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RESEARCH ARTICLE

PERSPECTIVES ON THE EFFECT OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT POLICY ON PROMOTION AND SUPERVISION OF CO-CURRICULAR ACTIVITIES IN PUBLIC PRIMARY SCHOOLS IN KENYA: A CASE STUDY OF NDHIWA SUB COUNTY

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ABSTRACT

The concept of Teacher Performance Appraisal and Development (TPAD) policy was officially operationalized in Kenya in 2016 with the main aim of improving the performance of teachers and consequently, academic achievement of pupils. Despite the good intentions of TPAD, pupils' performance in Kenya Certificate of Primary Education (KCPE) in Ndhiwa Sub County has been low despite the operationalization of TPAD in 2016 with mean scores of 241.66 in 2016, 238.93 in 2017, and 238.65 in 2018 and 238.92 in 2019. This necessitated the current study which explored the perspectives on the effect of Teacher Performance Appraisal and Development on teachers' performance. The objective of the study was to establish perspectives on the effect of TPAD policy on promotion of co-curricular activities in public primary schools. The study established that teacher performance appraisal and Development policy had moderate effect on promotion and supervision of co-curricular activities. Thus Teacher Performance Appraisal and Development policy enhanced: teamwork in management of co-curricular activities, teachers' involvement in students participation in co-curricular activities like games, sports, athletics, drama, music and debate, teachers' interest in co-curricular activities, teachers' ability to produce all round pupils in curricular and co-curricular activities, teacher-pupil impersonal relationship, teachers' management of pupil discipline and teachers' commitment to present pupils for competitions in co-curricular activities from regional to national level. The study recommended that stakeholders in education, particularly the Ministry of Education, Teachers Service Commission and Boards of Management should use these findings in policy formulation and implementation relating to Teacher Performance Appraisal and Development policy for enhancement of teacher performance in promotion and supervision of co-curricular activities in Kenya and globally. This is because co-curricular activities are part and parcel of holistic education that encourages creativity, knowledge application, decency, cooperation, integrity and selfless service to the community in the realm of learning and entertainment

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INTRODUCTION

Teachers being the most significant resources in schools, are critical in raising education standards. Improving the efficiency and quality depends on a large measure on ensuring that teachers are highly skilled, Well-resourced and motivated to perform their best. Raising teaching performance perhaps the policy direction most likely to lead to substantial gains in students learning, (Ruddin, 2005) defined performance appraisal as a process of measuring how well any organization staff performs their duties in relation to the set standards and then communicating that information to those employees.

According to Kemi, (2010), performance appraisal is a systematic and a continuous review of employees' performance and working potentials with an aim of informing and designing action programmes that can lead to improvement on how they work. Fletcher (2001), however finds performance appraisal just as one component of performance management process. Whereas in abroad sense performance management involves how an organization plans, coordinates, utilize, motivate and equip their human resource with knowledge, skills and attitude in order for them to accomplish the desired outcomes and objectives. (The organization of economic cooperation and development, 2009)

as quoted by Aloo, (2017) and Ahamed, (2007) and Ahamed and Osati (2019) observed are the engine of the organization in demand and expectation of the client. Performance appraisal is therefore very vital in determining the worth of the employees if the organization is to meet its objectives. (Wilton, 2011), recognizes that performance appraisal functions as an information processing system providing critical information for rational, effective and efficient decision making regarding how a workers performance can be improved by identifying training needs, setting levels of rewards and guiding sanctions. Performance appraisal, also known as employee appraisal, is a method by which the performance of an employee is measured generally in terms of quality, quantity, cost and time. Performance appraisal is a part of career development which aims to; give feedback on performance to employees, identify employee training needs, document criteria used to allocate organizational rewards, form a basis for personnel decisions salary increases, promotions, disciplinary actions, provide the opportunity for organizational diagnosis and development, facilitate communication between employee and administrator, validate selection techniques and human resource policies to meet federal equal employment opportunity requirements (Duncan, 2006). Dorothy and Bonn, (2017), quoted by Osati noted that organizations should ensure that proper development of appraisal system for adequate performance of the organization is put in place. Performance appraisal (PA), is the primary strategy to ensure human resource development. He further said that appraisal entails performance review, employees' appraisal merit evaluation, employee rating merit evaluation or personnel rating which helps management to supervise employees.

Perspective is the ability to consider things in relation to one another accurately and fairly. Perspectives present a new and unique viewpoint on existing problems, fundamental concepts, or prevalent notions on a specific topic, propose and support a new hypothesis, or discuss the stake implications of a newly implemented innovation or policy which in this case is the TPAD. Perspectives study was appropriate in this case as it assisted in focusing on current advances and future directions on TPAD, and includes original data as well as personal opinion. Perspectives was used in this study because it does not require practical approach as this study required human beings who were not supposed to be exposed to experiments and sought their opinions and views in regard to implementation was enough to enable the researcher make a generalization on whether TPAD has effect on teachers performance as opposed to other aspects which had been investigated by other researchers in looking at effects of TPAD on teacher performance. It gave the researcher the opportunity to get in-depth views of the stakeholders pertaining TPAD policy implementation and its effect on teachers performance.

In this study the focus is on perspectives on the effects on TPAD on teachers instructional performance. This is largely because teachers are key stakeholders in the teaching profession. A stake holder is a person or organization with legitimate interest in a given situation, action or enterprise. There are many stakeholders in education which include parents, teachers, and religious organizations. Non Governmental organizations, charitable organizations, Ministry of Education, SC, teachers unions and business community. The study opted for selected stake holders in education who are directly concerned with teachers TPAD, the selected stake holders in this case were the assistant teachers, senior teachers, deputy head teachers, head teachers, Curriculum Support

Officer's and the Sub county Teachers Service Commission director. The assistant teachers were selected because they are the people whose performance are being appraised and are directly interacting with the tool on daily basis. The senior teachers are teachers and part of the administration who authenticate the appraisal documents and appraise teachers in case the substantive appraiser is not present. The deputy head teacher is the one who appraises the teachers therefore has more information concerning performance of teachers in relation to TPAD. The head teachers appraises the deputy head teacher and also act as the counter signing officer for the appraisal report done by the deputy head teachers. The Curriculum Support Officers' are the officers charged with the responsibility of appraising the head teachers and counter signs appraisal report from teachers within the zones on behalf of the Teachers Service Commission sub county director. The Teachers Service Commission sub county director is the overall counter signing officer of the sub county on behalf of Teachers Service Commission and submits the final appraisal report on behalf of the Teachers Service Commission County director. Globally, performance appraisal initiative has been an area that implementers of management systems across the world have focused on particularly since the 1980s. A lot of institutions have shown interest in performance appraisal (Aye, 2008). There have been annual assessments of public sector performance through the implementation of performance appraisal initiative (Dooren, 2006). The Canadian and Australian model of performance appraisal initiative has won a lot of admiration in many countries especially in Africa as a mechanism for building a culture of more effective strategy implementation and improvement of productivity in the public service (Dierickx, 2002).

Jensen, (2011), through a research conducted in Australia demonstrated that the learning system linked to an effective teacher's appraisal process can improve the effectiveness of a teacher by 20-30% and therefore improving the performance of the students. Beadwell and Brondue (1997), in a study carried out in the USA which explored whether different performance use have any relationship with employees reaction to appraisal. The study confirmed that, performance appraisal for determining training needs positively co-related to increased appraisal satisfaction of the appraisee. However, a research done earlier in Portugal, by Flone (2010) provides a caution. She concluded that implementation process of a given policy is a complex process especially where, what is at stake is a new policy of teachers appraisal. According to this study, considering the views of the stakeholders in this case the teacher is important, since satisfaction with performance appraisal reviews have positively correlated to improve working performance among the employees. In Nigeria, open performance appraisal was introduced as a method of stock taking of an individual's performance. It was done periodically or annually. Karyeija (2010) asserts that before 1979 Nigerian government used confidential reporting system where the appraisal was done in secret and the appraisees were not informed of the 8 results or outcomes of the evaluation. Like all other countries that used confidential report, the appraisees were denied information on their performance and had nothing to improve on, thus; unimproved performance. Due to the challenges that confidential appraisal report faced, the government in 1979 introduced Annual Performance Evaluation Reporting. Islami, Mulolli and Mustafa (2018) confirms that Annual Performance Evaluation Reporting evaluated employees work on ethics, skills and capacities for

the suitability of promotion and training, a fact that is refuted by Edu (2010). Education confirms that job appointments and promotions may not necessarily be based on competency and qualifications. They may be due to other factors like political affiliation, nepotism, tribalism and favoritism, things that also affect P.A programme in almost all the African countries as revealed by studies. This may influence the perception and motivation of workers negatively. Nigerian's Public Service Review Report of 2004 confirms that APER system is unreliable, cumbersome, complicated, lacks objectivity and that the measures are not quantifiable appraisal system, which is coupled with challenges, is definitely an ineffective and inefficient process which should not be relied upon since it can lead to negative perception and demotivate of employees. Lack of P.A feedback as the case of Nigeria also leaves the appraisers guessing where their weaknesses and strengths are. This state can worry the appraisers resulting to demotivate. The finding in a study carried out by Monyantisi et al (2006) in Botswana are in agreement but finds the role of performance appraisal in private and public institutions as also grounding the future assignment to a worker based on the performance data. In this study, teachers perceived an effective appraisal system as that which is improvement oriented, because it would them gain more knowledge, skills and confidence required in delivery of their work. Teachers' appraisal for accountability purpose received however negative perceptions due to its perceived philosophy related to checking on teachers' competencies, alignment of pay to performance and use of evidence gathered from teachers for disciplinary procedures. According to this study, accountability objectives of performance appraisal created resistance among the teachers as they tried to safeguard their interests other than their client students.

In Uganda, performance appraisal is used as a tool to establish the achievement of set targets. The Ugandan government believes that P.A helps in identifying the performance gaps and development needs of an individual employee. It recommends participatory approach to P.A process. Uganda's employees are evaluated on many aspects which include; knowledge and skills, planning, organization and coordination, leadership, decision making, team work, initiative, communication, result orientation, integrity, human resource management, financial management, time management, customer care and loyalty, as contained in the (Staff performance appraisal form for the public service Uganda government standing order section A – C.), as designed by Ugandan government.

SYNTHESIS OF LITERATURE ON PERSPECTIVES ON THE EFFECT OF TEACHER PERFORMANCE APPRAISAL ON PROMOTION AND SUPERVISION OF CO-CURRICULAR ACTIVITIES:

Education is a broad concept which transcends the knowledge acquired from a classroom. Holistic education focuses on the overall development of the child (Ogoch&Thinguri,2013).Co-curricular activities are programme or learning experiences that fall outside the realm of the ordinary curriculum and complement what students learn (Yaacob&Haron,2013).These are programme or activities out of class supervised and financed by the school which provides curriculum-related learning and character-based experiences(Bashir,2012).Yaacob and Haron further state that co-curricular activities complement the curriculum or the main syllabus activities and are part and parcel of educational institutions aimed at developing students' personality as well as strengthening the classroom learning.

Booth (2008) states that participation in co-curricular activities especially in sports and yoga reduces anxiety. TPAD appraisal on promotion of co-curricular activities has two targets: it aims to facilitate the ability to organize, guide Co-curricular and life skills learning, as the English proverb say work without play makes Jack a dull boy. Playing is so important for optimal child development and has been recognized as a right for every child (United Nation, 1989) .Games and sports promote National integration. Students in music festival presents songs of different tribes from their mother tongue; this allows such students to learn about diverse cultures. In indoor and outdoor games the student at National level meet with student from all part of the country, where they interact promoting national integration. The principal can use Co-curricular activities to win the heart of the students as many enjoy playing. Abdullah, Uli, and Salahudin (2007) point out that school administrators should play their role actively and effectively by sending the teachers to attend internal or external courses in order to enhance skills in their respective co-curricular fields for Schools to achieve their goals and missions and contribute to the nation's success. Co-curricular infrastructure includes fields, music room, theatre room, among others, these enable students to participate in different activities which develop them physically, mentally and emotionally (Khaemba, 2012), well organized and supported co-curricular activities flourish well. The amount and variety of equipment and supplies needed depend on the budget made. Kiumi (2014) observed that the extent of funding co-curricular activities varies from one school to another. Inadequate materials may hinder the participation of teachers in the activities and in the end, they give up (Okwatch&Odipo, 1997).The availability of facilities and materials for use in co-curricular activities do not only encourage students to get involved in the activities but also encourage teachers too, for example, co-curricular activities in Kenyan secondary schools are not well developed (Khaemba, 2012).

Muema (2019) conducted a study on factors influencing teachers' involvement in co-curricular activities in public secondary schools in Matungulu Sub-County, Machakos County, Kenya. The study was based on Victor Vroom's expectancy theory of 1964 which emphasizes the importance of forward-looking beliefs about what will occur. The study employed a descriptive survey research design. The target population was 34 principals and 380 teachers from the public secondary schools in the sub-county. The study revealed that the motivation of teachers involved in co-curricular activities was very essential, it also revealed that teachers were heavily burdened by their workload which hindered their involvement in co-curricular activities, majority of the teachers were not trained in co-curricular activities and this made them not to be involved in the activities and the school administrators supported their schools in co-curricular activities. The study recommended the need for principals to institute mechanisms of motivating teachers, teachers be trained in co-curricular activities and schools' administrators should support the schools through the provision of co-curricular facilities. The suggestions for further study are that the study can be replicated in public primary schools in Matungulu sub-county, Machakos County. The author acknowledges that the results of the study may yield different results if carried out in a different geographical location. The current study, besides being in a different geographical location was also different as it looked at how TPAD compels teachers to actively participate and promote co-curricular activities.

Nelson, Mbugua and Kagema (2017) conducted a study with the purpose of examining factors influencing secondary schools teachers' participation in co-curricular activities in Kirinyaga Central Sub County, Kenya. The study was guided by the holistic approaches to the curriculum development as postulated by Miller (2007). The study employed descriptive survey research design. The study population consisted of 36 principals and 624 teachers from the 36 secondary schools in Kirinyaga Central Sub County. Simple random sampling was used to select a sample size of 7 principals and 125 teachers. The instruments used in data collection were questionnaires and interview guides. A pilot study of ten principals and ten teachers was carried out to test the instruments for reliability. Data was collected and analyzed using descriptive statistics such as frequencies, means and standard deviation and presented in form of frequency tables and charts. The study found out that majority (60.3%) of the teachers did not take part in co-curriculum activities. The study established that most of the schools in the region had sports, drama, music and science related co-curriculum activities. The study concluded that teachers were aware of the importance of co-curriculum activities for mental and physical growth of learners since they have an opportunity to share ideas, agree on the rules and general behavior that they should exhibit during the activity. The schools and the Ministry of Education, Science and Technology should develop better strategies and motivational programme to increase teachers' participation in co-curriculum activities in secondary schools. The study did not look at how teacher appraisal and development on promotion of co-curricular activities affects their job performance, a knowledge gap the current study sought to fill.

Njuguna (2018) in his paper on Effective management of secondary school in Kenya through teacher performance appraisal and development (TPAD) concludes that Teaching is a Nobel profession that everyone has gone through as student, teachers in the world have a special day to celebrate their profession on 5th October of every year (Collin, 2014). In teacher training there is basic unit called Methods of Teaching in this unit teachers are taught how to write the lesson plans, schemes of work, record of work covered and other professional documents. The Teacher appraisal process being implemented by Teachers Service Commission just required the teachers to put into practice what they were taught in training colleges so as to professionalize teaching service. Appraisal process is for the good of teachers, unions should not be seen to fight it. If fully implemented, management of secondary schools will be smooth and professional thus improving learners' performance. It's only through filling the required documents and maintaining them that a teacher can be said to be professional. A professional teacher will be easier to manage and he or she will assist the school management in maintaining the discipline of learners and even promote co-curricular activities. The reviewed study only looked at effective management of secondary schools while the current study looked at perspective of selected stake holders on effects of teacher appraisal and development on promotion of co-curricular activities specifically in primary schools within Ndhiwa Sub County, a knowledge gap that the current study sought to fill.

Research Objective: The research objective was to establish perspectives on the effect of Teacher Performance Appraisal and development on promotion of co-curricular activities in public primary schools in Ndhiwa Sub County, Kenya.

CONCEPTUAL FRAMEWORK

The conceptual framework (Figure 1) postulates that implementation of TPAD policy influences teacher performance in terms of professional knowledge application, time management, creativity and innovation in teaching and organization and promotion of pupils' co-curricular activities.

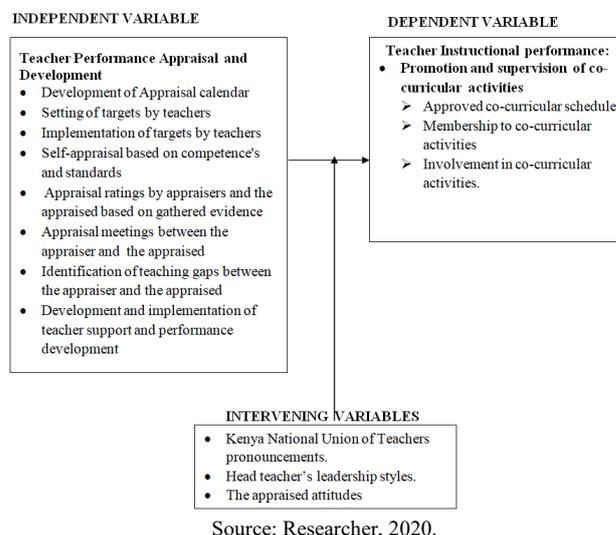


Figure 1. A Conceptual Framework Showing Effect of TPAD Policy on Teacher Performance

The conceptual framework demonstrates that an effective teacher performance appraisal and development policy can translate to teacher performance in form promotion of co-curricular activities aspect that is viewed as the Dependent Variable in this study. If teachers set performance targets as scheduled on the TPAD policy, teachers will ensure that the professional documents such as schemes of work, lesson plans, lesson notes, records of work covered are prepared in time and used in teaching hence enhance pupils performance.

If teachers are monitored in the way they participate and supervise learners in co-curricular activities, learners will be able to be all round and be able to participate actively in co-curricular activities. On the contrary, if the TPAD policy is not effectively implemented, it may result to inadequate promotion of co-curricular activities and hence poor performance of learners. The intervening variables which could affect the performance of teachers were: Kenya National Union of Teachers pronouncements, Head teacher's leadership styles and Appraises attitudes. If they were positive, they were likely to enhance teacher performance through: enhanced professional knowledge application; time management; promotion of co-curricular activities and innovation and creativity in teaching. On the other hand, if they were negative they were likely to hinder the effective professional knowledge application, time management, innovation and creativity in teaching and promotion of co-curricular activities by teachers hence lead to decline in teacher performance. These variables were controlled by making assumptions that all other factors were held constant and also through random sampling of the population which ensured that the positive and negative effects of intervening variables were neutralized. Performance management theory by Buchner(2007) was used in the formulation of the conceptual frame work(Figure 1).Buchner (2007) contents that due to prevailing stringent economic conditions many organization are unable to install performance

system to manage their employees effectively this has affected performance of employees and ultimately the organization for which the work. This has led to development of policies for developing and improving both employees and organizations in terms of Performance. He said traditional performance management processes mainly focus on managerial objectives which is not favorable in performance objectives. He emphasized the evidence of motivational theories in developing proper performance development system. He identified goal setting theory which under pins the concept of PMS. Buchner (2007) further noted that contemporary organizational results can only be achieved if the focus is more on proximal outcome like employee performance through work engagement. He contends that goal specificity enables people to priorities and focus on expected performance. Similarly, difficult goals help people to utilize their knowledge and abilities hence achieve the targets. The theory argues that when people receive feedback on their behaviors, they will appreciate the discrepancy between what they are doing and what they are expected to do and take corrective action to overcome it. Feedback is recognized as a crucial part of PMS processes because it allows the individual to track how well he/she has been doing in relation to the goal so that if necessarily adjustments in effort, direction or possible task strategies can be made (Buchner,2007). Teachers Performance Appraisal and Developments is one such policy that the Teachers Service Commission in Kenya has put in place for evaluation and enhancement of teacher performance and development to the benefit of learners or students and the country at large.

RESEARCH METHODOLOGY

The study used descriptive survey research design. The study was guided by a conceptual framework showing the relationship between Teachers Performance Appraisal and Developments Policy and teacher performance and consisted of the independent variable (TPAD policy) and the dependent variable (teachers' performance). Performance management theory was used in the formulation of the conceptual framework. The target population was 1,195 assistant teachers, 157 senior teachers, 157 deputy head teachers, 157 head teachers, 6 CSO's and 1 Teachers Service Commission sub county director totaling to 1673. The 29 head teachers, 29 deputy head teachers and 29 senior teachers were randomly sampled for the study. Saturated sampling was used to select the 6 CSO's and 1 Teachers Service Commission Sub county director. Simple random sampling was used to select 225 assistant teachers totalling to 319 respondents.

The questionnaires, document analysis and interview guides were used for data collection. Validity of the instruments was determined by three experts from the department by examining the instruments and incorporating their inputs. Reliability of the instrument was done by piloting in 4 schools and test-retest method was used to determine reliability. The Pearson (r) coefficient (r) was above 0.7 and was considered reliable. Quantitative data was analyzed using frequency counts, percentages, mean and tables. Inferential statistics was used to analyze data by use of Analysis of variance (ANOVA and Post-Hoc test. Qualitative data was transcribed and thematically analyzed in emergent themes and sub themes.

RESULTS

Demographic Characteristics of Respondents: This section will analyze the characteristics of the respondents who were head teachers, deputy head teachers, senior teachers and assistant teachers in terms of their gender, highest academic qualification, teaching experience and TPAD training of the respondents. From Table 1, it can be observed that the number of male teachers, 26 (89.7%) is far more than the number of female teachers, 3(10.3%). This means that there was gender disparity in the sub county with few women in the leadership positions.

Table 1. Gender Characteristics of the Respondents

Demographic characteristic	Resp.		Frequency	Percentage
Gender	H/T	Male	26	89.7
		Female	3	10.3
		Total	29	100
	D/H	Male	25	86.2
		Female	4	13.8
		Total	29	100
	S/T	Male	21	72.4
		Female	8	27.6
		Total	29	100
	T	Male	98	56
		Female	77	44
		Total	175	100

KEY: H/T=Head Teacher; D/H: Deputy Head teacher; S/T: Senior teacher; T: Teacher; Resp: Respondents

Table 2. Highest Level of Education of the Respondents

Demographic characteristic	Resp.		Frequency	Percentage
Highest Level of education	H/T	Degree	8	27.6
		Diploma	16	55.2
		Certificate	3	10.3
		Nil	2	6.9
		TOTAL	29	100
	D/HT	Degree	15	51.7
		Diploma	12	41.4
		Certificate	2	6.9
		Total	29	100
		S/T	Degree	13
	Diploma		12	41.4
	Certificate		4	13.8
	Total		29	100
	T		Degree	62
		Diploma	52	29.7
		Certificate	61	34.9
		Total	175	100

KEY: H/T=Head Teacher; D/H: Deputy Head teacher; S/T: Senior teacher; T: Teacher; Resp: Respondents

This was replicated among deputy head teachers and classroom teachers where males were far more than females in the teaching profession. It was necessary to establish gender of the respondents so as to ensure that the results are a true reflection and inclusive of gender concerns. Gender was relevant consideration in this study to help eliminate gender biases since different gender may hold differing perspectives on effect of TPAD on teachers' performance. Table 2, shows that with regards to level of education, it was established that most head teachers 16 (55.2%) were diploma holders with a few 8 (27.6) having obtained a bachelor's degree. More than 50% of the head teachers had diploma and above indicating that they were adequately qualified for their job. Similarly, majority of the deputy head teachers, 51.7% also were holders of a bachelors' degree while only a few, 6.9% had a certificate qualification only. With regard to senior teachers and

classroom teachers, majority of them were holders of degree while only a few had certificate. This shows that primary school teachers have indeed taken the incentives provided by the employer for further studies seriously and have achieved higher academic qualifications since the minimum requirement to teach in a primary school is a certificate in education. Academic level was of relevance to this study because teachers with bachelors' degree are expected to understand and provide evidence on TPAD on teachers' performance than the certificate holders.

Table 3 shows that in terms of teaching experience of the respondents, majority of the head teachers (79.3%) had an experience of more than 16 years, while majority of the deputy head teachers (58.6%) had an experience of 11-15 years. It is also worth noting that majority of the senior teachers (62.1%) and classroom teachers (37.7%) had an experience of between 11-15 years too. Level of teachers' experience was also relevant to this study because people with more teaching experience should be able to compare teachers' performance before and after TPAD and provide accurate evidence on the effect of TPAD on teachers' performance than teachers with little teaching experience. From Table 4, it was established that all head teachers, 29 (100%) had attended training on TPAD while an overwhelming majority of the deputy head teachers (93.1%) had also attended one. Majority of the senior teachers (51.7%) had also attended seminars on TPAD while on the other hand, majority of the classroom teachers (70.9) had never attended any training on TPAD with only negligible number of 50 (28.6) having had attended training on TPAD. Seminars and workshops on TPAD were of great relevance to this study because teachers who have attended these training are more informed on TPAD and are competent in understanding and providing accurate evidence on how TPAD have effect on teachers' performance.

Table 3. Teaching Experience of the Respondents

Demographic characteristic	Resp.	Frequency	Percentage	
Experience	HT	0-5 years	0	0
		6-10 years	2	6.9
		11-15 years	4	13.8
		Above 16 yrs.	23	79.3
		Total	29	100
	D/H	0-5 years	0	0
		6-10 years	0	0
		11-15 years	17	58.6
		Above 16 yrs.	12	41.4
		Total	29	100
	S/T	0-5 years	1	3.4
		6-10 years	7	24.1
		11-15 years	18	62.1
Above 16 yrs.		3	10.3	
Total		29	100	
T	0-5 years	17	9.7	
	6-10 years	49	28	
	11-15 years	66	37.7	
	Above 16 yrs.	43	24.6	
	Total	175	100	

KEY: H/T=Head Teacher; D/H: Deputy Head teacher; S/T: Senior teacher; T: Teacher; Resp: Respondents

Research Objective: Research objective was to establish effect of Teacher performance Appraisal and development on promotion of co-curricular activities in public primary schools. The response to this research objective by head teachers, deputy head teachers, senior teachers and classroom teachers was presented in Table 5.

Table 6 shows that team work in management of co-curricular activities is moderately affected by teacher appraisal on promotion of co-curricular activities with an overall mean rating of 3.0 The head teachers' mean rating was 3.6 indicating a high effect while those of deputy head teachers, senior teachers and classroom teachers were 3.3, 2.5 and 2.9 both indicating a moderate effect. The means on testing differences using one-way ANOVA ($F(3,250) = 5.5, p=0.01$) showed a statistically significant difference. To further find out which group was significantly different from the other groups, the post-Hoc test was necessary. A look at the results of the post-hoc comparison using the Turkey HSD test revealed that indeed there were no statistically significant differences in all cases except for senior teachers and head teachers and also senior teachers and deputy head teachers. This means that head teachers and deputy head teachers held similar views which were different from those of senior teachers and classroom teachers. The findings suggest that both categories of teachers were in agreement that TPAD on promotion of co-curricular activities has moderate effect on teachers instructional performance in terms of team work in management of co-curricular activities but slightly differed on the extent and degree.

Equally, Table 6 shows that teachers' involvement in students' participation in co-curricular activities was moderately affected by teacher appraisal on promotion of co-curricular activities with an overall mean rating of 3.0 The head teachers' mean rating was 3.7 indicating a high effect while those of deputy head teachers, senior teachers and classroom teachers were 3.3, 2.5 and 3.0 respectively both indicating a moderate effect. The means on testing differences using one-way ANOVA ($F(3,250) = 7.3, p=0.00$) showed a statistically significant difference. To further find out which group was significantly different from the other groups, the post-Hoc test was necessary. Similarly, teacher appraisal on co-curricular activities was found to have moderate effect on Teachers' interest in identifying students' talents in co-curricular activities with an overall mean rating of 3.1. The head teachers rated this as highly effective with a mean rating of 3.7 while deputy head teachers and classroom teachers indicated a moderate effect with mean ratings of 3.4 and 3.1 respectively. Classroom teachers indicated this as low effect on teacher performance with a mean rating of 2.2. These means on testing differences using one-way ANOVA ($F(3,248) = 9.7, p=0.00$) showed a statistically significant difference. To further find out which group was significantly different from the other groups, the post-Hoc test was necessary. A look at the results of the post-hoc comparison using the Turkey HSD test revealed that indeed senior teachers significantly with both head teachers and classroom teachers. The difference can be attributed to the difference in participation in co-curricular activities by the varying groups of teachers. It was further established that teacher appraisal on co-curricular activities had moderate effect on Teachers' ability to produce all round students with an overall mean rating of 3. The mean rating by head teachers was 3.3, deputy head teachers was 3.2, senior teachers was 2.6 while classroom teachers was 2.9 both indicating a moderate effect. These means on testing differences using one-way ANOVA ($F(3,248) = 3.3, p=0.02$) showed a statistically significant difference. To further find out which group was significantly different from the other groups, the post-Hoc test was necessary. A look at the results of the post-hoc comparison using the Turkey HSD test revealed that only senior teachers significantly differed with the head teachers.

Table 4. Teachers Performance Appraisal and Developments Seminars and workshops of the Respondents

Demographic characteristic	Respondents		Frequency	Percentage
Seminars and workshops	H/T	Yes	29	100
		No	0	0
		Total	29	100
D/HT	D/HT	Yes	27	93.1
		No	2	6.9
		Total	29	100
S/T	S/T	Yes	15	51.7
		No	14	48.3
		Total	29	100
T	T	Yes	50	28.6
		No	124	70.9
		Nil	1	0.6
		Total	175	100

KEY: H/T=Head Teacher; D/H: Deputy Head teacher; S/T: Senior teacher; T: Teacher; Resp: Respondents

Table 5. Ratings on the Effects of Teacher Performance Appraisal on Promotion and Supervision of Co-Curricular Activities (HT n=29, DH n=29, ST n=29, T n=175)

Aspects of promotion of co-curricular activities.	R		1	2	3	4	5	T	MR	OMR	ANOVA
Team work in management of co-curricular activities.	HT	F	2	10	15	2	0	29	3.6	3.0	F (3,250) 5.5, p=0.01
		S	2	4	9	16	0	31			
		%	6.9	34.5	51.7	6.9	0	100			
	DH	F	3	3	10	9	4	29	3.3		
		S	3	6	30	36	20	95			
		%	10.3	10.3	34.5	31	13.8	100			
	ST	F	9	8	5	3	4	29	2.5		
		S	9	16	15	12	20	62			
		%	31	27.6	17.2	10.3	13.8	100			
	T	F	10	61	43	36	17	167	2.9		
		S	10	122	129	144	65	470			
		%	5.7	34.9	24.6	20.6	9.7	95.4			
Teachers' involvement in students' participation in co-curricular activities.	HT	F	0	2	8	17	2	29	3.7	3.0	F (3,250) =7.3, p=0.00
		S	0	4	24	68	10	106			
		%	0	6.9	27.6	58.6	6.9	100			
	DH	F	1	8	4	14	2	29	3.3		
		S	1	16	12	56	10	95			
		%	3.4	27.6	13.8	48.3	6.9	100			
	ST	F	7	10	6	5	1	29	2.4		
		S	7	20	18	20	5	70			
		%	24.1	34.5	20.7	17.2	3.4	100			
	T	F	7	64	45	31	20	167	3		
		S	7	128	135	124	100	494			
		%	4	36.6	25.7	17.7	11.4	95.4			
Teachers' interest in identifying students' talents in co-curricular activities.	HT	F	0	0	12	14	3	29	3.7	3.1	F (3,248) =9.7, p=0.00
		S	0	0	36	56	15	107			
		%	0	0	41.1	48.3	10.3	100			
	DH	F	1	3	8	13	2	27	3.4		
		S	1	6	24	52	10	93			
		%	3.4	10.3	27.6	44.8	6.9	93.1			
	ST	F	10	8	7	3	1	29	2.2		
		S	10	16	21	12	5	64			
		%	34.5	27.6	24.1	10.3	3.4	100			
	T	F	9	62	30	41	25	167	3.1		
		S	9	124	90	164	125	512			
		%	5.1	35.4	17.1	23.4	14.3	95.4			
Teachers' ability to produce all round students.	HT	F	0	4	11	14	0	29	3.3	3.0	F (3,248) =3.3, p=0.02
		S	0	13.8	37.9	48.3	0	100			
		%	0	8	33	56	0	97			
	DH	F	1	7	7	12	2	29	3.2		
		S	1	14	21	48	10	94			
		%	3.4	24.1	24.1	41.4	6.9	100			
	ST	F	1	15	7	3	2	28	2.6		
		S	1	30	21	12	10	74			
		%	3.4	51.7	24.1	10.3	6.9	96.6			
	T	F	14	39	70	32	11	166	2.9		
		S	14	78	210	128	55	485			
		%	8	22.3	40	18.3	6.3	94.9			

Continue

Teachers' attendance to games clinics to improve their skills.	HT	F	0	10	9	9	1	29	3	2.8	F (3,246) =2.1, p=0.10	
		S	0	20	27	36	5	81				
		%	0	34.5	31	31	3.4	100				
		DH	F	3	3	13	6	4	29			3.2
		S	3	6	39	24	20	92				
		%	10.3	10.3	44.8	20.7	13.8	100				
		ST	F	7	10	5	4	3	29			2.5
		S	7	20	15	16	15	73				
		%	24.1	34.5	17.2	13.8	10.3	100				
		T	F	19	59	41	30	14	163			2.8
	S	19	118	123	120	70	449					
	%	10.9	33.7	23.4	17.1	8	93.1					
Teacher-student interpersonal relationship hence their Involvement in co-curricular activities.	HT	F	0	1	16	12	0	29	3.4	2.9	F (3,247) =3.8, p=0.10	
		S	0	2	48	48	0	98				
		%	0	3.4	55.2	41.4	0	100				
		DH	F	2	4	12	9	2	29			3.2
		S	2	8	36	36	10	92				
		%	6.9	13.8	41.4	31	6.9	100				
		ST	F	6	8	10	1	4	29			2.6
		S	6	16	30	4	20	76				
		%	20.7	27.6	34.5	3.4	13.8	100				
		T	F	9	66	46	31	12	164			2.8
	S	9	132	138	124	60	463					
	%	5.1	37.7	26.3	17.7	6.9	93.7					
Teachers' commitment to present students for competitions in several co-curricular activities.	HT	F	0	2	14	12	1	29	3.4	3.0	F (3,248) =3.2, p=0.03	
		S	0	4	42	48	5	99				
		%	0	6.9	48.3	41.1	3.4	100				
		DH	F	1	5	13	6	4	29			3.2
		S	1	10	39	24	20	94				
		%	3.4	17.2	44.8	20.7	13.8	100				
		ST	F	7	6	10	2	3	29			2.6
		S	7	12	30	8	15	72				
		%	24.1	20.7	34.5	6.9	10.3	96.6				
		T	F	16	48	46	37	19	166			3.0
	S	16	96	138	148	95	493					
	%	9.1	27.4	26.3	21.1	10.9	94.9					
Teachers' management of students discipline because of sufficient engagement while in school.	HT	F	0	5	14	8	2	29	3.2	2.9	F (3,244) =3.6, p=0.02	
		S	0	10	42	32	10	94				
		%	0	17.2	48.3	27.6	6.9	100				
		DH	F	2	5	11	9	2	29			3.1
		S	2	10	33	36	10	91				
		%	6.9	17.2	37.9	31	6.9	100				
		ST	F	7	10	6	5	1	29			2.4
		S	7	20	18	20	5	70				
		%	24.1	34.5	20.7	17.2	3.4	100				
		T	F	17	54	37	45	8	161			2.8
	S	17	108	111	180	40	456					
	%	9.7	30.9	21.1	25.7	4.6	92					
Teachers' involvement in management of co-curricular activities.	HT	F	0	3	13	13	0	29	3.3	3.0	F (3,244) =3.6, p=0.02	
		S	0	6	39	52	0	97				
		%	0	10.3	44.8	44.8	0	100				
		DH	F	0	6	12	8	3	29			3.3
		S	0	12	36	32	15	95				
		%	0	20.7	41.4	27.6	10.3	100				
		ST	F	7	6	11	3	2	29			2.6
		S	7	12	33	12	10	74				
		%	24.1	20.7	37.9	10.3	6.9	100				
		T	F	10	48	50	33	20	161			3.0
	S	10	96	150	132	100	488					
	%	5.7	27.4	28.6	18.9	11.4	92					
Overall mean rating	HT								3.2	2.9	F (3,252) 2.2,p=0.09	
	DH								2.6			
	ST								2.8			
	T											

KEY:

RES=Respondent; MR=Mean Rating; HT=Head Teachers; DHT=Deputy Head teachers; ST=Senior teacher; T =Teacher; OMR = Overall Mean Rating.

Interpretation of Mean Rating:

1.00-1.44=Very Low Effect

1.45-2.44= Low Effect

2.45-3.44=Moderate Effect

3.45-4.44=High Effect

4.45-5.00=Very High Effect

Table 6. Post Hoc Test on the Ratings on the Effect of TPAD on Promotion and Supervision of Co-curricular Activities

Dependent Variable	(I) Category of respondents	(J) Category of respondents	Mean Difference (I-J)	Std. Error	Sig.
Teamwork in management of co-curricular activities	Deputy Head Teacher	Senior teachers	.793*	.294	.037
		Head teachers	-.310	.294	.716
		Teachers	.342	.225	.427
	Senior teachers	Deputy Head Teacher	-.793*	.294	.037
		Head teachers	-1.103*	.294	.001
		Teachers	-.451	.225	.188
	Head teachers	Deputy Head Teacher	.310	.294	.716
		Senior teachers	1.103*	.294	.001
		Teachers	.652*	.225	.021
	Teachers	Deputy Head Teacher	-.342	.225	.427
		Senior teachers	.451	.225	.188
		Head teachers	-.652*	.225	.021
Teacher's involvement in student's participation in co-curricular activities	Deputy Head Teacher	Senior teachers	.862*	.281	.013
		Head teachers	-.379	.281	.532
		Teachers	.318	.215	.453
	Senior teachers	Deputy Head Teacher	-.862*	.281	.013
		Head teachers	-1.241*	.281	.000
		Teachers	-.544	.215	.058
	Head teachers	Deputy Head Teacher	.379	.281	.532
		Senior teachers	1.241*	.281	.000
		Teachers	.697*	.215	.007
	Teachers	Deputy Head Teacher	-.318	.215	.453
		Senior teachers	.544	.215	.058
		Head teachers	-.697*	.215	.007
Teachers' interest in identifying students' talents in co-curricular activities	Deputy Head Teacher	Senior teachers	1.238*	.299	.000
		Head teachers	-.245	.299	.845
		Teachers	.379	.232	.362
	Senior teachers	Deputy Head Teacher	-1.238*	.299	.000
		Head teachers	-1.483*	.294	.000
		Teachers	-.859*	.225	.001
	Head teachers	Deputy Head Teacher	.245	.299	.845
		Senior teachers	1.483*	.294	.000
		Teachers	.624*	.225	.030
	Teachers	Deputy Head Teacher	-.379	.232	.362
		Senior teachers	.859*	.225	.001
		Head teachers	-.624*	.225	.030
Teachers' ability to produce all round students	Deputy Head Teacher	Senior teachers	.599	.261	.102
		Head teachers	-.103	.258	.978
		Teachers	.320	.198	.373
	Senior teachers	Deputy Head Teacher	-.599	.261	.102
		Head teachers	-.702*	.261	.038
		Teachers	-.279	.201	.509
	Head teachers	Deputy Head Teacher	.103	.258	.978
		Senior teachers	.702*	.261	.038
		Teachers	.423	.198	.145
	Teachers	Deputy Head Teacher	-.320	.198	.373
		Senior teachers	.279	.201	.509
		Head teachers	-.423	.198	.145
Teachers' commitment to present students for competition in several co-curricular activities	Deputy Head Teacher	Senior teachers	.670	.296	.110
		Head teachers	-.172	.294	.936
		Teachers	.271	.225	.623
	Senior teachers	Deputy Head Teacher	-.670	.296	.110
		Head teachers	-.842*	.296	.025
		Teachers	-.398	.228	.303
	Head teachers	Deputy Head Teacher	.172	.294	.936
		Senior teachers	.842*	.296	.025
		Teachers	.444	.225	.201
	Teachers	Deputy Head Teacher	-.271	.225	.623
		Senior teachers	.398	.228	.303
		Head teachers	-.444	.225	.201

Continue ...

Teachers' management of students discipline because of sufficient engagement while in school	Deputy Head Teacher	Senior teachers	.724	.281	.052
		Head teachers	-.103	.281	.983
		Teachers	.306	.216	.492
	Senior teachers	Deputy Head Teacher	-.724	.281	.052
		Head teachers	-.828*	.281	.019
		Teachers	-.419	.216	.216
	Head teachers	Deputy Head Teacher	.103	.281	.983
		Senior teachers	.828*	.281	.019
		Teachers	.409	.216	.234
	Teachers	Deputy Head Teacher	-.306	.216	.492
		Senior teachers	.419	.216	.216
		Head teachers	-.409	.216	.234
Teachers' involvement in management of co-curricular activities	Deputy Head Teacher	Senior teachers	.724*	.279	.049
		Head teachers	-.069	.279	.995
		Teachers	.245	.215	.665
	Senior teachers	Deputy Head Teacher	-.724*	.279	.049
		Head teachers	-.793*	.279	.025
		Teachers	-.479	.215	.117
	Head teachers	Deputy Head Teacher	.069	.279	.995
		Senior teachers	.793*	.279	.025
		Teachers	.314	.215	.462
	Teachers	Deputy Head Teacher	-.245	.215	.665
		Senior teachers	.479	.215	.117
		Head teachers	-.314	.215	.462

In addition, Table 5 reveals that teacher appraisal on curricular activities had a moderate effect on teachers' attendance to games clinics to improve their skills with an overall mean rating of 2.8. The mean rating by head teachers was 3 while those of deputy head teachers, senior teachers and classroom teachers were 3.2, 2.5 and 2.8 respectively. These ratings on one-way ANOVA ($F(3,246) = 2.1, p = 0.10$) revealed that there was no statistically significant difference among the categories of teachers. Equally, Table 6 shows that teacher appraisal on promotion of co-curricular activities has a moderate effect on teacher-student interpersonal relationship and their subsequent involvement in co-curricular activities with an overall mean rating of 2.9. The mean ratings by head teachers, deputy head teachers, senior teachers and classroom teachers were 3.4, 3.2, 2.6 and 2.8 respectively. These ratings on one-way ANOVA ($F(3,247) = 3.8, p = 0.10$) revealed that there was no statistically significant difference among the categories of teachers. This means that both categories of teachers were in concurrence that teachers' appraisal on promotion of co-curricular activities was moderately effective in teachers' attendance to games clinics to improve their skills. Furthermore, teacher appraisal on promotion of co-curricular activities was found to have a moderate effect on teacher performance with regard to teachers' commitment to present students for competitions in several co-curricular activities by an overall mean rating of 3.0. The mean rating by head teachers was 3.4 while those of deputy head teachers, senior teachers and classroom teachers were 3.2, 2.6 and 3 respectively. These means on testing differences using one-way ANOVA ($F(3,248) = 3.2, p = 0.03$) showed a statistically significant difference. To further find out which group was significantly different from the other groups, the Post-Hoc test was necessary. A look at the results of the post-hoc comparison using the Turkey HSD test revealed that only senior teachers significantly differed with the head teachers. Teacher appraisal on promotion of co-curricular activities was found to have a moderate effect on teacher performance with regard to Teachers' management of students discipline because of sufficient engagement while in school by an overall mean rating of 2.9. The mean rating by head teachers, deputy head teachers and teachers were 3.2, 3.1 and 2.8 respectively indicating a moderate effect while that of senior teachers was 2.4 indicating low effect. These means on testing differences using one-way ANOVA ($F(3,244) = 3.6, p = 0.02$) showed a statistically significant difference.

To further find out which group was significantly different from the other groups, the post-Hoc test was necessary. A look at the results of the post-hoc comparison using the Turkey HSD test revealed that only senior teachers significantly differed with the other categories of teachers. Teacher appraisal on promotion and supervision of co-curricular activities was found to have a moderate effect on Teachers' involvement in management of co-curricular activities by an overall mean rating of 3.0. The mean rating by head teachers and deputy head teachers were 3.3 while those of senior teachers and classroom teachers were 2.6 and 3.0 respectively, both indicating a moderate effect. These means on testing differences using one-way ANOVA ($F(3,244) = 3.6, p = 0.02$) showed a statistically significant difference. To further find out which group was significantly different from the other groups, the post-Hoc test was necessary.

A look at the results of the post-hoc comparison using the Turkey HSD test revealed that only senior teachers significantly differed with the other categories of teachers. Generally, teacher appraisal on promotion of co-curricular activities was found to have moderate effect on teacher instructional performance by an overall mean rating of 2.9. The overall mean rating by head teachers and deputy head teachers were 3.2 and 2.5 respectively, while those of senior teachers and classroom teachers were 3.4 and 2.9 respectively both indicating a moderate effect. These ratings on one-way ANOVA ($F(3,252) = 2.2, p = 0.09$) revealed that there was no statistically significant difference among the categories of teachers. The teachers performance appraisal in regard to promotion and involvement of teachers in co-curricular activities has moderate effect with an overall mean rating of 2.9, $F(3,252) = 2.2, P = 0.09 > 0.05$, however, the respondents mean ratings were not significantly different with the head teachers rating at 3.2, deputy head teachers rating at 2.5, senior teachers rating at 3.4, and the assistant teachers rating at 2.9, thus H/T ratings, Senior teachers ratings were higher than the ratings for both the Deputy head teacher and the assistant teachers. Despite the differences in the mean rating, all the ratings implied that the effect was moderate.

DISCUSSION

A look at the results of the post-hoc comparison using the Turkey HSD test revealed that indeed senior teachers significantly differed with both head teachers and deputy head teachers. Head teachers also significantly differed with teachers but were in agreement with deputy head teachers. Indeed, the head teachers being the administrators delegating duties to senior teachers and classroom teachers in matters co-curricular activities is expected to hold different views. This finding goes in line with the notion opined by Kiumi (2014) that the extent of funding co-curricular activities varies from one school to another. Inadequate materials may hinder the participation of teachers in the activities and in the end; they give up as further noted by (Okwach&Odipo, 1997). The availability of facilities and materials for use in co-curricular activities do not only encourage students to get involved in the activities but also encourage teachers too, for example, co-curricular activities in Kenyan secondary schools are not well developed (Khaemba, 2012). Both categories of teachers were in concurrence that teachers' appraisal on promotion of co-curricular activities was moderately effective in teachers' attendance to games clinics to improve their skills. This could be because teachers are expected to attend to these clinics at their own cost. The findings were in agreement with the findings obtained from head teacher's interview as one head teacher asserted; "TPAD activities were aimed at improving teacher's ability to manage and involve learners in co-curricular but the pressure of mean scores has made teachers very much committed to the extent that they are not able to involve learners and they also lack interest in identifying students' talents. This has affected teacher's ability to produce all round learners. Most teachers lack skills and games and the clinic that are organized for them are not very effective because most teachers don't attend because they are not ready to pay for the cost and schools are not also able to support because the funds we get from the government towards co-curriculum activities is inadequate."

These interview findings were a true reflection with what happens in schools. The aspect of mean score has made teachers to spend more time in teaching than involving learners in games. Very few teachers attend games clinics because the few who have interest are also expected to pay for the training. The findings are in agreement with Nelson, Mbugua and Kagema (2017) who conducted a study with the purpose of examining factors influencing secondary schools' teachers' participation in co-curricular activities in Kirinyaga Central Sub County, Kenya. The study established that most of the schools in the region had sports, drama, music and science related co-curriculum activities. The study concluded that teachers were aware of the importance of co-curriculum activities for mental and physical growth of learners since they have an opportunity to share ideas, agree on the rules and general behavior that they should exhibit during the activity.

Teacher appraisal on promotion of co-curricular activities was found to have moderate effect on teacher instructional performance. This means that both categories of teachers were in concurrence that teachers' appraisal on promotion of co-curricular activities was moderately effective on teachers' performance. These findings concur with the interview findings from head teachers. As one of the Head teachers asserted: "Indeed, TPAD has not changed anything about

teacher involvement in co-curricular activities. The teachers who are involved are doing it out of their own interest. Some of them attend to co-curricular activity simply because they have been assigned by the administrators. Some even argue that co-curricular activities consume much time for class work. When it comes to promotion, teachers' involvement in co-curriculum activities is not given much preference. Since there is no sufficient funding to motivate teachers to participate in such activities only a few are interested because some of the teachers participate because of monetary gain. The absence of equipment and material to facilitate the involvement of teachers in co-curricular activities greatly hinders the teachers' willingness and motivation to be involved. TPAD does not appraise the availability of the resources needed for active participation in these activities."

These views were supported by the interview findings from the curriculum support officers (CSO). As one of the CSO during the interview asserted: "Co-curricular activities are one of the areas liked by most of our learners. TPAD also require teachers to promote and supervise learners during activities. Whenever we attend games and sports to monitor their progress most teachers who are involved complain bitterly that they are exposed to a lot of dangers especially in cases where they are forced to camp with the participants during competitions. Teachers of games often complain of lack of motivation and this has discouraged most of them in participating. In certain instances, we receive reports that some teachers who are assigned accompany participants fail to attend. It is true the certificates we give to teachers for participating in these activities give them a very little edge over the others which is not sufficient motivate them." These findings are in total agreement with what take place in most schools. Surely, co-curricular activities are left to selected teachers. Some schools even fail to get a teacher interested in becoming a games master simply because most teachers take co-curricular activities to be time wasting since there is no motivation in it. During interviews for promotion there is no provision that enable teachers who participate in games to be ahead of the rest.

These findings concur with those of Muema (2019) who conducted a study on factors influencing teachers' involvement in co-curricular activities in public secondary schools in Matungulu Sub-County, Machakos County, Kenya. The study revealed that the motivation of teachers involved in co-curricular activities was very essential, it also revealed that teachers were heavily burdened by their workload which hindered their involvement in co-curricular activities, majority of the teachers were not trained in co-curricular activities and this made them not to be involved in the activities and the school administrators supported their schools in co-curricular activities. The study also concurred with the results findings from Nelson, Mbugua and Kagema (2017) who conducted a study with a purpose of examining factors influencing secondary school teachers' participation in co-curricular activities. The study established that the majority of the teachers did not take part in the co-curricular activities due to lack of interest and motivation.

CONCLUSION

Regarding the perspectives on the effect of TPAD on promotion and supervision of co-curricular activities, the study concluded that teacher performance appraisal and

development on promotion of co-curricular activities has moderate effect on teacher instructional performance in terms of team work in management of co-curricular activities, teachers' involvement in students' participation in co-curricular activities, teachers' interest in identifying students' talents in co-curricular activities, teachers' ability to produce all round students, teachers' attendance to games clinics to improve their skills, teacher-student interpersonal relationship hence their involvement in co-curricular activities, teachers' commitment to present students for competitions in several co-curricular activities, teachers' management of students discipline because of sufficient engagement while in school and teachers' involvement in management of co-curricular activities. However, among the items on promotion and supervision of co-curriculum activities, teachers' attendance to games clinics to improve their skills was least, meaning that TPAD has not helped teachers much in having the need to attend to games clinics in order to improve their skills.

RECOMMENDATION

On the finding that TPAD policy on promotion and supervision of co-curricular activities had a moderate effect on teacher performance, the study recommends that the Heads of institutions to device incentives schemes to teachers in order to enable them attend games clinics to improve their skills to help them in their active involvement in co-curricular activities.

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