



RESEARCH ARTICLE

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

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ABSTRACT

Performance appraisal is an ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals. Globally teacher performance appraisal and development is a process conducted with an aim of improving teacher's own practices by identifying strengths and weaknesses for further professional development and to ensure that teachers perform at their best to enhance student learning. However, despite the implementation of this policy, teachers' performance is still low. The objective of the study was to determine the contribution of teacher performance appraisal and development policy to teachers' professional knowledge and practice in enhancement of teacher performance in public primary schools in Migori County. The study was guided by the Goal setting and Multiple intelligence theories. It was established that the policy's contribution to teachers professional knowledge and practice was high in enhancement of teacher performance. The findings of this study are important to educational administration researchers, policy makers, planners; and Teachers Service Commission in understanding on how Teacher Performance Appraisal and Development policy implementation is contributing to teacher professional knowledge and practice in improving teacher performance in schools.

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INTRODUCTION

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

Some of the aspects that performance appraisal focuses on evaluating, include; the teacher knowledge, skills, character, work output, and individual contribution to a learning institution (Yee & Chen, 2009). Globally, teacher performance appraisal and development is a process conducted with an aim to improve teachers' own practices by identifying strengths and weaknesses for further professional development and to ensure that teachers perform at their best to enhance student learning. This may involve formative or summative purpose. For instance, in the Czech Republic, teacher appraisal is part of the performance management process in schools and has traditionally been used with a summative purpose to check teachers' performance, and determine the career and salary levels of teachers. As regards to teacher performance, UNICEF Education Think Pieces for Teacher Performance (2018), reports that the performance of teachers will only significantly improve if all aspects affecting that performance are addressed. Performance needs to be actively managed and a cycle of continual improvement of teacher performance should be built into a teacher's career path.

Teacher performance should be a school-based function managed by head teachers or their senior staff. Improving performance should bring with it extra responsibility and accountability, which should be aligned to rewards and incentives available in the teacher's career pathway. Thus, evaluating TPAD process helps to establish the extent to which teacher performance is managed at school level. This was being done in the public primary schools in Migori County whereby teachers were appraised termly in accordance with the standards. According to Organization for Economic Cooperation Development (2013), appraisal can help to increase the focus on teaching and teachers' professional learning. Teachers need feedback on their performance to help them identify how to improve their teaching practice and, with the support of effective school leadership, to develop schools as professional learning communities. Appraisal and feedback systems can also help to build better school organization by allowing teachers to progress in their career and to take on new roles and responsibilities based on a solid evaluation of their performance. When used effectively, appraisal can positively influence teachers' attitudes, motivation and classroom practices and, through this, help to improve students' learning outcomes.

According to Kwach, Ndolo and Simatwa (2022) in a study conducted in public primary schools in Ndhwa Sub County, Kenya established that teacher appraisal on professional knowledge has effectively ensured that teachers maintain and use student's progress reports and hence the performance of teachers is improved since they are able to monitor learners and identify gaps in their teaching. Teacher Performance Appraisal and Development (TPAD) is therefore an important management process that managers need to support in their institutions to ensure that performance appraisal policy is understood, accessible and adhered to by all levels of staff. It is also an important aspect in promoting teacher performance, hence quality of education of a society (Sayeeduddin & Vijayakumar, 2018). Its purpose is to review and improve teaching standards through a systematic appraisal approach to evaluate teacher performance and promote professional development. This has led to numerous Educational systems and institutions across the globe adopting the concept of performance appraisal to improving teacher performance. In the United States of America, the district and state accountability program put pressure on the Educational Institutions to raise learners' outcomes in order to necessitate appraisal of teachers to improve their performance (Sawchuk, 2015). World Bank (2010) also asserts that systems of supervision and support to schools are frequently areas of reform employed by world nations to improve their education outcome and mitigate education challenges associated with global education policies.

SYNTHESIS OF LITERATURE ON CONTRIBUTION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT POLICY TO TEACHER PROFESSIONAL KNOWLEDGE AND PRACTICES:

Professional knowledge according to Teachers Service Commission (2016) is the ability of a teacher to prepare and supervise the preparation, maintenance and use of professional documents, prepare and supervise learners' internal evaluation through development of a testing policy for the school and management of national examination. It also entails demonstrating mastery of content and lesson observation as part of the important practices.

Professional knowledge of a teacher takes part of the fundamental obligation in strengthening the performance of learners. According to Mahulae et al, (2020), the professional knowledge of a teacher relates to the teacher's competence which assists in improving learners' achievement. It is therefore one of the standards or indicators that relates directly the development of the learners and the learning process. Several studies have been carried out to explore professional knowledge and practice. According to Mertler (2016), professional knowledge and practice can be assessed through a variety of methods including classroom observation, student feedback and teacher self-evaluation. Further the evaluation of professional knowledge and practice can be informed by research-based practice.

A study by Metzler and Woessmann (2010) sought to find the effect of teacher subject understanding on student achievement. The study sought to establish the causal relationship between teacher-subject knowledge and student performance employing within-teacher and within-student variation. In the study, data from the 2004 Peruvian national evaluation was used. The sampled population for the study was 12,000 sixth graders, randomly sampled from 900 primary schools. Two subjects were tested: reading and math. The study findings indicated that there was a significant influence of the effect of teacher understanding on student examination performance. Darling-Hammond et al. (2017) found out those teachers who had strong content knowledge and pedagogical skills are more effective in improving student achievement. Further Darling-Hammond (2017) highlighted the importance of teacher performance appraisal in promoting teacher mastery of subject content. Another study by Sultana et al. (2018) also opined that teacher appraisal systems that focus on professional knowledge and practice have a positive impact on teachers' motivation, engagement and job satisfaction. Additional study by Cheung and Wong (2015) asserts that teacher appraisal systems that incorporate professional knowledge and practice can enhance the quality of teaching and improve learner outcome. The National board for Professional Teaching Standards (2016), identifies mastery of subject content as one of the core proportions for effective teaching and emphasized the importance of teacher performance appraisal in ensuring that teachers must meet standards. The study further highlights the importance of teacher performance appraisal as promoting teacher mastery of subject content. Through classroom observation, professional development opportunities, feedback and coaching as well as collaboration and mentoring teachers can continue to improve their mastery of subject content which can ultimately benefit the learners. In Netherlands, more regular formative observation, feedback and coaching is often delegated to team leaders (Netherlands OECD, 2014). This is to ensure every teacher is reached for as supervision and effective feedback is concerned. The current study established that there was contribution of mastery of subject content to teacher performance through lesson observation and feedback.

According to a study done in Chicago by Jiang and Spote (2016), there was positive gain as teacher evaluation found out that lesson observation was improving instructions. It further found out that teaching in schools with better organized learning environment and climate tends to have a higher observation score. Classroom teaching is a complicated activity that requires teachers to possess enormous thinking skills and a solid knowledge base (Turner 2013).

The teacher is expected to guide the development of learners as extensively as possible. Effective teacher evaluation requires a productive teaching and learning environment in order to enable teachers identify their strengths and areas of improvement. Knowledge of subject matter is a prerequisite for effective classroom instruction. Kansanem (2005) carried out a study in Finland and found out that the education system attaches a lot of seriousness when it comes to the teacher content knowledge. Darling-Hammond (2017) highlights the importance of teacher performance appraisal in promoting teacher mastery of subject content. The National Board for Professional Teaching Standards (2016) identified mastery of subject content as one of the core proportions for effective teaching and emphasizing the importance of teacher performance appraisal in ensuring that teachers meet the standards. According to Ayeni (2011), a study carried out in Nigeria on teacher's professional development and quality assurance in Nigeria secondary schools found that professional knowledge such as mastery of content skills also counts a lot in the way teachers teach. This was in support of Ogumin (2007) in the study that professional renewal and career development for all teachers is necessary for quality education to be achieved. On the other hand, Obodo (2009) in Senegal also found out that content knowledge is important and a serious factor to consider for any effective teacher. The study also established that what a teacher knows is what she/he will teach the learners and if the teacher is not conversant with what to teach the teacher may not be effective. This called for preparation of professional documents which are important for teacher accountability and professional growth. Further, it helped the teacher to identify areas where they need to improve and develop plans to address these areas (Rylaarsdam et al. 2016). A study carried out by Patel (2005) in Angola found out that professional knowledge that is essential for one to be an effective teacher extends beyond knowledge of subject matter to content matter before the actual classroom teaching.

In a study in Southern Sudan by Wesonga (2006) on the impact of organizational culture on performance of educational institution found that teachers with stronger content knowledge are more likely to use practices that can help learners construct and internalize knowledge involving learners in more inquiry-based learning allowing more of learner directed activities and engaging learners in the lessons. Ondigi and Owino (2017) in their study that explored the impact of teacher performance appraisal on students' learning outcomes found out that TPAD had positive impact on learners' academic performance and overall learning outcomes. A research study was conducted by Olosehinde *et al.* (2018) on teachers' knowledge indices as prognosticators of student's examination performances in Nigerian Kwara State. The purpose of the study was to establish the prognostic significance of teachers' mastery of teaching content and instructional knowledge on the performance in Maths and English. 78 English and Maths teachers were sampled randomly from 32 secondary schools in Kwara State, Nigeria. In the study, the collection of quantitative data used vignettes, tests, and observations. Analysis of data was done by employing inferential and descriptive statistics. The study findings indicated that pedagogical and subject content influenced student examination scores. A study was done by Wanjala (2019) to determine the influence of teacher performance appraisal on teachers' job performance in public primary schools in Mumias East Sub County, Kenya. The researcher used descriptive survey research design.

The target population was teachers, deputy head teachers and head teachers. Stratified sampling was used to select study sample size of 17 head teachers and deputy head teachers and 154 teachers. The findings of the study revealed that performance outcome in schools where the head teachers used the appraisal tool to closely to monitor the professional knowledge and practice and development of teachers, demonstrated a competitive advantage over other schools where head teachers ignored the performance appraisal of teachers. The current study carried a research that involved deputy head teachers, teachers and CSOs to establish the contribution of TPAD on teacher performance in public primary schools in Migori County and the findings were that it has moderately contributed to teacher performance.

In the Kenyan appraisal process, lesson observation is a compulsory standard on professional knowledge and practice (TSC, 2016). A study by Onyango (2020) reveals that teacher professional knowledge and application is essential in enhancing pupils' academic achievement. According to a study carried out by Jiang and Sporte (2016) in Chicago, it was established that there was a positive gain as teacher evaluation found out that lesson observation was improving instructions. It further found out that teachers in schools with better organized learning environment and climate had a better or higher lesson observation scores. A study conducted by Kane and Straiger (2012) in US on teacher appraisal using classroom observation showed that there is a positive relationship between teacher appraisal using classroom observation and learner's performance. The study also showed that high quality teacher appraisal based on classroom observation improved the performance of mid-career teachers both during the period of appraisal in subsequent years.

In his study, Stronge (2013) argues that lesson observation is an important component of teacher appraisal. He also suggested that effective teacher appraisal should include multiple observations of teachers' lessons as well as assessment of teacher planning and preparation, instructional delivery and student engagement. Lesson observations are usually done termly. According to the TPAD Evaluation (2021) it was found out from the sampled schools within the counties in Kenya that lesson observation was done more than once. This was as reported by 53% of heads of institutions, 44% appraisers and 53% of CSOs. Taylor (2016) also emphasizes the importance of lesson observation as a tool of teacher appraisal that should include well planned and structured lesson observation along with clear and objective criteria for assessing teacher performance. The current study established that professional knowledge and practice was enhanced through undertaking of lesson observation. The report by UNESCO (2015) emphasized the importance of utilization of learning resources as a key factor in improving teacher performance. They suggest that effective teacher appraisal should include assessment of teachers' use of learning resources along with training and support to help teachers integrate these resources into teaching. The Ministry of Education in Malaysia has also emphasized the importance of teacher utilization of learning resources as a key factor in effective teaching. They further suggest that assessment of teachers' ability to select and use appropriate learning resources to support learner learning. In his study, Merzano (2012) emphasized the importance of evaluating teachers' use of appropriate instructional methods as part of teacher appraisal.

He suggested that effective teacher appraisal should include assessment of teachers' ability to use research-based instructional strategies and differentiated instructions and provide feedback to learners. The studies further demonstrate the importance of evaluating teachers' use of appropriate instructional methods as part of teacher appraisal. They further suggest that effective teacher appraisal should include assessment of pedagogical content knowledge ability. Further, Taylor (2016) in her study also emphasizes the importance of lesson observation as a tool of teacher appraisal. The study further suggested that effective teacher appraisal should include well planned and structured lesson observation along with clear and objective criteria for assessing teacher performance. Kimani and Githua (2017) in their study discuss the importance of utilization of instructional materials in public primary schools in Kenya. They suggested that teachers need training and support to develop the skills required to select and use appropriate instructional materials in teaching. Kipchumba and Lagat (2017) assert that effective utilization of learning resources was positively associated with improved learners' academic performance.

In his study, Oyoo (2019) investigated the preparedness of Kenyan teachers in the use of digital technologies in the classroom instruction. He proposed that effective use of digital technologies requires teachers to be proficient in the preparation and use of professional documents such as digital lesson plans and student progress reports. In another study by Bwire and Simatwa (2019) on influence of utilization of learning resources on students' academic performance in secondary schools, found out that effective utilization of learning resources was positively associated with improved performance. The current study also found out that effective utilization of learning resources enhances teacher performance. Stronge (2018) emphasized the importance of using appropriate instructional methods as part of effective teaching. He further asserts that teacher performance appraisal should assess the extents to which teachers use instructional methods that are aligned with the needs and abilities of the learners. Merzano (2012) supports the importance of evaluating teachers' use of appropriate instructional methods. According to Kimiti (2014) it was observed that performance appraisal system acts as an important factor contributing to teacher performance. Kerry (2013) confirmed this that teacher performance was the most important school variable that influence learner performance. This can be possible when teachers are well equipped with professional knowledge which they can apply appropriately (OECD, 2009). The study by Okelo, Odongo and Jairo (2017) believed that curriculum implementation should consider the implementer who is the teacher that translates the curriculum into schemes of work, lesson plans, and lesson notes to be delivered to the learners. This was in support of why evaluation of professional knowledge and practice of teachers was very important. Another study by Okoth (2018) asserted that most of the heads of institutions supervised instructions in schools through delegation to the deputy heads. Hence, appraisal of professional knowledge through TPAD enhanced teacher performance through identification of the strengths of components and possible strategies for improvement. Kulo (2018) studied the impact of teacher training and students' performance among Kenyan secondary schools. The study aimed to ascertain the effect of teacher training and student performance in public secondary schools in Narok County. The study employed a descriptive research design.

The study targeted 10 secondary schools in Narok County. The study sampled all principals, 50 trained and untrained teachers, as well as 384 students. Primary data was collected using questionnaires whereas secondary data was collected from the available performance records. Descriptive statistics was used to analyze data. The study findings indicated that there is a significant difference in teaching delivery between trained and untrained teachers. This study also used questionnaires to collect data and descriptive research design. It targeted teachers and deputy head teachers from the public primary schools. Descriptive statistics was used to analyze data. The study findings were different and it indicated no statistical significant difference between the respondents as they agreed on the findings. Filgon *et al.* (2020) conducted a study on teachers' instructive content knowledge and students' examination performance. The study adopted a theoretical approach. The literature reviewed was from peer-reviewed journals because they were considered authentic. Subjects whose content pedagogy was considered in the study were geography, physics, and chemistry. The study findings indicated that teachers with high pedagogical content knowledge were better teachers. Therefore, students had better performance. The current study found out that pedagogical skills had made learning effective with the learning experiences being achieved through the concept of learner involvement and participation that resulted into the learners developing curiosity and interest to the learner. This was supported by the Ministry of Education (2019), Kenya that emphasized the importance of teacher preparation and submission of professional documents as part of curriculum implementation. They suggested that effective teacher appraisal include ability to prepare and submit required professional document such as lesson plans, assessment records and professional development plans. Further, Oyoo, (2019), asserted that effective use of digital technology requires teachers to be proficient in the preparation of professional documents such as digital lesson plans and learners progress records.

According to the National Council on Teacher Quality (2017), preparation of professional documents is important for teacher accountability and professional growth. The study also asserted that documentation can be used to hold teachers accountable for their work and to support their professional growth. Essentially, effective teacher performance appraisal is important in identifying learners' capabilities and provides appropriate support and intervention to enable each learner to achieve their full potential. The Ministry of Education (2019) has also emphasized that it is important for the teachers to identify and assess learners' capability as part of effective curriculum implementation. Essentially, effective teacher performance appraisal is important in identifying learners' capabilities and provides appropriate support and intervention to enable each learner to achieve their full potential. The Ministry of Education (2019) has also emphasized that it is important for the teachers to identify and assess learners' capability as part of effective curriculum implementation.

Identification of learners preferred learning styles is important for the teacher in that this knowledge will help teachers to plan their lessons to match or adapt their teaching and provide the most appropriate activities or tasks to suit individual learning group at different stages. Learning styles can encourage learners to reflect on their preferred ways of learning, giving them control over their own learning.

The learning styles are also a reminder to teachers that all the learners are different and can make teaching enjoyable and expand teachers' professional skills. If identification of learning styles is not effective it may result in learner boredom, discouragement, poor test performance and shattered self-esteem (Oxford et al. 1991). Promoting of learners' talents is an important aspect of education that can significantly enhance academic performance as opined by (Hassan & Fatima 2019; Piirto, 2018). When teachers recognize and nurture the talents of their learners, they can help them develop their strengths which can lead to increased motivation and engagement in their learning. Moreover, when learners are given opportunities to use their talents, they may experience a sense of accomplishment and satisfaction which can further motivate their academic performance (Gallagher, 2014). The current study established that promotion of learners' talents contributed to teacher performance.

A teacher can nurture learners' talents by having an unconditional love for the child. They do this by introducing their learners to different ideas and ways of thinking, encouraging exploration and experimentation and providing a safe and nurturing environment. Through this teachers allow learners develop the skills and confidence they need to be creative. Nurturing will allow learners to connect with others to build important relationships and to develop a sense of self-worth. This helps learners learn, play and communicate. Nurture will include the environment factors that impact who we are. Teacher Performance Appraisal and Development requires teachers to retrieve materials from the internet as teaching and learning resources for effective teacher performance. In the Previous studies such as Balona, Lopez, Ortiz and Allen (2015) have demonstrated that smartphones are effective tools for assessing learner teachers' teaching practices in Ecuador. However, limited attention has been paid to the use of iPads as tools to record and facilitate self-evaluation among pre-service teachers on teaching practice. Allen, Hadjistassou and Richardson (2016) conducted a study in 2015 on self-evaluation using iPads in teaching practice among five female primary pre-service teachers who had completed their practical teaching placement in Swedish schools. They were provided with an iPad for five-week practicum in Kenya and Tanzania and were introduced to the pedagogical expectations, tech training and resources to facilitate communication with the instructors and video uploading on their iPads such as Skype and Adobe Connect and Moodle. The pre-service teachers perceived the use of iPads as effective tools for self-confrontation with recordings of their teaching performance.

Governments around the world are striving to achieve access and good quality education for all their citizens (UNESCO, 2013) Information Communication Technology (ICT) in education is therefore seen as a means of increasing access to education especially to the rural population and making teaching and learning enjoyable. In developing countries, there has been increased investment in ICT for schools despite the lack of adequate empirical evidence on the outcomes of such efforts (Puper et al, 2015). Kenya has not been left behind as the policy makers view ICT in education as an enabler for knowledge acquisition leading to innovation and skill development (Republic of Kenya 2019). The vision of basic education curriculum reforms is to equip learners with world class standards and skills in the 21st century such as digital literacy (Kenya Institute of Curriculum Development, 2017).

To achieve this integration of ICT in curriculum reforms is emphasized in the teaching of every subject. This was a shift from the previous system which did not include integration of ICT in primary schools. In a study, Oyoo (2019) also investigated the preparedness of Kenyan teachers in the use of technology. He found that use of technology requires teachers to be proficient in the preparation of professional documents such as digital lesson plans and learner progress reports. ICT integration is understood as the use of technology seamlessly for educational processes like transacting curricular content and learners working on technology to authentic tasks. It is beneficial in learning in that improves learning efficiency, it improves IT literacy of learners, reduces the burden on teachers and also increases learner motivation. (Hamidi, Meshka, Rezaee, & Jafari, 2011). Hamidi et al (2011) asserts that teachers of today should always be ready and well equipped with ICT competence and positive attitude to provide ICT-based learning opportunities for learners to improve their learning quality. On the other hand, findings of a similar research done in Malaysia by Peeraer and Van Petegem (2012) claim that to ensure successful ICT integration in primary schools, teachers have to emphasize that it is about how teachers integrate ICT into teaching and learning process to foster their thinking skills and to promote better learning outcomes. Innovative teaching approaches are used in educational institutions not only to improve education but also to empower learners' knowledge.

According to a study by Kanyi (2011) on the impact of digital content on teaching and learning in secondary schools in Kenya, digital content has both positive and negative effects on teaching and learning. Positive effects include learner participation, motivation, stimulating content, and self-directed discovery and improved concept understanding. The negative implication of digital content usage included insufficient content, poor coverage of topics and a lack of infrastructure. According to (Republic of Kenya, 2019) the policy makers see ICT in education as an enabler for knowledge acquisition leading to innovation and skill development. A study by Wanjala and Osendo (2019) claim that despite the fact that ICT can boost creativity, teachers see ICT integration in the classroom as a costly exercise that is not very beneficial, especially in a setting where there are no enough resources to assist digitalization. Learners who have grown up in a digital world can readily adapt to ever-changing technology, according to Igbafe (2014) in Nigeria though teachers must have digital literacy skills in order to use computer and the internet and integrate technology into the classroom. Performance appraisal evaluate employees, providing them with valuable feedback and creating a positive effect on future performance (Bohlander & Snell, 2010). Indiana University of Human Research (2011) observed that performance feedback is an interactive process between a worker and a supervisor where information is exchanged in accordance to the target performance and the performance observed. According to the TPAD Evaluation Report (2021), it was reported that the TPAD process had promoted feedback between instructional supervisors and the teachers to a large extent as was reported by 85% of GOIs, 71% of CSOs and 80% of appraisers. This showed that feedback directs working behavior, influence future objective and an individual sense of accomplishment. It plays a significant role at work as it provides data to people about the work performance and its quality. Teacher performance appraisal has been found to provide teachers with constructive feedback that identify areas of improvement and

helps in development of new skills and competencies. Further, it promotes accountability, encourages teachers to reflect on their teaching practices and support the culture of continuous improvement, (Ingvarson et al. 2014). Njeru (2013) asserted that input alludes to the data given about work conduct and results. It also controls the work conduct of association of people by planning through the arrangement of feedback that is essential for restorative activities. Failure to provide such input may harm the mental agreement among workers and their supervisor thwarting the remedial activities if there should arise an occurrence poor performance. Feedback is accustomed to achieving improvement in performance. In any case it is provided in the best way then it motivates and empowers the alluring practices. Research carried out by Oyaro (2016) on factors impacting instructor’s disposition towards performance revealed that supervisors do not give feedback on time in the wake of evaluating them and their input makes the input is not imparted well which makes the supervisees to have negative mentality towards TPAD. This suggests that feedback ought to be given on time. Wango (2010) confirmed that exhibition of feedback should be clear in explaining the worker’s performance. Effective feedback is important in that it is designed to determine a learners’ understanding and skill development in order to achieve the learning intentions. Feedback is a compelling influence on learner achievement. To teachers, it makes learning visible (Hattie, 2009). By reporting on learners learning the learner are able to reflect on their learning strategies in order to make changes to improve learning. The purpose of reporting is therefore to provide relevant information about a learner’s progress to the learner, parents and other teachers. Jansen (2011) opined that giving meaningful feedback to the teacher was a sure way to uplift teaching and learning standards. TPAD thus, provides feedback that aims to help improve teaching practices largely through professional development.

Further, according to Karugaba (2015), if performance appraisal feedback for teachers was provided timely and frequently, upgrade performance in secondary schools was enabled. He further noted that it was important to conduct joint feedback for mutual goal setting, evaluation standards and constructive feedback. This was in conformity with Alube (2015) who established that feedback influences teachers’ performance appraisal. Owuonda et al (2020) conducted a study on teachers’ attitude towards performance appraisal policy to public secondary schools’ academic achievement in Homa Bay County. The researcher used questionnaires and interview guide and document analysis guide which revealed that teachers in public secondary schools in Homa Bay County had negative attitude towards teachers’ performance appraisal. This was contrary to what this study found. For one, the study was done in secondary schools, but the current study was done in public primary schools. Seemingly the way the secondary school teachers perceive TPAD may be different from their counterparts in public primary schools. In fact, the teachers in the public primary schools now own the appraisal process and they usually do it with passion and do the appraisal at free will unlike before. When TPAD was introduced, all the Kenyan public primary schools had an outcry in the way appraisal was done. Currently teachers in public primary schools have adopted the idea and carry out self-appraisal termly without much problem. Even the teacher advocate KNUT no longer “cracks the whip” on teacher employer TSC because of appraisal policy. Generally, from the study, TPAD had been accepted and carried out without coercion.

Newstrom (2010) reports that committed employees have good attendance records and are willing to adhere to company policies. A study carried out by Onyango (2020) on influence of teacher professional knowledge and application on pupils’ academic performance in public primary schools in Suna East Sub County, Migori County, established that teacher professional knowledge and application, (currently teacher professional knowledge and practice) is essential in enhancing academic performance. It also revealed that time management amounted to timely syllabus coverage, meeting of deadlines by teachers in professional documents preparation as well as teacher professional development, enhancing pupil academic performance. Jonyo & Owuor (2017) asserts that that TPAD generally has had some achievements like reduced cases of teacher absenteeism and improvement of lesson attendance. This concurs with TPAD Evaluation Report (2021). From the studies above it was realized that teacher performance appraisal and development can be an important tool for promoting professional knowledge and practice among teachers. Through self-reflection and evaluation of the teaching practices, teachers can identify areas of performance gaps and engage in ongoing professional development to enhance their teaching skills and knowledge. This study, established that professional knowledge and practice is an important aspect of teacher performance appraisal and by extension assessing teachers’, undertaking lesson observation, utilization of teaching resources, integration of ICT, we can ensure that they are well equipped to provide quality education as is required by TPAD teachers undertaking thus sought to establish if the same was applicable in all public primary schools in Migori County.

Research Objective: Research Objective was to examine the contribution of teacher performance appraisal and development policy to teacher professional knowledge and practice in enhancement to teacher performance in public primary schools in Migori County, Kenya.

CONCEPTUAL FRAMEWORK

This study was guided by a conceptual framework that shows the hypothetical relationship between the antecedent, independent and dependent variables. The relationships were conceptualized as presented in Figure 1 based on Goal setting (Locke, 1968) and Multiple intelligence Gardner (2011a&b) theories.

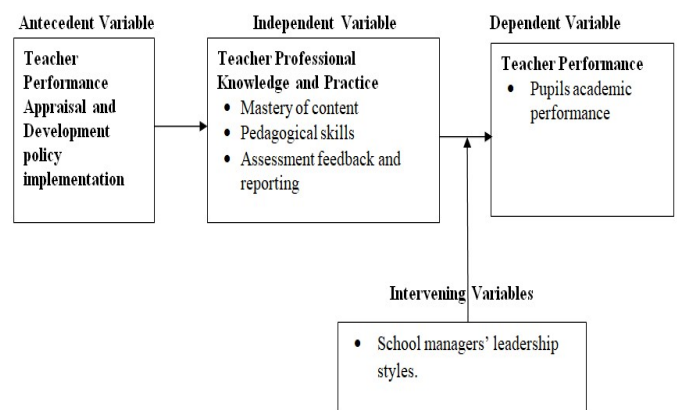


Figure 1. Conceptual Framework showing the relationship between TPAD policy implementation to teacher professional knowledge and practice; and teacher performance

From Figure 1, it can be noted that the antecedent variable is teacher performance and appraisal development policy which influences both independent and dependent variables. The Independent Variable is measured in terms of master of content, pedagogical skills and assessment feedback and reporting. The dependent variable is the teacher performance measured by pupils academic performance while the intervening variable is the school manager's leadership styles. The conceptual framework hypothesizes that antecedent variable occurs or is the precursor that comes before and causes both the independent and dependent variable in a causal relationship in which the product is teacher performance as measured by pupil academic performance. The intervening variable is the moderating factor.

RESEARCH METHODOLOGY

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

RESULTS

Table 1 shows that 49.7% of the respondents were males and majority (50.3%) were females. In both categories of the respondents, both genders were given equal opportunity to participate in the study. This gave the notion that most of the teachers in the public primary schools in Migori County are dominated by female teachers. For the Curriculum Support Officers respondents there were 22 respondents majority who were males. This was quite contrary to the gender for deputy head teachers and teachers. Table 2 implied that the sampled teachers distribution amongst the age range of all the respondents that were considered for the study. The majority of the respondents of 135(31.6%) were aged between 41 and 45 years. This was followed closely by 131(30.7%) of the respondents who were aged between 36 and 40 years. There were 11(4.3%) teachers who did not indicate their ages and 19 deputy head teachers likewise totaling to 13(6.6%) ages not captured from the table. Table 3 shows that majority of the respondents 192 (45.5%) had diploma as the highest academic level.

Only 1(0.4%) of the respondents had PhD as their highest academic level of education There were 10 teachers and 19 totaling to 29 who did not indicate the qualifications. The variation could be because primary school teachers were required to attain certificate level (P1) before they could upgrade to a higher level. This was up to the year 2020 when the lowest qualification was changed to diploma certification. Table 4 shows that majority of the deputy head teachers, 108(54.5%) had a teaching experience of 16-20 years, while majority of teachers that responded had a teaching experience of 11-15 years. There were 27 (12.6%) who were slotted as missing because they did not indicate the year of experience. Generally, majority of the deputy head teachers had more teaching experience than the teachers that responded. Table 5 below shows the number of teachers who were trained on TPAD in order to help teachers in the appraisal process when the online system was introduced in 2019. From Table 5, the researcher dealt with the record of teachers who were trained as champions from schools across the sub counties from the public primary schools within Migori County. These records were analyzed to provide the key information on the percentage of champions that were trained per sub county on the appraisal process which was found to be (95%) overall. Details of the attendees were extracted from the records from the schools where research was carried out. From the above data it was evident that (5%) of the teachers who were expected to attend the training did not attend perhaps due to some unavoidable circumstances.

Research Objective

The research objective was to examine the contribution of teacher performance appraisal and development policy implementation to teacher professional knowledge and practice in enhancement of teacher performance in public primary schools in Migori County. The responses to this research question were analyzed and the results are presented in the Table 6. From Table 6 it was observed that enhancement of content mastery contributed moderately to teacher professional knowledge and practice as indicated by a mean rating of 3.33. The deputy head teachers rated the contribution at 3.47 while the teachers rating was 3.16. Hence, there was no statistical significant difference $t(431) = -3.989, p > 0.05$ between the mean rating the teachers and that of deputy head teachers on contribution of content mastery to professional knowledge and practice. The contribution was moderate. It was seen that the respondents agreed that TPAD enhanced use of appropriate instructional methods by a mean rating of 3.53. This implies that TPAD contributed highly on professional knowledge and practice through use of appropriate instructional methods. The teachers supported this by a mean of 3.24 while deputy head teachers supported it by a mean rating of 3.81. This showed that there was no statistically significant difference on the ratings between the deputy head teachers and teachers $t(436) = -6.766, p > 0.05$

From Table 6, the respondents agreed that TPAD enhanced undertaking of lesson observation by a mean rating of 3.53. This meant that it contributed highly to knowledge and practice. Deputy head teachers supported this by a mean rating of 3.81, compared to that of teachers at 3.24. This showed that there was no statistically significant difference $t(435) = -4.647, p > 0.05$ meaning that teachers and deputy head teachers were in agreement that lesson observation contributed to teacher performance.

Table 1. Gender of Respondents

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

Table 2. Age of Deputy head teachers and Teachers

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

Key: M- Missing

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

Category of Teachers		Cert.	Dip	B. ED	M.ED	PhD	M	Total
Teachers	Frequency	86	86	69	1	1	10	243
	%	34.0	34.0	27.3	0.4	0.4	4.0	100.0
Deputy Head teachers	Frequency	6	106	62	5	0	19	179
	%	3.0	53.5	31.3	2.5	0.1	9.6	100.0
Total		92 21.8%	192 45.5%	131 8.6%	6 2.9%	1 0.4%	29 13.6%	451 100%

Key: M Missing

Table 4. Teaching Experience of Deputy Head teachers and teachers

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

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

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

This was a high mean rating supported by deputy head teacher as they are directly in-charge of observing teachers. The respondents from Table 4.8 agreed that TPAD fostered utilization of teaching and learning resources by a mean rating of 3.67. The fact that deputy head teachers supported this by a mean rating of 3.86 and teachers at 3.47 meant that it has high contributions to the knowledge and practice which was good for both learners and the teachers. It also showed no statistically significant difference between the rating of the deputy head teachers and teachers $t(427) = -4.436, p > 0.05$. Respondent also agreed that TPAD fosters preparation of professional documents based on CBC syllabus by a mean rating of 3.6. This meant it had high contribution to the knowledge and practice.

Deputy head teachers endorsed this by a mean rating of 3.80, compared to that of teachers at 3.78 having no statistically significant difference of $t(433) = -2.194, p > 0.05$. Table 4.7 the respondents agreed that TPAD promotes integration of ICT in teaching by a mean rating of 3.47. The contribution to knowledge and practice was high, as the deputy head teachers supported this by a mean rating of 3.83 compared to that of teachers at 3.11. There was no statistically significant difference $t(429) = -5.535, p > 0.05$. This meant that there was agreement between the teachers and deputy head teachers that integration of ICT contributes to professional knowledge and practice and promotes teacher performance

Table 4. Descriptive Statistical Analysis on Contribution of TPAD on Professional Knowledge and Practice

ASPECT OF CONTRIBUTION	RES PONDENT	F S %	RATINGS					NIL RATING	TOTAL	MEAN RATING	OVERAL MEAN RATING	T-TEST
			1	2	3	4	5					
Mastery of Subject Content	Deputy Head teachers	F	1	14	78	92	7	6	192	3.47	3.33	t(431)=-3.989,p=0.000
		S	1	28	238	368	35		670			
		%	5	7.1	39.4	46.5	3.5	3.0	97.0			
	Teachers	F	14	41	102	73	18	5	248	3.16		
		S	14	82	306	292	90		784			
		%	5.5	16.2	40.3	28.9	7.1	2.0	98.0			
Appropriate Instructional Method	Deputy Head teachers	F	1	8	63	76	46	4	194	3.81	3.53	t(436)=-6.766,p=0.000
		S	1	16	189	304	230		740			
		%	0.5	4.0	31.8	38.4	23.2	2.0	98.0			
	Teachers	F	11	36	99	91	14	2	251	3.24		
		S	11	72	297	364	60		804			
		%	4.3	14.2	39.1	36.0	5.5	0.8	99.2			
Lesson Observation	Deputy Head teachers	F		8	51	94	40	5	193	3.86	3.67	t(435)=-4.647,p=0.000
		S	0	16	153	376	200		745			
		%	0	4.0	25.8	47.5	20.2	2.5	97.5			
	Teachers	F	9	29	77	107	29	2	251	3.47		
		S	9	58	231	428	145		871			
		%	3.6	11.5	30.4	42.3	11.5	0.8	99.2			
Utilization of TL resources	Deputy Head teachers	F	1	6	57	95	34	5	193	3.80	3.61	t(427)=-4.436,p=0.000
		S	1	12	171	380	170		734			
		%	0.5	3.0	28.8	48.0	17.2	2.5	97.5			
	Teachers	F	10	31	81	91	30	10	243	3.41		
		S	10	62	243	364	150		829			
		%	4.0	12.3	32.0	36.0	11.9	4.0	96.0			
Preparation of professional documents based on CBC	Deputy Head teachers	F	0	7	69	77	41	4	194	3.78	3.7	t(433)=2.194,p=0.029
		S	0	14	207	308	205		734			
		%		3.5	34.8	38.9	20.7	2.0	98.0			
	Teachers	F	9	23	64	110	42	5	248	3.62		
		S	9	46	192	440	210		897			
		%	3.6	9.1	25.3	43.5	16.0	2.0	98.0			
Identification of learner capability	Deputy Head teachers	F	1	9	72	71	34	11	187	3.68	3.52	t(426)=-3.879,p=0.000
		S	1	18	216	284	170		689			
		%	0.5	4.5	36.4	35.9	17.2	5.6	94.4			
	Teachers	F	11	31	92	88	26	5	248	3.35		
		S	11	62	276	352	130		831			
		%	4.3	12.3	36.4	34.8	10.3	2.0	98.0			
Identification of learning styles	Deputy Head teachers	F	1	2	64	87	36	8	190	3.81	3.53	t(428)=-6.413,p=0.000
		S	1	4	192	348	180		725			
		%	0.5	1.0	32.3	43.9	18.2	4	96			
	Teachers	F	13	47	73	95	19	6	247	3.24		
		S	26	94	219	380	95		814			
		%	5.1	18.6	28.9	37.5	7.5	2.4	97.6			

Identification of learners talents	Deputy Head teachers	F	1	6	65	72	46	8	190	3.82	t(431)=-5.082,p=0.000
		S	1	12	195	288	230		726		
		%	0.5	3.0	32.8	36.4	23.2	4.0	96.0		
	Teachers	F	11	44	82	74	39	3	250	3.34	
		S	11	88	246	296	195		836		
		%	4.3	17.4	32.4	29.2	15.4	1.2	98.8		
Nurturing of learners talents	Deputy Head teachers	F	1	8	63	80	39	7	191	3.77	t(431)=-5.601,p=0.000
		S	1	16	189	320	195	3.5	721		
		%	0.5	4.0	31.8	40.4	19.7		96.5		
	Teachers	F	18	41	80	79	30	5	190	3.25	
		S	18	82	240	316	150		806		
		%	7.1	16.2	31.6	31.2	11.9	2.0	98.0		
Access of ICT Resources	Deputy Head teachers	F	1	10	55	84	43	5	193	3.82	t(431)=-6.373,p=0.000
		S	1	20	165	336	215		737		
		%	0.5	5.1	27.8	42.4	21.7	2.5	97.5		
	Teachers	F	12	47	84	81	23	6	247	3.25	
		S	12	94	252	324	115		797		
		%	4.7	18.6	33.2	32.0	9.1	2.4	97.6		
Retrieval of ICT Materials	Deputy Head teachers	F	0	8	70	73	41	6	192	3.76	t(430)=-7.625,p=0.000
		S	0	16	210	292	205		723		
		%	0	4.0	35.4	36.9	20.7	3.0	97.0		
	Teachers	F	13	50	98	69	17	6	247	3.23	
		S	13	100	294	276	85		768		
		%	5.1	19.8	38.7	27.3	6.7	2.4	97.6		
Integration of ICT in teaching	Deputy Head teachers	F	2	8	56	76	46	10	188	3.83	t(429)=-6.128,p=0.000
		S	2	16	168	304	230		720		
		%	1.0	4.0	28.3	38.4	23.2	5.1	94.9		
	Teachers	F	9	37	98	84	22	3	250	3.11	
		S	9	74	294	336	110		823		
		%	1.0	4.0	38.7	33.2	8.7	1.2	98.8		
Assessment on learning	Deputy Head teachers	F	1	5	56	81	49	6	192	3.90	t(434)=-5.535,p=0.000
		S	1	10	168	324	245		748		
		%	0.5	2.5	28.3	40.9	24.7	3.0	97.0		
	Teachers	F	7	30	95	89	29	3	250	3.29	
		S	7	60	285	356	145		853		
		%	2.8	11.9	37.5	35.2	11.5	1.2	98.8		
Feedback on Learning	Deputy Head teachers	F	1	13	49	79	53	3	195	3.87	t(432)=-4.902,p=0.000
		S	1	26	147	316	265		755		
		%	0.5	6.6	24.7	39.9	26.8	1.5	98.5		
	Teachers	F	9	33	84	81	39	7	246	3.41	
		S	9	66	252	324	195		846		
		%	3.6	13.0	33.2	32.0	15.4	2.8	97.2		
Reporting on learning	Deputy Head teachers	F	1	6	74	71	42	4	194	3.76	t(436)=-5.441,p=0.000
		S	1	12	222	284	210		729		
		%	0.5	3.0	37.4	35.9	21.2	2.0	98.0		
	Teachers	F	8	39	97	83	24	2	251	3.44	
		S	8	78	291	332	120		829		
		%	3.2	15.4	38.3	32.8	9.5	0.8	99.2		

Key: F- Frequency, S- Scores, % - Percentages Interpretation of Mean Ratings 1.00-1.44 Nil contribution, 1.45-2.44 Low contribution, 2.45-3.44 Moderate contribution, 3.45-4.44 High contribution, 4.45-5.00 Very High contribution.

TPAD enhanced carrying out assessment on learner's learning by a mean rating of 3.6. There was statistical evidence that it had slightly high contribution to knowledge and practice. Deputy head teachers supported this by a mean rating of 3.90 compared to that of teachers at 3.29. There was no statistically significant difference $t(434) = -5.535, p > 0.05$. This implied that both teachers and deputy head teachers agreed that carrying out assessments on learners learning enhanced teacher performance. It also meant that carrying out assessment contributed to professional knowledge and practice as well as teacher performance. Table 6 also implied that respondents agreed that TPAD promoted giving feedback on learners' learning by a mean rating of 3.6. This implied that it highly contributed to knowledge and practice in the teaching profession. Deputy head teachers supported this by a mean rating of 3.90, compared to that of teachers at 3.29. This indicated that there was no statistically significant difference that teachers and deputy head teachers $t(432) = -4.902, p > 0.05$. Both the teachers and deputy head teachers agreed that giving feedback to learners promoted professional knowledge and practice which highly contributed to teacher performance. Table 4.8 showed that the respondents agreed that TPAD enhanced reporting on learners' learning by a mean rating of 3.6. This implied that it had high contribution on knowledge and practice. Deputy head teachers supported this by a mean rating of 3.76, compared to that of teachers at 3.44. This meant that there was no statistically significant difference $t(436) = -5.441, p > 0.05$. This suggested that reporting on learners' learning highly contributed to teacher performance. In general, TPAD moderately (Mean = 3.33) contributed to teacher professional knowledge and practice in public primary schools in Migori County, Kenya. There was no statistical significant difference in terms of mean ratings in their contributions to teacher professional knowledge and practice. All the views of the respondents support this given that there was no statistically significant ($p > .05$) difference in the mean rating of responses.

DISCUSSION

Enhancement of content mastery contributed moderately to teacher professional knowledge and practice. This concept also emerged as a recurring theme from the focus group discussion. One of the respondents CSOs (2) expressed this in the following excerpt "Teachers have improved their subject content mastery. Teachers prepare lessons in advance since the inception of TPAD. Interaction with books as they prepare has made teacher performance improve." "Mastery of content has improved the teachers' confidence in handling various strands which has made the learners participation active, regular and improved. Those who don't plan do not have mastery of content. Teachers have adjusted in their preparedness to improve subject content mastery" (Curriculum Support Officer 4). The excerpt clearly states that since the inception of TPAD mastery content had improved. During the discussion with the Curriculum Support Officer s, majority of them supported that mastery of content had improved in the schools they visit. The researcher agrees with the above that teachers do prepare regularly before attending to lessons in order to be effective. This implied that TPAD was established by Teachers Service Commission to enable teachers grow in terms of performance. This was confirmed by the number of teachers that have been trained on the requirements of TPAD. The findings of this study agree with the Curriculum Support Officers' sentiments

however the moderate ratings of the study could be attributed to the element of generalization from respondents. It could be that other schools are preparing well before handling lessons and are regularly evaluated by the immediate supervisors while others were not in the different sub counties, which reduced the teachers' content mastery. Enhancement of mastery of subject content is important for teachers in that it greatly determines the quality of teaching and subsequent learning. A teacher with good knowledge of the subject matter is able to plan and teach the lesson by highlighting the main points of the lesson to the learner. When teachers master the content, the effectiveness of teaching and learning process. Furthermore, to ensure quality education teachers must master the subject content. This normally contributed to professional knowledge and practice. The variation between the rating of teachers and deputy head teachers may be because the deputies were keen on how teachers perform their teaching as their appraiser, whereas teachers may not be keen on how they teach. This was in line with the findings of Centre for Development and Enterprise (2015) who said this was quite evidenced in Summative evaluation which was usually undertaken as part of a performance review and focused on teacher accountability. A study by Darling Hammond (2017) found out that teachers with strong content knowledge and pedagogical skills were more effective in improving learner achievement.

The use of appropriate instructional methods highly contributed to professional knowledge and practice. This was also in agreement with the focus group discussion by CSO (9) who stated; "Instructional methods have improved since the inception of teacher appraisal. Teachers have improved in use of varied methods in delivery. The pedagogical skills have been enhanced". Instructional methods refer to the methods used by teachers for effectiveness. It was important that teachers use appropriate methods necessary in order to enhance achievement of the learning outcomes. It was imperative that teachers improve on their performance and this could be realized when teachers vary the methodology in order to enhance learner achievement. During TPAD training, teachers had been sensitized on importance of use of various instructional methods to enhance their teaching and achievement of learning outcomes. The teacher performance appraisal and development tool indicated that use of instructional methods had improved since the inception of TPAD to an extent that it was high. The variation between the deputy head teachers and teachers rating in this study may have been because the teachers were not in a position to fully gauge themselves unlike the deputy head teachers who are directly in charge of appraisal and are able to gauge the rating well. It had been realized that use of instructional methods was an important aspect of teaching and learning used to determine the activities of teachers and learners. Appropriate instructional methods influenced many motivational variables of learners such as tendency to think critically, personality and age. This was emphasized by Stronge (2018) that use of appropriate instructional methods was part of effective teaching. Merzano (2012) on the other hand stated that it was important to evaluate teachers' use of appropriate instructional methods as part of teacher appraisal. Lesson observation was a compulsory activity for all teachers in TPAD. The deputy head teacher was directly in-charge of observing the teachers at least once a term. They had been taken through seminars on how to carry out the exercise.

The purpose of lesson observation was to develop teachers by providing them with feedback on their performance so that they may improve upon it in future as opined by the Higher Education Academy (2014). It was therefore the duty of the observer to give feedback on gaps for future improvement. In the study carried out by Taylor (2013), emphasis was on the importance of lesson observation as a tool of teacher appraisal that should include well planned and structured lesson observation along with clear and objective criteria for assessing teacher performance. Further findings by Stronge (2013) were that high quality teacher appraisal based on lesson observation improved teacher performance.

Utilization of teaching and learning resources contributed to professional knowledge and practice in TPAD implementation. From the mean ratings CSO 4 had this to say; "Most teachers have embarked on utilizing improvised teaching and learning resources from locally available materials. Some teachers have even gone to an extent of integrating ICT as teaching learning resources by downloading relevant articles, pictures and even use power point. With the introduction of TPAD, most of the teachers nowadays don't rely on the text books as teaching aids by referring to the pictures as before. One of Curriculum Support Officer (13) also had this to say; "This has enabled teachers to understand that lack of resources and materials when teaching and a solution to the gaps by improvising the available materials rather than relying on those identified or mentioned in the text" There was great improvement in teacher preparation and utilization of instructional materials. Sensitization had been done in the schools on the importance for better performance. This was echoed by the CSOs in their response compared to the days when teachers were not being appraised. It was because teachers had realized that for them to achieve the learning outcome learners need to interact with the instructional materials which were not being used previously. For learner-centered lessons, the interaction with instructional materials enhanced the learner achievements and interest during teaching learning process. It had been realized that learners understand and enjoy learning when they manipulate the instructional materials. Merzano (2012) supports the importance of evaluating teachers' use of appropriate instructional material as part of teacher appraisal.

The report by UNESCO (2015) emphasized the importance of utilization of learning resources as a key factor in improving teacher performance. The same had been echoed by the Ministry of Education of Malaysia that assessment of teachers' ability to select and use appropriate learning resources support learner learning. The study by Bwire and Simatwa (2017) confirmed that effective utilization of learning resources was positively associated with improved learners' academic performance. According to the TPAD Evaluation Report (2021), it was reported by the respondents that improvising and using locally available materials was appropriate. The current study has also confirmed that it had improved in public primary schools in Migori County.

Preparation of professional documents contributes to teacher knowledge and practice. CSO 7 from cluster 3 had this observation; "In fact.... teachers are preparing professional documents unlike before....You find that whenever we went for assessment or support those days you could hardly find schemes of work prepared by the teachers. They would rather sneak out and hide than to be found missing a scheme of work... Currently they do prepare and even submit for approval

before use as is required by TPAD. Before professional documents was never prepared." In support of the above observation, this study supports that preparation of professional documents highly contribute to teacher performance in the public primary schools in Migori County. It was found out that teachers had been trained on importance of preparation of professional documents. Being that it was a requirement in TPAD, preparation of the professional documents had improved especially schemes of work that should be prepared before commencement of teaching at the start of the term. Generally there was great improvement in preparation of professional documents unlike before TPAD. This could be the reason why the rating by deputy head teachers was higher than that of teachers. Other professional documents like lesson plans and notes, records of work covered and progress records were also being prepared regularly. Currently, TSC considers checking professional documents during interviews as evidences of performance appraisal hence teachers strive to prepare the professional documents in preparation for promotions to position of responsibilities once they qualify. This could have been the reason why from this study it has high contribution to teacher performance.

This was supported by the Ministry of Education (2019), Kenya that emphasized the importance of teacher preparation and submission of professional documents as part of curriculum implementation. They suggested that effective teacher appraisal include ability to prepare and submit required professional document such as lesson plans, assessment records and professional development plans. Further, Oyoo, (2019), asserted that effective use of digital technology requires teachers to be proficient in the preparation of professional documents such as digital lesson plans and learners progress records. According to the National Council on Teacher Quality (2017), preparation of professional documents was important for teacher accountability and professional growth. The study also asserted that documentation could be used to hold teachers accountable for their work and to support their professional growth. There was agreement between the teachers and deputy head teachers that retrieval of ICT materials promoted professional knowledge and practice and teacher performance.

One Curriculum Support Officer (15) observed said "Teachers actually are very eager to retrieve ICT materials from the internet but there is the problem of internet connectivity at the school level and these forces the teachers to go to cyber café where they use a lot of money. This may discourage the teachers from retrieval of ICT materials but most of them are trying by use of smartphones". This is especially experienced in the rural schools. It was true that teachers were eager to retrieve ICT materials as confirmed by the current study except internet connectivity was a major challenge especially in the rural set up. Other teachers do not have smartphones. This does not stop the retrieval as teachers do try their best whenever possible. It was confirmed from the schools that retrieval of ICT materials in teaching highly contributed to professional knowledge and practice. Teachers had been trained on ICT skills and ICT champions were in most of the schools. From the respondents above, it can be noticed that retrieval of ICT materials was being done and highly contributed to teacher professional knowledge and practice despite little or no proper access to internet connectivity. Comparatively it was found that the teachers rating was again moderate while deputy head

teachers mean rating was high. The reason that was given previously still applied as deputy head teachers as supervisors were able to monitor the teachers in the appraisal process and were able rate higher than the teachers.

TPAD required teachers to retrieve materials from the internet as teaching and learning resources for effective teacher performance. In the previous studies such as Balona, Lopez, Ortiz and Allen (2015) in their study on using mobile devices and the Adobe Connect web conferencing in the assessment of student teacher performance had demonstrated that smartphones were effective tools for assessing learner teachers' teaching practices in Ecuador. However, limited attention had been paid to the use of iPads as tools to record and facilitate self-evaluation among pre-service teachers on teaching practice. Allen, Hadjistassou, and Richardson (2016) conducted a study in 2015 on self-evaluation using iPads in teaching practice among five female primary pre-service teachers who had completed their practical teaching placement in Swedish schools. They were provided with an iPad mini for five-week practicum in Kenya and Tanzania and were introduced to the pedagogical expectations, tech- training and resources to facilitate communication with the instructors and video uploading on their iPads such as Skype and Adobe Connect and Moodle. The pre-service teachers perceived the use of iPads as effective tools for self-confrontation with recordings of their teaching performance. In the study carried out by Oyoo (2019) the researcher investigated the preparedness of Kenyan teachers in the use of technology. The researcher found that use of technology requires teachers to be proficient in the preparation of professional documents such as digital lesson plans and learner progress reports.

This study agreed that ICT integration contributes to teacher professional knowledge and practice. This was something teachers were trying to adapt to fully now that the current curriculum advocates for integration of ICT in every lesson being taught as it created the innovativeness of learners in different areas as was the trend globally for improvement of quality learning. ICT integration was understood as the use of technology seamlessly for educational processes like transacting curricular content and learners working on technology to authentic tasks. Here also teachers' rating was moderate that implied that deputy head teachers whose ratings were high directly supervise the teachers' performance as their appraiser. It was beneficial in learning in that it improved learning efficiency, IT literacy of learners, reduced the burden on teachers and also increased learner motivation. Hamidi et al (2011) asserted that teachers of today should always be ready and well equipped with ICT competence and positive attitude to provide ICT-based learning opportunities for learners to improve their learning quality. On the other hand, findings of a similar research done in Malaysia by Peeraer and Van Petegem (2012) claimed that to ensure successful ICT integration in primary schools, teachers had to emphasize that it was about how teachers integrate ICT into teaching and learning process to foster their thinking skills and to promote better learning outcomes. According to (Republic of Kenya, 2019) the policy makers saw ICT in education as an enabler for knowledge acquisition leading to innovation and skill development. Ghulam Khuramnavgas-et-al (2015) asserted that integrating technology into classroom begins when teachers prepare lessons that use technology in a meaningful and relevant way of teaching and learning. Kindiki and Kuros (2008) also observed that the use of ICT in teaching and

learning activities could assist teachers monitor and evaluate their teaching activities.

Both teachers and deputy head teachers agreed that carrying out assessments on learners learning enhanced teacher performance. It also meant that carrying out assessment contributed to professional knowledge and practice as well as teacher performance. CSO 12 had this to say; "Continuous assessment of learners has made teachers identify areas which challenge learners most. Hence the teachers have zeroed in on those areas to improve their knowledge". The current study supported the above statement that carrying out assessments on learners had contributed to teacher professional knowledge and practice and had a high rating. Again the rating of teachers was moderate unlike the rating of deputy head teachers which was high and it implied that as the teacher appraiser they monitor how the teachers carry out their assessment at every evaluation process The deputy head teachers also have experience in the TPAD process unlike the teachers. The teachers' attitude and resistance could have also contributed to their moderate rating. Therefore, carrying out assessment on learner's learning highly contributed to professional knowledge and practice and teacher performance. This implied TPAD had enabled teachers see the importance of carrying regular assessments in order to improve both the learners' achievements as well as teacher performance for that matter.

According to Aina and Adedo (2013) assessment is critical to learning because it improves learner learning. Further, the effective teacher should be able to know how, when and type of assessment needed in the class. Elliot (2015) in his study on performance appraisal underscored that while formative and summative evaluation may have their place in performance appraisal. In the CBC curriculum teachers were required to uphold integrity in the learners' progress as it accounts for almost 60 % of the summative assessment report. For this reason, teachers had improved in the assessment of learning. According to the curriculum designs there were assessments, tasks, and projects used for assessing the learners. Teachers had taken this aspect of assessment seriously as after every strand completed needed to be upload in the TPAD portal termly. TPAD engaged teachers in an on-going instructional supervision through self-appraisal which enables the teachers to identify gaps in the learner learning and design ways to improve instructions (TPAD Evaluation Report, 2021).

Both the teachers and deputy head teachers agreed that giving feedback to learners promoted professional knowledge and practice which highly contributed to teacher performance. CSO 22 also supported the fact that TPAD promotes giving feedback by saying; "The teachers' weaknesses have been clearly shown on the TPAD feedback. Parents and stakeholders have also improved in their areas of concern and participation. This has been observed in the teachers as in most cases they always highlight key points and also evaluate the lessons by noting the reflection after teaching and from the gaps identified they are able to improve on the pedagogical skills to bridge the gaps. The researcher agreed with that Curriculum Support Officer that feedback contributed to professional knowledge and practice. The feedback from the gaps identified during support helped teachers know areas not well done during the teaching learning process and from that point, they did organize how to bridge the gaps. These were done by organizing for remedial or by the institution organizing for in service training on areas of concern.

The researcher also echoed the same from what was observed during their visit for teacher support in the various schools. Effective feedback assisted the teacher to reflect on their teaching and learning strategies so that they were able to adjust and improve in their teaching especially in the areas of weakness. Further, it was important in that it was designed to determine a learner understanding and skill development in order to achieve the learning intentions. Feedback was a compelling influence on learner achievement. To teachers, it made teaching visible (Hattie, 2009). The TPAD Evaluation Report (2021) found out that TPAD process had promoted the feedback between instructional supervisors and the teachers to a large extent as was reported by 85% heads of institutions 71% CSOs and 80% appraisers.

The current study supported this highly. By reporting on learners learning the teacher may be able to reflect on the teaching and learning strategies in order to make changes to improve learning. The purpose of reporting was therefore to provide relevant information about a learner's progress to the learner, parents and other teachers. From this study, pedagogical skills enabled effective learning experiences be achieved through the concept of learners' involvement and participation that brings about curiosity and interest to learners leading to their achievement thus, improvement of teacher performance. From the various studies, it was seen that teacher performance appraisal was a valuable tool to promote professional knowledge and practice among teachers. By encouraging self-reflection and evaluation of their teaching practices, teachers identify areas for improvement and engage in ongoing professional development to enhance their teaching skills and knowledge (TPAD Evaluation Report, 2021). According to Teachers Service Commission (2015) teachers are required to prepare current lesson notes, mark students' assignment, keep updated learners' progressive records, examination files, record of teachers' engagement with parents to discuss weak students' academic performance. Therefore, evaluation of professional knowledge and practice was a critical component of teacher performance appraisal. As one assessed the teacher understanding of subject matter and teaching methodology one can ensure that they were equipped to provide high quality education and improved learning outcomes. This had been supported by Cheung and Wong (2015) that teacher appraisal systems that incorporate professional knowledge and practice enhanced the quality of teaching.

CONCLUSION

Based on the findings, the study concluded that Teacher Performance Appraisal and Development policy implementation had enhanced teacher professional knowledge and practice and highly contributed to teacher performance in terms of subject content mastery, pedagogical skills and assessment, feedback and reporting on learners learning.

RECOMMENDATIONS

To improve further on professional knowledge and practice, teachers should be encouraged to improve greatly on mastery of subject content, utilisation of teaching learning resources, service delivery and provision of feedback on progress in learning.

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