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TEACHER'S PERCEPTION ON THE BENEFITS OF TEACHERS PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD) IN IMPROVING THE TEACHING-LEARNING PROCESS IN PUBLIC SECONDARY SCHOOLS IN TAITA TAVETA COUNTY, KENYA

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ABSTRACT

Teacher's performance appraisal is an unavoidable element of the teaching-learning process in public schools. Since 2016, teachers in Kenya have been appraised using the Teachers Professional Development (TPAD) tool. The objective of the study was to find out teacher's perception on the benefits of TPAD appraisal in improving the teaching- learning process in public secondary schools in Taita Taveta County. Descriptive survey design was used. Target population was 88 public secondary schools, 88 principals, 88 deputies and 773 teachers in Taita Taveta County. Purposive and stratified design sampling techniques were used to sample 20 principals and their deputies and 200 teachers. Tools used were questionnaires and interview schedules yielding both quantitative and qualitative data. Descriptive statistics such as percentages, means, frequency and counts aided in quantitative analysis while qualitative data was analyzed thematically. Study findings revealed that the appraisal process has a lot of benefits in the teaching learning process. Appraisal helped teachers understand their strengths and weaknesses, improve their communication and interaction with stakeholders and enhance their teaching by receiving objective evaluation. However, a few teachers continue to have a negative attitude towards it as they still feel TPAD is just a punitive and oppressive measure. The paper therefore recommends that major sensitization program on the benefits of the TPAD tool be undertaken.

KEYWORDS: Appraisals, Benefits, Teacher's perception

INTRODUCTION

Performance appraisal is a structured and regular review of an employee job performance, assessing how well their work aligns with the set job criteria. This process identifies strengths, areas for improvement, and the employees overall value to the organization, while also planning for future growth and development. As a result, the Teachers Service Commission (TSC) chose to implement a system for evaluating its teachers. Thus, an assessment instrument was established. For their part,

teachers are increasingly becoming aware of how performance evaluations factor into the teaching-learning process and have an impact on their pay and potential career paths. Public school teachers are evaluated on their ability to teach and learn according to a system called performance appraisal. Teacher appraisal programs aid in the management of critical teacher and human resource decisions such as assignment, deployment, training, and promotion. According to TSC (2016), the teacher appraisal process aims to improve teacher performance competence and learning outcomes; it also aims to assist in identifying performance gaps and providing professional development support, as well as to establish an effective, fair and consistent system of reporting in the teaching-learning process and performance evaluation.

LITERATURE REVIEW

According to Kagama and Irungu (2018), in their research of teacher performance appraisals and their impact on teacher performance, the researchers discovered that when an appraisal system is complex, staff may not fully comprehend it, leading to suspicion. The survey indicated that teachers believed assessment was biased against them due to a lack of uniformity in teacher evaluation legislation and procedures.

Studies from Werunga (2014), in Bungoma East Sub County secondary school found teachers' attitudes toward comments on performance appraisals and discovered that instructors dislike being examined and perceive it as an encroachment on their liberty. Accepting a performance evaluation, they claimed, would expose them if the staff review obliged them to reveal areas of weakness. In such instances government interventions are useful as pointed out in a study on mechanisms for coping with Socio-ethical Dilemmas (Katam & Buya, 2023).

Owusu et al (2018) did a study on performance appraisal methods in pre-tertiary institutions: based on information from appraisees, they discovered that teachers lacked knowledge about the purpose of performance appraisals and had a negative perception of them, as well as an unfavorable attitude toward them. Despite the above studies depicting negative teachers' perception towards the appraisal process, some studies have also shown positive perception by teachers. Hult and Edstrom (2016) in their study established that teachers did not have a problem with self-evaluation because it enabled them improve their teaching skills besides getting motivated during the evaluations. Gichuki (2015), in his study, teachers felt performance evaluations to be of no use to them to a considerable extent. A study on boundlessness of hidden curriculum in teaching and learning found majority of students not being aware thus impeding on quality education a scenario that may affect teachers TPAD adoption (Katam, & Buya, 2025).

Midimo (2017) investigated teacher's response to performance appraisal, the case of secondary schools in Nyeri County, the research established that teachers showed both negative and positive reactions to the appraisal. The study also found out that appraisal failed to capture the relevant aspects to the teaching-learning experience and that if most aspects were corrected, the appraisal system can in future help in the teaching-learning process. Further a study found that for every unit increase in teachers'

technological knowledge in ICT integration, there was increase performance as aspect teachers need to embrace using TPAD to promote learning (Nzoka, Kaugi, and Katam,2022). This paper therefore sought to examine the teachers' perception on the benefits of TPAD in improving the teaching-learning process in Taita Taveta County and establish if teachers feel intimidated or motivated by the TPAD appraisal process.

METHODOLOGY

Descriptive survey design was used. Target population was 88 public secondary schools, 88 principals, 88 deputies and 773 teachers in Taita Taveta County. Purposive and stratified design sampling techniques were used to sample 20 principals and their deputies and 200 teachers. Tools were questionnaires and interview schedules yielding both quantitative and qualitative data. Descriptive statistics such as percentages, means, frequency and counts aided in quantitative analysis while qualitative data was analyzed thematically.

RESULTS AND DISCUSSION

The objective of this study was to find out teacher's perception on the benefits of TPAD appraisal in improving the teaching- learning process in public secondary schools in Taita Taveta County. Teacher's perception of TPAD appraisal might have a great impact on its effectiveness on the teaching and learning process and thus affecting its benefits.

To assess the teacher's perception on the benefits of TPAD, the respondents were asked to indicate their level of agreement by selecting the following likert scale options as shown in Table 1. The items were based on the objective under study. A Likert scale consisting of the following statements was used. Key: SA-Strongly Agree, A-Agreed- Undecided-Disagree, SD-Strongly Disagree.

Table 1: Teachers' Perceptions towards benefits of TPAD in improving the teaching -learning process in public schools

Items	Response	SA %	A%	U%	D%	SD %	Mean	Standard deviation
It helps me to understand my strengths and weaknesses by evaluating my performance.	teachers	23%	51%	12%	9%	5%	3.78	1.06
	deputy	21%	79%	0	0	0	4.21	0.43
	principal	43%	57%	0	0	0	4.43	0.51
My teaching improves when I receive an objective evaluation of my performance.	teachers	14%	54%	15%	15%	2%	3.62	0.98
	deputy	57%	43%				4.57	0.51
	principal	36%	64%				4.36	0.50
One off appraisal does not reflects teachers real performance	teachers	26%	40%	16%	13%	4%	3.71	1.12
	deputy	79%	21%				4.79	0.43
	principal	57%	36%	7%			4.5	0.65
	teachers	11%	52%	17%	11%	8%	3.46	1.09

Appraisal helps in the improvement of my communication and interaction with my coworkers, administration, and students.	deputy	43%	50%	7%			4.36	0.63
	principal	100%					5.0	0
The appraisal process is fair	teachers	15%	52%	17%	12%	4%	3.61	1.02
	deputy	43%	29%	14%			4	1.11
	principal	71%	21%	7%			4.64	0.63
The appraisal process is effective in improving the teaching-learning process	teachers	11%	49%	18%	17%	4%	3.47	1.04
	deputy	50%	43%	7%			4.43	0.65
	principal	57%	29%	14%			4.43	0.76
Performance appraisal of teachers is very important	teachers	25%	48%	12%	10%	5%	3.78	1.08
	deputy	71%	100				4.71	0.47
	principal	100%					5	0
The appraisal process has a lot of benefits on the teaching –learning process	teachers	20%	47%	11%	18%	4%	3.60	1.12
	deputy	79%	21%				4.79	0.43
	principal	100					5	0
Appraisal has helped me to identify my training needs	teachers	16%	48%	14%	16%	7%	3.52	1.14
	deputy	43%	36%	21%			4.21	0.80
	principal	50%	50%				4.5	0.52
My promotion was facilitated through appraisal.	teachers	19%	35%	18%	14%	14%	3.31	1.31
	deputy	64%	36%				4.64	0.50
	principal	100%					5.0	0

The findings from Table 1 indicates that (51%) of the teachers agreed with the statement that it helps me to understand my strengths and weaknesses by evaluating my performance. Most of the respondents (54%) stated my teaching improves when I receive an objective evaluation of my performance. Most of the respondents (40%) stated one off appraisal does not reflect teacher's real performance. (52%) stated that Appraisal helps in the improvement of my communication and interaction with my coworkers, administration, and students (52%), The appraisal process is fair (49%), The appraisal process is effective in improving the teaching-learning process (48%), Performance appraisal of teachers is very important (48%), Appraisal has helped me to identify my training needs (35%). Majority of the findings agrees with (Owiye et al., 2020) who in their study found out that teacher's perception affected the implementation of the TPAD appraisal.

Concerning the perception of teachers towards TPAD appraisal, the CQASO sub county officer respondent 1 had the following to say: *"teachers have no option rather than to have a good perception*

towards it. Stated that teachers perception has no effects on the appraisal process since appraisals has now become part and parcel of the teaching learning process since its inception in 2016".

In response to as why some teachers tends to have negative attitude towards TPAD appraisal, the TSC sub county director respondent number 3 stated: *"Few teachers may seem to have a negative perception towards TPAD as a result of being directed by their unions who claims that teachers are unhappy with the use of TPAD tool as a way to promote them and that in some cases, the programme has pitted teachers against heads of institutions"*.

The study also sought to establish if the respondents were satisfied with the TPAD tool used in appraising the teaching-learning process. Majority of the respondents 65% stated that they were satisfied with the TPAD tool while 35% stated that they were not satisfied with the TPAD tool used in appraising the teaching learning process. Majority 78% of the deputy principal's respondents stated they are satisfied with the TPAD tool used in appraising the teaching-learning process while 21% stated that they were not. Data from principals showed that 85% stated they were satisfied with the TPAD tool while 15% stated they were not satisfied. Though majority of the respondents are satisfied, of concern are the few not satisfied calls for urgent intervention to promote teaching and learning. Kagema and Irungu (2018) in their study observed that when an appraisal system is complicated, employees may not understand it fully and may look at it with suspicion. Their study also found out that teachers felt that appraisal was unfavorable to teachers due to lack of streamlining of policies on teacher's appraisal.

Further, the respondents were also asked to state if it was vital to do performance evaluations in their respective schools. From the teacher's data collected, majority 75% of the respondents agreed, 9% strongly agreed, 10% disagreed while, 6% strongly disagreed. From the findings its can be seen that it was very important to undertake teachers' performance appraisals as reported by the majority of the respondents. The findings of this study concur with (Imoleit et al., 2022) who pointed that performance appraisal contributed to students' performance such that a teacher is able to measure the improvements of learners over a certain period of time and make appropriate judgments and teachers can evaluate their teaching methodologies. More than half (57%) of the deputy principal's respondents stated they are effectively involved in the implementation of the TPAD tool, while 43% stated that they are fairly involved. Data from principals stated that 71% strongly agreed that it was vital to do performance appraisal while 29% agreed to the issue of performance appraisal. In the TPAD implementation, principals were charged with the oversight role to appraise and give progress reports on teachers' performance (TSC, 2018).and thus their response was expected.

The study also sought to establish from the respondents the extent to which TSC has been involving teachers in the implementation of the TPAD appraisal tool. The results are as shown in the Table 2.

Table 2: Extent to which TSC has been involving teachers in the implementation of the TPAD appraisal.

Response	Principals		Deputy principals		Teachers	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Inadequate	0	0	0	0	19	16
Effectively	14	100	8	57	29	24
Not sure	0	0	0	0	51	42
Fairly	0	0	6	43	23	18
Total	14	100	14	20	122	100

From Table 2, the teachers data collected shows that 42% of the respondents stated they were not sure of the extent of TSC involvement of teachers in the implementation of the TPAD tool, 24% stated effectively, 18% stated fairly while, 16% stated that they were inadequately involved by TSC in the implementation of the TPAD tool. A majority 57% of the deputy principals stated they are effectively involved in the implementation of the TPAD tool, while 43% stated that they are fairly involved. Apparently, all principals stated that they are effectively involved in the implementation of the TPAD tool. Despite majority supporting the involvement, the few who are of contrary opinion may impede teaching learning process. The all-principals' involvement supports the aim of the TPAD implementation, where principals were charged with the oversight role to appraise and give progress reports on teachers' performance (TSC, 2018)

The study also sought to establish from the respondents how often have they have been trained on the TPAD tool. From the teacher's data collected, 43% of the respondents stated they have never been trained on the TPAD tool, 37% stated they are trained annually, 19% stated that they usually trained termly while, 1% stated that they are usually trained monthly. Worrying are majority of the teachers not trained, on the TPAD tool necessitating retraining guidelines to be reviewed. Majority 64% of the deputy principal's respondents stated they are trained annually, while 36% stated that they usually trained termly. Apparently, all principals stated that they are usually trained annually on the TPAD tool.

CONCLUSION

From the findings, the study conclude that the respondents were satisfied with the TPAD appraisal tool used in appraising the teaching-learning process and that it was very important to undertake teachers' performance appraisals as appraisal has helped teachers to identify their training needs. However, majority of the teachers stated that they have never been trained on the TPAD appraisal tool thus missing on its benefits that may impede teaching and learning.

RECOMMENDATIONS

Based on the study findings, it can be recommended that:

- i. The TSC should undertake a major sensitization programme on the benefits of TPAD appraisal since despite it being in use for eight years, teachers still have a negative attitude towards it as they still feel TPAD is just a punitive and oppressive measure.
- ii. The TSC should also use the TPAD appraisal results to motivate and promote teachers who surpass the set targets to the next job groups as it has failed to promote teachers into their next job group based on their appraisal results but rather uses other criteria like work experience, age, years of service, and acting experience in their promotion requirement.
- iii. The TSC should also review guidelines for retooling stakeholders to accommodate all especially tapping on ICT.

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