

**EFFECTIVENESS OF TEACHER PERFORMANCE APPRAISAL AND
DEVELOPMENT (TPAD) IMPLEMENTATION IN SECONDARY SCHOOLS
MANAGEMENT IN GUCHA SUB-COUNTY, KENYA**

BY

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DECLARATION

Declaration by the student

This is my original work and has not been presented for any degree program in any other University.

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DEDICATION

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ABSTRACT

The TSC instituted Teacher Performance Appraisal and Development tool (TPAD) in 2016 with a view of improving school educational outcomes. However, there have been active resistance by teacher trade unions against training on TPAD usage. Out of the 160 teachers interdicted nationally, 42 cases (26.25%) were from Kisii County with Gucha leading with 15 cases (35.7%). Evident training non-receptiveness created doubt as to whether teachers, being their own TPAD evaluators were effectively implementing it. Therefore, the purpose of the study was to establish effectiveness of TPAD implementation in Gucha sub-county secondary schools. The objectives were to: establish effectiveness in TPAD tool's implementation for enhancing teacher lesson attendance; to determine the effectiveness of TPAD tools implementation for enhancing syllabus coverage; to examine the effectiveness of TPAD tools implementation for maintaining learner discipline and to establish the effectiveness of TPAD implementation in enhancing school management. Locke's (1968) goal-setting model formed the study's theoretical basis. The study used descriptive survey design. Target population comprised 1 Director, 21 principals, 115 HODs, 254 teachers, 194 class secretaries. Satulated and stratified random sampling generated reliable key informants; the sub county director, 21 principals, 115 HODs, 169 teachers, 132 class secretaries. Data collection instruments were questionnaires, and inteview schedule. Before administration, the instruments were examined by experts from Maseno university to establish validity. 2 Principals, 10 HODs, 58 teachers and 29 class secretaries from Sameta Sub-County were involved in instrument piloting using test- retest method to ascertain reliabilty. A reliability coefficient of 0.82, 0.76, 0.80 and 0.78 respectively was established. A reliability coefficient of above 0.75 was considered adequate. Quantitative data based on the responses was analysed by use of SPSS version 22.0 and descriptive statistics generated namely: frequencies, percentages and then presented using tables. The study used inferential statistics; pearson's product moment correlation test, regression test, hypotheses test and one way ANOVA. Regression model obtained a unit change on implementation of TPAD tools in while holding other factors constant would enhance lesson attendance, syllabus coverage, learner discipline and school management by a factor of 0.620, 0.600, 0.510 and 0.792 respectively. From the coefficient table, the value for implementing TPAD tools for lesson attendance, syllabus coverage, learner discipline and school management were all 0.000 which is less than 0.05. Since the p-value of 0.000 is less than 0.05, all the null hypotheses collapsed. ANOVA test showed TPAD implementation had significant effect on all the independent variables as the value of significance (p-value) was less than 5%. The calculated value was greater than the critical value ($68.893 > 4.49$). The study recomends that to enhance lesson attendance, all the stakeholders including class secretaries, teachers, HODs and Principals, need to be trained effectively on every specific aspect of TPAD; proper infrastructure measures and capacity building should also be put in place to improve syllabus coverage; there is need for participative decision making processes on disciplinary policy in secondary schools and that TSC should encourage teachers to involve goal-setting practices associated with attainment of goals for effective school management.

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ACRONYMS

AARE	: Australian Association for Research in Education
AISTL	: Australian Institute for Teaching and School Leadership
BOM	: Board of Management
COCE	: Code of Conduct and Ethics
CORT	: Code of Regulations for Teachers
EMIS	: Education Management Information Systems
FGM	: Female Genital Mutilation
GES	: Ghana Education System
HISD	: Houston Independent School District
KNBS	: Kenya National Bureau of Statistics
KCSE	: Kenya Certificate of Secondary Examinations
KCPE	: Kenya Certificate of Primary Education
KEMI	: Kenya Education Management Institute
KESI	: Kenya Education Staff Institute
KNEC	: Kenya National Examinations Council
KNUT	: Kenya National Union of Teachers
KUPPETI	: Kenya Union of Post Primary Education and Tertiary Institutions
KPSHA	: Kenya Primary School Heads Association
KSSHA	: Kenya Secondary Schools Heads Association
LOF	: Lesson Observation Form
MOEST	: Ministry of Education Science and Technology

MUERC	: Maseno University Ethics Review Committee
NCRC	: National Crime Research Centre
OECD	: Organization for Economic Cooperation and Development
PA	: Performance Appraisal
PC	: Performance Contract
QASO	: Quality Assurance and Standards Officer
SCQASO	: Sub-County Quality Assurance and Standards Officer
TLAR	: Teacher Lesson Attendance Register
TMIS	: Teacher Management Information Systems
TPA	: Teacher Performance Appraisal
TPAD	: Teacher Performance Appraisal and Development
TTCs	: Teacher Training Colleges
TSC	: Teachers Service Commission
UK	: United Kingdom
URT	: United Republic of Tanzania

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Appraisals have been used in education sector to make teachers accountable in a visible way to employers, parents and students. They help to develop teachers in order to improve their delivery in teaching by correcting personal weaknesses to a more effective working habit, providing feedback about progress and receiving guidance and support (Elliott, 2015). According to Al-Jammal (2015), performance appraisal is a formal systematic assessment of how well an employee is performing an assigned job in relation to established standards and the dialogue about that assessment with the involved employee. It is one of the areas an organization can use to unlock the full potential of their people. In the United Kingdom (UK), teacher appraisal and evaluation systems are used to monitor teacher performance to provide quality education in learning institutions. The employer implements two teacher appraisal models, including an appraisal of professional development model and an accountability model. These two models have helped to increase teacher performance in all learning institutions where the employer has kept a close watch on the day-to-day instructional process (Global Partnership for Education, 2015) as cited in (Alubbe, 2015). In Botswana, teacher performance appraisal tools have helped improve the relationship between working and career development. The development of interconnected models to evaluate teachers' appraisal processes has increased the capacity of teacher performance (Monyatsi, 2009). In Uganda, performance assessment tools influence teacher performance in public and private educational institutions. The teacher appraisal tool aligns teaching staff to the strategic education goals whose central pillar is performance management (Kyakulumbye, 2013).

However, the different tools implemented in various countries to appraise teachers are reported to lack effective contribution to teacher performance in the classrooms which has a relationship with the management of time (Chikumbe & Makamure, 2010). An organization's strategy should have established performance measures to rate employees' performance. Typically, the measure shows the employee's contribution to organizational growth or how effectively they meet the set targets and objectives (Elliott, 2015).

Teacher management is a key component of schools in collaboration with other government agencies whereby management is defined as the process of working with and through others to achieve organizational objectives in a changing environment. This is basically looking at working with and through others; achieving organizational objectives; balancing effectiveness and efficiency; making the most of limited resources and coping with a changing environment (Kreitner, 1995). Teachers are the primary implementers of the curriculum. The curriculum is a major factor that affects learners' achievement in school (Adelina, 2015). It is therefore essential for schools to put in place and enhance systems to increase teachers' monitoring, supervision, and evaluation. At independence in 1963, the State Department of Education inherited the inspectorial system from the colonial government to appraise teachers in schools. Kenya's culture of teachers performance appraisal dates back to 1964 when the Ominde commission proposed that teachers' performance be evaluated through inspections (Republic of Kenya, 1964). This was captioned in the Education Act CAP 211. School inspectors visited schools impromptu and checked on the work of teachers in the classrooms (Republic of Kenya, 1969). Such a system was intimidating and demoralizing. Over time, education stakeholders had tried to initiate improvement on teacher appraisal procedures for efficiency in the public education sector but without much success

(Gichuki, 2015). The teachers' performance appraisal was always top-down without the involvement of teachers to improve their teaching and learning process. Progressively, the teaching service was subjected to a closed performance appraisal system where school heads filled confidential reports without involving the teachers. David Koech report on education in Kenya, revealed that the Ministry of Education had failed to provide professional guidance to teachers as a result teachers had developed a low morale because of the nature of what was considered "confidential" appraisal system(Republic of Kenya, 1999/2000). In 2004, this appraisal policy was repealed in favour of a more participatory system (TSC, 2005). Quality Assurance and Standards officers (QASO) replaced the inspectors under the new system in the quest to improve the quality of teaching and learning in schools. The QASOS externally appraised the teachers in schools. This was captioned in the revised Code of Regulations for Teachers (TSC, 2005).

The desire to improve the open appraisal system and its outcome culminated to the introduction of an appraisal system known as Teacher Performance Appraisal and Development (TPAD). In 2012, the TSC through an act of parliament, improved the appraisal of teachers and adopted new and more teacher accommodative approaches (TSC, 2012). Regulation 52 of the TSC guidelines on teacher management provides that the Commission develops an open performance appraisal system for teachers in its employment. That school heads provides oversight roles in the appraisal of teachers in their schools. The appraisal instrument shall be jointly discussed, completed and signed by the appraiser and appraisee and that any teacher who displays poor performance or adverse appraisal ratings may after due process have his contract terminated (TSC, 2015). The new approaches were instituted in schools in January 2016 with the aid of a new appraisal tool, TSC/TPAD/01 (TSC,2016). All TSC employed teachers in primary and secondary schools were

subjected to the appraisal tool to improve their teaching learning outcomes. In this study, school management is aimed at ensuring that work targets are met within specified period of time. The indicators of effective implementation of the TPAD tool for enhanced lesson attendance, syllabus coverage and learner discipline were: punctuality for reporting for duty and lesson attendance; records of teacher presence, lessons taught/missed, lessons recovered, record of remedial lessons, staff meeting attendance and timely preparation of professional records; approved schemes of work, lesson plans, lesson notes, record of work covered learning aids, text books; test/examinations, marking schemes, learners progress records, mark sheets; timely syllabus coverage, lesson observation ratings; identification of weak or talented learners; evidence of teacher prepared teaching/ learning aids; evidence of ICT to access online educational resources; evidence of use of relevant approach and evidence of involvement and networking with educational bodies e.g KNEC, KICD and MOEST to determine the effectiveness of TPAD implementation in enhancing syllabus coverage; Evidence of compliance with the Code Of Regulations for Teachers (CORT), Code of Conduct and Ethics (COCE), Children’s Act and other statutory regulations regarding children’s rights; use of teaching/learning aids that support learners’ safety and promote self awareness; create child friendly learning environment; evidence of sensitization programmes; record of learner discipline cases and interventions; evidence of parental involvement in management of learner behavior; approved co-curricular schedules, membership lists; commendation letters; certificates of participation at different levels; record of involvement in national initiatives eg. Tree planting,advocating for anti FGM campaigns; evidence of involvement in community based activities and evidence of awards, officiating, coaching and training in co-curricular activities (TSC/QAS/TPAD-T/01/REV.2, 2019) in appendix XII.

The objectives of TPAD were to: provide quality education to learners in all public institutions; give teachers' opportunity to improve on their performance competencies; analyze teacher performance gaps and provide support for professional development; provide for fair, effective and consistent teacher evaluation and protect the rights, safety and discipline of learners. However, arising from this is lack of clarity whether the procedures stated on the TPAD tool are as a matter of principle practiced effectively, hence this study purposed to investigate effectiveness of TPAD tool implementation indicators in enhancing teacher lesson attendance, syllabus coverage and learner discipline. Despite the many interventions put in place by quality assurance in schools, challenges have been documented. For instance, teacher absenteeism is one of the problems facing the improvements in the education sector in Kenya.

In a report, it was established that on average the absence rate of teachers from schools rated at 16%. The report further observed that for every 100 public secondary school teachers, 55 were in class teaching while 45 were in school but not teaching. Poor utilization of teaching/ learning resources and poor time management was found to adversely affect the academic performance of learners(World Bank, 2013). A survey conducted by the TSC at the county level between 9th and 13th October 2017 across the 47 counties of Kenya revealed that teachers were not being monitored and evaluated adequately in the implementation of TPAD; that teachers were taking too long to measure up to the appraisal tools, necessitating the need to review the policy; and that some teachers' targets were not being met. In Kericho county for example, no comprehensive monitoring schedule was created and that only fragmented schedules for sub counties were created independently (Mwabili, 2018). According to Ronoh (2018) as cited in (Mito, 2021), in Elgeyo Marakwet, learners exercise books were rarely checked and lesson plans were rarely updated

while in Nairobi County, evidence of Lesson observation reports was not made available and that TSC was considering future intervention to address the situation. Other critiques argue that TPADF implementation has not achieved its set objectives. They contend that teachers through KUPPET and KNUT officials have rejected TPAD implementation on the grounds of delayed promotions and sometimes denial of promotions. They view the appraisal as a tool to victimize them (Owour & Jonyo, 2017). At the 10th African confederation of principals' (ACP) meeting in Mombasa in 2018, the TSC's CEO agreed to convene an emergency meeting with the officials of Kenya Primary Schools Association (KEPSHA) and Kenya Secondary Schools Heads Association (KESHA) to address concerns about the TPAD policy (KESHA, 2018).

Worthy noting is the fact that teachers and their trade unions were not initially involved in the development of the TPAD tool. The period 2016 and 2019, saw a lot of active teacher resistances from the teachers' trade unions over the TSC training on the effective implementation of the tool. Out of the initial 160 teachers who were interdicted by the employer, 42 cases were from Kisii county and Gucha Sub County was leading with 15 (35.7%) cases(KNUT, 2019). Training non-receptiveness created doubt as to whether teachers, being their own appraisers were effectively implementing it in secondary schools in Gucha sub county, hence this study. Gucha Sub-County was selected for this study since TSC faced significant obstacles when rolling out TPAD training, which most likely compromised its effective implementation claiming it was a simplistic approach to teacher management given that it was largely opinion-based(Onyango & Abuga, 2019). The table below shows the distribution of cases where teachers were interdicted for resisting compliance with the TSC invitation to attend TPAD training across the Sub-Counties of Kisii County in April 2019.

Table 1.1: Number of teachers interdicted by TSC for resisting TPAD training in Kisii County in 2019

Sub-County	Number of Interdicted Teachers	%
Kisii Central	02	4.8
Sameta	05	11.9
Marani	01	2.4
Kitutu Central	03	7.1
Nyamache	03	7.1
Gucha	15	35.7
Gucha South	7	16.7
Kisii South	02	4.8
Masaba North	01	2.4
Masaba South	01	2.4
Etago	01	2.4
TOTAL	42	100

Source: *KNUT Kisii County, 2019*

Out of 160 reported cases nationally, Kisii County contributed 42 cases representing 26.25 %, with Gucha Sub-County contributing 15 cases (35.7%) and Gucha South Sub-County 7 cases (16.7%) as observed from Table 1.1 above. Without training, effective implementation cannot be guaranteed, and with this level of resistance, it is suspicious that the teachers were not effectively implementing TPAD in schools in Gucha Sub-County. Teachers’ resistance to implementing practices that were expected to improve their input was hypothesized to compromise the effective implementation of the system. However, according to media reports, educationists from Kisii community argue that teachers from public schools frequently miss classes to attend funerals. Subsequently a quarterly Standards Assessment report was done for 31 primary and 17 secondary schools revealed that there is still rampant teacher absenteeism in Gucha sub county (Obebo, 2018). A study in Gucha sub county established that the contribution of teacher performance to student learning achievement tended to be minimal. The study found the appraisal tool to be

wanting and recommended the need to re-engineer TPAD within a broader performance management framework (Nyakundi, 2019). This contradicted the TSC assumption that once fully embraced, TPAD tools are expected to impact on teaching quality positively (TSC, 2016). Lastly, Onderi (2017) established that schools in Gucha sub county still experience discipline problems. This went against expectation since the TSC TPAD rolled out in 2016 was a milestone to check these flaws and restore order in schools (TSC, 2016). Hence, the researcher choose Gucha sub county for this study to establish the effectiveness of the implementation of TPAD tool in enhancing lesson attendance, syllabus coverage and learner discipline secondary schools in the sub county.

1.2 Statement of the Problem

TSC's introduction of TPAD in January 2016 for teachers aimed at enhancing school management capacity in monitoring curriculum implementation and accountability in the utilization of resources. By January 2020, the TPAD implementation entered its fifth year since inception and therefore merited assessment to ascertain effective implementation of the tool and shade light for any reviews. The TSC lauded this initiative as a milestone to control teacher absenteeism, to enhance syllabus coverage, to maintain learner discipline in schools and enhance the overall effective school management. However, this effort had faced a lot of opposition from teachers and their trade unions, especially the KNUT, indicative of poor teacher attitude towards TPAD and hence threatened of non-involvement in its implementation. Notably, TPAD expects the employees involved in a process of periodic self-goal-setting that lead to supervised self-goal-evaluation, a cyclic activity meant for self-role-recognition as a player in a school team based on individual

teacher circumstances. With such resistance, it was doubtful whether the teachers valued TPAD goals to implement it effectively.

In the period 2016-2018, teachers resisted TPAD training, and out of the initial 160 interdicted cases nationally, Kisii County contributed 42 cases representing 26.25 %, with Gucha Sub-County contributing 15 cases (35.7%) and Gucha South Sub-County 7 cases (16.7%). Without training, effective implementation could not be guaranteed, and with this level of resistance, there was a likelihood that the effective implementation of the performance appraisal tool in secondary schools in Gucha Sub-County may have been compromised. The high expectation required on the performance appraisal tool was likely to make teachers fill them mechanically to please the employer rather than providing information reflecting on the actual performance; since it was perceived by teachers as a simplistic approach to teacher evaluation given that it was largely supervisor-opinion-based. Quarity Assessment reports alongside studies conducted in the sub county indicate evidence of teacher absence in classes, discord between teacher performance and student achievement and chaotic learning environments due to persistent learner indiscipline in Gucha sub county. Against this background, the aim of this study was to establish the effectiveness of TPAD implementation indicators in enhancing lesson attendance, syllabus coverage, learner discipline and overall teacher management in secondary schools in Gucha Sub-county, Kenya.

1.3. Purpose of the Study

To investigate effectiveness of teacher performance appraisal and development (TPAD) implementation in secondary schools management in Gucha Sub-County, Kenya

1.4. Objectives of the Study

The specific aims of the study are listed below:

- i. To establish the effectiveness of TPAD implementation in monitoring teacher lesson attendance in secondary schools in Gucha Sub-County.
- ii. To determine the effectiveness of TPAD implementation in syllabus coverage TPAD tools in secondary schools in Gucha Sub-County.
- iii. To examine the effectiveness of TPAD implementation in maintaining learner discipline in secondary schools in Gucha Sub-County.
- iv. To establish the effectiveness of TPAD implementation in enhancing school quality management in secondary schools in Gucha sub county.

1.5. Research Hypotheses

The following null hypotheses guided the researcher:

- i. Implementation of TPAD monitoring tools does not significantly affect teacher lesson attendance in secondary schools in Gucha sub county.
- ii. Implementation of TPAD curriculum monitoring tools does not significantly affect syllabus coverage in secondary schools in Gucha sub county
- iii. Implementation of TPAD tools does not significantly affect learner disciplinary procedures in secondary schools in Gucha sub county.
- iv. Implementation of TPAD does not significantly affect teacher management in secondary school in Gucha sub county.

1.6 Assumptions of the Study

In this study, the following assumptions were made:

- i. That the secondary schools implemented TPAD performance appraisal tools in line with TSC requirements.

- ii. Teacher appraisal was pegged on individual internal assessments at the school level by Principals, HODs, teachers themselves, and class secretaries.

1.7. Scope of the Study

- i. The study focused on establishing the effective implementation of TPAD tool which was instituted in 2016. The information required for assessment of the topic runs from 2016 to 2020 for significant conclusions. The period under review gives a good interval to assess the effectiveness of TPAD tool implementation in Gucha Sub county.
- ii. The study focused on TSC registered teachers in secondary schools as required by the TSC code of regulations for teachers(TSC, 2015) section 52(i) .
- iii. Methodologically, the study employed a descriptive survey design.
- iv. The content scope was limited to establishing the effectiveness of TPAD tool implementation with specific indicators on teachers' attendance to lessons/classes, syllabus coverage, and learner discipline in secondary schools.
- v. Geographically, the study was confined within Gucha sub county, one of the 10 sub counties of Kisii county, created under the new constitution (Kenya, 2010). The Sub County lies approximately between latitude 0° 37'S and 0° 52'S and longitude 34°43'E and 34°48'E. It borders Kisii South Sub-County to the north, Kisii Central to the east, Sameta to the south east, Kenyena to the south, and Gucha South to the west.

1.8. Limitations of the Study

Limitations are constraints or drawbacks both theoretical and practical that the researcher has minimal control over (Orodho, 2003).

- i. The study relied on data from questionnaires which could not source exhaustive information. The questionnaire design being a structured instrument might not have provided flexibility to the respondents. To overcome this limitation, the researcher allowed frequent space for comments.
- ii. Probable inadequacy of data from teachers (key respondents) were made up for by data from other categories of respondents.

1.9. The Significance of the Study

- i. The study sought to analyse teachers' responses on effectiveness of TPAD tool implementation in enhancing teachers' performance in lesson attendance, syllabus coverage and learner discipline. It is assumed that the information gathered will be useful to the TSC in pointing out whether the ongoing appraisal is effective or not. This will in turn help school managers improve the nature of it to an effective tool.
- ii. The findings of this study provide the TSC with early information on how effective the TPAD performance appraisal tool is in secondary schools. This will enable the employer to improve its strengths and review the weaknesses for more robust performance management. Further still, the study can be used to give solutions to trending issues on appraisal by advising teachers and TSC on areas that need improvements.
- iii. The findings of this study provide a framework through which school administrators will learn the effectiveness of TPAD that is being implemented in schools and allow them to initiate system improvements to achieve the performance measurement goals.
- iv. To the teacher unions, the study findings provide a basis for advancing informed arguments while championing the advocacy of the teachers' welfare. The study is also

useful in finding out if the teachers support or oppose performance appraisals. Understanding the rationale for or against teachers' assessments is a step in the right direction since TSC may consider their concern and inputs in the redesign of the ongoing appraisal in realizing an effective appraisal tool in the near future.

- v. Finally, there persists a scarcity of evidence on effectiveness of TPAD tool implementation in the education sectors, especially Kenya. Therefore, the study will be used to give current data to the TSC and other researchers on emerging issues about teacher appraisals.

1.10. Theoretical Model

This study was anchored on Edwin Locke's goal-setting theory. The goal-setting theory holds that outlining a task's objectives correlates positively with performance. When one sets specific and inspiring targets and obtains authentic feedback, they will experience better task performance and higher achievement (Locke, 1968). This model recommended the annual appraisal system where every staff member is expected to fill up end-of-year progress reports for the tasks assigned at the start of the year. By the end of the year, the annual work plan serves as the evaluation benchmark to assess the employees' performance during the appraisal period.

According to Locke (1968), people set targets to gratify their emotional needs and desires. Locke emphasized that employees should demonstrate goal commitment for the goal-setting theory to be effective. Commitment is an individual's dedication, devotion, or resolve to achieve set goals regardless of the origin. Better and suitable opinions on results direct employee behavior. This drives higher performance than when feedback is not provided. Therefore, the theory was appropriate for this study since the TPAD tool had been used by the teachers' employer, TSC, to set targets for teacher performance since January 2016. The theory underscores the importance of

employees” (teachers) participation in setting goals. Accordingly, participation in setting goals promotes the motivation of teachers to accomplish work faster and more effectively that contributes to higher output by raising enthusiasm, effort, and quality. Participation in goal setting also allows goals to be more acceptable by both the employer and employees in organizations (Jonyo & Jonyo, 2017). Within the school management, the TSC gives direction that the appraisal instrument shall be jointly discussed, completed and signed by the appraiser and appraisee. The appraiser plans for the appraisal meetings before the appraisal is conducted (TSC, 2015). The goal setting theory therefore was relevant in this study in the sense that it helps people to participate in goal setting and that they are likely to accept even a difficult goal than are arbitrary assigned it by the boss. The reasoning being that individuals are more committed to choices in which they have a hand (Robbins, 2003). The TSC TPAD implementers endeavor to consider Locke’s theory’s factors by embracing uni-direction when appraising teachers’ attitudes towards the TPAD appraisal tool with the hope that they realize effectiveness in the performance of assigned duties. Thus, the theory underpins the role of school principals, HODs, teachers, and class secretaries in institutional effectiveness of TPAD implementation.

1.11. Definition of key Operational Terms

Appraisal: This is the process of evaluating one's performance against pre-determined goals to provide feedback to enhance the appraisee's output.

Effectiveness: This refers to how teachers gauge the professional role they play in TPAD implementation to address lesson attendance, syllabus coverage and maintenance of learner discipline to achieve their individual set-goals towards school goals.

Implementation: Refers to the actualization of the TPAD policy as directed by TSC.

Performance: This is the process of self-assessment of what an employee has achieved against self-set-targets over a specific period.

Professional Development: These are the training and educational programs aimed at improving the teachers' professional skills, capabilities, knowledge for effectiveness.

Productivity: Refers to the measure of a school's success with respect to the students' achievement in internal and external tests and the ability of the school's products to defend their certificates.

TPAD: Is a TSC tool for supervising and monitoring educators' performance at school. The performance appraisal tool helps employees set performance targets whose performance indicators have been interpreted by the TSC as enhanced lesson attendance, syllabus coverage, and learner discipline.

School Management: refers to the running of a school along the desired educational policies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented a review of previous studies under the concept of Teacher Performance Appraisal and Development (TPAD), School management, teacher lesson attendance, syllabus coverage, learner discipline.

2.2 Teacher Performance Appraisal and Development (TPAD)

Studies from around the world show that countries that enjoyed a history of political centralization have had their teacher performance appraisal systems modeled on the top-down inspectorate system for a long time. According to the Organization of Economic Cooperation and Development (OECD), countries such as France, Mexico, Palestine, Austria, and Greece have centralized political systems and a long history of the inspectoral system of teacher performance appraisals. In the Greek education system, the country's Ministry of Education was mandated with developing educational policies since 1974 (OECD, 2013). Political motives rather than performance and merit have prevailed in the appointments and promotions in this system. This has created an obstacle in implementing a formal employee appraisal strategy. Sectoral reforms have also failed since the government has banned any promotion type of evaluations. These are currently subject to public deliberation. Evaluations may still occur in the schools without approvals from the Ministry of Education (OECD, 2015). The Australian Institute of Teaching and School Leadership (AITSL), reported that the teacher performance evaluation techniques in Australia are among the most successful globally (AITSL, 2012). The key features of effective performance appraisal in Australia include reflection and goal-setting, professional development, authentic feedback, and

corrective actions. Reflections on performance and developing objectives are key improvement drivers in the Australian Education system. The practice involves thoughtfully evaluating the teachers' practice using performance data and feedback. The reflection should facilitate setting new objectives to improve professional performance and development. Fixsen et al (2009) proposed standardizing the process of moving ideas from the page to situations where they may have an impact. If intervention implementation is well monitored, the efficacy of the intervention is estimated to be 12 times higher. It has also been identified that considering stakeholders' views, especially the teachers who will be subjected to the appraisal process, is critical (Flores, 2010). Contemporary performance assessment systems advocate for equitable, defensible, and truthful appraisals in conducive environments in line with labor regulations. Studies from Anglophone countries such as the USA, UK, New Zealand, Australia, and Botswana have indicated that systems of teacher performance appraisal have been subjected to debates and reviews to ensure that they conform to the changing educational needs and the desire for efficiency and effectiveness (Nemma, 2019). Despite so much research on performance appraisal, satisfaction with the tool is still ineffective in many organizations (Adler, 2016).

In Africa, a study conducted in Botswana secondary schools identified how the teachers themselves experience their appraisal as statistically significant. The teachers had different experiences and thoughts about the appraisal process. Most teachers thought that the process was demotivating and punitive. Moreover, parties to an appraisal process required training. The researchers demonstrated a lack of teacher participation in the appraisal process, implying a need for system improvements for acceptance and minimal implementation barriers (Monyatsi, 2009). Research done in Ghana revealed that poor appraisal systems have led to deteriorating performance

in senior public high schools (Doris, 2011). A successful method of appraising teachers should be focused on both the school and involve teachers during its implementation. Chikemibe and Makamure (2010) examined the effectiveness of curriculum assessment approaches in learning institutions in Gambia. It was established that a robust curriculum assessment has an implementation agent, the teacher, who transforms the curriculum into a syllabus, schemes of work, and instructional content. Teachers should be allowed to go through role-playing sessions in which teachers act as appraisers, appraisees, and observers. Using these strategies collectively will adequately prepare teachers for effective involvement in the process to reduce appraisal-related tensions, defensive behaviors, and rater-rater conflict .

Countries in East Africa such as the Republic of Uganda, the United Republic of Tanzania, and Rwanda have embraced educational reform and developed teacher performance appraisal tools to evaluate their teachers' performance. For instance, in the United Republic of Tanzania (URT), the government has adopted a cross-sectoral tool, including education since 2004. The tool is known as Open Performance Review and Appraisal (OPRAS). OPRAS is defined as an open, official and orderly process to assist employers and employees plan, manage, measure, and achieve continuous organizational improvements. This aligns the employees' actions with the organizational goals. OPRAS requires a supervisor and subordinate to sit and discuss and agree on the individual goals, targets, evaluation approaches, criteria, and resources needed to deliver the performance requirements (URT, 2013)).

According to Kenya Education Management Institute (KEMI), a performance evaluation is a systematic and ongoing assessment of an employee's output and potential against set goals to inform and generate action plans to improve productivity (KEMI, 2010). After independence, the

State Department of Education continued the inspectoral system that the colonial government had initiated. This was mandated in the first independence Education Act Cap. 211. The Colonial State Department of Education in Kenya used school inspectors who visited schools impromptu and checked the work of teachers in the classroom (Republic of Kenya, 1969). Such a system was intimidating and demoralizing. Since independence, educational stakeholders have initiated improvement processes for efficiency in the public education sector but without much success (Gichuki, 2015). The teachers' evaluation process has always been from top-down without the involvement of teachers to improve their teaching-learning process. The teaching service was subjected to a closed performance evaluation system where school heads evaluated teachers' performance confidentially without involving the teachers (Republic of Kenya, 1969). Such a system was not only intimidating but also demoralized the teachers' performance. In a report, it was revealed that the ministry of Education had failed to provide professional guidance to the teachers as a result teachers had developed low self esteem because of what was considered confidential appraisal system (Republic of Kenya, 2000). This policy was repealed in 2004 in favor of a more participatory system established through the Code of Regulations for Teachers (TSC, 2005). According to the Ministry of Education Science & Technology, Quality Assurance and Standards Officers (QASOs) replaced the inspectors under the new system. They were responsible for an external teacher performance appraisal in Kenyan schools (Republic of Kenya, 2005). The TSC through an Act of parliament and Code of Regulations for Teachers, improved the appraisal process and adopted better approaches (TSC, 2012) and (TSC, 2015) respectively. Although the government of Kenya launched performance management for public officers in 2003 aimed at improving efficiency and accountability to the citizens, teachers were not subject to performance

appraisals. However, the TSC instituted TPAD in 2016 for the teaching staff to improve supervision and monitor curriculum implementation to improve learning outcomes (TSC, 2016). This was anchored in the commission's strategic plan 2015-2019 (TSC, 2015). Regulation 52 of the TSC guidelines on teacher management provides that the Commission develops an open performance appraisal system for teachers in its employment. That school heads provides oversight roles in the appraisal of teachers in their schools. The appraisal instrument shall be jointly discussed, completed and signed by the appraiser and appraisee and that any teacher who displays poor performance or adverse appraisal ratings may after due process have his contract terminated (TSC, 2015). The new approaches were instituted in schools in January 2016 with the aid of a new appraisal tool, TSC/TPAD/01 (TSC,2016). All TSC employed teachers in primary and secondary schools were subjected to the appraisal tool to improve their teaching learning outcomes. In this study, school management is aimed at ensuring that work targets are met within specified period of time. The indicators of effective implementation of the TPAD tool for enhanced lesson attendance, syllabus coverage and learner discipline were: punctuality for reporting for duty and lesson attendance; records of teacher presence, lessons taught/missed, lessons recovered, record of remedial lessons, staff meeting attendance and timely preparation of professional records; approved schemes of work, lesson plans, lesson notes, record of work covered learning aids, text books; test/ examinations, marking schemes, learners progress records, mark sheets; timely syllabus coverage, lesson observation ratings; identification of weak or talented learners; evidence of teacher prepared teaching/ learning aids; evidence of ICT to access online educational resources; evidence of use of relevant approach and evidence of involvement and networking with educational bodies e.g KNEC, KICD and MOEST to determine the effectiveness of TPAD

implementation in enhancing syllabus coverage; Evidence of compliance with the Code Of Regulations for Teachers (CORT), Code of Conduct and Ethics (COCE), Children’s Act and other statutory regulations regarding children’s rights; use of teaching/learning aids that support learners’ safety and promote self awareness; create child friendly learning environment; evidence of sensitization programmes; record of learner discipline cases and interventions; evidence of parental involvement in management of learner behavior; approved co-curricular schedules, membership lists; commendation letters; certificates of participation at different levels; record of involvement in national initiatives eg. Tree planting,advocating for anti FGM campaigns; evidence of involvement in community based activities and evidence of awards, officiating, coaching and training in co-curricular activities (TSC/QAS/TPAD-T/01/REV.2, 2019) in appendix XII.

The TPAD is the performance monitoring and evaluation tool meant to generate up-to-date data for planning and to enhance teaching quality. This performance appraisal approach was hypothesized to improve learning outcomes in schools. Mwai (2018), examined the levels of teacher compliance with TPAD in public primary schools in Gilgil Sub-County. The study revealed a high level of compliance with TPAD tools’ implementation in the Sub-County. (Owour & Jonyo, 2017) established that TPAD had not fully enhance lesson attendance by teachers.in Gucha sub county, paucity of literature existed on the effectiveness of TPAD. This then necessitated a study to ascertain implementation effectiveness and provide insights.

2.3. Effectiveness of Appraisal in Addressing Teacher Lesson Attendance in Schools

Abdelaziz et al. (2016) observed that time is a resource that stipulates the effective management of learning and utilization of learning resources. It is imperative, therefore, that it should be well monitored. Monitoring of time helps teachers to ensure that they plan their school activities and

lesson attendance to minimize wastage through absenteeism and idling in class. According to the Organisation for Economic Cooperation and Development (OECD, 2013), teacher absenteeism disturbs the students' learning process. Repeated absenteeism affects student performance significantly in negative ways. According to (Mooij & Narayan, 2010), teacher absenteeism is a major problem globally that is more prevalent in developing countries. For example, teacher absenteeism rates in the USA, Ireland, Israel, Canada, England range between 3 and 6 percent. The World Bank examined the teacher absenteeism rate in developing countries and established that it ranges from 10%-30%. Specifically, the rate is 21% in Indonesia, 11% in Peru, 10% in South Africa, 27% in Uganda, and 30% in Kenya (WorldBank, 2010). According to a recent survey, India, Indonesia, and South Africa have reported 10% teacher absenteeism in schools (Kunjunjukutty, 2017). In East Africa, teacher absenteeism is a serious form of unethical conduct. On the downside, Uganda's rates are the highest globally at 35%, with average absenteeism per teacher estimated at 2 days in a 5-day week (Telemwa & Eupal, 2009). Where teacher substitute is uncommon, absenteeism can result in idle time for students, doubling of classes, and school dropout in rampant cases (Uwezo East Africa, 2013). The wide use of physical instructional delivery approaches means that the physical presence of both teachers and students is required (Agesa, 2009). When school heads are in complete control of their teachers' lesson attendance, teachers are intrinsically motivated to attend classes. Adequate government financing in the educational sector is also required to meet the teachers' needs to reduce absenteeism effectively. High absenteeism rates are linked to the harsh economic conditions and low wages as teachers use the instructional hours to carry out private businesses to bridge the gap. TSC's promotion of teachers should be based on refresher courses, Masters, and Ph.D. programs to encourage others

to undertake training for professional development. These factors have also been established to contribute immensely to teachers' school attendance (Muasya, 2016). literature shows that performance appraisals are essential employee assessment elements that are highly relevant in the teaching profession. Teacher performance influencers include quality standards, planning, and job analysis. Moreover, continuous monitoring also affects performance appraisal among the teaching fraternity (Alubbe, 2015), (Aloo, Ajowi, & Aloba, 2017), (Asiago & Gathii, 2014). Macharia,(2017) asserted that TPAD implementation can lead to excellence in educational performance that is achieved through regular teacher commitment; enhanced syllabus coverage; creation of friendly learning environment and value addition in learner performance in national examinations. In this regard, the TSC chose to implement TPAD in 2016 to improve teachers' productivity. Effective time management is a crucial element of the TPAD tool(TSC/QAS/TPAD-T/01/REV.2, 2019).To improve lesson attendance in schools, the TSC developed a TPAD tool that allows monitoring teachers' attendance of classes. The tool's major performance indicator for effectiveness in implementation are: the individual teacher's timetable maintained by individual teachers.The Class Secretary maintains a Daily Class/Teacher Lesson Attendance Register (TLAR) submitted to the deputy head teacher for weekly analysis. The deputy head teacher submits the TLAR to the principal for necessary action and filing for reference; The Teacher Lesson Recovery Schedule (TLRS) is maintained and confirmed by the deputy principal and verified by the principal. It captures the lessons attended, lessons missed, lessons recovered, and lessons not recovered (TSC/QAS/TPAD-T/01/REV.2, 2019). However, the effective implementation of these tool in enhancing lesson attendance in Gucha sub county has not been ascertained, hence this study. Further, in a report, it was established that on average the absence

rate of teachers from schools in Kenya rated at 16%. The report further observed that for every 100 public secondary school teachers, 55 were in class teaching while 45 were in school but not teaching. Poor utilization of teaching/learning resources and poor time management was found to adversely affect the academic performance of learners(World Bank, 2013). According to the Service Delivery Indicators Kenya Report (2013), teacher absenteeism in Kenya is a significant challenge affecting quality in the education sector. Statistics show that only 55% of public school teachers are in class teaching at any time. 27% would be in the school but not teaching.

A pilot study in Machakos and Taita-Taveta Counties in Kenya conducted between March and June 2012 showed an annual loss of KES. 161,280,000 and KES, 62,016,000 of tax payers' money in both counties due to teacher absenteeism (Toshiba, 2012).Therefore, the challenge leads to ineffective use of scarce resources and requires urgent interventions. According to the Global Partnership for Education (2015), 20% of teacher absenteeism was noted in Kenya, and students missed their real education. A study done in Borabu Sub-County in Nyamira County revealed that teacher absenteeism is widely spread. The report recommended introducing policy changes and physical controls such as attendance rolls and biometric logs to help report and curb absenteeism(Obiero, Mwebi, & Nyang'ara, 2017). In Kisii County, (Aloo, Ajowi, & Aloka, 2017)reviewed the TPAD policy in public secondary schools established that syllabus coverage was still affected by absenteeism. According to media reports, educationists from Kisii County argue that teachers from public schools in the region frequently miss classes to attend funerals on Thursdays and Fridays and are partially the reason for poor performance in national exams (Sossy, 2016).

However, some studies focused more on teacher absenteeism and limited in addressing class attendance. For instance, (Toshiba, 2012);(African Population and Health Research Centre, 2015);(Obiero, Mwebi, & Nyang'ara, 2017) in their studies focused on teacher absenteeism in general. There is limited research on class attendance,yet teachers could be present in school and not attend classes. In addition, although the TSC has developed a TPAD tool that allows monitoring teachers' attendance of classes, limited evaluation exists on the effectiveness of its implementation in Gucha Sub-County. The high rates of class non-attendance hamper efforts to optimize teacher utilization. This results in poor syllabus coverage and failure to maintain learner discipline. These challenges lead to ineffective utilization of scarce resources and lower instructional quality (Macharia, 2018). Further, according to a Quarterly Standards Assessment report for 31 primary and 17 secondary schools conducted by the Ministry of Education in the Sub County, rampant teacher absenteeism causes poor educational outcomes among students in the area (Obebo, 2018), hence Gucha sub couty was chosen for this study to ascertain effective implementation of the TPAD tools on enhancing lesson attendance.

2.4. Appraisal for Ensuring Syllabus Coverage in secondary Schools

On Syllabus coverage, available study findings have revealed that inadequate preparations for examinations through timely syllabus coverage trigger learners to engage in different forms of examination malpractices. They are caught in possession of written materials or copying from each other to build self-confidence when sitting for examinations. The majority of the students cheat in examinations in subjects they perceive to be difficult and are not adequately prepared for(Saraj, 2006) in Pakistan cited by: (Elliott, 2015) in Australia; (Maureen & Janet, 2014) in Nigeria;(Francine, 2008) from South Africa;(Chikumbe & Makamure, 2010) in Gambia;(Fredie,

2015) in Rwanda;(Jonyo & Jonyo, 2017) in Kenya; (Kimani, Kara, & Njagi, 2013)in Nyandarua,(Muasya, 2016) in TaitaTaveta; (Mulwa & Mbalaka, 2016) in Migwani; (Mutinda, 2017) in Kikuyu; (Opiyo, 2015) and Aloo, Ajowi and Aloka (2017) in Kisii County. They agree with Nyandoro (2008) cited by Julie (2012) that students who are not well prepared for final examinations are either caught in possession of written materials or copying from each other.

The role of an effective teacher cannot be overemphasized. The teacher's role is to transform the various attributes into actionable components. They break the syllabuses into schemes of work, lesson plans that are delivered to students in classes, use current lesson notes, maintain a record of work covered, select appropriate textbooks, organize appropriate teaching/learning aids, identify weak and talented students for special attention, prepare a schedule of individualized education programs and observe other teachers' lessons among other activities that guarantee quality teaching and learning. TSC's Code of Regulations for Teachers, regulation 52 (1) requires the Commission to deploy a transparent and fair evaluation system for teachers. This will help improve teacher supervision and continuous performance monitoring to ensure that teaching standards are maintained at the institutional level. As a result, the Commission instituted the TPAD system to assist instructors in improving their teaching abilities. Teachers are expected to gain greater influence due to this assessment and development system, allowing them to reclaim the profession's lost reputation and recapture public trust. The current teachers' performance management framework is envisaged in the TSC Act (2012) and the Teachers Code of Regulations (2015) and the TSC strategic plan (2015-2019) that provides for teacher supervision and continuous performance monitoring and conduct in schools. The commission outlines the frequency of the educators' appraisals in educational institutions. The appraisal instruments should

be jointly discussed, completed, and endorsed by the appraiser and appraisee. The appraiser can recommend corrective actions where an appraisee does not meet the expected standards. The evaluation report is submitted to the TSC at the end of the evaluation period. The TSC can review the appraisal guidelines from time to time and can institute disciplinary actions against teachers who do not complete and submit the performance assessment report to their supervisor or declines to deliberate on and validate their appraisal report. Teachers who show persistently poor performance or unfavorable evaluation scores may be terminated after due process (TSC, 2015). Section 2.2 part 1 of the TSC TPAD tool (TSC/QAS/TPAD-T/01/REV.2, 2019) has provided indicators that address effectiveness in syllabus coverage. These tools are a checklist containing essential documents as schemes of work, lesson plans, relevant subject syllabi, lesson notes, work records, teaching aids, ICT integration tools, LOFs (TSC/QAS/TPAD/LOF/01/REV, 2019), minutes of departmental meetings and checked learners' work exercise books as envisaged in TPAD (TSC/QAS/TPAD/CT-D/01/REV.1, 2019).

Once fully embraced, these TPAD tools are expected to impact on teaching quality positively. In particular, it is expected to improve curriculum delivery and syllabus coverage. According to the employer, TPAD implementation in schools shall cause considerable improvement in teacher preparation, the use, and maintenance of schemes of work, lesson plans and notes, teaching and learning advancement records, and account of work covered. The teachers shall be more focused and take more time to prepare and plan for lessons and update their teaching aids (TSC, 2016). However, Jonyo and Jonyo (2017) established that TPAD is not achieving what it was intended to accomplish on syllabus coverage to enhance quality teaching and learning. Also, what is not clear is how effective these expectations are being met in secondary schools. Hence, the researcher

sought to assess how effectively the TPAD tools are implemented in secondary schools to enhance preparation for teaching and learning, classroom presentation, development and use of appropriate instructional aids and observation of relevant instructional skills in specific subjects to enhance syllabus coverage. The researcher aimed at assessing the effectiveness of implementing the checklist of professional documents, confirmation of timely approval and updating of the documents by the immediate supervisors every month as provided in (TSC/QAS/TPAD/CT-D/01/REV.1, 2019); holding of preparatory meetings before conducting lesson observations, rating of actual lesson observations and holding feedback sessions after lesson observation once a term as provided in TPAD tool; maintenance of mark books, marked and checked learners' exercise books, improvement/value addition index records, copies of minutes of departmental/subject panel meetings where performance targets were set; evaluation of learners mastery of learned concepts in line with the school testing procedures; update of students' progress records; organization, documentation, and implementation of individualized programs to cater for talented and weak learners' needs; exams set and evaluated and feedback provided within the deadline, hence this study to bridge the knowledge gap.

A study by Gachui (2011) on the influence of TPAD on the effectiveness of curriculum evaluation in Kenyan public secondary schools established that effective implementation of TPAD is a predictor of the level of curriculum implementation. Another study in Nyandarua County revealed that the weekly teaching load, assignment administration, the provision of individualized attention to learners with special needs, form four syllabus completion affected students' academic achievement significantly (Kimani, Kara, & Njagi, 2013). A study in Miwani identified hindrances to syllabus coverage as time wastage through lateness or early closure of lessons; idle talk in the

staffroom (grapevine) that affects lesson preparation time, limited time due to congestion of activities on the school program, lack of teacher commitment to make up for lost lessons, limited team teaching to cover absentee colleague, student absenteeism when sent for school fees, limited preparations before lessons begin, teachers focusing on income-generating activities to earn an extra income due to low wages, late admissions of form ones at the beginning of the course, failing to plan early for the next term's work during the preceding vacation; staffing shortages, congestion in the curriculum, and weak internal and external quality assurance and standards (Mulwa & Mbalaka, 2016). The study further revealed that the responsibility of syllabus attainment lies with the teacher. Therefore, more emphasis is required on teachers' school attendance, preparation for teaching, students' conduct, and the work environment. Mwai, (2018), established that educators who prepare lesson plans, lesson notes, mark learners' tasks and school work, accomplish better outcomes as compared to individuals who scarcely get ready and mark learner's work. Educator's preparedness before lessons is critical and effective in obtaining set lesson objectives than unpreparedness where lesson objectives are rarely achieved. Besides TPAD, research findings have established other factors that enhance lesson attendance. Effective communication indicators like frequency, timeliness, and precision are required in schools to ensure timely syllabus coverage. It has also been established that coordination dimensions such as shared objectives, information sharing, mutual respect, and harmonious relationships among staff influence the timeliness of syllabus coverage (Mulwa & Mbalaka, 2016). However, although Aloo, Ajowi, and Aloka (2017), in a study on the TPAD policy in public secondary schools in Kisii County established that teacher performance significantly contributed to student learning outcomes and that the policy had improved teachers adherence to standards, syllabi, lesson plans, and schemes

of work to guarantee quality teaching and learning as envisaged in TPAD tool (TSC, 2016), a more current study in Gucha sub county established that the contribution of teacher performance to student learning achievement tended to be minimal. The study found the teacher performance appraisal wanting and recommended the need to re-engineer TPAD within a broader performance management framework, (Nyakundi,2019). This also contradicted the TSC assertion that once fully embraced,theseTPAD tools are expected to impact on teaching quality positively, hence the need for this study to bridge the gap by establishing the effectiveness of the implementation of the TPAD tool of enhancing syllabus coverage in Gucha sub county.

2.5. Effectiveness of Teacher Appraisal in Maintaining Discipline in Schools

School discipline is the actions teachers or school administrators take towards a student or groups of students following unacceptable behavior that disrupts ongoing educational activities or breaks rules established by the teachers or the school administration system. On a Global scale, the state of discipline in schools is wanting. In the USA, schools experience numerous violent incidents, including shootings, harassment, use of weapons, and bullying (Arum, 2016). As a measure, Zhao & Kuo (2015) in their study concurred that participatory approaches were required when developing discipline policies. According to the Organization for Economic Cooperation and Development (OECD), by 1991, the States embarked on staff development programmes to empower educators on alternative disciplinary approaches with the abolition of corporal punishment in Australia. Schools developed their disciplinary policies in consultation with learners, parents, and the local communities. This greatly enhanced discipline in schools (OECD, 2013). Discipline, safety, and security challenges are leading concerns in schools in Botswana. The problem of learner indiscipline is grown out of hand (Moswela, 2006)cited by (African Population

and Health Research Centre, 2015). Likewise, South Africa also faces significant discipline issues, safety, and security challenges among the school-going students. There are reported killings, dangerous weapons carried to school, drug abuse, sexual abuse, burglary, vandalism, robberies, gang violence, and assaults. The violence has escalated to levels of learner-educator conflict. In a public school in Ghana, it is reported that an educator who caught a student copying in an exam was in turn stabbed to death in cold blood in a classroom by the student. In a separate incident, a school principal caned a learner to death (Gyan, Baah-Korang, & Mocarthy, 2015). A study in Gambia on co-curricular activities and student discipline established a positive correlation between learner achievement and level of student discipline and participation in co-curricular activities (Chikumbe & Makamure, 2010). In Tanzania, teachers justify corporal punishment by referring to the adage that spare the rod and spoil the child. Senior government officers have also repeatedly encouraged the practice in schools. In 2013, the Deputy Minister for Education publicly linked the absence of the cane to the decline of discipline in schools. In March 2017, President John Pombe Magufuli attributed his success to the beatings he received in class and wondered why it should be stopped (Odhiambo, 2017).

Corporal punishment has been widely used in Kenya since the introduction of formal education. It was inherited from the colonialists and is currently a controversial issue in educational systems globally. Students' performance is viewed from psychological, socio-economic, and environmental perspectives. A conducive learning environment is an essential prerequisite for students to achieve positive learning outcomes (Muasya, 2016). This study concurs with the finding that there is a positive correlation between discipline and academic performance of learners (Mulwa and Mbalaka, 2016). With this in mind, the role of learner discipline can not be overemphasized. Kenya

was cited at the Education For All (EFA) world conference in Dakar, Senegal, in 2000, as having institutionalized violence and child abuse through statute allowing corporal punishment in schools. This led to misuse of teachers' authority and overuse of the punishment approach that causes serious physical harm or even death in extreme cases. The then Minister in charge of Education, Kalonzo Musyoka, responded through a gazette notice on March 13th, 2001, scrapping the sections of the law that institutionalized corporal punishment (Republic of Kenya, 2001).

Despite the ban on corporal punishment, the MOE failed to outline the alternative disciplinary approaches to enhance learner discipline in schools. Indiscipline among students has since risen, and violence cases against educators have been witnessed. Protests, arson, and destruction of school property is common, and students have caused damage to school property and infrastructure and even the death of students during the protests. Substance abuse was also on the rise. For example, in May 2001, 67 students of Kyanguli secondary school were killed in an arson attack. In 2008, over 300 school unrests were reported and the Koech David special commission of 2008 was set up to look into the state of discipline in secondary schools. The report identified causal factors as among others: lack of effective guidance and counseling services, low teacher commitment, inadequate student welfare services, and inadequate participation in co-curricular events. They recommended the need for participative decision-making processes on policy issues in secondary schools. This would have improved acceptance and minimized negativity from affected stakeholders like students. The report also advocated for professional counseling services; student welfare services, and opportunities for students' participation in co-curricular activities to vent out stress associated with school life (Republic of Kenya, 2008). Subsequently the

recommendations were captioned in the Constitution of Kenya, 2010. Parliament through supplementary gazette notices worked on the recommendations and accommodated them in various policy documents that regulate education practice in the country. They include: the TSC Act (2012), the Basic Education Act (2013), the Basic Education Regulations (2015), the Code of Regulations for Teachers (CORT, 2015) and the Code of Conduct and Ethics (COCE, 2015). The TSC TPAD is a product of the outlined education reform policy documents and it provided effective guidance, improved stakeholders' participation and ensured harmonious relationships in the school environment (NCRC, 2018). This is in agreement with Jonyo & Jonyo (2017) finding that TPAD policy being implemented in Kenya since 2016 outlines procedures to address learner indiscipline in secondary schools. On the same breath, the teachers' employer (TSC) has issued a number of circulars outlining new guidelines to protect learners in schools. They include TSC/CIRCULAR NO: 3/2010 and TSC/CIRCULAR NO: 14/2018. Accordingly, any sort of bullying, including verbal, physical, or psychological provocation was prohibited in educational institutions. All instructors were put on notice that physical punishment or any other type of demeaning punishment is professional misconduct or criminal offense requiring disciplinary action or legal action. For example, after allegations of bullying at Alliance High School resulted in dozens of students being hurt, the administrator had to quit. The principal of Maseno High School was interdicted over allegations of students' abuse by senior learners (Odunga, 2017). Section 2.2 part 4 of TSC TPAD tool provides for effectiveness in enhancing learner discipline. A teacher is expected to understand the educational legal framework and the implications of violations; provide a child-friendly, safe, and conducive learning environment by increasing self-awareness through sensitization and the use of suitable instructional aids; keep current records of

student discipline incidents, guidance and counseling and interventions, and keep track of parental engagement in the control of student conduct in the classroom(TSC/QAS/TPAD-T/01/REV.2, 2019). Once TPAD is fully entrenched into the teaching service, the teachers' understanding of legal and policy provisions on learners' welfare, documentation of learners' behavior, and parental involvement in correctional programs in schools are expected to improve learner discipline significantly (TSC2016). Mwai,(2018), established that TPAD provided guidance and counseling, facilitated referrals to professional counselors, improved stakeholders participation and ensured harmonious relationships in the school environment. The actual indicators for effective implementation of the TPAD tool in schools are: evidence of compliance with CORT, COCE, Children Act and other statutory regulations regarding children rights; record of learner discipline cases and interventions; evidence of parental involvement in learner discipline; use of teaching/learning aids that promote self awareness; approved co-curricular schedules; commendation letters; certificate of participation and awards, record of involvement in national initiatives eg tree planting, advocating for anti FGM, evidence of involvement in community based activities and evidence of officiating, coaching and training in co-curricular activities.

However , a national survey on the levels of discipline in schools remain contradictory to the desired expectations on levels of discipline in schools. According to a survey by the National Crime Research Centre (NCRC) on the student unrest in secondary schools in Kenya, it was established that the levels of student unrest in secondary schools more than doubled in the post TPAD implementation period compared to the period prior to TPAD implementation. The survey indicated that the number of cases of student unrests in the country in 2013 was 102 cases; 2014 were 130 cases; 2015 was 106 cases; 2016, 483 cases; 2017, 123 cases and 2018, 107 cases

(NCRC, 2018). (Onderi, 2017) in her study observed that in the year 2016, the country witnessed a series of strikes and riots in secondary schools which were more fierce and destructive than ever before. Over 120 schools were reported having been put ablaze by aggressive students in the country 18 of which were from Kisii county. The study further established that some of the schools in Gucha sub county still experience student discipline problems. Among the affected schools was Nyamonyo secondary school in Gucha sub county where angry students resorted to mob justice that left teachers traumatized and unable to discharge their roles to the expected standards (Kariuki and Nyamai, 2019). In a letter to the TSC Chief Executive Officer Nancy Macharia and Commission chairperson Lydia Nzomo dated 28th January 2019, KNUT Secretary General, Wilson Sossion, attributed the incidents to the TPAD performance appraisal system. He claimed that the appraisal system had armed students unprecedentedly against their educators by mandating them to monitor their mentors officially. Teachers have been disturbed and concerned as a result of this, it is eminent that there is a severe problem that needs to be addressed to preserve the teaching profession's integrity and instructors' dignity. (Wanjala, 2019). Teachers are no longer ready to chastise students for fear of being assaulted due to the violence, setting a very poor precedent. (Kariuki & Nyamai, 2019). This contradicted the TSC view that once fully implemented, the appraisal tools shall drastically enhance learner discipline (TSC, 2016). Hence this study was focused on Gucha Sub-County to bridge the knowledge gap in the implementing TPAD tools in enhancing learner discipline in secondary schools in the sub county.

2.6. School Management

Management is the process of planning, organizing, leading and controlling the efforts of organization members and using other organizational resources to achieve stated organizational

goals (Stonner, 1983). (Kreitner, 1995), defines management as a process of working with and through others to achieve organizational objectives in a changing environment. This is basically looking at working with and through others; achieving organizational goals; balancing effectiveness and efficiency; making the most of limited resources; and coping with a changing environment. (Castler, 2010) indicates that principals by virtue of their position are the managers of schools. Additionally, the quality of managerial functions determine to a large extent their successes or failure. Principals should therefore provide teachers with supportive management practices regarding utilization and workload of available professional resources. In this context, managerial support infer the provision of enabling environment for teachers to offer the needed services effectively in the school system. To enhance greater effectiveness on performance appraisals, superior should provide continuous feedback or physically discuss the performance outcomes with the employees (Al-Jammal, 2015). In this study, School management refers to a body of educational doctrine comprising of a number of principles relating primarily to the technique of classroom management. It refers to the running of a school along the desired educational policies.

Performance appraisal is a very pertinent component of the entire human resource management function in the civil service (The Republic of Kenya, 2008). The TSC TPAD predicated upon the school principal to oversight the setting of performance targets, planning, reporting and feedback. The general objective of the system is to improve and manage performance of the teaching service. Improving and managing performance of the teaching service would enable an advanced level of teacher involvement and participation in delivery, evaluation and planning of teaching and learning. TSC (2003), notes that a public officer shall improve the level of professionalism and

standards of performance in his organization to the extent appropriate for his office. Although the management function enhances effectiveness of the appraisal process, low level of teacher commitment to lesson attendance resulting in poor performance in secondary education has been observed (The Republic of Kenya, 2008).

In this study, school management is aimed at ensuring that work targets are met within specified period of time in the dynamic secondary schools. TSC (2015) gives direction that the commission determine the interval of conducting appraisals in schools. the appraisal instrument (TPAD) shall be jointly discussed, completed and signed by the appraiser and appraisee. An appraiser, may where an appraisee does not perform to the expected standards, recommend an appropriate corrective action. Hence, performance feedback is an essential source of information which supports the technical and behavior improvement of all levels in the organization (Kamothe, 2017). Every report shall be submitted to the TSC headquarters at the end of the appraisal period. The TSC further states that notwithstanding the above provisions, it may from time to time issue guidelines on the management of the TPAD tool. The school principal has a vital role to plan for induction seminars and workshops on teaching methods and the use of TPAD tools (Macharia, 2017). TSC(2015) also makes appraisal compulsory by directing a disciplinary action against a teacher who fails to complete and submit an appraisal report with the appraiser, or neglects or refuses to discuss and sign the appraisal report. Further, the commission directs that any teacher who consistently display poor performance or adverse appraisal ratings may after due process have his/her services terminated. The commission is committed to sign performance contracts with heads of schools to enforce compliance to TPAD implementation by all teachers under their jurisdictions, hence this study to ascertain effective execution.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research methodology used in this study. It contains a description of the research design, study area, target population, sampling method, and data collection instruments. The validity and reliability of the tools, data collection procedures data analysis approaches, and the ethical issues in the study are also examined.

3.2 Research Design

The researcher used a descriptive survey design. The design describes the current condition or attitudes (Winner & Dominick, 2019). The design allowed the researcher to obtain information on perceptions from a large population, making it ideal for the study (Frankel & Wallen, 2009). The design is suitable in collecting data from the students, teachers, HODs, and principals of schools as justified by Mugenda & Mugenda (2009). This approach facilitated an assessment of the secondary school educators in their place of work and class secretaries in their familiar classroom environments. It was also useful for summarizing the data to provide descriptive information.

3.3. Area of the Study

This study was carried out in Gucha Sub-County, which is one of the 10 Sub Counties of Kisii County created under the new constitution (Kenya, 2010). The Sub County lies approximately between latitude 0° 37'S and 0° 52'S and longitude 34°43'E and 34°48'E. It borders Kisii South Sub-County to the north, Kisii Central to the east, Sameta to the south east, Kenyenyia to the south, and Gucha South to the west (Appendix VII). The sub county's square area is 106.3 Square kilometers and is sub-divided into 9 administrative zones, namely: Egetuki, Misesi, Gucha, Getare,

Sameta, Mokwerero, Boitang'are, Bosoti, and Sengera. The 2009 Population and Housing Census showed that the Sub-County's Population was 93,530 (KNBS, 2009). The population was projected to increase to 111,975 by 2018 and 116,546 and 121,302 in 2020 and 2022, respectively (Kisii County, 2018). According to Gucha Sub-County Education office (2018), there was one Vocational Training Institute, 21 public and two private secondary schools within the Sub-County. The Sub County enjoys a modified true equatorial climate due to its positioning in the Lake Victoria basin and the foliated Kisii highlands. It receives relief rainfall all-round the year, with the long rains occurring between March and July and short rains between September and November. The maximum temperatures in the Sub County range between 21° C and 30° C, while the minimum temperatures range between 15° C and 20° C. High and reliable rainfall, good and fertile soils, and moderate temperatures suitable for intensive farming activities.

3.4 Target Population

Orodho (2009) defines a target population as the set of objects, elements, or people of interest in a study. It is the group of people to whom the results are applicable (Whitley & Kite, 2012) cited by (Agak, Kabuka, & Simba, 2016). In this study, the target population comprised of 1 sub county director (MOE), 21 secondary school principals, 115 HODs, 254 teachers, and 194 class secretaries in secondary schools in Gucha Sub-County (MOE- Gucha, 2018).

3.5 Sample Size and Sampling Techniques

According to Kumar, (2012), sampling involves selecting a representative set of elements, objects, or people from the larger population to be used for estimation or predictions about their unknown information, state, or causality. Saturated sampling technique was used to select 1 sub county director (MOE), 21 public secondary school principals and 115 HODs because they had critical

documents and information on TPAD in secondary schools. In addition, stratified random sampling was used to ensure proportionate representation of teachers and class secretaries from the different schools. A stratified sampling approach divides the population into relatively homogeneous sub-sets or strata where random samples are obtained (Albright, Winston, & Zappe, 2010). The proportionate sample was based on the size of the school, and it involved sampling a percentage from each stratum that was proportionate to the percentage of the stratum within the population (Kumar, 2012). The approach allowed the researcher to consider the population's characteristics variances among the different sub-groups to ensure representation of the larger population (Jackson, 2014). A stratified random sampling approach was used to select teachers and class secretaries. Hence, saturated sampling was employed to select MOE sub county director (100%) for secondary data from official documents, 21 principals (100%) and 115 HODs (100%) for questionnaire because they had critical useful information as regards TPAD implementation in secondary schools. Using the table by Research advisors (2006) cited by (Oso & Onen, 2009) in Appendix VII, simple random sampling of 169 teachers and 134 class secretaries were selected for questionnaires. Simple random sampling involves drawing the required elements from the population without any discrimination criteria to ensure an equal chance of selection (Krathwohl, 1993), cited by (Agak, Kabuka, & Simba, 2016). Simple random sampling means that each teacher and class monitor in the sample had an independent chance of being selected. The number of teachers selected per school varied according to the staff establishment of each school, and that of class secretaries was based on the number of classes per school visited. A lottery technique was used to select class secretaries and teachers. Small pieces of paper of equal size, texture, and color, folded into similar shapes and sizes were used in the lottery selection. The papers were equal to

the number of teachers and class secretaries in the school, but those bearing “Yes” were equal to the desired sample size per school. They were placed in a container, shaken well, and each teacher picked one piece. Those who selected “Yes” were included in the sample. The same procedure was applied to sample class secretaries.

Table 3.1: Sample Size and Sampling Procedures in the Study

Category	Population	Sample	Percentage
Sub County Director (MOE)	1	1	100
Principals	21	21	100
HODs	115	115	100
Teachers	254	169	66.54
Class secretaries	194	132	68.04

3.6 Instruments of Data Collection

This research employed questionnaires to collect data. Three separate questionnaires were prepared, one for class secretaries, one for teachers the other for HODs. The questionnaire surveys focused on effectiveness in implementing TPAD tools of checking teacher lesson attendance, enhancing syllabus coverage, enhancing learner disciplinary procedures and teacher management in secondary schools in Gucha Sub County. The study found the use of questionnaires ideal for collecting data from Principals, HODs, teachers and secondary school class secretaries because they individually read, interpreted, and filled them without any bias. They are considered fast, cheap and self-administered as justified by (Mugenda & Mugenda, 2003) cited by (Gachui, 2011). Orodho (2009) also stated that questionnaires are cost-effective, time-saving, and ideal approach for collecting data from many respondents. It also ensures anonymity and eliminates the

researcher's bias. An interview guide was administered to principals through question and answer sessions. Interview schedules are reliable for gathering information about attitudes, behavior, activities, and reactions to events (Frankel & Wallen, 2009). The interviews allowed principals to be flexible and gave frank expressions of their views on TPAD implementation in their schools. This enabled the researcher the opportunity to elicit other additional information in the schools. The interviews enabled the interviewer to ask the respondents to expand on issues particularly important to the study.

3.6.1. Questionnaire for Teachers (Appendix III)

There was a Questionnaire for teachers (Appendix III) on the effectiveness of implementing TPAD tools of checking teacher attendance, syllabus coverage shortfalls, and learner discipline. It comprised open and closed-ended inquiries to obtain quantitative and qualitative data for this study.

3.6.2. Questionnaire for Class secretaries (Appendix IV)

There was a Questionnaire for Class secretaries (Appendix IV) on the effectiveness of implementing TPAD tools checking teacher attendance, syllabus coverage, and learner discipline. It also had of open and closed-ended questions anticipated to collect quantitative and qualitative data for this study.

3.6.3. Questionnaire for HODs (Appendix V)

A HODs questionnaire (Appendix V) on the effectiveness of implementing TPAD tools of checking teacher lesson attendance, syllabus coverage, and learner discipline was administered. It consisted of a list of documents like personal timetables, relevant subject syllabi, lesson plans, schemes of work, lesson notes, account of work done, TPAD record file, Teacher Lesson

Attendance Register (TLAR), Lesson Observation Form (LOF), minutes of meetings, mark book, KCSE subject analysis, a record of integration of ICT, record of appropriate teaching/learning aids, learners exercise books, individualized educational programs, professional policy documents, learner discipline records, guidance and counseling records, a record of professional development activities and a record of activities with stakeholders for this study

3.6.4. Interview guide for Principals (Appendix VI)

A principal's interview guide was used to collect data from key informants who were secondary school principals. This data was used in clarifying collected data by structured questionnaires since it involved face to face interaction on effective implementation of TPAD tools of checking teacher attendance, syllabus coverage, and learner discipline. A questionnaire was also administered to the principals of schools to collect quantitative data on teacher management.

3.7 Validity and Reliability of Instruments

3.7.1 Validity of Instruments

Validity shows the extent to which empirical measurement reflects the real guage of the concept being examined (Orodho, 2009). According to (Fawcet, 2013), a data collection instrument is valid if it adequately measures what it purports to measure. Face validity occurs when the items on the instrument seem to assess the intended concept. Content validity shows the degree to which it seems to cover the range of meaning within a concept (Agak, Kabuka, & Simba, 2016). Face and content validity can be determined using expert judgment (Kraska- Miller, 2014; Jackson, 2016; Frankel & Wallen2009). In this study, the items in the principals, HODs, teachers, and class secretaries' questionnaires were examined by experts in the Department of Educational Management and Foundations at Maseno University. This ascertained the comprehensiveness of

the tools in addressing the research objectives. Their suggestions facilitated reviews of the data collection instruments to ensure validity.

3.7.2 Reliability of Instruments

Reliability measures how consistent a measuring instrument is over time for the same sample. It shows the degree to which the instrument will yield similar results from the same subjects under identical conditions (Orodho, 2009). It measures the stability or consistency of the measuring device (Jackson, 2011 in Agak, Kabuka, & Simba, 2016). A pilot is an initial small-scale research conducted to assess the feasibility and refine the study design before being carried out on a larger scale.(Alubbe, 2015). According to Kline, 2013, as cited by Agak, Kabuka, and Simba (2016), test-re-test reliability is obtained by comparing the score from an identical set of subjects on two test occasions. The interview guide and questionnaires were administered twice to the respondents at an interval of two weeks. Two weeks is a standard interval between tests (Rubbin and Rabbie, 2016 as cited by Agak, Kabuka, & Simba, 2016). Reliability was determined using a test-retest method based on a pilot study in 2 secondary schools from the neighbouring Sameta sub county and which were not included in the final study. All the 2 principals and 10 HODs while 58 teachers and 29 class secretaries were selected from a population of 66 teachers and 34 class secretaries respectively for piloting using a table by research advisors (2006) cited by Oso and Onen (2009) at 99% confidence level and margin of error of 5.0. Pearson's correlation coefficient was used to determine similarity or closeness, and a correlation coefficient of 0.82 was established principals, 0.76 for HODs, 0.80 for teachers and 0.78 for class secretaries' tools. According to Mugenda &

Mugenda (2009), a positive correlation coefficient of 0.75 and above shows the reliability of the instruments; hence the instruments were reliable for data collection.

3.8 Data Collection Procedures

Permission and clearance were sought from Maseno University Ethics Review Committee (MUERC), and a research license was applied for from the National Commission for Science Technology and Innovation (NACOSTI). Clearances for research were also sought and granted from the County commissioner, County Governor, and Education office of Kisii County. The clearances were used during introductory visits to the Sub County Director of Education of Gucha Sub-County and principals of schools. Questionnaires were developed and administered per school visited. The researcher used the introductory visits to obtain clearance for research, brief the participants of the purpose of the research and their rights, and schedule time for data collection. Minors in the study were issued letters to their parents through the principals for consent and advised to return with the consented letters. The questionnaires were distributed to the respondents per school visited while visits were done to the sub county offices for secondary data.

3.9 Data Analysis

This process converts raw data to meaningful information for interpretation and inferences (Kumar, 2012). Quantitative data were analyzed using SPSS software version 22 to establish effectiveness in TPAD implementation. On a range of a 5-point Likert scale, responses were assigned levels of 1 to 5 whereby responses rounded off to 1 represented (ineffective), 2 (minimally effective), 3 (fairly effective), 4 (somewhat effective), and 5 (Very effective). This is equivalent to the TSC rating scale where value of 1 represents (did not meet the targets) 2 represents (below average) 3 represents (average), 4 represents (good) and 5 represent (very good) as shown on appendix X11.

These were further interpreted as follows: Below 1.0(ineffective), 1.1-2.0(minimally effective), 2.1-3.0(fairly effective), and 3.1-5.0(very effective).The study used weighted mean to draw conclusions. According to Mugenda& Mugenda (2009).Weighted mean helps researchers infer and make decisions where specific attributes are more significant than others. The weighted mean was a product of the weight and the quantitative outcome, which was added together as shown in the equation below.

The following equation was adopted

$$\text{Weighted Mean} = \sum_{i=1}^n (x_i * w_i)$$

The open-ended responses were analyzed thematically. This involves categorizing diverse responses into a few issues according to the objectives of the study. The researcher obtained the responses and classified them into key points compared to other answers to obtain broad categories or themes. The broad categories were used to triangulate the results from the questionnaires from the study groups per objective.

The unit of analysis in this study was the school. The study generated both qualitative and quantitative data from questionnaires, interviews and document analysis. This raw data convey very little meaning to any user group (Kumar, 2012). In this study, conversion of data into meaningful information by involving quantitative and qualitative data analysis techniques was done. Quantitative data was analyzed using Analysis of Variance (ANOVA) to evaluate effectiveness in TPAD implementation. On a range of a 5-point Likert scale, responses assigned values of 0.1 to 4.9 whereby responses ranging 4.5 –5.0 represented Very effective 3.50 – 4.9 represented (effective), 2.5–3.49 represented (Somewhat effective), 1.50–2.49 represented ineffective and 0. – 1.49 represented (Very ineffective).The open ended responses were analyzed

thematically whereby the pool of diverse responses was reduced to a handful of key issues related to the objectives of the study and written as narratives to supplement the information from the questionnaires. Data analysis was done using descriptive perspective views of the respondents to generate the substantial findings..

Pearson correlation coefficient was used to determine the strength and the direction of the relationship between the dependent variable and the independent variable. The analysis using Pearson's product moment correlation was based on the assumption that the data was normally distributed and also because the variables will be continuous. The study also use one way ANOVA to test the level of significant of the variables on the dependent variable at 95% level of significance, the one way ANOVA was used to test whether there exist any significant difference between the study variable when testing the null hypothesis.

In addition, the study conducted a multiple regression analysis. Multiple regression analysis was used to establish the relations between the independent and dependent variables. Multiple regressions is a tool that was used because it is the procedure that uses two or more independent variables to predict a dependent variable. Data analysis was done with the use of SPSS software version 22.0. The research deems regression method to be beneficial for its ability to test the nature of influence of independent variables on a dependent variable. The regression model was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where: Y = Implementation of TPAD Tools; β_0 = Constant Term; β_1 , β_2 and β_3 = Beta coefficients; X1= Teacher Lesson Attendance; X2= syllabus coverage; X3= Learner Discipline, quality management in sec schools X4= and ϵ = Error term

Table 3.1: Hypotheses Testing

Hypothesis Statement	Regression Test	Decision Criteria/Rule
H₀₁: Implementation of TPAD monitoring tools does not significantly affect teacher lesson attendance in secondary schools in Gucha Sub-County.	$H_{01}: \beta_1 = 0$ $H_{A1}: \beta_1 \neq 0$ $p < 0.05$	When $p < 0.05$ reject H_{01} and accept H_{A1}
H₀₂: Implementation of TPAD curriculum monitoring tools does not significantly affect syllabus coverage in secondary schools in Gucha Sub-County.	$H_{02}: \beta_2 = 0$ $H_{A2}: \beta_2 \neq 0$ $p < 0.05$	When $p < 0.05$ reject H_{02} and accept H_{A2}
H₀₃: Implementation of TPAD does not significantly affect learner disciplinary procedures in secondary schools in Gucha Sub-County.	$H_{03}: \beta_3 = 0$ $H_{A3}: \beta_3 \neq 0$ $p < 0.05$	When $p < 0.05$ reject H_{03} and accept H_{A3}

3.10 Ethical Considerations

The guiding principles in research involving humans are autonomy, beneficence, and fairness. Respect for persons required the researcher to acknowledge those in authority and ensure participants' autonomy through voluntary participation. The Principals, HODs and teachers were considered autonomous individuals with free will and choices. Therefore, the researcher desisted from influencing their opinions or obstructing their actions. The respondents were also informed of the study's purpose and significance to ensure free participation give honest and unbiased responses. Based on the guidelines on research ethics, minors below the legal age of 18 years could not give their consent. Therefore, for class secretaries to participate in the study, the researcher issued introductory letters through the school principals to their parents/ guardians for consent. The consent letters were returned fully forwarded and endorsed by the parents/ guardians.

The beneficence principle ensures that the benefits of the study outweigh the risks. The researcher ensured that the information from the participants was treated confidentially and used only for the

purpose specified. Simple random sampling ensured fairness and justice as all participants had an equal chance of inclusion in the study. The use of questionnaires and interviews that did not require the participants' personal information ensured anonymity and privacy to avoid victimization. The data was handled confidentially and used for the intended purpose only.

The unprocessed field data was kept safe and only the researcher could access it. The processed data stored digitally and encrypted with passwords known to the researcher only. Upon completion, the information obtained was provided in a report and disseminated to the participants through the university's administrative authorities. This will ensure that the information is available to the intended audience for maximum benefits to the participants and educational stakeholders.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter contains a presentation and interpretation of findings from the research data. It includes the respondent's background information and the results of the analysis done based on the study's objectives. Descriptive statistics have been used in the analysis, and the findings are presented with the aid of tables.

4.1.1 Response Rate

Table 4.1: Response Rate

	Questionnaires Administered	Questionnaires filled & Returned	Percentage
Teachers	169	146	86.4
Class Secretaries	132	122	92.4
Hods	105	87	82.9
Principals	21	18	85.7

This response rate was acceptable for making inferences since it was representative of the rest of the population. According to Mugenda and Mugenda (2009), a response rate of 70% is appropriate for analysis and reporting.

4.2 Background Information

This section presents the respondents' background information. Specifically, the areas addressed include teaching experience, educational qualification, and class secretaries per class distribution.

4.2.1 Teaching Experience

Time spent in the teaching profession is closely linked with an understanding of the effectiveness of TPAD implementation in secondary schools. In this light, teachers were required to state the

duration in years they had been practicing the education sector. Results are shown in Table 4.2 below:

Table 4.2: Teaching Experience of Teachers

Period	Frequencies	Percentage
0-5 years	17	11.7
6-10 years	6	4.1
11-15 year	20	13.7
16 to 20 years	59	40.4
above 20 years	44	30.1
Total	146	100.0

Results showed that 59 (40.4%) teachers had 16 to 20 years of experience, 20 (30.1%) had worked for more than 20 years, and 13.7 % had worked for 11-15 years, whereas 11.7% had been in the teaching profession for 0-5 years, and 4.1% had worked for a period of 6-10 years. The results suggest that most of the participants had worked for a substantial duration and that they would give reliable information based on their level of experience.

4.2.2 Academic Qualifications of Teachers

The teachers were asked to state their highest educational qualifications. This was sought in view that individual's qualifications are closely linked with one's ability to perceive, comprehend and interpret different subjects. The results are in Table 4.3 below:

Table 4.3: Academic Qualifications

Level of Education	Frequencies	Percentage
Masters	59	40.4
B.Ed.	73	50.0
P.G.D.E	14	9.6
Total	146	100.0

Results showed that most of the teachers (50%) had B.Ed., 40.4% of the teachers involved in this survey had Masters Education while 9.6% of them had P.G.D.E. This implies that all the teachers

had the minimum required qualification for educators in the country and they would be able to give credible information relating to the study.

The class secretaries were asked to state their class. The results are presented in table 4.4 below

Table 4.4: Distribution of Class secretaries

Class	Frequencies	Percentage
Class / Form 1	22	18.0
Form II	27	22.1
Form III	41	33.6
Form IV	32	26.2
Total	122	100.0

Results showed that 41 (33.6%) of the class secretaries were drawn from form III, 26.2% were drawn from form IV, 22.1% of the respondents were drawn from form II, while 18.0% of the respondents were drawn from form I.

4.3 Effectiveness of TPAD implementation in Monitoring Teacher Lesson Attendance

The findings under this relate with the first objective of the study which sought to establish the effectiveness in implementing TPAD tools on monitoring teacher lesson attendance in secondary schools in Gucha Sub-County. The findings presented under this section were derived from four groups which include the Principal, HoDs, Teachers and Class Secretaries.

4.3.1 Response from HODs

HoDs being the immediate supervisors of teachers were subjected to a questionnaire to establish their view of the TPAD implementation activity. Their responses are as displayed in Table 4.5.

Table 4.5: TPAD Effectiveness in Monitoring Teacher Lesson attendance

<i>Monitoring Teacher Lesson Attendance</i>	N	Ineffective	Minimally Effective	Fairly Effective	Effective	Highly Effective	Mean
Maintaining verified personal timetable	87	0 (0%)	41 (47.1%)	33 (37.9%)	13 (14.9%)	0 (0%)	2.7
Signing the teacher lesson attendance register with the class secretaries/ monitor regularly	87	0 (0%)	0 (0%)	67 (77%)	20 (23%)	0 (0%)	3.3
Maintaining a record of lesson recovery schedules in TPAD file	87	0 (0%)	5 (5.7%)	32 (36.8%)	35 (40.2%)	15 (17.2%)	3.69
Holding discussions on lesson attendance with immediate supervisor	87	0 (0%)	3 (3.4%)	37 (42.5%)	36 (41.4%)	11 (12.6%)	3.63
Mean Aggregate							3.3

From the assessment, 31 (35.6%) HODs agreed that implementing TPAD Tools fairly enhanced accountability, this could be verified through TPAD procedures such as the signing of the teacher lesson attendance register with the class secretaries, also 35 (40.2%) HODs agreed that since the inception of TPAD Tools, there has been prompt and adequate adherence to the lesson recovery schedules. Drawing from the findings, it's evident that the lesson attendance countercheck played an instrumental role in pushing, and realization of TPAD key objectives.

Statistics show that, the HODs concurred that (36, or 42.5%) the use of TPAD tools enhanced holding discussions on lesson attendance with immediate supervisor and that 29 (33.3%) of the HODs agreed that adoption of TPAD Tools ensured that teacher teachers were compelled to maintain verified personal timetables. These findings contradict the findings by Mulwa and

Mbalaka (2016) that TPAD is not achieving what it was intended to accomplish in teacher lesson attendance in schools to enhance quality teaching and learning.

4.3.2 Response from Teachers

Teachers, being the actual implementers provided information on effectiveness of TPAD implementation in monitoring teacher lesson attendance in their schools.

Table 4.6: Effectiveness of TPAD in Monitoring Teacher Lesson Attendance

	N	Ineffective	Minimally Effective	Fairly Effective	Effective	Highly Effective	Mean
Maintaining verified personal timetable	146	4 (2.7%)	93 (63.7%)	49 (33.6%)	0 (0%)	4 (2.7%)	3.30
Signing the teacher lesson attendance register with the class secretaries/ monitor regularly	146	2 (1.4%)	118 (80.8%)	26 (17.8%)	0 (0%)	2 (1.4%)	3.16
Adherence to the lesson recovery schedules promptly	146	0 (0%)	56 (38.4%)	83 (56.8%)	7 (4.8%)	0 (0%)	3.66
Maintaining a record of lesson recovery schedules in TPAD file	146	0 (0%)	50 (34.2%)	67 (45.9%)	29 (19.9%)	0 (0%)	3.85
Holding discussions on lesson attendance with immediate supervisor	146	0 (0%)	28 (19.2%)	96 (65.8%)	22 (15.1%)	0 (0%)	3.95
Mean Aggregate							3.58

Results presented in table 4.6, revealed 93 (63.7%) of the teaches agreed that, TPAD is fairly effective strategic tool in ensuring that teachers maintain a verified personal timetable, teachers 118 (80.8%) indicated that the act of signing the teacher lesson attendance register with the class secretaries regularly had effect in fostering teacher adherence on lesson attendance. Similar research observations with the above were made by Doris (2011) that due to the demanding nature,

teachers improved on their efficiencies in marking of learners' exercise books, development by teachers, personal timetables, lesson plans, and lesson notes.

Also,83,(56.8%) teachers concurred that TPAD tools were fairly effective in promoting adherence to the lesson recovery schedules promptly, teacher maintenance of record of lesson recovery schedules in TPAD file 67(45.9%) and Holding discussions on lesson attendance with immediate supervisor 96 (65.8%). The findings generally portray that teachers were of the views that the counter measures in place were perceived to be instrumental fostering self-guided practice for better results in learning outcomes. These findings are similar to Nemma's (2019) conclusion that TPAD implementation effectively enhanced teachers' adherence to lesson attendance register.

4.3.3 Response from Class secretaries

Class secretaries, being those who mark class attendance of teachers, were asked to rate the effectiveness of TPAD tools for monitoring teacher lesson attendance.

Table 4.7: TPAD Effectiveness in Monitoring Teacher Lesson Attendance

	N	Fairly Effective	Effective	Highly Effective	Mean
Maintaining a copy of updated class timetable	122	51 (41.8%)	40 (32.8%)	31 (25.4%)	3.84
Regularly marking teacher lesson attendance register indicating time teacher enters and leaves class	122	22 (18%)	64 (52.5%)	36 (29.5%)	4.11
Maintaining daily lesson recovery schedules	122	59 (48.4%)	32 (26.2%)	31 (25.4%)	3.77
Mean Aggregate					3.93

From the study findings, 64,(52.5%) class secretaries agreed that TPAD implementation is effective in ensuring regular updates on register indicating time teacher enters and leaves class,

through TPAD system, These results compare with Aloo, Ajowi, & Aloka's (2017) findings that once fully entrenched into the teaching service, the TPAD tools should considerably improve overall lesson attendance by all the teachers.

The findings show that 51 (41.8%) class secretaries agreed that the TPAD system is somehow effective in ensuring that teachers maintain a copy of the updated class timetable and that 59 (48.4%) of the class secretaries agreed that the TPAD system agreed TPAD system is effective in ensuring daily lesson recovery schedules. Similar research observations with the above were made by Mwebi, & Nyang'ara, (2017) that TPAD implementation can lead to excellence in educational performance that is achieved through regular teacher commitment; enhanced syllabus coverage; creation of friendly learning environments and value addition in learner performance in national examinations.

The aggregate mean for teacher effectiveness in teacher lesson attendance from first study group (HoDs) was recorded at 3.3, the 2nd study group (teachers group) recorded an aggregate mean of 3.58 while last study group (Class secretaries) was recorded an aggregate mean of 3.93. Based on the interpretation scale a mean of 3.3 from HODs implies that, collectively majority of the head of departments were of the view that TPAD tool was fairly effectiveness fostering in teacher lesson attendance in class. While the means of 3.58 and 3.93. From 2nd study and 3rd study groups (teachers and class secretaries) imply that teachers and class secretaries concurred that TPAD tool is indeed an effective tool in fostering in teacher lesson attendance in class, in secondary schools in Gucha Sub-County.

Qualitative information from school principals shows that Teacher absenteeism rates from class have substantially reduced since the inception of TPADtools. To keep an eye on teachers' in-class

actions, schools have implemented a variety of ways. The most popular tactic is the use of a teacher register, in which the class secretaries records the time the teacher enters the classroom to teach and leaves after teaching, either with or without the knowledge of the teachers. Ninety-nine percent of school principals admitted that they kept both lesson attendance registers and daily school attendance registers for teachers. They however indicated that a negligible number of lazy teachers colluded with class secretaries to mark them present even when they really missed lessons.

Further, school principals reported that the upkeep of daily school attendance registers for teachers assisted in tracking teachers' performance in lesson attendance, classes missed, and classes recovered. According to school principals, with TPAD in place, teachers can now sufficiently prepare for class and better honor their schedule, and due to efficient utilization of time, this enhanced lesson attendance results in sufficient syllabus coverage that was completed on time.

According to HODs and class monitors maintenance, keeping an attendance register improved teachers' daily reporting to school and departure times. In their view, most of the teachers were observed to arrive at work before eight in the morning and remain until five in the evening. In their view, HOD further elaborated that it improved teachers a lot in preparing, maintaining and use of professional documents like schemes of work, lesson plans, individual timetables, work plans, progress records, class registers, and training schedules helped teachers a lot in preparing, maintaining, and using them.

On self-examination, teachers reported that with TPAD, their abilities to create and implement lesson plans, schemes of work, and lesson notes based on the most recent curricula and syllabi have significantly increased, and by having regular, on-time class attendance and keeping better records of their lesson observations, teachers found it simple to manage their class time.

Similarly, the class secretaries reported that regular coordination and oversight of performance have enhanced teacher competency as a result of the appraisal instrument. According to class secretaries, TPAD reduced levels of teacher absenteeism and promoted more hours spent in direct instruction with students. This produced a knock-on effect that improved learning outcomes in classrooms and, as a result, education quality.

4.4 Effectiveness of TPAD Implementation for Enhancing Syllabus Coverage

The findings under this relate with the second objective of the study which sought to establish the effectiveness in implementing TPAD tools on enhancing syllabus coverage in secondary schools in Gucha Sub-County. The findings presented under this section were derived from four groups which include the principals, HoDs, teachers and class secretaries.

4.4.1 Response from HODs

The respondents were asked to rank the effectiveness of implementing TPAD tools for teacher performance in syllabus coverage in the school.

Table 4.8: Effectiveness of TPAD Implementation in Enhancing Syllabus Coverage

	N	Minimally Effective	Fairly Effective	Effective	Highly Effective	Mean
Maintaining a record of checked learners' exercise books regularly	87	4 (4.6%)	31 (35.6%)	34 (39.1%)	18 (20.7%)	3.76
Planning for every lesson prior to actual teaching/learning	87	5 (5.7%)	20 (23.0%)	40 (46.0%)	22 (25.3%)	3.91
Use of updated lesson notes in teaching/learning	87	8 (9.2%)	27 (31.0%)	33 (37.9%)	19 (21.8%)	3.72
Maintaining teaching/learning records	87	4 (4.6%)	25 (28.7%)	36 (41.4%)	22 (25.3%)	3.87
Being observed in class by appraiser once a term between 2 nd week and 10 th week.	87	6 (6.9%)	26 (29.9%)	36 (41.4%)	19 (21.8%)	3.78
Maintaining a record of work covered	87	15 (17.2%)	22 (25.3%)	31 (35.6%)	19 (21.8%)	3.62
Making and use of appropriate updated teaching aids from locally available materials, learners access to ICT gadgets in class	87	12 (13.8%)	21 (24.1%)	34 (39.1%)	20 (23.0%)	3.71
Maintaining records of pre-set targets, analyzed cats, KCSE subject analysis, work schedules for weak and talented students	87	24 (27.6%)	22 (25.3%)	27 (31.0%)	14 (16.1%)	3.36
Participating in departmental meetings to draw work programs, giving feedback and maintaining copies of minutes	87	3 (3.4%)	32 (36.8%)	32 (36.8%)	20 (23.%)	3.79
Engagement in professional development activities at school and enrolled in recognized relevant courses	87	16 (18.4%)	26 (29.9%)	32 (36.8%)	13 (14.9%)	3.48
Aggregate Mean						3.64

Results show that 40 (46.0%) HODs agreed that use TPAD tools were helpful in effective planning for every lesson before actual teaching/learning, 36 (41.4%) HODs agreed that use TPAD tools were helpful in effective maintenance of teaching/learning records and that 36, (41.4%) agreed

that TPAD tools ensured that teachers were observed by an appraiser in class once a term between 2nd week and 10th week. These results align with Muasya's (2016) finding that the TPAD tool is strong in monitoring teachers' daily school activities.

The study established that 34 (39.1%) HODs agreed that TPAD tools were helpful in effective maintenance of records of checked learners' exercise books regularly, 33, (37.9%) use of updated lesson notes in teaching/learning, 34, and (39.1%) HODs indicated that use TPAD tools helped ensure effective making and use of appropriate updated teaching aids from locally available materials, learners access to ICT gadgets in class and that 31, (35.6%) HODs agreed that use TPAD tools were helpful in effective maintenance of records of work covered. Further 32, (36.8%) HODs agreed that use TPAD tools is somehow helpful in maintaining a record of work covered 29, (33.3%) HODs agreed that use TPAD tools enhanced the use of relevant syllabi in drawing schemes of work, 27(31%) HODs agreed that use TPAD tools were instrumental in maintaining records of pre-set targets, analyzed cats, and KCSE subject analysis, work schedules for weak and talented students, 26 (29.9%) HODs agreed that use TPAD tools is effective in ensuring procedural engagement in professional development activities at school and enrollment in recognized relevant courses and that 37, (42.5%) HODs indicated that TPAD tools are somehow effective for teachers seeking approval of schemes of work by 4th January. These findings contradict the findings by Jonyo & Jonyo (2017) that TPAD is not achieving what it was intended to accomplish in teacher syllabus coverage in schools to enhance quality teaching and learning.

4.4.2 Response from Teachers

The respondents rated the effectiveness of implementing TPAD tools for teacher performance in enhancing syllabus coverage in the school, and the results are in table 4.9

Table 4.9 Effectiveness of TPAD implementation for Enhancing Syllabus Coverage

	N	Fairly Effective	Effective	Highly Effective	Mean
Use of relevant syllabi in drawing schemes of work	146	48 (32.9%)	62 (42.5%)	36 (24.7%)	3.92
Seeking approval of Schemes of Work by 4 th January	146	40 (27.4%)	73 (50.0%)	33 (22.6%)	3.95
Maintaining a record of Checked learners' exercise books regularly	146	58 (39.7%)	62 (42.5%)	26 (17.8%)	3.78
Planning for every lesson prior to actual teaching/learning	146	31 (21.2%)	75 (51.4%)	40 (27.4%)	4.06
Use of updated Lesson notes in teaching/learning	146	58 (39.7%)	59 (40.4%)	29 (19.9%)	3.80
Maintaining Teaching/Learning records	146	55 (37.7%)	62 (42.5%)	29 (19.9%)	3.82
Being observed in class by appraiser once a term between 2 nd week and 10 th week.	146	61 (41.8%)	62 (42.5%)	23 (15.8%)	3.74
Maintaining a record of work covered	146	35 (24.0%)	69 (47.3%)	42 (28.8%)	4.05
Making and Use of appropriate updated Teaching aids from locally available materials, learners access to ICT gadgets in class	146	48 (%)	69 (47.3%)	29 (19.9%)	3.87
Maintaining records of pre-set targets, analyzed CATs, KCSE subject analysis, work schedules for weak and talented students	146	49 (32.9%)	63 (43.2%)	34 (%)	3.90
Participating in departmental meetings to draw work programs, giving feedback and maintaining copies of minutes	146	60 (%)	57 (39.0%)	57 (39.0%)	3.79
Engagement in professional development activities at school and enrolled in recognized relevant courses	146	61 (41.8%)	68 (46.6%)	17 (11.6%)	3.70
Mean Aggregate					3.87

From the study findings, 75(51.4%) teachers agreed that teacher performance evaluation tools effectively improved teachers' preparedness in terms of planning for every lesson prior to actual teaching/learning 69(47.3%) agreed TPAD tools are effective in improving teacher's maintenance of records that related work covered and that through TPAD tools, 73(50%) of the teachers agreed they were seeking approval of schemes of work by 4th January were able to plan in time for all term lessons. These findings concur with Macharia (2018) conclusion that teacher performance appraisal was crucial in determining how teachers met their performance targets in curriculum implementation in class.

The results show that 62(42.5%) of the participants agreed that TPAD tools effectively compelled educators to use the most relevant syllabi in drawing schemes of work and even plan for every lesson before actual teaching/learning, again 63(43.5%) agreed that teachers could effectively maintain all the records of pre-set targets, analyzed CATs, KCSE subject analysis, work schedules for weak and talented students, through TPAD, 69(47.3%) agree that teachers effectively scaled up in the use of appropriate updated teaching aids from locally available materials, learners access to ICT gadgets in class and that 62(42.5%) agreed that TPAD tools were effective in ensuring quality maintaining of teaching/learning records. Similar research observations with the above were made by Aloo et al (2017) that TPAD is liable predictor of effective curriculum implementation in public secondary schools.

Further, the study established that 58(39.7%) of the participants indicated that TPAD tools effectively enhanced learning through the use of updated lesson notes in teaching/learning, also 62(42.5 %) of teachers agreed that TPAD tools were effective in ensuring that teachers maintained a record of checked learners' exercise books regularly, other 60,(41.1%) indicated that TPAD

tools were effective in enhancing teacher involvement in departmental meetings to draw work programs, giving feedback and maintaining copies of minutes, other learner enhancement measures that realized significant improvements include teacher assessment in a class by appraiser once a term between 2nd week and 10th weeks indicated by 61,(41.1%) while 61,(41.1%) agreed that TPAD tools were effective in enhancing the identification of teacher incompetence and enrollment in recognized relevant courses. These findings compare with Gachui's (2011) conclusion that effectively implementing TPA is a predictor of the effective curriculum implementation in public secondary schools.

4.4.3 Responses from Class secretaries

Class secretaries were asked to rate the effectiveness of implementing TPAD for teacher performance in enhancing syllabus coverage in the class.

Table 4.10: Effectiveness of Implementing TPAD for Enhancing Syllabus Coverage

	N	Fairly Effective	Effective	Highly Effective	Mean
Teachers use the subscribed syllabus for the class that year	1 2 2	29 (23.8%)	56 (45.9%)	37 (30.3%)	4.07
Students ask and answer questions during teaching and learning	1 2 2	23 (18.9%)	68 (55.7%)	31 (25.4%)	4.07
Teachers check individual learners' exercise books regularly in all subjects	1 2 2	39 (32.0%)	56 (45.9%)	27 (22.1%)	3.90
Teachers give updated notes during teaching and learning in class	1 2 2	15 (12.3%)	64 (52.5%)	43 (35.2%)	4.23
Teachers attend other teachers lessons in class in all subjects once a term	1 2 2	54 (44.3%)	46 (37.7%)	22 (18.0%)	3.74
Use of appropriate updated Teaching/learning aids by teachers in all subjects	1 2 2	30 (24.6%)	61 (50.0%)	31 (25.4%)	4.01
Carrying out experiments in practical subjects	1 2 2	12 (9.8%)	89 (73.0%)	21 (17.2%)	4.07
Use of computers, mobile phones, internet and other ICT gadgets by students to access new knowledge and information in class /laboratory	1 2 2	41 (33.6%)	46 (37.7%)	35 (28.7%)	3.95
Carrying out coordinated field work activities around the school	1 2 2	44 (36.1%)	55 (45.1%)	23 (18.9%)	3.83
Teachers attend to weak and talented students' needs separately	1 2 2	30 (24.6%)	61 (50.0%)	31 (25.4%)	4.01
Teachers hold academic open clinics for our class at specified times	1 2 2	39 (32.0%)	47 (38.5%)	36 (29.5%)	3.98
Mean Aggregate					3.99

From the study findings, 64(45.9%) class secretaries agreed that TPAD tools effectively ensured that teachers give updated notes during teaching and learning in class, 56(45.9%) class secretaries also indicated that teachers use the subscribed syllabus for the class that year, students asked and answered questions during teaching and learning, carrying out experiments in practical subjects and that 68 (55.7%) agreed that TPAD implementation is effective on use of appropriate updated Teaching/learning aids by teachers in all subjects, teachers attend to weak and talented students' needs separately. These findings align with (The Republic of Kenya, 2005) projection that TPA tools will positively influence the quality of teaching through better curriculum delivery and syllabus coverage.

Also, 47 (38.5%) class secretaries agreed that TPAD implementation is effective in ensuring that teachers hold academic open clinics for all classes at specified times, 46,(37.7%) indicated that of late many of secondary schools in Gucha Sub-County were effectively using of computers, mobile phones, internet, and other ICT gadgets by students to access new knowledge and information in class/laboratory, further 56,(45.9%) agreed that teachers effectively checked on individual learners' exercise books regularly in all subjects. Similar research observations with the above were made by (Aloo, Ajowi, & Aloka, 2017). TPAD implementation eliminated aspects that hindered timely coverage on syllabus like time wastage through lateness and early lesson closure, idle talk that eats into lesson preparation time, limited time due to congestion of activities on the school program, lack of teacher commitment to make up for lost lessons and limited team teaching. The study further established that 55 (45.1%) class secretaries agreed that TPAD implementation enhanced effective coordination of field work activities around the school. 55 (43.3%) agreed that teachers effectively attended other teachers' lessons in class in all subjects once a term. These

findings align with TSC's (2016) assertion that TPAD would improve educational quality through better curriculum delivery and syllabus coverage.

The descriptive results showed that the aggregate mean for HODs is 3.64, teachers are 3.87, and class secretaries are 3.99. This similarity implied that a significant proportion of the HODs, teachers, and class secretaries did understand and appreciate the application of the techniques. They accessed learning materials from digital sources developed innovative other creative options and learning aids for better performance. It can be deduced that schools are completing the syllabus in time and spend more time revising as they prepare their students for the next grades. Such an effective system requires a boost. This agrees with Aloo, Ajowi and Aloka (2017) whose findings revealed that the TPAD policy had improved teachers adherence to standards that ensured early syllabus coverage in schools.

4.4.4 Comparison of Aggregate Means from the Study Groups

The aggregate mean for syllabus coverage from first study group (HoDs) was recorded at 3.64, the 2nd study group (teachers group) recorded an aggregate mean of 3.87 while last study group (Class secretaries) was recorded an aggregate mean of 3.99. Based on the interpretation scale the mean of 3.64, 3.87 and 3.99 implies that, all the three groups collectively concurred that TPAD tool is indeed an effective tool in enhancing syllabus coverage in secondary schools in Gucha Sub-County.

Qualitative data from school principals revealed that the TPAD tool allowed teachers to work effectively together and make the most of the time allotted to cover the curriculum on time, thus increasing the likelihood that students perform well on their final examination. In their view, the

schools could cover the curricula earlier than usual. This also allowed teachers to work on revisions and prepare learners better for examinations.

According to HOD, appraising teachers for attending class on time improved their performance; HOD reported that teachers are no longer involved in idle conversations as they were prior to the introduction of TPAD. The HOD clarified that class teachers are complying readily with the stipulated time for reporting for lessons. According to the class secretaries, teachers arrive on time for their classes and stay until the conclusion of the allotted lesson time. According to one of the class secretaries, "The initiative has helped many schools complete their curriculum in good time for revision."

Teachers reported that the introduction of performance evaluation improved time management for lessons and participation in other school activities. To aid teachers in working and delivering results on time, numerous deadlines are set; however, with TPAD, Targets (such as lesson coverage) set are more realistic and attainable. With TPAD teachers are more able to prepare for days lessons, meet students for guidance, mark assignments, supervise preps and even give remedial work all which promoted timeliness in syllabus coverage.

Before TPAD implementation, adhering to deadlines and schedules was a big challenge, however with TPAD such gaps have partially been eliminated. According to teachers, TPAD; enhanced teachers' coverage of the curriculum. Similar views were shared by class secretaries who reported that they covered their syllabus early and got ready for exams. They also added that majority of the missed classes were recovered, and students who needed remediation received it.

4.5 Effectiveness of TPAD implementation for Maintaining Learner Discipline

The findings under this relate with the third objective of the study which sought to establish the effectiveness in implementing TPAD tools for teacher performance of managing learner discipline in secondary schools in Gucha Sub-County. The findings presented under this section were derived from four groups which include the Principals, HoDs, Teachers and Class Secretaries.

4.5.1 Response from HODs

The HODs responded to the following statements eliciting the effectiveness of implementing TPAD tools for teacher performance of managing learner discipline in the school.

Table 4.11: Effectiveness TPAD Implementation for Maintenance of Learner Discipline

	N	Minimally Effective	Fairly Effective	Effective	Highly Effective	Mean
Maintaining a record of parental involvement in managing learner discipline	87	21 (24.1%)	28 (32.2%)	20 (23.0%)	18 (20.7%)	3.40
Maintaining a record of learner participation in community based activities such as campaigns for re-forestation, market cleaning; anti FGM ; control and use of soil resources; gender based violence; communicable diseases and ethnic violence/ peace clubs among others	87	(%)	21 (24.1%)	30 (34.5%)	18 (20.7%)	3.55
Maintaining updated record of learner discipline cases, challenging behavior and interventions.	87	9 (10.3%)	26 (29.9%)	29 (33.3%)	23 (26.4%)	3.76
Maintaining record of involvement in parents and students meetings	87	6 (6.9%)	26 (29.9%)	33 (37.9%)	22 (25.3%)	3.82
Maintaining up to date records of learners' participation in co-curricular activities including lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in my school	87	6 (6.9%)	29 (33.3%)	34 (39.1%)	18 (20.7%)	3.74
Use of alternative ways of instilling discipline in place of the cane	87	6 (6.9%)	35 (40.2%)	22 (25.3%)	24 (27.6%)	3.74
Am trained and certified on alternative learner discipline procedures	87	3 (3.4%)	27 (31.0%)	34 (39.1%)	23 (26.4%)	3.89
Access and reference to the relevant legal policy documents related to discipline in secondary schools	87	3 (3.4%)	28 (32.2%)	30 (34.5%)	26 (29.9%)	3.91
Aggregate Mean						3.73

From the study findings, HoDs, 30 (34.5%) agreed that TPADs were effective in enhancing access and reference to the relevant legal policy documents related to discipline in secondary schools, 34 (39.1%) HODs agreed that they were effectively trained and certified on alternative learner discipline procedures, 33 (37.9%) HODs agreed that TPADs were effective in ensuring that proper maintenance of records of involvement of parents and students meetings and that 29, (33.3) agreed that TPADs were effective in ensuring quality maintenance of updated accounts of disciplinary cases, problematic behavior and responses to the behavior. This concurs with Onderi (2017) findings that TPAD can help achieve learner discipline in schools.

Further, HOD, 34(39.1%) indicated that TPADs presented effective alternative ways of instilling discipline in place of the cane, 35 (40.2%) in maintaining up to date records of learners' participation in co-curricular activities, including lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in the school, 30, (34.5%) indicated that TPADs tools aided in maintaining a record of learner participation in community-based activities such as campaigns for re-forestation, market cleaning; anti-FGM; control and use of soil resources; gender-based violence; communicable diseases and ethnic violence/ peace clubs among others and in that 33(37.5%) agreed that TPADs somehow helped in maintaining a record of parental involvement in managing learner discipline.

4.5.2 Response from Teachers

Teachers were asked to state their level of agreement with the following statements eliciting the effectiveness of implementing TPAD tools for teacher performance of managing learner discipline in the school.

Table 4.15. Effectiveness of TPAD Implementation in Maintaining Learner Discipline

	N	Fairly Effective	Effective	Highly Effective	Mean
Maintaining a record of parental involvement in managing learner discipline	146	45 36.9%	51 41.8%	50 41.0%	4.03
Maintaining a record of learner participation in community based activities such as campaigns for re-forestation, market cleaning; anti FGM ; control and use of soil resources; gender based violence; communicable diseases and ethnic violence/ peace clubs among others	146	34 27.9%	65 53.3%	47 38.5%	4.09
Maintaining updated record of learner discipline cases, challenging behavior and interventions.	146	35 28.7%	59 48.4%	52 42.6%	4.12
Maintaining record of involvement in parents and students meetings	146	47 38.5%	58 47.5%	41 33.6%	3.96
Maintaining up to date records of learners' participation in co-curricular activities including lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in my school	146	45 36.9%	59 48.4%	42 34.4%	3.98
Use of alternative ways of instilling discipline in place of the cane	146	59 48.4%	44 36.1%	43 35.2%	3.89
Am trained and certified on alternative learner discipline procedures	146	43 35.2%	60 49.2%	43 35.2%	4.00
Access and reference to the relevant legal policy documents related to discipline in secondary schools	146	49 40.2	56 45.9	41 33.6	3.95
Aggregate Mean					4.00

From the study findings, 59(40.4%) teachers agreed that TPADs were effective in enhancing and maintaining an updated record of learner discipline cases, challenging behavior, and the interventions implemented, 65(44.5%) of the participants agreed that TPAD tools were effective in maintaining a record of learner participation in community-based activities such as campaigns for re-forestation, market cleaning; anti-FGM; control and use of soil resources; gender-based violence; communicable diseases, and ethnic violence/ peace clubs among others and that 51

(34.9%) of the participants agreed that TPAD tools were effective in maintaining a record of parental involvement in managing learner discipline. These results compare with NCRC (2018) findings that TPAD provided effective guidance and counseling, facilitated referrals to professional counselors, improved stakeholder participation, and ensured harmonious relationships in the school environment.

The results show 60 (41.1%) teachers agreed that with TPADs that all the teachers were trained and certified on alternative learner discipline procedures also, 59 (40.4%) agreed that TPAD tools were effective in maintaining up to date records of learners' participation in co-curricular activities including lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in the school and that 58 (39.7%) agreed that TPAD tools were effective in enhancing the maintenance of records related with parents involvement in students discipline meetings. These results align with Odhiambo's (2017) conclusion of a positive correlation between student achievement, discipline level, and involvement in co-curricular events. Further, the study established that 56 (38.4%) teachers agreed that TPAD tools were effective in enhancing access and reference to the relevant legal policy documents related to discipline in secondary schools and that 59 (40.4%) of the teachers involved indicated that TPAD enabled their use of alternative ways of instilling discipline in place of the cane. These results are in line with the research deductions by Jonyo & Jonyo (2017) that TPAD policy being implemented since 2016 in Kenya outlines procedures to address learner indiscipline in secondary schools.

4.5.3 Response from Class secretaries

Respondents rated the effectiveness of implementing TPAD for maintaining learner discipline in the class.

Table 4.12: Effectiveness of TPAD Implementation for Maintenance of Learner Discipline

	N	Fairly Effective	Effective	Highly Effective	N
Parents sitting in disciplinary panels during hearing of disciplinary cases of their children	122	26 21.3%	67 54.9%	29 23.8%	4.02
Maintaining a roll of learner participation in community based activities such as campaigns for re-forestation, market cleaning; anti FGM ; control and use of soil resources; gender based violence; communicable diseases and ethnic violence/ peace clubs among others	122	54 44.3%	48 39.3%	20 16.4%	3.72
Existence of updated record of student discipline cases, challenging behavior and corrective interventions implemented.	122	41 33.6%	51 41.8%	30 24.6%	3.91
Parents are registered when they attend class meetings with their children	122	38 31.1%	64 52.5%	20 16.4%	3.85
Displayed up to date records of learners' participation in co-curricular activities including lists of participation, certificates, trophies and awards at strategic points in class	122	42 34.4%	53 43.4%	27 22.1%	3.88
Use of alternative ways of instilling discipline in place of the cane in class	122	53 43.4	55 45.1	14 11.5	3.68
Class secretaries are trained in managing peer discipline in class	122	52 42.6%	42 34.4%	28 23.0%	3.80
School rules and regulations are well spelt out and displayed in class	122	49 31.1%	38 28.7%	35 40.2%	3.89
Representation of learners in disciplinary committees and Boards of Management (BOM)	122	53 43.4%	52 42.6%	17 13.9%	3.70
Mean Aggregate					3.83

From the study findings, 67(54.9%) of the class secretaries agreed that TPAD implementation brought about effective participation of parents on disciplinary panels that hear the cases of their children .51(41.8%) of the class secretaries agreed that through TPAD, schools in Gucha Sub-

County effectively kept well-run records of student discipline cases, problematic behavior and corrective involvements with the teachers and that 49 (40.2%) agreed that school rules and regulations are well spelled out and displayed in class. These findings support the research deductions by Jonyo & Jonyo (2017) that TPAD policy being implemented since 2016 outlines procedures to address learner indiscipline in secondary schools.

The results show that 43(43.4%)class secretaries indicated that the use of TPAD tools aided the maintenance of up to date records of learners' participation in co-curricular activities, including lists of participation, certificates, trophies, and awards at strategic points in class, others agreed that 64 (52.5%) through TPAD tools effectively called for registration of parents when they attend class meetings with their children and that 52(42.6%) were effectively trained in managing peer discipline in class. Similar research observations with the above were made by (NCRC, 2018) that schools required disciplinary policies made in concurrence with parents, learners, and the community.

Further, the study established that 54 (44.3%) class secretaries agreed that through TPAD there is effective maintenance of learner participation in community-based activities such as campaigns for re-forestation, market cleaning; anti-FGM control and use of soil resources, gender-based violence, communicable diseases, and ethnic violence/ peace clubs among others, also 53, (43.4%) of the class secretaries involves somehow agreed that through TPAD implementation there is enhanced representation of learners in disciplinary committees and boards of management (BOM) and that 55(45.1%) of the class secretaries involved indicated that TPAD adoption effectively led to use of alternative ways of instilling discipline in place of the cane in class. These results align

with Odhiambo's (2017) conclusion of a positive correlation between learner achievement, discipline level, and involvement in co-curricular events.

Interpretation of Mean ratings between HODs, teachers and class secretaries' responses on learner discipline after TPAD implementation

The mean aggregate for HODs was 3.73; teachers' was 4.00, and class secretaries were 3.83. They all agreed that TPAD tools effectively impacted discipline and safety in schools. This showed that learners' protection was increased by assessing teachers on learner discipline and by offering learners safe and child-friendly learning environment. This implies that schools were safer and more secure with the increased appraisal of teachers on learner discipline during teaching and learning. Hence, schools needed to implement consultative approaches when developing disciplinary policies. From the foregoing data, there is general agreement across the various categories of respondents that schools currently have some discipline which they attribute to TPAD implementation. The findings concur with Zhao & Kuo (2015) conclusion that participatory approaches were required when developing discipline policies.

4.5.4 Comparison of Aggregate Means from the Study Groups

The aggregate mean for managing learner discipline from first study group (HoDs) was recorded at 3.73, the 2nd study group (teachers group) recorded an aggregate mean of 4.00 while last study group (Class secretaries) was recorded an aggregate mean of 3.99. Based on the interpretation scale the mean of 4.00, 3.83 and 3.73 implies that, all the three groups collectively concurred that TPAD tool is indeed an effective tool in managing learner discipline in secondary schools in Gucha Sub-County.

School principals reported that with TPAD, teachers' responsibilities shift to ensuring and maintaining students' active participation in class activities. Minimization of free time for students helps in reducing disruptions and misbehavior brought on by students. This milestone is founded on TPAD time management scales for classroom management; ultimately, this raises the bar for rule compliance in schools. According to school principals, TPAD fostered a conduct that is directed toward creating a structured and purposeful learning environment that is committed to enhancing and maintaining the standard of instruction.

The HOD reported that TPAD structures help teachers keep an eye on how well students follow class rules as well as students who exhibit unsatisfactory behavior in school. With TPAD, teachers could easily spot lazy students who could not accomplish assignments on time. If a teacher notices that students are not adhering to the established rules of behavior, the teacher may employ behavioral restatement strategies such as reinforcement, remedial punishments, and teacher-learner conversation.

According to teachers, TPAD framework focuses on encouraging behaviors including respect for one another, effective communication, collaborative planning, standards-setting, addressing the root causes of misbehavior, and ongoing evaluation of the application of discipline. Both HoDs and teachers concurred that TPAD promoted supportive school environment where teachers, students, and parents work together and participate in disciplinary hearings. That it provides the crucial support that promoted learning culture.

The HOD reported that since inception of TPAD, indiscipline cases had reduced significantly. Teachers who underwent the appraisal process were more likely to participate in school leadership by taking on new responsibilities, such as coaching and mentoring students, which is critical in

sawing discipline culture. Class secretaries reported that Discipline-related issues are handled fairly and with respect for the dignity of the offending learner, in accordance with general fairness norms.

4.6 Response from School Principals' interview schedule

The research sought the principals' opinion on effective TPAD implementation in secondary schools. Through interview, principal T retorted, "I have been a classroom teacher for 16 years and a principal for 4 years. In these 20 years, I have never experienced the level of calmness among learners and their teachers as they go about their day-to-day learning activities in school. This tool curtails operations of teachers, who were difficult to control before, since they are kept on toes through their own continuous self-assessment participation. This eventually leads us to improved job input and improved school outcomes since discipline breeds success." The principals cited inadequate training as a major hindrance in their oversighting role in effective TPAD implementation.

4.7 Effectiveness of TPAD implementation in enhancing school management in secondary schools in Gucha Sub County

Table 4.13: Effectiveness of TPAD implementation in enhancing school management

Statement	Strongly disagree		Disagree		Neutral		agree		Strongly agree		Mean	Std Dev
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Signing of performance contracts with the TSC to oversight the TPAD implementation in the school	0	0	0	5.6	2	11.1	11	61.1	4	22.2	4.00	0.77
Use of TPAD reports by the TSC to facilitate teacher professional development and career progression for purposes of promotion and deployment	0	0	0	0	2	11.1	12	66.7	4	22.2	4.11	0.58
Head teacher rewards the best improved teacher at the end of every term hence improving teachers performance	1	5.6	1	5.6	4	22.2	9	50.0	3	16.7	3.67	1.03
Rewards and recognition keep teachers committed to their jobs involvement of teachers in school decision making improve teacher motivation and commitment hence improves school performance	0	0	0	0	1	5.6	11	61.1	6	33.3	4.28	0.57
The schools provide meals to teachers to ensure they stay in schools to have long contact hours with learners for maximum academic gains	2	11.1	1	5.6	0	0	11	61.1	4	22.2	3.78	1.22
Use of TPAD report to take corrective measures in case of unsatisfactory performance					4	22.2	10	55.6	4	22.2	4.00	0.69
Due process is adhered to before any disciplinary action is taken against a teacher	0	0	1	5.6	4	22.2	8	44.4	5	27.8	3.94	0.87

Teachers receive both verbal and written feedback from their Headteacher	0	0	0	0	3	16.7	11	61.1	4	22.2	4.06	0.64
Appraisal instrument is jointly discussed, completed, and signed by the appraisers abs apraisee	2	11.1	0	0	3	16.7	10	55.6	3	16.7	3.67	1.14
Tachers get adequate feedback on their performance based on performance appraisal form from the headteacher	1	5.6	2	11.1	2	11.1	7	38.9	6	33.3	3.83	1.20
Involving teachers in full board meeting during discussion of their performance appraisal reports	0	0	1	5.6	5	27.8	6	33.3	6	33.3	3.94	0.94

From the research findings, majority of the school principals from Gucha Sub County agreed that from boards' perspective, they encouraged rewards and recognition to keep teachers committed to their jobs and that involvement of teachers in school decision making improve teacher motivation and commitment hence improves school performance (Mean = 4.28 std deviation =0.57), alsoTPAD reports were used to facilitate teacher professional development and career progression for purposes of promotion and deployment (Mean = 4.11 std deviation =0.58) and that Teachers receive both verbal and written feedback from their Headteacher (Mean = 4.06 std deviation = 0.64). The findings are in support of research findings by Kamotho (2017), who concluded that performance feedback is an essential source of information which supports the technical and behavior improvement of all levels in organization.

Also, the study established school principals from Gucha Sub County oversee the Signing of performance contracts with the TSC to oversight the TPAD implementation in the school (Mean = 4.00 std deviation = 0.77) and Use of TPAD report to take corrective measures in case of unsatisfactory performance (Mean = 4.00 std deviation = 0.69) and involving teachers in full board meeting during discussion of their performance appraisal reports (Mean = 3.94 std deviation =

0.94). The findings go hand in hand recommendation by Macharia (2017), who established that, the school principal has a vital role to plan for seminars and workshops on teaching methods.

From the research findings, school principals from Gucha Sub County indicated that due process is adhered to before any disciplinary action is taken against a teacher (Mean = 3.94 std deviation = 0.87), Teachers get adequate feedback on their performance based on performance appraisal form from the head teacher (Mean = 3.83 std deviation =1.20) and the schools provide meals to teachers to ensure they stay in schools to have long contact hours with learners for maximum academic gains (Mean = 3.78 std deviation =1.22) The findings tally with the call by TSC(2015) which makes appraisal compulsory by directing a disciplinary action against a teacher who fails to complete and submit an appraisal report with the appraiser, or neglects or refuses to discuss and sign the appraisal report.

Lastly principals from Gucha Sub County agreed that appraisal instrument is jointly discussed, completed, and signed by the appraisers and the appraisee (Mean = 3.67 std deviation = 1.14) Head teacher rewards the best improved teacher at the end of every term hence improving teachers performance (Mean =3.67 std deviation =1.03) The findings concurs with research conclusion by Al-Jammal (2015) that to enhance greater effectiveness on performance appraisals, superiors should provide continuous feedback or physically discuss the performance outcomes with the employees.

4.8 Effectiveness of TPAD Implementation In Secondary Schools in Gucha Sub County.

This section presents statistical evaluation made on TPAD since its implementation in 2016. The secondary data was obtained from the TPAD summary documents at the sub county education office. The data focused on public secondary schools in Gucha Sub-County. Despite the expansive

educational areas that TPAD implementation seeks to address, this research only mined information that solely relate to the study variables.

Table 4.14: Effectiveness of TPAD Implementation in Secondary Schools In Gucha Sub County.

	Years					
	2016	2017	2018	2019	2021	2022
Teacher Attendance	46%	44%	48%	56%	62%	72%
Syllabus Coverage	50%	56%	60%	65%	47%	75%
Learner Discipline	44%	50%	57%	71%	63%	68%

Source: Ministry of Education (2022)

4.8.1 Effectiveness of TPAD implementation in Fostering Teachers Attendance

The lowest score (44%) for teacher attendance was recorded in the year 2017 while the highest score of 72% was recorded in the year 2022. Results on teacher attendance showed significant drop from 46% to 44% in the year 2016 and 2017, this could be attributed to poor reporting structures and lack of system conversant with teachers. However an upward trajectory has been recoded from the year 2018 up to 2022. Generally there has been an increase of about 26% teacher classroom attendance in secondary schools in Gucha Sub-County since TPAD implementation in 2016.

4.8.2 Effectiveness of TPAD implementation in Fostering Syllabus Coverage

Evaluations from Sub County educational office show that the lowest statistics (50%) on reports on syllabus coverage was recorded in the year 2016 while the highest score of 75% was recorded in the year 2022. The findings show significant drop in syllabus coverage in 2021 of 47% which

could be attributed to hastened academic calenderer. Overall, there has been an increase of about 25% in syllabus coverage in secondary schools in Gucha Sub-County since TPAD implementation in 2016.

4.8.3 Effectiveness of TPAD implementation for Maintaining Learner Discipline

Evaluations from Sub County educational office show that the lowest statistics (44%) learner discipline was recorded in the year 2016 while the highest score of 71%% was recorded in the year 2019. Although there has been an upward trajectory from 2016 to 2019, a significant decline was recorded in 2021 as show by 63%. Conversely a positive figure of 68% was recorded in the subsequent year 2022. Based on the statistics there has been an increase of about 24% in learner discipline in Secondary schools in Gucha Sub-County since TPAD implementation in 2016.

4.9 Inferential Statistics

4.9.1 Correlation Test

The study conducted Pearson correlation analysis to establishe the association between the predictor and explanatory variable.

Table 4.15:Correlations

		Implementation of TPAD (Y)	Teacher Lesson Attendance (X1)	Syllabus Coverage (X2)	Learner Discipline (X3)	Quality management (X4)
Implementation of TPAD (Y)	Pearson Correlation	1				
	Sig. (2-tailed)					
Teacher Lesson Attendance (X1)	Pearson Correlation	.442**	1			
	Sig. (2-tailed)	.000				
Syllabus Coverage (X2)	Pearson Correlation	.412**	.145**	1		
	Sig. (2-tailed)	.000	.008			
Learner Discipline (X3)	Pearson Correlation	.421**	.333**	.152**	1	
	Sig. (2-tailed)	.000	.000	.005		
Quality management (X4)	Pearson Correlation	.362	.125	.325	.529	1
	Sig. (2-tailed)	.000	.000	.005	.000	

From Table below, results showed a positive correlation between implementation of TPAD curriculum monitoring tools and teacher lesson attendance in secondary schools in Gucha Sub-County as shown by a correlation factor of 0.442. This positive relationship was found to be statistically significant as the p value was 0.000 which was less than 0.05. The findings go hand in hand with the conclusion made by Ndlovu, (2017) that TPAD implementation can lead to excellence in educational performance that is achieved through regular teacher commitment;

enhanced syllabus coverage; creation of friendly learning environments and value addition in learner performance in national examinations.

The study also found a strong positive correlation between implementation of TPAD curriculum monitoring tools and syllabus coverage in secondary schools in Gucha Sub-County as shown by correlation coefficient of 0.412; the significant value was 0.000 which was less than 0.05. These findings support the research projections by Republic of Kenya, (2010) that TPAD tools are expected to impact positively on the quality of teaching through improved curriculum delivery and syllabus coverage.

The study found a positive correlation between implementation of TPAD curriculum monitoring tools and learner discipline in secondary schools in Gucha Sub-County as shown by correlation coefficient of 0.421. The significant value was 0.000 which is less than 0.05. These findings concur with observations made by Odhiambo, (2017) established a positive correlation between student achievement and level of student discipline as well as participation in co-curricular activities.

The study found a positive correlation between implementation of TPAD curriculum monitoring tools and Quality management in secondary schools in Gucha Sub-County as shown by correlation coefficient of 0.421. The significant value was 0.000 which is less than 0.05. These findings concur with observations made by Kamotho (2017), who performance feedback from TPAD tool is an essential source of information which supports the technical and behavior improvement of all levels in organization.

4.9.2 Regression Test

In this study, a multiple regression analysis was conducted to test the influence among predictor variables. The research used statistical package for social sciences (SPSS V 21.0) to code, input and compute the multiple regressions analysis.

The model summary is presented in the table below.

Table 4.16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.619 ^a	.383	.377	.60688

Source: (Research Data, 2022)

The study used coefficient of determination to evaluate the fitness of the model. The adjusted R² also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables. The model had an average adjusted coefficient of determination (R²) of 0.377. This meant that 37.7% of the variations on teacher lesson attendance, syllabus coverage, learner discipline and school quality management in secondary schools in Gucha sub-county are explained by implementation of TPAD curriculum monitoring tools for teacher performance. The remaining percentage means other variables or factors exist that influence the independent variables of the study.

4.9.3 One Way ANOVA

The study further tested the significance of the model using the ANOVA technique.

Table: 4.17 One Way ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	101.496	4	25.374	68.951	.000 ^b
Residual	129.168	351	0.368		
Total	230.664	355			

Critical value = 4.90

Source: (Research Data, 2022)

From the ANOVA statics, the study established the regression model had a significance level of 0.000% which is an indication that the data was ideal for making a conclusion on the population parameters as the value of significance (p-value) was less than 5%. The calculated value was greater than the critical value ($68.893 > 4.49$) an indication that Implementation of TPAD curriculum monitoring tools all have a significant effect on teacher lesson attendance, syllabus coverage, learner discipline, school quality and management. The significance value was less than 0.05 indicating that the model was significant

In addition, the study used the coefficient table to determine the study model.

Table 4.17: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.922	.264		7.274	.000
	Teacher Lesson Attendance	.620	.093	.305	6.654	.000
	Syllabus Coverage	.600	.081	.326	7.455	.000
	Learner Discipline	.510	.087	.270	5.872	.000
	Quality management	.360	.053	.213	6.792	.000

As per the SPSS generated output as presented in table below, the equation ($Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \epsilon$) becomes:

$$Y = 1.922 + 0.620 + 0.600 + 0.510 + 6.792$$

From the regression model obtained a unit change on implementation of TPAD tools in while holding other factors constant would enhance teacher lesson attendance secondary schools in Gucha sub-county by a factor of 0.620. These findings concur with the conclusion made by Ndlovu, (2017) that TPAD implementation can lead to excellence in educational performance that is achieved through regular teacher commitment; enhanced syllabus coverage; creation of friendly learning environments and value addition in learner performance in national examinations.

Results show that a unit change in implementation of TPAD tools while holding the other factors constant would enhance syllabus coverage by a factor of 0.600. These findings support the research projections by TSC, (2016) that TPAD tools are expected to impact positively on the quality of teaching through improved curriculum delivery and syllabus coverage.

Further test regression show that a unit change in implementation of TPAD tools while holding the other factors constant would enhance Learner Discipline in secondary schools in Gucha sub-county by a factor of 0.510. Similar projection were made by Odhiambo, (2017) established a positive correlation between student achievement and level of student discipline as well as participation in co-curricular activities.

Finally test regression show that a unit change in implementation of TPAD tools while holding the other factors constant would enhance quality management in secondary schools in Gucha sub-county by a factor of 0.792. Similar projection were made by Odhiambo, (2017) established a

positive correlation between student achievement and level of student discipline as well as participation in co-curricular activities.

4.9.3 Hypothesis Test

The significant value for teacher lesson attendance from the coefficient table is 0.000 which is less than 0.05. Since the P-value of 0.000 is less than 0.05 the null hypothesis which stated that implementation of TPAD tools does not significantly affect teacher lesson attendance in secondary schools in Gucha Sub-County is therefore rejected. The implication is that there exists a significant positive relationship between implementation of TPAD tools and learner discipline in secondary schools within Gucha Sub-County.

The significant value for syllabus coverage from the coefficient table is 0.000 which is less than 0.05. Since the P-value of 0.000 is less than 0.05 the null hypothesis, which stated that implementation of TPAD tools, does not significantly affect syllabus coverage in secondary schools in Gucha Sub-County is therefore rejected. The implication is that there exists a significant positive relationship between implementation of TPAD tools and syllabus coverage in secondary schools within Gucha Sub-County.

The significant value for learner disciplinary procedures from the coefficient table is 0.000 which is less than 0.05. Since the P-value of 0.000 is less than 0.05 the null hypothesis, which stated that implementation of TPAD tools, does not significantly affect learner disciplinary procedures in secondary schools in Gucha Sub-County is therefore rejected. The implication is that there exists a significant positive relationship between implementation of TPAD tools for teacher performance and learner discipline in secondary schools within Gucha Sub-County.

The significant value for learner disciplinary procedures from the coefficient table is 0.000 which is less than 0.05. Since the P-value of 0.000 is less than 0.05 the null hypothesis, which stated that implementation of TPAD tools, does not significantly affect Quality management in secondary schools in Gucha Sub-County is therefore rejected. The implication is that there exists a significant positive relationship between implementation of TPAD tools for teacher performance and learner discipline in secondary schools within Gucha Sub-County.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the study's findings, conclusions, and recommendations based on the study's objectives and the results from the data analysis. The purpose of the study was to evaluate the effectiveness of TPAD implementation in secondary schools in Gucha Sub-County, Kenya. Specifically, this study sought to establish effectiveness in implementing TPAD tools of enhancing teacher lesson attendance in secondary schools in Gucha Sub-County, to establish the efficacy in implementing TPAD tools to enhance syllabus coverage in secondary schools in Gucha Sub-County, and to examine effectiveness in implementing TPAD learner disciplinary procedures in secondary schools in Gucha Sub-County.

5.2 Summary of the Findings

5.2.1 Effectiveness of TPAD Tools for teacher performance in Enhancing Teacher Lesson Attendance

Descriptive statistics also Teachers and HODs concurred that implementing TPAD tools enhanced teachers' adherence on lesson schedules in secondary schools in Gucha Sub-County. Class monitors stated that TPAD tools had various checks that repressed boycotts, thus enhancing teacher lesson attendance in the school, for instance, 31 (35.6%) of the HODs. This agrees with Mwai (2018) finding that TPAD is achieving what it was intended to accomplish in teacher lesson attendance.

Further results show that 35(40.2%) of the HODs, and 66 (45.2%) teachers also agreed that the TPAD system enhanced prompt and effective adherence to the lesson recovery schedules due to

the use of TPAD tools. Further 29,(33.3%)of the HODs, 55,(37.7%) teachers and 51,(41.8%) class secretaries agreed that TPAD tools effectively enhanced teacher maintenance of verified personal timetable an aspect that improved teacher lesson attendance in secondary schools in Gucha Sub-County. Similar research observations with the above were made by Ndlovu, (2017), that due to the demanding nature of TPAD tools, teachers improved on their efficiencies in marking learners' exercise books, development by teachers, personal timetables, lesson plans, and lesson notes.

Qualitative information from school principals shows that Teacher absenteeism rates from class have substantially reduced since the inception of TPADtools. To keep an eye on teachers' in-class actions, schools have implemented a variety of ways. The most popular tactic is the use of a teacher register, in which the class secretaries records the time the teacher enters the classroom to teach and leaves after teaching, either with or without the knowledge of the teachers. Ninety-nine percent of school principals admitted that they kept both lesson attendance registers and daily school attendance registers for teachers.

Further, school principals reported that the upkeep of daily school attendance registers for teachers assisted in tracking teachers' performance in lesson attendance, classes missed, and classes recovered. According to school principals, with TPAD in place, teachers can now sufficiently prepare for class and better honor their schedule, and due to efficient utilization of time, this enhanced lesson attendance results in sufficient syllabus coverage that was completed on time.

According to HODs and class monitors maintenance, keeping an attendance register improved teachers' daily reporting to school and departure times. In their view, most of the teachers were observed to arrive at work before eight in the morning and remain until five in the evening. In their view, HOD further elaborated that improved teachers a lot in preparing, maintaining and use of

professional documents like schemes of work, lesson plans, individual timetables, work plans, progress records, class registers, and training schedules helped teachers a lot in preparing, maintaining, and using them.

On self-examination, teachers reported that with TPAD, their abilities to create and implement lesson plans, schemes of work, and lesson notes based on the most recent curricula and syllabi have significantly increased, and by having regular, on-time class attendance and keeping better records of their lesson observations, teachers found it simple to manage their class time.

Similarly, the class secretaries reported that regular coordination and oversight of performance have enhanced teacher competency as a result of the appraisal instrument. According to class secretaries, TPAD reduced levels of teacher absenteeism and promoted more hours spent in direct instruction with students. This produced a knock-on effect that improved learning outcomes in classrooms and, as a result, education quality.

5.2.2 Effectiveness of TPAD Tools for teacher performance in Enhancing Syllabus Coverage

In line with the second objective, the aggregate mean for syllabus coverage from first study group (HoDs) was recorded at 3.64, the 2nd study group (teachers group) recorded an aggregate mean of 3.87 while last study group (Class secretaries) was recorded an aggregate mean of 3.99. Based on the interpretation scale the mean of 3.64, 3.87 and 3.99 implies that, all the three groups collectively concurred that TPAD tool is indeed an effective tool in enhancing syllabus coverage in secondary schools in Gucha Sub-County.

Descriptive statistics also revealed that school Principals indicated that insignificant changes had been realized on TPAD implementation to enhance syllabus coverage (M=1.83). On the contrary, the HODs 34, (39.1%), teachers 62, (42.5%), and all the class secretaries agreed that adopting

TPAD tools enhanced Syllabus Coverage. Descriptive reports show that teachers in secondary schools in Gucha Sub-County regularly checked individual learners' exercise books in all subjects. 34, (39.1%) HODs, 69, (47.3%) teachers and 46(37.7%) class secretaries indicated that the adoption of TPAD tools helps ensure effective making and use of appropriate updated teaching aids from locally available materials, learner's access to ICT gadgets in class. Similar research observations with the above were made by Aloo, Ajowi & Aloka(2017) TPAD is a reliable predictor of curriculum implementation effectiveness in public secondary schools.

Further results show that 40, (46.0%) HODs and 75, (51.4%) teachers agreed that using TPAD tools were helpful in effective planning for every lesson before actual teaching/learning. However, the principals indicated that HODs and teachers lacked adequate training to implement TPAD tools effectively. 69, (47.3%) HODs, 62, (42.5%) teachers and 64, (45.9%) class secretaries agreed that TPAD tools are effective in improving teachers' maintenance of records that related work covered. However, 32 (36.8%) HODs, 60, (41.1%) teachers, and 47, (38.5%) class secretaries indicated that TPAD tools were somehow effective in enhancing teacher involvement in departmental meetings to draw work programs, giving feedback, and maintaining copies of minutes. These findings align with the Republic of Kenya's projections (2005) that TPA tools were likely to improve teaching quality through better curriculum delivery and syllabus

From a general perspective, school principals reported that the TPAD tool allowed Teachers to work effectively together and make the most of the time allotted to cover the curriculum on time, thus increasing the likelihood that students perform well on their final examination. In their view, the schools could cover the curricula earlier than usual. This also allowed teachers to work on revisions and prepare learners better for examinations.

According to HOD, appraising teachers for attending class on time improved their performance; HOD reported that teachers are no longer involved in idle conversations as they were prior to the introduction of TPAD. The HOD clarified that class teachers are complying readily with the stipulated time for reporting for lessons. According to the class secretaries, teachers arrive on time for their classes and stay until the conclusion of the allotted lesson time. According to one of the class secretaries, "The initiative has helped many schools complete their curriculum in good time for revision."

Teachers reported that the introduction of performance evaluation improved time management for lessons and participation in other school activities. To aid Teachers in working and delivering results on time, numerous deadlines are set; however, with TPAD, Targets (such as lesson coverage) set are more realistic and attainable. With TPAD teachers are more able to prepare for days lessons, meet students for guidance, mark assignments, supervise preps and even give remedial work all which promoted timeliness in syllabus coverage.

Before TPAD implementation, adhering to deadlines and schedules was a big challenge, however with TPAD such gaps have partially been eliminated, according to Teachers, TPAD; enhanced teachers' coverage of the curriculum, similar views were shared by class secretaries who reported that they covered their syllabus early and got ready for exams they also added that majority of the missed classes were recovered, and students who needed remediation received it.

5.2.3 Effectiveness of TPAD Tools for Maintenance of Learner Discipline

Drawing from the research findings, it's evident that TPAD tools enhanced student discipline levels. 34, (39.1%) HODs agreed that TPADs presented effective alternative ways of instilling discipline in place of the cane, a sentiment that 59, (40.4%) teachers, 11, (61.1%) principals, and

55, (45.1%) class secretaries held. 34, (39.1%) HODs agreed that TPADs effectively enhanced access and reference to the relevant legal policy documents related to discipline in secondary schools. This factor was immensely supported by 65, (44.5%) of the teachers and 51, (41.8%) class secretaries. These findings support the research deductions by NCRC (2018) that TPAD can help achieve desirable levels in learner discipline in schools.

Further results show that 30, (34.5%) teachers, 56, (38.4%), class secretaries, and 52, (42.6%) HODs agreed that TPADs were effective in enhancing access and reference to the relevant legal policy documents related to discipline in secondary schools. 52, (42.6%) class secretaries stated that they were effectively trained in managing peer discipline in class. Similar research observations with the above were made by Zhao and Kuo (2015) that participatory approaches were required when developing discipline policies.

School principals reported that with TPAD teachers' responsibilities shift to ensuring and maintaining students' active participation in class activities. Minimization of free time for students helps in reducing disruptions and misbehavior brought on by students. This milestone is founded on TPAD time management scales for classroom management; ultimately, this raises the bar for rule compliance in schools. According to School principals TPAD fostered a Conduct that is directed toward creating a structured and purposeful learning environment that is committed to enhancing and maintaining the standard of instruction.

The HOD reported that TPAD structures help Teachers keep an eye on how well students follow class rules as well as students who exhibit unsatisfactory behavior in school. With TPAD, teachers could easily spot lazy students who could not accomplish assignments on time. If a teacher notices that students are not adhering to the established rules of behavior, the teacher may employ

behavioral restatement strategies such as reinforcement, remedial punishments, and teacher-learner conversation.

According to Teachers, TPAD frame work focuses on encouraging behaviors including respect for one another, effective communication, collaborative planning, standards-setting, addressing the root causes of misbehavior, and ongoing evaluation of the application of discipline. Both HOD Teachers concurred that TPAD promoted supportive school environment where teachers, students, and parents work together and participate disciplinary hearings. This it provides the crucial support that promoted learning culture.

The HOD reported that since inception of TPAD, indiscipline cases had reduced significantly. Teachers who underwent the appraisal process were more likely to participate in school leadership by taking on new responsibilities, such as coaching and mentoring students, which is critical in sawing discipline culture. Class secretaries reported that Discipline-related issues are handled fairly and with respect for the dignity of the offending learner, in accordance with general fairness norms.

5.2.4 Effectiveness Of TPAD Implementation In Enhancing School Management

From the research findings, majority of the school principals from Gucha Sub County agreed that the from bords perspective, they encouraged rewards and recognition to keep teachers committed to their jobs involvement of teachers in school decision making improve teacher motivation and commitment hence improves school performance, also TPAD reports were used by facilitate teacher professional development and career progression for purposes of promotion and deployment (Mean = 4.11 std deviation =0.58) and that Teachers receive both verbal and written feedback from their Headteacher (Mean = 4.06 std deviation = 0.64). The findings are in support

of research findings by Kamotho (2017), who concluded that performance feedback is an essential source of information which supports the technical and behavior improvement of all levels in organization.

Also, the study established school principals from Gucha Sub County oversee the Signing of performance contracts with the TSC to oversight the TPAD implementation in the school and Use of TPAD report to take corrective measures in case of unsatisfactory performance and involving teachers in full board meeting during discussion of their performance appraisal reports (Mean = 3.94 std deviation = 0.94). The findings go hand in hand recommendation by Macharia (2017), who established that, the school principal has a vital role to plan for seminars and workshops on teaching methods.

From the research findings, school principals from Gucha Sub County indicated that due process is adhered to before any disciplinary action is taken against a teacher, Teachers get adequate feedback on their performance based on performance appraisal form from the head teacher and the schools provide meals to teachers to ensure they stay in schools to have long contact hours with learners for maximum academic gains. The findings tally with the call by TSC(2015) which makes appraisal compulsory by directing a disciplinary action against a teacher who fails to complete and submit an appraisal report with the appraiser, or neglects or refuses to discuss and sign the appraisal report.

Lastly principals from Gucha Sub County agreed that appraisal instrument is jointly discussed, completed, and signed by the appraisers and the apraisee, Head teacher rewards the best improved teacher at the end of every term hence improving teachers performance. The findings concurs with research conclusion by Al-Jammal (2015), to enhance greater effectiveness on performance

appraisals, superiors should provide continuous feedback on physically discuss the performance outcomes with the employees.

5.3 Conclusions

Based on the research findings, the study makes the following conclusions.

5.3.1 Effectiveness of TPAD Tools for Teacher Performance in Monitoring Teacher Lesson Attendance

Based on the study findings, the study concludes that implementation TPAD Tools had a positive Monitoring effect on Performance of Teacher in Lesson Attendance. Statistics show that TPAD tool were fairly effective in promoting adherence to the lesson recovery schedules promptly, teacher maintenance of record of lesson recovery schedules in TPAD file. Based on secondary data the findings concludes that there has been an increase of about 26% teacher classroom attendance in Secondary schools in Gucha Sub-County since TPAD implementation in 2016.

5.3.2 Effectiveness of TPAD Tools for teacher performance in Enhancing Syllabus Coverage

Drawing from secondary data the study concludes that there has been an increase of about 25% in syllabus coverage in secondary schools in Gucha Sub-County since TPAD implementation in 2016. TPAD tools were helpful in effective planning for every lesson before actual teaching/learning, that use TPAD tools were helpful in effective maintenance of records of work covered and that TPA is liable predictor of effective curriculum implementation in public secondary schools.

5.3.3 Effectiveness of TPAD Tools for teacher performance in Enhancing Learner Discipline

The study concludes that adoption of TPAD tools had a positive effect in fostering learner discipline in the in secondary schools in Gucha Sub-County. There has been an increase 24% in

learner discipline in Secondary schools in Gucha Sub-County since TPAD implementation in 2016. TPAD provided effective guidance and counseling, facilitated referrals to professional counselors, improved stakeholder participation, and ensured harmonious relationships in the school environment.

5.3.4 Effectiveness Of TPAD Implementation In Enhancing School Management

The study concludes that adoption of TPAD tools had a positive effect promoting quality school management. The study concludes that TPAD had a great influence on secondary school teachers' motivation that determines their performance which is measured through students' academic and behavioral performance. Sharing of knowledge between the appraiser and the one to be appraised is the immediate feedback that improves the teachers and their performance.

5.4 Recommendation

The following recommendations are made based on the findings:

5.4.1 Recommendation on Effectiveness of implementing TPAD Tools for teacher performance in enhancing Lesson attendance

To enhance the effectiveness of implementing TPAD tools for teacher performance in enhancing teacher lesson attendance in the school, all the stakeholders, including teachers, class secretaries, and HODs, need to be trained effectively on every specific aspect. This will ensure that teachers comply with and consistently embrace TPAD as a culture in the learning process.

5.4.2 Effectiveness of implementing TPAD Tools for teacher performance in enhancing syllabus coverage

Proper infrastructure measures and capacity building should also be put in place to improve syllabus coverage. This is necessary for ensuring that the iterated system works in harmony. For

instance, reporting systems (teacher absenteeism register, skipped lessons, lesson recovery registers) need to be implemented and periodically evaluated.

5.4.3. Effectiveness of implementing TPAD tools for teacher performance in enhancing learner discipline

To enhance the effectiveness of implementing TPAD tools for teacher performance in enhancing learner discipline in schools, there is need for more emphasis on participative decision making processes on policy issues in secondary schools. This would improve acceptance and minimize negativity from affected stakeholders like students. The study further advocates for student welfare services and opportunities for student participation in co-curricular activities to vent out stress associated with school life. More quality measures are required to oversee learner discipline.

5.4.4 Effectiveness Of TPAD Implementation In Enhancing School Management

The study recommends that since setting work standards or goals positively related to teachers' performance the TSC should encourage teachers to involve goal-setting practices which are associated with attainment of goals. They should include a reward policy in the TPAD to continue improving the performance of teachers in secondary schools. The secondary school teachers should take part in setting of goals to establish fair and clear objective criteria for TPAD to enhance them to understand basis upon which they evaluated. The Ministry of Education should improve infrastructure through sufficient allocation of resources such as data bundles, reliable connectivity, and especially for schools in rural areas. The ministry should develop an official time plan to allow for return or submission to avoid time wastage on TPAD. Alternatively, the submissions should be programmed as annual and not termly events.

5.5 Suggestions for Further Studies

This researcher examined the effectiveness of TPAD implementation for teacher performance in secondary schools in Gucha Sub-County, Kenya. Given that the principals indicate that training given to stakeholders was ineffective, it is essential to examine the quality of the current training on principals' oversight competency on TPAD implementation. It would be necessary to consider a wider study area to derive more information on the tools' effectiveness . Finally, the study should be carried out involving primary and secondary school teachers so that a wider representation can be obtained.

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APPENDICES

APPENDIX I: PERMISSION FOR MINORS TO PARTICIPATE IN THE STUDY

SURVEY.

TO THE PARENTS/GUARDIANS

THROUGH SCHOOL PRINCIPAL,

I am JAMES ROSANA ONDARI, a master of education student of Maseno University. It is a requirement for me to do a research and a thesis. For this reason, I have chosen to carry out a research on the effectiveness of TPAD implementation in secondary schools in Gucha Sub-County. Your child has been selected to participate in the study. It is a research requirement that you be consulted to allow your child to participate in the study and be assured that the information obtained shall be treated as confidential and will not be used in any harmful way against your child, any person or institution. Any inquiries can be addressed to me on 0727523220 or email: rosanajames@gmail.com . Your cooperation to this worth course is highly appreciated.

APPENDIX II: LETTER OF INTRODUCTION

RE: Data Collection

I am JamesRosanaOndari, a master of education student of MasenoUniversity. One of the requirements of the course is a research and thesis. For this reason, I have chosen to carry out a research on the effectiveness of TPAD implementation in secondary schools in Gucha Sub-County. You have been selected as one of the respondents and the information obtained is going to be treated as confidential and will not be used in any harmful way against you, other persons or institution. Any questions, comments or requests can be communicated through the contact below.

Your cooperation to this worth course is highly appreciated.

Yours faithfully

Ondari James (May. 2022)

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APPENDIX III: TEACHER QUESTIONNAIRE

I am a Master of Education student of Maseno University. You are kindly requested to respond to the questions in this questionnaire. The questions seek to evaluate effectiveness of TPAD implementation in secondary schools in Gucha Sub-County, Kenya. Your school has been chosen for this study. The researcher would like to assure you that the information you provide shall be treated with great confidentiality and will be used for the purpose of this research only.

General Information

Instructions: Please tick appropriately in the brackets (✓) or provide information as necessary.

1. Your teaching experience in years:

- 01-05 years () 06-10 years () 11-15 year ()
 years () 21-25 years () above 25 years

2. Please tick your academic qualifications below:

- PhD () Masters () B.Ed. () P.G.D.E () others (specify) -----

3a) In your opinion rate your effectiveness in teacher lesson attendance before TPAD implementation in your school. Fill in the range of your acceptance as appropriate using the scale there of :

- 1- (Ineffective); 2- (Minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5– (Very effective).

S/N	As a teacher guided by TPAD, I rate my level of effectiveness in lesson attendance before TPAD implementation as follows:	1	2	3	4	5
1	Maintaining verified personal timetable					

2	Signing the Teacher Lesson Attendance Register with the Class secretaries/ Monitor regularly					
3	Adherence to the Lesson Recovery Schedules promptly					
4	Maintaining a record of Lesson Recovery Schedules in TPAD file					
5	Holding discussions on Lesson Attendance with immediate supervisor					

3b) In your opinion rate your effectiveness in teacher lesson attendance following TPAD implementation in your school. Fill in the range of your acceptance as appropriate using the scale there of :

1- (ineffective); 2- (minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5- (Very effective).

S/N	As a teacher guided by TPAD, I rate my level of effectiveness in lesson attendance after TPAD implementation as follows:	1	2	3	4	5
1	Maintaining verified personal timetable					
2	Signing the Teacher Lesson Attendance Register with the Class secretaries/ Monitor regularly					
3	Adherence to the Lesson Recovery Schedules promptly					
4	Maintaining a record of Lesson Recovery Schedules in TPAD file					
5	Holding discussions on Lesson Attendance with immediate supervisor					

3c) Briefly explain how TPAD implementation can be improved to enhance teacher lesson attendance in your school-----

4a). Based on your observation, rate the level of effectiveness syllabus coverage in your school before TPAD. Tick (√) in the range of your acceptance as appropriate using the scale there of:

1- (ineffective); 2- (minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5– (Very effective).

S/N	As a teacher implementing TPAD system, I rate my effectiveness in syllabus coverage in my school before TPAD as follows:	1	2	3	4	5
1	Use of relevant syllabi in drawing schemes of work					
2	Seeking approval of Schemes of Work by 4 th January					
3	Maintaining a record of Checked learners’ exercise books regularly					
4	Planning for every lesson prior to actual teaching/learning					
5	Use of updated Lesson notes in teaching/learning					
6	Maintaining Teaching/Learning records					
7	Being observed in class by appraiser once a term between 2 nd week and 10 th week.					
8	Maintaining a record of work covered					

9	Making and Use of appropriate updated Teaching aids from locally available materials, learners access to ICT gadgets in class					
10	Maintaining records of pre-set targets, analyzed CATs, KCSE subject analysis, work schedules for weak and talented students					
11	Participating in departmental meetings to draw work programs, giving feedback and maintaining copies of minutes					
12	Engagement in professional development activities at school and enrolled in recognized relevant courses					

4b)Based on your observation, rate the level of effectiveness in syllabus coverage in your school following TPAD implemntation. Tick (√) in the range of your acceptance as appropriate using the scale there of:

1- (ineffective); 2- (minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5– (Very effective).

S/N	As a teacher implementing TPAD system, I rate my effectiveness in implementing the tools forenhancingsyllabus coverage in my school as follows:	1	2	3	4	5
1	Use of relevant syllabi in drawing schemes of work					
2	Seeking approval of Schemes of Work by 4 th January					
3	Maintaining a record of Checked learners’ exercise books regularly					
4	Planning for every lesson prior to actual teaching/learning					
5	Use of updated Lesson notes in teaching/learning					

6	Maintaining Teaching/Learning records					
7	Being observed in class by appraiser once a term between 2 nd week and 10 th week.					
8	Maintaining a record of work covered					
9	Making and Use of appropriate updated Teaching aids from locally available materials, learners access to ICT gadgets in class					
10	Maintaining records of pre-set targets, analyzed CATs, KCSE subject analysis, work schedules for weak and talented students					
11	Participating in departmental meetings to draw work programs, giving feedback and maintaining copies of minutes					
12	Engagement in professional development activities at school and enrolled in recognized relevant courses					

4c). Briefly explain how TPAD implementation can be improved to enhance syllabus coverage in your school

5a) In your own opinion, rate the effectiveness in managing learner discipline in your school before TPAD. Fill in the range of your acceptance as appropriate using the scale there of:

1- (ineffective); 2- (minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5– (Very effective).

S/N	As a teacher involved in maintaining learner discipline in my school, I rate my effectiveness before TPAD implementation as follows:	1	2	3	4	5
1	Maintaining a record of parental Involvement in managing learner discipline					
2	Maintaining a record of learner participation in community based activities such as campaigns for re-forestation, market cleaning; anti FGM ; control and use of soil resources; gender based violence; communicable diseases and ethnic violence/ peace clubs among others					
3	Maintaining updated record of learner discipline cases, challenging behavior and interventions.					
4	Maintaining record of involvement in parents and students meetings					
5	maintaining up to date records of learners’ participation in co-curricular activities including lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in my school					
6	Use of alternative ways of instilling discipline in place of the cane					
7	Am trained and certified on alternative learner discipline procedures					
8	Access and reference to the relevant legal policy documents related to discipline in secondary schools					

5b)In your own opinion, rate the effectiveness of TPAD implementation in managing learner discipline in your school. Fill in the range of your effectiveness as appropriate using the scale there of:

1- (Ineffective); 2- (Minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5– (Very effective).

S/N	As a teacher involved in maintaining learner discipline in my school, I rate my effectiveness following TPAD implementation as follows:	1	2	3	4	5
1	Maintaining a record of parental Involvement in managing learner discipline					
2	Maintaining a record of learner participation in community based activities such as campaigns for re-forestation, market cleaning; anti FGM ; control and use of soil resources; gender based violence; communicable diseases and ethnic violence/ peace clubs among others					
3	Maintaining updated record of learner discipline cases, challenging behavior and interventions.					
4	Maintaining record of involvement in parents and students meetings					
5	maintaining up to date records of learners' participation in co-curricular activities including lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in my school					
6	Use of alternative ways of instilling discipline in place of the cane					

7	Am trained and certified on alternative learner discipline procedures					
8	Access and reference to the relevant legal policy documents related to discipline in secondary schools					

5c). Suggest one way you would like TPAD implementation to be improved to enhance learner discipline in your school.

NB/Items derived from TSC TPAD tool

APPENDIX IV: CLASS SECRETARIES' QUESTIONNAIRE

I am a Master of Education student of Maseno University. You are kindly requested to respond to the questions in this questionnaire. The questions seek to evaluate the effectiveness of TPAD implementation in secondary schools in Gucha Sub-County, Kenya. Your school has been chosen for this study. The researcher would like to assure you that the information you provide shall be treated with great confidentiality and will be used for the purpose of this research only.

General Information

Instructions: Please tick appropriately in the brackets (✓) or provide information as necessary.

Your Class / Form 1 () Form II () Form III () Form IV ()

2a). Rate the effectiveness in implementing the TPAD tools of checking teacher lesson attendance in your class. Fill in the range of your acceptance as appropriate using the scale there of:

1- (ineffective); 2- (minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5– (Very effective).

S/N	As a monitor implementing TPAD tools in our class, I rate the effectiveness on monitoring teacher lesson attendance as follows:	1	2	3	4	5
1	Maintaining a copy of updated class timetable					
2	Regularly marking Teacher Lesson Attendance Register indicating time teacher enters and leaves class					
3	Maintaining daily Lesson Recovery Schedules					

4	Presenting a record of lessons attended, lessons missed and lessons recovered to the deputy principal weekly for analysis					
5	Consulting with individual teachers to plan for recovery of missed lessons					

2b). briefly explain how the implementation of Teacher Lesson Attendance Register (TLAR) can be improved to enhance lesson attendance in your class

3a). Based on your own observation, rate the effectiveness of implementing TPAD in enhancing syllabus coverage in your class. Fill in the range of your acceptance as appropriate using the scale there of:

1- (ineffective); 2- (minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5– (Very effective).

S/N	As a class secretary using TPAD tool, rate its effectiveness in enhancing teacher syllabus coverage	1	2	3	4	5
1	Teachers use the subscribed syllabus for the class that year					
2	Students ask and answer questions during teaching and learning					
3	Teachers check individual learners' exercise books regularly in all subjects					
4	Teachers give updated notes during teaching and learning in class					
5	Teachers attend other teachers lessons in class in all subjects once a term					
6	Use of appropriate updated Teaching/learning aids by teachers in all subjects					
7	Carrying out experiments in practical subjects					
8	Use of computers, mobile phones, internet and other ICT gadgets by students to access new knowledge and information in class /laboratory					
9	Carrying out coordinated field work activities around the school					
10	Teachers attend to weak and talented students' needs separately					
11	Teachers hold academic open clinics for our class at specified times					

3b). briefly explain how TPAD implementation can be improved to enhance syllabus coverage in your class?

4a) Rate the effectiveness of implementing TPAD maintaining learner discipline procedures in your class. Fill in the range of your acceptance as appropriate using the scale there of:

1- (ineffective); 2- (minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5– (Very effective).

S/N	As a class secretary implementing TPAD tool, rate its effectiveness in maintaining learner discipline	1	2	3	4	5
1	Parents sitting in disciplinary panels during hearing of disciplinary cases of their children					
2	Maintaining a roll of learner participation in community based activities such as campaigns for re-forestation, market cleaning; anti FGM ; control and use of soil resources; gender based violence; communicable diseases and ethnic violence/ peace clubs among others					
3	Existence of updated record of learner discipline cases, challenging behavior and interventions with the teachers.					

4	Parents are registered when they attend class meetings with their children					
5	Displayed up to date records of learners' participation in co-curricular activities including lists of participation, certificates, trophies and awards at strategic points in class					
6	Use of alternative ways of instilling discipline in place of the cane in class					
7	Class secretaries are trained in managing peer discipline in class					
8	School rules and regulations are well spelt out and displayed in class					
9	Representation of learners in disciplinary committees and Boards of Management (BOM)					

4b). briefly explain how the implementation of TPAD procedures can be improved to enhance student discipline in your class.-----

NB/Items derived from TSC TPAD tool

APPENDIX V: HODs QUESTIONNAIRE

I am a Master of Education student of Maseno University. You are kindly requested to respond to the questions in this questionnaire. The questions seek to evaluate effectiveness of TPAD implementation for secondary school management in Gucha Sub-County, Kenya. Your school has been chosen for this study. The researcher would like to assure you that the information you provide shall be treated with great confidentiality and will be used for the purpose of this research only.

General Information

Instructions: Please tick appropriately in the brackets (✓) or provide information as necessary.

1. Your teaching experience in years:

01-05 years () 06-10 years () 11-15 year ()
years () 21-25 years () above 25 years

2. Please tick (✓) your academic qualifications below:

PhD () Masters () B.Ed. () P.G.D.E () others (specify) -----

3a). Evaluate the effectiveness in implementing the TPAD tools for controlling teacher lesson attendance in your school. Fill in the range of your acceptance as appropriate using the scale there of:

1- (ineffective); 2- (minimally effective); 3-(Fairly effective); 4-(Somewhat effective);
5-(Very effective).

S/N	As HOD supervising TPAD implementation, I rate its effectiveness in monitoring teacher lesson attendance as follows:	1	2	3	4	5
1	maintaining verified personal timetable					
2	signing the Teacher Lesson Attendance Register with the Class secretaries/ Monitor regularly					
3	adherence to the Lesson Recovery Schedules promptly					
4	Maintaining a record of Lesson Recovery Schedules in TPAD file					
5	Holding discussions on Lesson Attendance with immediate supervisor					

3b). Briefly explain how TPAD implementation can be improved to enhance teacher lesson attendance in your school-----

4a). Based on your observation, rate the effectiveness of implementing TPAD tools for enhancing syllabus coverage in your school. Fill in the range of your acceptance as appropriate using the scale there of:

- 1- (ineffective); 2- (minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5-(Very effective).

S/N	As HOD supervising TPAD implementation, I rate the effectiveness in enhancing syllabus coverage in my school as follows:	1	2	3	4	5
1	Use of relevant syllabi in drawing schemes of work					
2	Seeking approval of Schemes of Work by 4 th January					
3	Maintaining a record of checked learners' exercise books regularly					
4	Planning for every lesson prior to actual teaching/learning					
5	Use of updated Lesson notes in teaching/learning					
6	Maintaining Teaching/Learning records					
7	Being observed in class by appraiser once a term between 2 nd week and 10 th week.					
8	Maintaining a record of work covered					
9	Making and Use of appropriate updated Teaching aids from locally available materials, learners access to ICT gadgets					
10	Maintaining records of pre-set targets, analyzed CATs, KCSE subject analysis, work schedules for weak and talented students					
11	Participating in departmental meetings to draw work programs, giving feedback and maintaining copies of minutes					
12	Engagement in professional development activities at school and enrolled in recognized relevant courses					

4b). Briefly explain how effective TPAD implementation can be improved to enhance syllabus coverage for teacher performance in your school

5a) In your own opinion, rate the effectiveness of implementing TPAD tools of maintaining learner discipline in your school. Fill in the range of your acceptance as appropriate using the scale there of:

1- (ineffective); 2- (minimally effective); 3-(Fairly effective); 4-(Somewhat effective); 5– (Very effective).

S/N	As HOD supervising TPAD implementation, I rate its effectiveness in maintaining learner discipline as follows:	1	2	3	4	5
1	Maintaining a record of parental Involvement in managing learner discipline					
2	Maintaining a record of learner participation in community based activities such as campaigns for re-forestation, market cleaning; anti FGM ; control and use of soil resources; gender based violence; communicable diseases and ethnic violence/ peace clubs among others					
3	Maintaining updated record of learner discipline cases, challenging behavior and interventions.					

4	Maintaining record of involvement in parents and students meetings					
5	maintaining up to date records of learners' participation in co-curricular activities including lists of participation, certificates, trophies and awards to divert learner energies and reduced learner indiscipline in my school					
6	Use of alternative ways of instilling discipline in place of the cane					
7	Am trained and certified on alternative learner discipline procedures					
8	Access and reference to the relevant legal policy documents related to discipline in secondary schools					

5b). Suggest one way you would like TPAD implementation to be improved to enhance learner discipline in your school.

NB/Items derived from TSC TPAD tool

APPENDIX VI :PRINCIPAL’S INTERVIEW SCHEDULE

Please explain how effective TPAD is for addressing teacher lesson attendance issues.(Probe)

How can you gauge its effectiveness as regards syllabus coverage by teachers?

With regard to TPAD implementation, do you think there are any changes in maintenance of learner discipline? Explain.

Indicate your level of agreement with the following statements relating to Effectiveness of TPAD implementation in enhancing school management

Scale 1 = Strongly Disagree, 2 = Disagree, 3neutral 4 = Agree And 5 =Strongly Agree

Statement	1	2	3	4	5
Signing of performance contracts with the TSC to oversight the TPAD implementation in the school					
Use of TPAD reports by the TSC to facilitate teacher professional development and career progression for purposes of promotion and deployment					
Head teacher rewards the best improved teacher at the end of every term hence improving teachers performance					
Rewards and recognition keep teachers committed to their jobs involvement of teachers in school decision making improve teacher motivation and commitment hence improves school performance					

The schools provide meals to teachers to ensure they stay in schools to have long contact hours with learners for maximum academic gains					
Use of TPAD report to take corrective measures in case of unsatisfactory performance					
Due process is adhered to before any disciplinary action is taken against a teacher					
Teachers receive both verbal and written feedback from their Headteacher					
Appraisal instrument is jointly discussed, completed, and signed by the appraisers and appraisee					
Teachers get adequate feedback on their performance based on performance appraisal form from the headteacher					
Involving teachers in full board meeting during discussion of their performance appraisal reports					

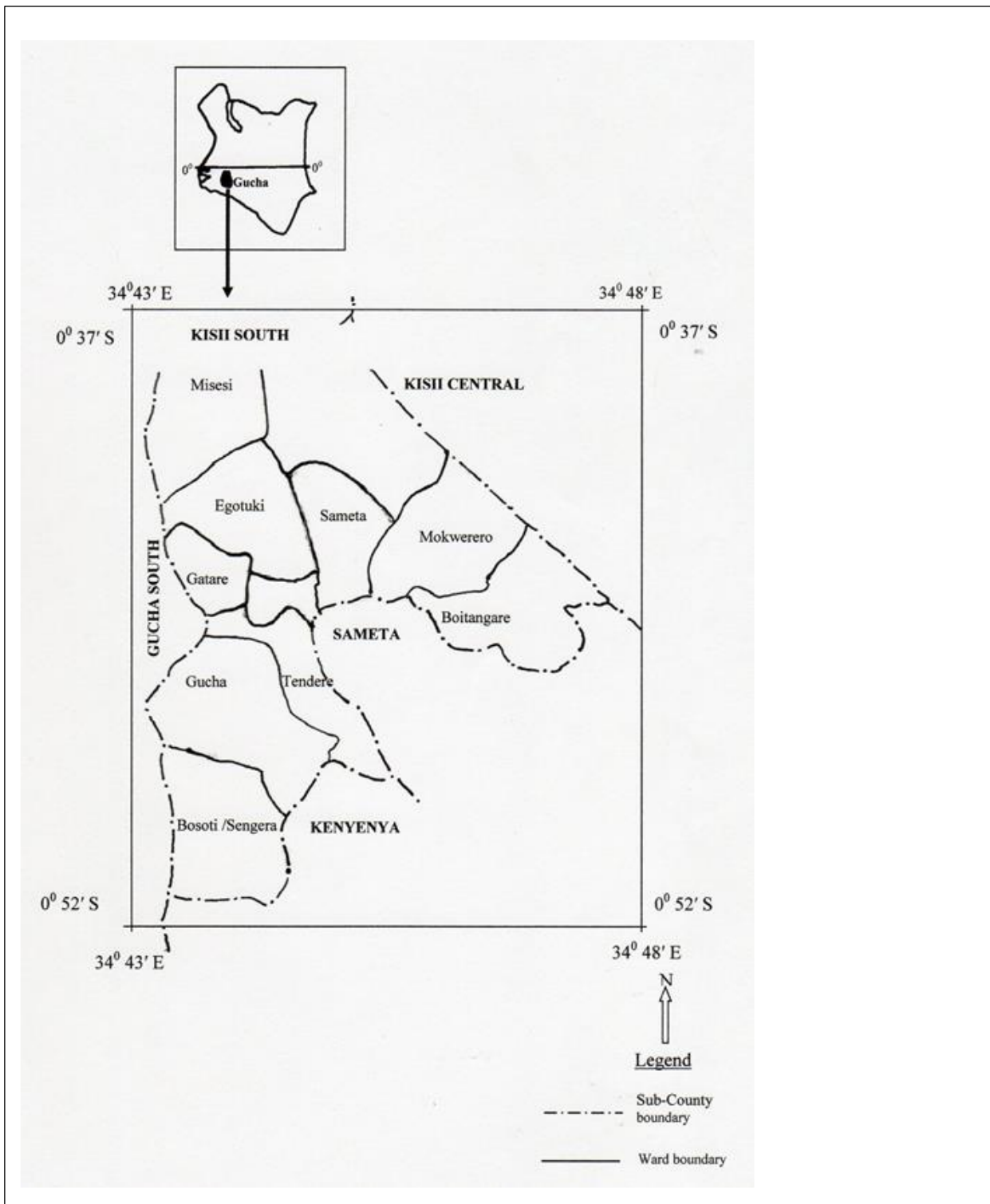
APPENDIX VII: DETERMING SAMPLE SIZE

POPULATION	SAMPLE SIZE AT 95%				SAMPLE SIZE AT 99%			
	CONFIDENCE LEVEL				CONFIDENCE LEVEL			
	MARGIN OF ERROR PERCENT				MARGIN OF ERROR PERCENT			
	5.0	3.5	2.5	1.0	5.0	3.5	2.5	1.0
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	29	30
40	44	47	48	50	48	48	49	50
75	63	69	72	74	67	71	71	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
300	196	265	318	384	250	309	348	391
400	217	306	377	475	285	365	421	485
500	234	340	432	565	315	416	490	579
600	248	370	481	653	341	462	554	672
700	260	396	526	739	363	503	615	763
800	278	440	606	906	399	575	727	943

1000	291	474	674	1067	427	636	827	1119
1200	306	515	759	1297	460	712	959	1176
1500	322	563	869	1655	498	808	1141	1785
2000	333	597	952	1984	524	879	1288	2173
2500	346	641	1068	2565	558	977	1510	2890
3500	357	678	1176	3288	586	1066	1734	3842
5000	365	710	1275	4211	610	1147	1960	5165
7500	370	727	1332	4199	622	1193	2098	6239
10000	378	760	1448	6939	646	1285	2399	9972
25000	381	772	1491	8056	655	1318	2520	12455
50000	382	776	1506	8514	658	1330	2563	13583
75000	383	778	1513	8762	639	1336	2585	14227
100000	384	782	1527	9248	662	1347	2626	15555
250000	384	782	1532	9423	663	1350	2640	16055
500000	384	784	1536	9594	663	1353	2651	16478
750000	384	784	1537	9603	663	1354	2654	16584
1000000	384	784	1537	9603	663	1354	2654	16584
3000000	384	784	1537	9603	663	1354	2654	16586

Source: Research Advisors (cited by Oso and Onen, 2009)

APPENDIX VIII: MAP OF GUCHA SUB-COUNTY, KENYA




APPENDIX X RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 296363	Date of Issue: 13/August/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. JAMES ROSANA ONDARI of Maseno University, has been Licensed to conduct research in Kithi on the topic: EVALUATION OF EFFECTIVENESS OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD) IMPLEMENTATION FOR SECONDARY SCHOOLS MANAGEMENT IN GUCHASUHU-COUNTY for the period ending - 13/August/2021.</p>	
License No: NACOSTI/21/12334	
296363 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

APPENDIX X RESEARCH PERMIT

COUNTY GOVERNMENT OF KISII

Telephone: +254 730727000,
+254 730780000,
Email: communications@kisii.go.ke
Website: www.kisii.go.ke



Kisii Municipal Building
P.O. Box 4150-40200
Kisii, Kenya

**OFFICE OF THE COUNTY SECRETARY &
HEAD OF COUNTY PUBLIC SERVICE**

Our Ref: No.: KSI/CG/DCS/AR/09/21 Vol. 1/3; **Date:** 27th September, 2021


James Rosaria Ondar:
Maseno University
P.O. BOX Private Bag
MASENO

Dear James,

RE: AUTHORITY TO CONDUCT RESEARCH.

Following your research clearance permit no. NACOSTI/P/21/13534 dated 23rd August, 2021 from National Commission for Science, Technology and Innovation to conduct research in Kisii County on *"Evaluation of Effectiveness of Teacher Performance Appraisal and Development (TPAD) Implementation for Secondary Schools Management in Gucha Sub-County"*, permission is hereby granted for you to conduct research in Kisii County up to a period ending 23rd August, 2022.

Any assistance accorded to you will be highly appreciated.



Robert Ombaka
Deputy County Secretary & Head of County Public Service
Kisii County

APPENDIX XI RESEARCH PERMIT


REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams: "EDUCATION"
Telephone: 058-36095
Email address: cdekenia@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40209
KISII.

REF: ED/EN/WT/0
DATE: 27th September, 2021

JAMES ROSANA ONDARI
MASENO UNIVERSITY
P.O.Box PRIVATE BAG
MASENO.

RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter *Ref.*
296363, to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in
the County on *"Evaluation of effectiveness of teacher
performance appraisal and development (TPAD)
Implementation for secondary schools management in Uchha
Sub County, Kisii County, Kenya"* for a period ending, **23rd
August, 2022.**

Wish you a successful research.



Plus Naigoden
County Director of Education
KISII COUNTY.

APPENDIX XIITSC EVALUATION CRITERIA AND RATING TEMPLATE

This rating shall be used to establish the extent to which the teacher has met the target set in each of the performance competency area.

Rating grade	Rating indicator	Rating scale	Annual Rating Score
Very Good	Fully met and exceeded the targets	5	80% - 100%
Good	Fully met the targets	4	60% - 80%
Average	Met most of the targets	3	41% - 60%
Below Average	Met some of the target	2	21% - 40%
Did not meet the targets		1	0% - 20%

Source: TSC TPAD 2 TEMPLATE