 6 (15%). Those who highly agreed (32.5%) and agreed (47 %) were more than those who disagreed (15%). This implies that teachers rated themselves highly on TPAD and therefore were competent as they perceived themselves. There are consistent mistakes which have been made by the teachers as regards self-rating.

Most teachers are not honest with the rating. Teachers have overrated themselves as not to risk their jobs and portray that they incompetent. However, research shows inconsistencies between teachers' self-rating appraisal by the school administrators and learner competences or outcomes. The highly competent teachers have failed to promote learning outcomes among their students who are always rated below average in most cases. On the other hand, teachers who are rated as incompetent through TPAD have posted enhanced learning outcomes (Maina, Kiumi & Githae, 2021) Responses on the statement, 'TPAD ratings are inconsistent and unreliable' were, highly Agree 22 (55%), Agree 9 (22.5 %), Disagree 5((12.5 %) and highly 4(10 %). Those who highly agreed (55%) and agreed (22.5 %) were more than those who disagreed (10 %). TPAD was highly unreliable and inconsistent and may not have enhanced learning outcomes in some schools.

However, TSC has reported enhanced results in national examinations (Macharia, 2017), regardless of the national wide examination leakages which have greatly undermined the credibility of the KCSE results since the inception of TPAD tool in 2016. This implies that teachers were not keen with TPAD tool as it was unreliable and inconsistent. The inconsistencies in the TPAD process have also seen some schools perform very poorly in national

examinations. The findings in this study concur with Maina, Kiumi & Githae, (2021) who found out that despite TPAD implementation, schools in Narok County have performed poorly in national examinations such as KCSE over the years.

Responses on the statement, 'TPAD rating is the best criteria for promotion of teachers' were, highly Agree 3 (7.5%), Agree 5 (12.5%), Undecided 2(5%), Disagree 12 (30%) and 18 (45%). Those who highly agreed (7.5%) and agreed (12.5%) were less than those who disagreed (30%) and highly disagreed (45%). This implies that teachers were against the use of TPAD tool as criterion for promotions. Since the TPAD is a flawed process in key areas, it cannot be criterion for promotion of teachers as this would undermine the credibility of the system for promoting teachers in Kenya. This would lead to stagnation of teachers who deserve promotion as those who do not deserve are promoted. The tool has discriminated teachers with high qualifications totaling to over 12,000 who have been condemned due to their higher qualifications. This finding concur with the teachers unions' position on promotion of teachers based on TPAD (Makori, 2018: <https://newsblaze.co.ke>.)

Responses on the statement, 'TPAD tool has enhanced my working relationships' were, highly Agree 3 (7.5%), Agree 5 (12.5%), Undecided 8(20%), Disagree 22 (55%) and 7 (17.5%). Those who highly agreed (7.5%) and agreed (12.5%) were less than those who disagreed (55%) and highly disagreed (17.5%). This implies that TPAD tool did not promote working relationships among teachers. This could be attributed to use of fear appeals by school principals through intimidation and victimization of teachers who did not meet the expectations of TPAD. Teachers have continued to quarrel and misunderstand with each other, a situation which has been occasioned by TPAD. Some teachers who are well conversant with the online filling of the document have either volunteered to do it on behalf of the staff members or do it at a cost because the exercise is elaborate and time consuming.

The staff members have to pay some little money for the services rendered by their colleague. Some teachers however have failed to pay for the services. This has not augured well among all players. The poor appraisal systems in most schools has antagonized teachers. Teachers who are not in good terms with the administration have been punished through biased appraising by the administration. TPAD has also mounted huge work pressure on teachers which they cannot deliver well due to time constraints coupled with the poor appraising systems. This finding concur with Marey & Hesham (2020) who also cited poor working relationships among appraisers and appraisee.

Responses on the statement, 'My TPAD appraiser has training in educational appraising' were, agree 9 (22.5%), Disagree 11 (27.5%) and highly disagree 15 (37.5%). Those who agreed (22.5%) were less than those who disagreed (27.5%) and highly disagreed (37.5%). This implies that the appraisers had no training in the educational appraising and therefore teachers never trusted them as they appraised them. Training in academic appraising is important in professional appraising process. It requires psychological skills and application of personal experiences as a teacher to measure the insights into psychological rather than mechanical competences of teachers. Lack of proper approaches in the appraising may undermine the entire process and lead to mediocrity. Most of the appraisers if not all of them lack professional appraising skills in matters related to education. This finding concur with Hesham & Marey,

(2020) who posted that schools heads lacked training in appraising and were not keen on appraising of teachers.

Responses on the statement, ` I have no confidence in the TPAD appraisal system ` were, highly Agree 15 (37.5 %), agree, 20(50 %), Disagree 11 (27.5 %) and 3 (7.5 %). Those who highly agreed (37.5%) and agreed (50 %) were more than those who disagreed (27.5%) and highly disagreed (37.5%). This implies that majority of the teachers lacked confidence in the TPAD tool. Teachers cited that the appraisers didn't have knowledge of appraising hence lacked credibility in their processes. The finding also concurs with Mirando 2019).

Lastly responses on the statement, ` I'm not committed to TPAD system as it is mere paper work ` were, highly Agree 5 (12.5 %), agree, 13(32.5 %), Disagree 6 (15 %) and 9 (22.5 %). Those who highly agreed (5%) and agreed (32.5%) were more than those who disagreed (15%). Those who were undecided were 15%. This implies that the teachers were not committed to TPAD tool. Teachers were never committed to TPAD because of the many gaps highlighted in this study and have dismissed it as mere paper work. This was also in agreement with the teachers' union KUPPET AND KNUT (<https://newsblaze.co.ke>). The finding also agrees with Manyinsa (2019) who dismissed TPAD as paper work which consumed teachers' time.

In conclusion, the TPAD report (2021) which cited that teachers' competences and learning outcomes were enhanced ignored many gaps which needed to be highlighted. TPAD only improved on teachers' professional record keeping which has been in existence and the curbing of teachers' absenteeism - what TSC calls pedagogical skills (Macharia, 2017). However, the lesson observations, TPAD ratings, TPAD inconsistencies, teachers' promotions, teachers working relationships especially head teachers and their staff and the confidence of teachers in TPAD processes are serious flaws undermining the effectiveness of TPAD tool. Learning outcomes such as KCSE results have been marred with irregularities such as the exposure of examinations nationally through social media, which can be attributed to TPAD tool (Kamaris, 2022). Learners who are ill prepared for examinations have to look for ways to cheat in national examinations; a practice which came into existence with the roll out of TPAD in 2015 in Kenya.

SUMMARY

The teachers' physical competences such as keeping of profession records, schemes of work and lessons plans were achievable through TPAD tool. However, enormous gaps continue to emerge in the areas of lesson plan preparations, classroom observations, self-rating which is marred with falsehood, appraising challenges, teachers' promotion problems, poor working relationships and lack of confidence and commitment among teachers. The teachers service commission should therefore endeavor to address these challenges through a reviewed TPD system.

CONCLUSIONS

TPAD tool has only improved on the record keeping skills of teachers but has failed to deliver on key issues affecting performance in most schools.

RECOMMENDATIONS

The recommendations of the study were:

- i) Review of TPAD to address the inconsistencies highlighted in the study such as addressing the problem of falsehood in self-rating and improve on lesson plan processes,
- ii) Initiate proper promotional procedures of teachers,
- iii) Train appraisers in education appraising and instilling confidence among teachers.

REFERENCES

1. Kamaris, K. (16th March 2022). Massive Examination Malpractice Unearthed in Turkana West Sub-County. Available at www.cnyakundi.com
2. Machio, J. (2017). A Model of Successful School Leadership from International Successful School. Principal ship Project, Societies 5(1), 136-150
3. Maina, M. Kiumi, J. K., & Githae, P. (2021). Academic Qualifications and Teachers' Job Satisfaction in Secondary Schools in Nakuru County, Kenya. Journal of Education. Vol.7. Iss,2 Pp 87-91.
4. Makori, B. (2012). Teachers burn TPAD as they hold strike citing it has no value and wastes their time. Retrieved from <https://www.thedailyclock.co.ke/2018/>
5. Manyinsa, O.P.R. (2019). Assessing the Impact of the Implementation of the teachers' performance appraisal and development as the quality of teaching in Kenya; A case study of the county secondary schools: the cradle of knowledge. African Journal of Education and Social Sciences Research. AJESSR vol.7. Is s. No. 1
6. Marey, R., & Hesham, G. (2020). Re-conceptualizing Teacher Evaluation and Supervision in The Light of educational Reforms in Egypt. Social Sciences and Humanities 2(1), 2-8
7. Masika, E. (2019). Information communication Technology Use and Its Accessibility Motivation among Students in Public Secondary Schools in Bungoma County. International of Scientific Research 9(10), 430-442.
8. Mirando, B., D. (2019). Perceived Effectiveness of Teacher Performance Appraisal System in Government Owned Secondary Schools of Sidama Zone, Ethiopia. Journal of Education and Practice, 10(10), 1-11
9. Mpungose, J.E., & Ngwenya, T.N. (2014). Managing Teacher Performance and its Appraisal: Dilemmas
10. of School Principals. Scientific Methodological Centre, 62(1), 74 – 85.
11. Muchunguh, D.C. (Monday March 21st 2022). How Fraudsters, Educational Managers are Stealing Exams. Retrieved at <https://nation.africa>
12. Njoroge, K. (2018). Teachers oppose appraisal tool. Retrieved from <https://hivisasa.com/posts/teachers- unions-oppose- tcs- appraisal-tool>.
13. Okemasisi, K. (2018). Teacher's Participation in Performance Appraisal in Delivery of Education in Mixed Day Secondary Schools in Uasin Gishu County, Kenya. African Journal of Education, Science and Technology 1(4), 64-75.
14. Masika, E. (2019). Information communication Technology Use and Its Accessibility Motivation among Students in Public Secondary Schools in Bungoma County. International of Scientific Research 9(10), 430-442.
15. Oduor, A. (2018). Teachers Service Commission TPAD discrepancies Report (2017).

16. Malinde, C. (2018). Career Development and Organizational Support. Oxford research encyclopedias
17. TSC Urges Teachers to Attend TPD Modules Starting April 5th (27th March, 2020). Retrieved at <https://educationupdates.co.ke>tsc>
18. <https://newsblaze.co.ke>
19. <https://kissflow.com>
20. <https://www.synergita.com>