

**IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL
DEVELOPMENT AND EFFECT ON QUALITY TEACHING IN PUBLIC
SECONDARY SCHOOLS IN UASIN GISHU COUNTY, KENYA.**

BY

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**Thesis submitted to the School of Postgraduate Studies in Partial Fulfilment of
the Requirements for the conferment of the Degree of Doctor of Philosophy in
Educational Management (Administration) of the School of Education and
Human Resource Development, Department of Educational Administration,
Planning and Economics of Kisii University.**

August, 2023

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DEDICATION

This research thesis is dedicated to my parents, who funded my educational journey from kindergarten to university. May God's grace and peace shower upon them. I also dedicate this thesis to my siblings, who have been supportive in my undertaking of life's endeavours which have been, for the most part, eventful and rife with challenges. My husband and children for their moral support and solidarity in running home errands, thus providing a conducive environment and ample time to pursue this undertaking. I express Immense gratitude to all.

ACKNOWLEDGEMENTS

I am grateful to the Almighty God for the good health, knowledge, and wisdom he granted me while preparing for this research. I sincerely thank my supervisors, Sr. Dr. Justina Ndaita and Dr. George Areba for their great effort and guidance in writing this thesis. I am grateful to Kisii University for allowing me to undertake my studies in an enabling environment that fostered my education. I appreciate the School of Education and Human Resource Development, Department of Education Foundation, Educational Administration Planning, and Economics of Kisii University, for supporting me throughout my PhD studies. I appreciate my colleagues' support and contribution to the study.

ABSTRACT

Education standards in Kenya have shown a declining trend, necessitating discussion by stakeholders that led to the introduction of teacher performance by the Teachers' Service Commission to remedy the situation. Based on this premise, this study sought to analyze the implementation of teacher performance appraisal development and its effect on quality teaching in public secondary schools in Uasin Gishu County, Kenya. The objectives of this study were to investigate the effect of teacher performance appraisal on learners' academic achievement in K.C.S.E.; to assess the effect of teacher performance appraisal on learner safety; to establish the effect of teacher performance appraisal in aiding to bridge teachers' professional performance gaps; and to examine the effect of teacher performance appraisal on learner talent development in public secondary schools in Uasin Gishu County, Kenya. The study was guided by the goal-setting theory. This study adopted a descriptive survey design and was conducted in public secondary schools in Uasin Gishu County, Kenya. The target populations were 6 Teachers Service Commission officials (T.S.C.) sub-County directors, 156 principals, 342 Teachers, and 6 Quality Assurance and Standards Officers (Q.A.S.O.s). The sample size of 308 respondents was calculated using Yamane formulae. Stratified sampling was used to select schools from 6 sub-county. Simple random, purposive sampling and census were used in this study to select respondents. The study used structured questionnaires to collect data from principals and teachers. Interviews scheduled were used to collect data from T.S.C. sub-County directors and Q.A.S.O. Officers. Information gathered from the pilot study was utilized to ascertain the validity and reliability of research instruments. The study yielded both qualitative and quantitative data. Data collected was coded, edited, and analyzed through the Statistical Package for Social Science (S.P.S.S.) software version 25. Quantitative data collected were analyzed by use of both descriptive and inferential statistics. Descriptive statistics comprised of frequencies, percentages, means, and standard deviation. Inferentially, data were analyzed using correlation and simple linear regression. Tables were used to present the data collected for easy understanding and analysis. Qualitative data were analyzed using thematic analysis and presented in the form of verbatim reports. The study findings revealed that there was a positive linear effect of performance appraisal on learner academic achievement at $\beta_1=0.834$, $p=0.000$. Performance appraisal had a positive linear effect on learner's safety at $\beta_2=0.857$, $p=0.000$. There was a positive linear effect of performance appraisal on teacher professional performance at $\beta_3=0.895$, $p=0.000$. Performance appraisal had a positive linear effect on learners' talent development at $\beta_4=0.789$, $p=0.000$. The study concluded that teacher performance appraisal affects learner academic achievement and learner promotion rate. Teacher performance appraisal affects learner safety. Teacher performance appraisal affects teachers' professional performance. Performance appraisal affects learners' talent development. Based on the results, the study made the following recommendations: that the schools and the Ministry of Education should ensure that they introduce feedback mechanisms on the teacher performance appraisal system. This would bridge teachers' professional gaps and ensure T.S.C. improves refresher training for teachers to enhance their teaching skills. Teachers will be trained on the safety of learners in school and rewarded according to their contribution to co-curricular activities performance. Teacher appraisal feedback will be implemented to motivate teachers, create room for discussion on required needs and jointly set targets for achievement. The study findings will be useful for both teachers and students for an appropriate policy reformation on teacher appraisal techniques.

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LIST OF ACRONYMS

AC	Assessment Competence
ACRWC	African Charter of Rights and Welfare of the Children
CAT	Chemistry Achievement Test
CC	Curriculum Competence
CFI	Comparative Fit Index
CRC	Convention on the Rights of Children
DPM	Directorate of personnel Management
ECD	Early Childhood Development
HODs	Head of Departments
ICSS	International Conference on School Safety
ICT	Information and Communications Technology
ICTC	Information and Communication Technology Competence
MDGs	Millennium Development Goals
NACOSTI	National iCommission ifor iScience, iTechnology iand iInnovation
NCR	National Curriculum Reform
NESP	National Education Sector Plan
NTIP	New Teacher Induction Program
OECD	Organisation ifor iEconomic iCo-operation iand iDevelopment i
OPRAS	Open iPerformance iReview iand iAppraisal iSystem
PC	Pedagogical Competence
PC	Performance Contracting
PPMC	Pearson product Moment Correlation
RC	Reflective Competence
RMSEA	Root iMean iSquare iError iof iApproximation

SPQ	School principal Questionnaire
SPSS	Statistical Packages for Social Scientists
SRC	Scientific Research Competence
TCQ	Teachers Competence Questionnaire
TLI	Tucker-Lewis Index
TLT	Teacher Leadership Talent
TMFs	Talent Management Factors
TPA	Teachers Performance Appraisal
TPAD	Teachers Performance Appraisal and Development
TPD	Teacher Professional Development
TSC	Teachers Service Commission
WCEFA	World Council of Education Associations
WEF	World Education Forum

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teacher performance appraisal Development (TPAD) refers to the continuing process that is useful for identifying, evaluating, measuring, and improving personal performance in line with a firm's strategic goals (Aguinis et al., 2012). It includes formative aspects that aim at improving performance, including learner academic achievement, professional learning, and career. The main aspects of the appraisal include a possible promotion, performance evaluation for career progression, and termination purposes. The most expected outcome of schools is improving accomplishment and providing a quality educational experience to all students. The quality of teaching is the most influential variable affecting student performance and achievement. A clear understanding of performance appraisal has been deemed essential to embracing changes and avoiding past mistakes since it is crucial to improving teaching quality (DeNisi & Murphy, 2017).

In the United Kingdom, professional performance gaps are determinants of appraisal systems in a learning institution. Its application is important because every institution needs to measure the quality of education. also, to determine their failures in the delivery of quality education to plan for future objectives and develop the developmental requirements of the learning institution (Phillips & Phillips, 2016). Most countries have had different policies of appraisal as per their needs. Teacher performance appraisal is an essential factor for school improvement and the professional development of teachers (Muijs *et al.*, 2014). In the United States, however, performance appraisal focuses on professional development. This study filled the gaps by focusing on teacher performance appraisal and teaching quality rather than only on professional development.

In Canada, the high quality of teaching is important in improving learner talent development and reducing the existing gaps in student achievement (Ladd, 2012). Meaningful appraisals through the Teacher Performance Appraisal System significantly encourage professional learning and growth among learners. The process aims to improve learner development and realize other opportunities for more support. The school board, school authority, or provincial school board in Ontario College can allow new teachers to begin teaching for the first time after receiving certification as defined in legislation. In Ontario College, teachers remain to be called new until after completing years of teaching under the board or after they successfully complete the New Teacher Induction Programme (NTIP) (Lang, 2016). This has been done in Canada, where there is still a need to focus on teacher performance appraisal development and the quality of teaching from a Kenyan perspective.

In 2009, the Chinese government began linking teachers' pay and performance as part of a full-scale National Curriculum Reform (NCR), which was prioritized in the early years (Wang et al., 2014). The purpose of the changes was to motivate teachers to participate in Teacher professional performance and get more skills through quite radical concepts for the Education system in China, such as cooperative learning and inquiry-based learning. The performance-based pay system was meant to encourage teachers to put more effort into their work and make everyone accountable for their achievements. Quality education was set to be achieved through improved standards of teaching at both the primary and secondary levels (Lo et al., 2013). In China, performance appraisal is linked to payment; however, it is linked to the quality of education in Kenya. The Ministry of Education in Kenya calls upon the TSC to put more effort into achieving quality education by implementing TPAD.

In order to help students learn, teachers must provide information and create an environment in which students can and will do so (Peeters et al., 2016). Teachers' educational approaches in the classroom significantly impact student learning (Haukas, 2016). Schools have a wide variety of instructional approaches, yet some are more effective and appropriate than others. Education's efficacy is often dependent on the subject matter being taught, an awareness of learners' differing requirements, and a willingness to adjust to actual classroom settings and the surrounding environment (Thomas, 2016). To ensure that the students are able to learn, the instructor uses a wide variety of learning strategies. It has also been important in upholding learner safety and aiding the implementation of the teacher appraisal system.

In Ghana, primary education has experienced tremendous support from international agencies and the government (Adu-Gyamfi et al., 2016). Primary Education in Ghana became a high priority for Ghana's government after independence in 1957 (Thompson, 2018). Performance appraisals remain a crucial requirement for successful institutional and human resource policies. For effective human resource management, identifying ineffective performers for development programmes or other personnel actions and promoting and rewarding effective performance in institutions is highly beneficial and significant. A transparent assessment of employees characterised by fairness and accuracy ensures effective performance from the appraisal process. It has been clear that employee performance assessment has been difficult. It has been suggested that when the supervisor gets to know the nature of the job and the origin of the information, the information received should be obtained systematically, feedback provided, and included in the performance management process of the institution to be used in making compensation, job placement, decision training and assignment (Warren et al., 2016).

The teacher appraisal process in South Africa has undergone tremendous changes and reforms (Haines, 2016). The process has emerged as a subject of contention and acceptability by the stakeholders through assessing the teachers' effectiveness and level of acceptability. Since the process's introduction, there have been several implementations. One of the main challenges in the implementation process was inadequate resources at different stages of implementation (Class Act Report, 2007). In addition, providing in-service professional development in the Districts is yet another challenge. Lastly, more school and district experts were needed (Bryk *et al.*, 2015).

In Uganda, misappropriation of the learner's safety has made the whole education process lose meaning (Abraham, 2014). The affected areas include; dishonest content delivery, stress during the evaluation process and lack of action after learners' complaints, and too much engagement on the part of stakeholders. As mitigation to the above challenges, continuous follow-up, communication training, and careful design have proven to be most effective. In most cases, the results are not used to promote staff, develop professionals, or determine remuneration (Silva, 2016).

In 2007, the public authority presented the Open Performance Review and Appraisal System (OPRAS) in Tanzania (Nchimbi, 2019). The OPRAS aims to attain organisational goals by ensuring an open, formal, and systematic procedure for assisting employees and employers in evaluation, planning, and management (Gwimile, 2017). Before OPRAS, another system called the confidential performance.

System existed, which had no feedback and needed to be better at identifying employees' training gaps that, later, could not promote accountability and execution improvement in the Public Service (Musiba, 2015). In improving execution and administration conveyance among the local officials in Tanzania, OPRAS has played a

crucial role. This is through being a key instrument of accountability that focuses on the significance of full participation and ownership through employee involvement in setting objectives, implementing, and reviewing the performance process (Nchimbi, 2019).

In Kenya, policy directions in human resource management and development have been provided by the Development Management Directorate of Personnel Management (DPM) (Nchimbi, 2019). The functions of DPM include initiating reform measures for enhancing service delivery in the civil service and advising on appropriate organisational structures. The Teachers Service Commission (TSC) provided the teacher performance appraisal in public secondary schools through the public Service with guidelines for the staff appraisal report. The functions of the TSC County Director are highlighted under Regulation 12 of the 2014 revised TSC code of regulation for teachers, including monitoring the teacher's appraisal in specific County schools. One of the important revisions to the Code of Regulations by the Teachers Service Commission was the addition of teaching standards in Part IV of the regulations. The TSC has made significant changes to the Code of Regulations, including adding principles to Part IV. Teacher evaluations are based on the standards rules, which set the minimum standards for instructors to meet in order to perform their duties (Brophy, 2013).

The Kenya National Education Sector Plan (NESP, 2013–2018) demonstrates the government's intention to improve student learning outcomes by tackling a number of quality issues, including the use of evaluations and the initiation of relevant development programmes to improve teachers' teaching methods (Nguyo & Kimathi, 2016). Because of this, the teacher performance appraisal policy was implemented to raise the quality of

teaching through a structured evaluation approach, aiming to assess teachers' performance and foster professional development to improve learning outcomes (Jane, 2018). The teaching standards are defined by the new framework of appraisal with seven competencies of performance, five of which are student learning-oriented and include proficient information and application, proficient turn of events, student security and instructor lead, cooperation with guardians, gatekeepers and partners (Lawson et al., 2014).

The code of regulation, according to TSC, was revised in 2015 under regulation 12 for performance appraisal; this mandates the county director of TSC to be responsible for managing teacher appraisal in various counties through maintaining learner safety (Gichuki, 2015). The standards provided by the TSC have minimum requirements that TSC representatives ought to include to meet the exhibition level of the Teachers Service Commission. The headteacher is always responsible for discussing the appraisal report's contents and purpose. The appraisee should be counselled if the report is adverse. The TSC County Director receives all the staff appraisals no later than March of the following year (Alubbe, 2015).

Performance management can be viewed as the continuous process of increasing institutions' performance by raising individual performance targets and also team targets (According to TSC Corporate Communications Division 2016). The process of appraisal enables institution heads and teachers to take part in enhancing student achievement. The government of Kenya introduced performance management in 2003 as part of its reforms in the public sector, which ensured all public servants and teachers excluded were put under a performance management programme (Hope, 2012). TSC introduced Teacher Performance Appraisal and Development (TPAD) and Performance

Contracting for Heads of Institution (PC) in January 2016 for all teachers. The purpose of introducing PC and TPAD was to improve the nature of teaching and, accordingly, upgrade learning in schools (Muriithi & Kidombo, 2019).

Kenya places a high focus on educating teachers because of their critical role in a student's education (Syomwene, 2017). On the other hand, low-quality instruction is negatively impacting Kenya's skill set, making it more difficult for the country to achieve rapid economic growth and industrialization by 2030. Kenya is currently dealing with a skills shortage, which is now viewed as one of the primary impediments to implementing the country's economic strategy, Vision 2030, prompting concerns about the quality of learning (Adala, 2016). Some educators in Kenya are now questioning the efficacy of the massive investments made in the sector in light of reports that educational quality in Kenyan schools is falling in comparison to current expectations (Kivati, 2017).

Every student in Kenya is expected to meet the same high standards at both the national and local levels (McCowan, 2018). County-level standards are problematic in that they lead to wide-ranging standards of performance and inferior academic success. However, regardless of the country's restructuring approach, education quality will always depend on the quality of its teachers. Hence, teachers are struggling with their career development. The performance in Uasin Gishu County, as shown by the KCSE results for the last five years.

Table: 1.1 KCSE Result Analysis for Uasin Gishu County

Sno.	Year	M. Score
1	2017	4.423
2	2018	3.829
3	2019	4.286
4	2020	4.142
5	2021	3.879

Source: Uasin Gishu TSC County Director Office (2020)

From Table 1.1, it is revealed that in the five years between 2017-2021, there has been a fluctuating mean score of KCSE results in Uasin Gishu County, Kenya. Further, it indicates that despite the increase in the KCSE mean score in the county, it is still below the average. Stakeholders have raised concerns about education standards in the county. Some have raised issues with teacher appraisal implementation. Therefore, there was a need to establish if the implementation of teacher performance appraisal development affects the quality of teaching in public secondary schools in Uasin Gishu County, Kenya

1.2 Statement of the Problem

Effective teaching is key to achieving the main function of education. There is a need for high-quality assessment systems for the teachers to ensure educational reforms and capable high-quality teachers in the classroom. In Uasin Gishu County, as evidenced by the KCSE results for the previous five years, academic achievement is below average. According to the meeting held by the stakeholders in Uasin Gishu County in 2018, there rose a concern about the quality of teaching in the public secondary schools despite implementing TPAD in the county (County Education Board Report, 2018).

TPAD studies conducted by the African Population and health research centre (APHRC) in 2019 aimed at assessing the effectiveness of the TPAD system in

enhancing teacher performance in public primary schools in Uasin Gishu County. The study is limited to primary schools. Therefore, it prompts the researcher to undertake the research empirically on the effect of the implementation of teacher performance appraisal development on the quality of teaching in public secondary schools in Uasin Gishu County in Kenya.

1.3 Purpose of the Study

. The general objective of this study is to analyse the implementation of teacher performance appraisal development and its effect on quality teaching in public secondary schools in Uasin Gishu County, Kenya.

1.4 Objectives of the Study

- i. To investigate the effect of teacher performance appraisal on learner academic achievement in public secondary schools in Uasin Gishu County, Kenya.
- ii. To assess the effect of teacher performance appraisal on learner safety in public secondary schools in Uasin Gishu County, Kenya.
- iii. To establish the effect of teacher performance appraisal in aiding in bridging teacher's professional performance gaps in public secondary schools in Uasin Gishu County, Kenya
- iv. To examine the effect of teacher performance appraisal on learner talent development in public secondary schools in Uasin Gishu County, Kenya.

1.5 Research Hypotheses

The study was guided by the following null hypotheses;

H₀₁: Teacher performance appraisal has no significant effect on learner academic achievement in public secondary schools in Uasin Gishu County, Kenya.

H₀₂: Teacher performance appraisal has no significant effect on learner safety in public secondary schools in Uasin Gishu County, Kenya.

H₀₃: Teacher performance appraisal has no significant effect in aiding to bridge teacher's professional performance gaps in public secondary schools in Uasin Gishu County

H₀₄: Teacher performance appraisal has no significant effect on learner talent development in public secondary schools in Uasin Gishu County, Kenya.

1.5 Significance of the Study

The study findings would be useful for both teachers and students through an appropriate policy reformation on teacher appraisal techniques. Through improved student performance, teachers would be positively appraised, thereby improving their morale and leading to effective service delivery. Teachers would be able to regulate their performance using the student scores for the benefit of the students. The study findings will inform the students on how they can rate their teacher's performance.

The bodies responsible for Education, such as the Ministry of Education and the Teacher's Service Commission (TSC), benefit from the study findings in the process of developing programmes for teachers' status.

The study's findings would be useful in the academic field for researchers and scholars.

The study findings would provide baseline literature on the effectiveness and importance of teacher appraisal techniques through the challenges identified.

1.6 Scope of the Study

This investigation focused on the implementation of teacher performance appraisal development and its effect on quality teaching in public secondary schools in Uasin Gishu County, Kenya. The investigation focused on the following variables: teacher performance appraisal, learner academic achievement, learner safety, bridge teacher's professional performance gaps and learner talent development in public secondary schools in Uasin Gishu County, Kenya. The study was carried out in Uasin Gishu County, Kenya. The study used a descriptive survey design. The study used questionnaires and interviews to collect data from principals and teachers in public secondary schools.

1.7 Limitations of the Study

The study faced the following limitations:

Firstly, the study was limited to using questionnaires and interview schedules to get in-depth information concerning the study objectives. Secondly, due to the COVID-19 pandemic interruption, the study was conducted within a limited time frame. Thirdly, the study was limited by the lack of previous studies on the implementation of teacher performance appraisal development and its effect on quality teaching in public secondary schools in Uasin Gishu County, Kenya.

Furthermore, the study was limited to using a descriptive survey design intended to examine the effect of teacher performance appraisal development on quality teaching in Kenya, where the researcher described the situation as it was. This is because descriptive studies cannot statistically test or verify the research problem. The design does not allow repeatability due to its observational nature. Finally, the findings and conclusions of the study were based on the knowledge and experience of the respondents.

1.8 Assumptions of the Study

The study assumed that all teachers in the study area were trained and registered by TSC during the research period. The study assumed that all teachers have the skills and knowledge to appraise their colleagues. The study further assumed that teachers are aware of policies regarding the implementation of TPAD.

1.9 Theoretical Framework

The study employed goal-setting theory to bring out the teacher performance appraisal development and its implementation.

1.9.1 Goal Setting Theory

Goal Setting Theory guided the study. Edwin Locke advanced the goal-setting theory in the 1960s. The hypothesis recommends that objective setting is a fundamental connection to the execution of a given assignment. It posits that smart, quantifiable, attainable, realistic, and time-bound and testing objectives accompanied by appropriate feedback contribute to higher and better performance (Locke & Latham, 2012). Generally, a goal is useful to an institution or an organization as it directs what an employee is expected to do and how much effort he/she should put in place. The main source of motivation for a given job is the willingness to work. More SMART goal results in good performance, according to the theory (Lunenburg, 2011).

The theory is relevant to the investigation in that it is applicable in performance appraisal in a five-stage process, first is the establishment of standards of execution, the second is the correspondence of execution norms, thirdly genuine execution estimation, the comparison stage where the anticipated and the actual performance are compared and lastly implementation of corrective response where needed. The theory focuses on employees being in a position to modify their goals according to how they perform.

Through a clear understanding of the performance appraisal framework, employees have a high chance of being engaged in the appraisal process in a more productive way that later improves their professional development and student learning achievement (Jeong et al., 2021). The theory's core assumptions are that goals and intentions are cognitive as they serve as the primary regulators of human behaviour. The theory's two primary findings are that particular goals lead to better performance levels than broad goals and that challenging goals are positively and linearly associated with performance (Locke & Latham, 2019). These impacts are conditional on feedback and the performers' acceptance of goals. If the ministry sets goals that are too rigorous, they could backfire. This is a challenge of Goal Setting Theory. If employees consistently fail to meet their goals, their performance may deteriorate over time. For many people, the fear of failure is a greater demotivator than the drive to earn, which is a motivator (Locke & Latham, 2020). To avoid feeling like a failure, employees may avoid setting goals. At times, organizational and managerial aims are at odds.

The criticism of this theory is that there is a thin line between challenging goals and unrealistic goals. Suppose the company has crossed that line and has given unrealistic goals. In that case, the whole point of this theory, being a motivating factor, goes down the drain as unrealistic goals would demotivate employees. They would not even do the work they might have done without the goal-setting theory (Fortes et al., 2018). Goal setting theory has a scope of biasness because since each department or employee is given a different goal, there is always the risk of top management becoming biased towards some departments or employees. They can also be biased by giving some departments simple goals that are easy to achieve instead of challenging goals for all departments and employees.

1.10 Conceptual Framework

The section shows the conceptual framework of the study. It shows how the independent variable relates to the dependent variable. This section conceptualizes the relationship between the independent variable, implementation of teacher performance appraisal and dependent variables, learner academic achievement, learner safety, teacher’s professional performance gaps and learner talent development.

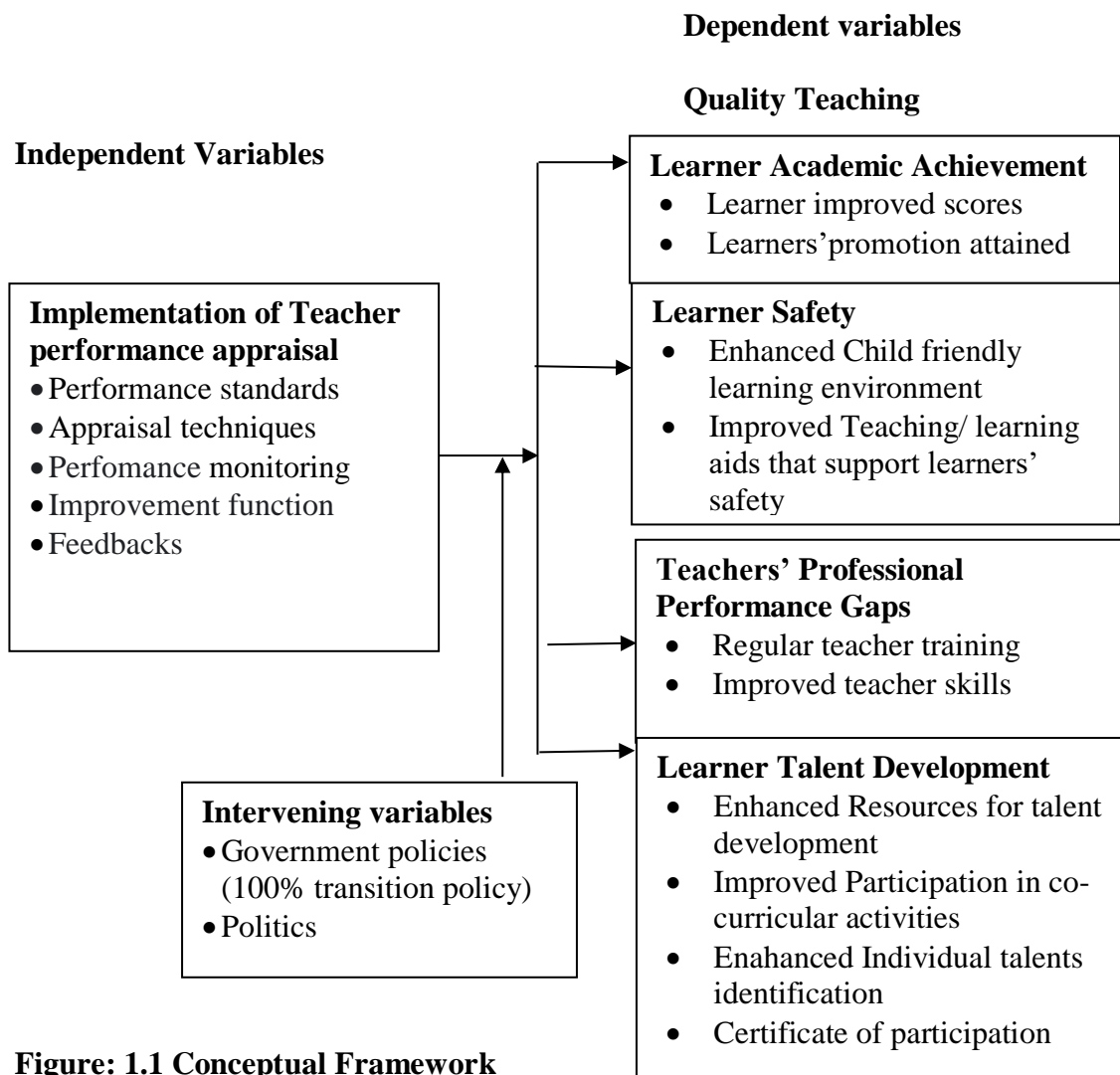


Figure: 1.1 Conceptual Framework

Learners’ achievement is an important factor in teacher appraisal performance. It determines the level of promotion or another appraisal that a teacher should be given. Learner achievement can be measured in terms of learner academic performance and

learners' level of promotion. Learner safety can be viewed as those regulations that govern the pupils' conduct and their measures that ensure the safety and health of the students in an institution. Learner safety can be measured in the form of conducive learning environment.

Teachers' professional performance gaps can be filled through teacher training and teacher. Through these interventions, the expected and future performance can be achieved and realized to upgrade the existing performance. Therefore, improving performance leading to the implementation of teacher appraisal performance. Learner development was measured through resources for talent development, participation in co-curricular activities, individual talents identification and certificate of participation.

When learners' talents are developed, the learner's performance is improved, hence improving teacher appraisal performance. Intervening variables for the study were government policies such as 100% transition from primary to secondary school. The 100% transition from primary to secondary school means that all students who complete primary school are guaranteed a place in secondary school. This policy is intended to reduce the number of students who drop out of school, which is a risk factor for TPADs. Also, removal of remedial class as well as tuition program. Another intervening variable was politics during the appointment and recruitment of teachers, which might affect the quality of teaching. Intervening variables was a factor in as existing variables and are under Kenyan education policy.

The implementation of teacher performance appraisal was measured through performance standards, appraisal techniques, performance monitoring, improvement function and feedbacks.

1.11 Operational Definition of Key Terms

Appraisal refers to the act of evaluating the teacher performance in public secondary schools.

Implementation refers to the process of putting a teacher performance appraisal development into effect.

Learner academic achievement refers to information that conveys the performance of a student during examination.

Learner safety refers to code of regulations in public secondary schools that ensures that learners are enjoying their rights and are safe while in school.

Learner talent development refers to intervention put in place in public secondary schools that aims at improving students' performance through increasing and owning their skills and knowledge.

Performance appraisal refers to the methods by which work performance of a teacher is monitored, evaluated and documented.

Professional performance gaps refer to the difference that exist between the actual or present performance and the optimal or expected future teacher performance.

Quality of teaching refers to the standard of teaching as measured against performance of learners in secondary school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section covered the literature review from previous studies related to teacher performance appraisal, learner academic achievement, learner safety, aiding to bridge teacher's professional performance gaps and learner talent development in public secondary schools in Uasin Gishu County, Kenya.

2.2 Teacher Performance Appraisal and Learner Academic Achievement in Public Secondary Schools

Learner score and performance always brings an effect on the effective performance of the appraisal systems in school (Mathwasa & Duku, 2015). Heng (2013) researched on student evaluation of teaching effectiveness. The study utilized numerical study techniques to address the exploration of questions and meet the examination purposes. The participants consisted of all the students undertaking teaching courses in Malaysia Teacher Education Institute in 2013. An online evaluation sheet was utilized to get first-hand data on the lecturers teaching effectiveness. The best five variables were rated as very good and were mainly associated with the ability to perform academic events according to the course outline, creating awareness on the growth and development of labour as human capital, commitment to lecturing and service delivery; keeping track and providing feedbacks and encouraging learners to undertake academic events. This study, however, used research questions collected using an online evaluation sheet, while the current study used both questionnaires and interview schedules for more valid outcomes hence gap filled by current study.

Teaching colleagues' views on teacher competency and student achievement were examined in a study published that year by Bisschoff and Grobler (2018). The results showed that instructor supply, availability, and use of the concepts affected student scores. Decisions were influenced more by politics than by student performance. A large number of students who had no desire to teach at teacher education institutes were being swayed because they were looking for a more cost-effective path to higher education. The study, however, was not clear on how teacher competence under the implementation of TPAD influences learners scores and was filled through research on teacher appraisal and learner academic performance.

Chemistry students' academic performance was studied by Nbina (2012), who looked at the impact of instructor competence on students' grades. Ten secondary schools from the Tai local government area of Rivers state were selected using a random sampling method. The study found a strong correlation between chemistry, instructor competence, and student academic achievement. chemistry students who were taught by qualified teachers did much better than those who were taught by unqualified teachers. The students who were taught by experienced faculty did better than those who were taught by independent teachers in chemistry. Nbina (2012) focused only on science students, leaving out other students. Therefore, the current study fills the research gap by investigating teacher performance, appraisal, and academic achievement in public secondary schools for all students.

Mazaki (2017) examined the effect of welfare on teachers' performance in public primary schools in the Bugisu sub-county. Participants attributes were analysed using thematic content analysis. The results showed that welfare has a positive correlation with teachers' service delivery capabilities. The results further established.

that the prevailing working conditions such as housing, type of meals, and the school environment significantly affect teacher's service delivery performance. In contrast, utilities such as medical care and allowances did not have any significant effects. Therefore, it was concluded that welfare might influence teacher's performance in the Bugisu Sub-Region, Uganda. The study, however, failed to indicate the existing relationship between teacher appraisal performance and learner's score. The current study filled the gap by using simple linear regression to test the effect of the teacher appraisal performance on learner's academic achievements.

A descriptive study on professional learning in the learning profession done in United States by Elliot (2015) revealed that teachers needed close to 50 hours of professional learning in a given area to improve their skills and thus affect on student academic performance. The study involved teachers and approaches were responsive to learning processes. Engaging teachers in the process and challenging their existing ideas and assumptions was important in developing congruence between new information and practice. Opportunities were provided for teachers to progress to new learning and work on their skills. Leaders developed expectations and promoted professional learning opportunities. This study however was on professional learning and application on students' academic performance while current study was on teacher appraisal on learners performance achieved through interviews on respondents from research area and analysed for research findings.

In order to ascertain the impact of teacher performance appraisal (TPA) policies on the efficacy of curriculum evaluation in Kenyan public secondary schools, Aloo, Ajowin, and iAloka (2017) conducted a study. The study was used as a model for correlational research. The study discovered that the TPA policy had a favorable effect on curriculum evaluation.

The study confirmed that more than half of the variance in curriculum evaluation was attributed to TPA. TPA was a significant influence in curriculum appraisal, according to the research. The study I conducted provides an explanation of the sample techniques I utilised and the research tools I used for data gathering. As a result, the current study filled the gap by choosing the respondents by simple and purposeful random sampling. Data was also gathered via questionnaires and interview schedules.

In 2014, a study on the effect of teacher assessment on student academic achievement in public secondary schools was carried out in the Vihiga sub-county Kenya by Kadenyi. In the study, a descriptive survey design was used. Teachers' appraisal on the adequacy of the classroom environment by head teachers helped enhance students' class achievement to various extents, that is, small, medium, and large. Teachers' appraisal of professional responsibilities helped with academic improvement to a big, medium and small extent. Teachers concurred that appraisal during classroom instructions help to improve the academic results to a large extent. The preceding study was similar in research design to current study whereby descriptive survey was used although on teacher evaluation in Vihiga Sub-County while the current study is on teacher appraisal conducted in Uasin Gishu County, Kenya.

In Embu County integrated public elementary schools in Kenya, researchers Muthanje Wafula and Riechi (2020) investigated the impact of teachers' competence on students' advancement. The survey indicated that 73% of primary school instructors are unable to handle ECD students who are transiting to the primary section because they lack the expertise and understanding to teach ECD students. More than half of head teachers don't use curriculum support resources, according to a new study. The study, however, used a cross-sectional study design while the current study made use of a descriptive

study design, which made the study relatively quick and easy to conduct. Research was conducted in elementary level while the current study is anchored in secondary school level.

Teachers are the main curriculum implementers and the single factor that has the biggest impact on how well students are doing in school (Almeida, 2017). It is imperative that schools put in place and enhance systems for enhancing teacher monitoring, supervision, and assessment. There are many instruments employed, including systems for teachers, performances, appraisals, and development. In order to identify goals, develop methods to reach those goals, and evaluate the degree to which they grow in the social sciences, an employee must meet with his or her immediate management for a performance review. Teachers whose attendance has been closely monitored are better able to spend more time with their students because of the increased time they have to spend together in the classroom. The vast majority of schools have finished their syllabus on time (Ibrahim, & Benson, 2020). Revision is now possible for teachers as they prepare pupils for exams and promotion to the next grade levels. Teachers' attitudes about deadlines have improved as a result of this practice. Teachers increasingly see fulfilling school deadlines as a positive thing that helps them become more responsible. Finally, the methods utilized to keep track of teachers' attendance have yielded outstanding results.

Teachers' evaluation marks are linked to students' performance on district and state assessments in language, mathematics, and science. It was possible to relate the difference in expected and actual student achievement for grades 3 through class 8 pupils with teacher evaluation scores using a value-added approach. Most grades in each topic studied were found to have small to moderate positive connections. Combining

grades within topics, these correlations amounted to an average of 27, 32, and 43 for the three sciences, reading, and mathematics (Milanowski, 2014). These findings demonstrate the validity of using teacher performance evaluations as the basis for a performance-based pay system or other decisions that have an impact on teachers' livelihoods, as well as the correlation between teacher performance assessment scores and student accomplishment. This correlation and descriptive research design was based on teachers' evaluation and students' performance in a primary set up while the current study is focused on public secondary schools.

Principals' inadequate and sluggish implementation of education rules leads to poor performance by both teachers and principals, according to a performance evaluation. The lack of consideration of local or contextual variables during policy creation is one of the causes for the sluggish and poor implementation of these programs. Implementing policy effectively requires that the policy be developed with an understanding of local restrictions that will affect execution and thus lead to high performance. It's best to use a performance evaluation method that is based on the unique conditions of each school, and that allows for the democratic engagement of all important stakeholders in the process. The adoption of the Integrated Quality Management System (IQMS) at schools has not been a straightforward process (Mpungose & Ngwenya, 2014). There has been a lot of anger, negativity, and opposition from the instructors who were appraised because of the lack of cooperation, lack of trust, lack of clarification of duties, and insufficient training of the principals. Education officials should provide regular feedback to principals and teachers in the form of trainings and seminars in order to foster a sense of mutual trust and understanding. This study however highlighted the role of principals and education officials in enhancing student performance disregarding

other teachers which was addressed through research on teacher performance and appraisal on student performance.

The majority of teachers in the United States receive annual assessment ratings based mostly on assessments of their classroom practice, despite the concentration on student test scores. Teaching practices and the ability to organize and manage well-functioning classrooms are the focus of these observation-based performance measures. Classroom contexts, the environments in which instructors operate and the pupils they teach have yet to be examined in terms of their impact on classroom observation metrics (Steinberg, & Garrett, 2016). It is crucial that we have a better understanding of how stakeholders such as principals may use these scores to advise hiring and retention decisions if we are to understand how teachers' classroom composition influences their observation scores considering high stakes evaluation systems that heavily rely on classroom observations. Teachers' measured performance is heavily influenced by the circumstances in which they operate, including the initial academic performance of their students. In addition, the deliberate grouping of teachers to pupils has a major impact on the measured results. The consequences of high-stakes teacher accountability programs are examined. This study on teachers' practices and mode of instructions was conducted in USA while current study was on teachers appraisal and students performance was done in Kenya.

Recently, there has been a growing interest in the importance of the school environment in teachers' professional growth. A healthy school culture and supportive and collaborative surroundings might help teachers gain more from their experience or become more effective over time. Teachers progress more quickly in more successful schools where children' test scores can be raised. When teachers with less experience

collaborate with more accomplished peers, students of less-experienced teachers see greater advances in their academic performance. It is common for new teacher evaluation systems to focus on formal classroom observations despite regulatory initiatives to encourage alternative metrics of effectiveness. (Garrett, & Steinberg, 2015). When teachers are randomly assigned to MET classrooms, the study uses scores from the FFT instrument, one of the most commonly used classroom observation methods, to measure teacher effectiveness. Non-compliance with randomization and a small year-to-year correlation of FFT scores limit our capacity to causally identify excellent teachers, even if our research implies that FFT performance is connected with student achievement. Policy and practical implications are addressed. However, there is a lack of understanding of how these indicators are linked to student performance as was found out in the current study through interviews and questionnaires given to research respondents.

In most school districts in California State, USA, present teacher evaluation methods do nothing to assist teachers improve or to support personnel decisions, according to practitioners, researchers, and policy makers. Because of this, new methods for evaluating teachers are being created and tested (Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2011). Evidence of instructors' contributions to student learning should also be a part of teacher evaluation systems, together with evidence about teachers' practice's quality. In order to achieve this goal, "value-added models" (VAMs) for analyzing student test score gains from one year to the next are advocated as tools. Policymakers can benefit from study into the models' capabilities and limitations, as well as current research be conducted into the implications of alternative evaluation methods by teachers on students performance to bridge what was missed by the preceding study

For decades, researchers, businesses, and policymakers have been interested in the impact of evaluation on employee performance. The potential long-term effects of performance evaluations, such as developing employees' skill sets, have received far less empirical attention. This issue is becoming more relevant to public schools as the focus on evaluating teachers' effectiveness has become more prevalent in the education sector in the last ten years or so. Teaching effectiveness is highly variable, but observable teacher characteristics like graduate education and experience beyond the first few years are not typically linked to increased productivity. This is the rationale for a focus on evaluation. This means that the only way to improve the distribution of teachers is to collect data on individual productivity through evaluation and then dismiss low performers (Taylor, & Tyler, 2012). After an evaluation, teachers are more productive than ever before during the school year and in the years that follow. Teachers who have gone through the Cincinnati evaluation saw a 10% increase in math scores in their students compared to teachers who have not gone through the evaluation. These estimates may be influenced by patterns of student assignment that favour previously evaluated teachers, or by pre-existing positive trends in teacher performance, under our method of identification. Teachers evaluation in the preceding study indicated improved students scores while teacher appraisal remained unknown therefore the need for the current research to find out its impact on student performance.

There is a growing interest in improving teacher evaluation methods so that they can better distinguish between teachers with different levels of skill, and so that they can be better linked to teachers' ability to help students learn (Darling-Hammond, 2017). In the beginning of a teacher's career, these concerns are as critical as in the appraisal of employees on the job. On the other hand, a change in on-the-job evaluation alone is not enough to improve teaching quality. When it comes to improving the quality of the

teaching profession, it would be difficult unless there is a steady supply of new teachers who are well-prepared and able to learn from their experiences incorporating appraisal to find out impact on student performance which were missed out

The principal-agent issue has typically been used to study the impact of appraisal on employee performance. However, evaluation can also be viewed as an investment in the human capital of the employee being reviewed (Taylor, & Tyler, 2011). In public schools, where teacher effectiveness varies greatly and where teacher assessment is increasingly a focus of public policy ideas, employee evaluation is a particularly relevant topic. It is possible to improve the performance of mid-career teachers in the evaluation period and in later years by using high-quality classroom observation-based evaluation and performance measures. However, the evaluation results are less accurate. Given the program's expenses, the effects sizes represent a significant increase in welfare. The former study established impact of appraisal on employee performance whereas current study was conducted using descriptive research design to find out impact of teachers appraisal on student performance. Additionally, this study employed use of classroom observation-based evaluation and performance measures but current study used questionnaires and interview schedules in collecting its data.

Teachers' evaluations of curriculum were positively influenced by TPA policy, according to research. According to the study, 52.5 percent of the difference in curricular appraisal was explained by TPA. The study found that TPA was a strong predictor of the evaluation of a course's performance (Aloo, Ajowi, & Aloka, 2017). Decisions on who to post should be based more heavily on reports from the Kenyan Teachers Service Commission. Reports should have a greater role in the selection of teachers for high positions and promotion to the next job groups in Kenya's Teachers

Service Commission. Taking this step would ensure that teachers abide by the policy's principles and treat students fairly. According to the survey, more instructors were embracing TPA since they believed that it would be used to determine their promotion eligibility but not on student performance and current study established how teachers appraisal affects students performance.

All organizations strive for optimal performance, and their personnel are the driving force behind that effort. In order for a company to succeed, it is imperative that its personnel perform at their best, which is a primary goal for every business, including educational institutions (Kagema & Irungu, 2018). Teacher evaluations had an impact on the performance of teachers. As a whole, the teachers felt that the government's actions were detrimental to their careers and implementation of policies. Using an evaluation system to inspire teachers and enhance the performance of their students.

Mastering abstract principles, deciphering evidence, retaining facts, learning methods, tactics and approaches, or creating behavior relevant to a given scenario are all aspects of teaching and learning. It's all about transformation. Policymakers should focus on improving teachers' effectiveness, which is likely to result in significant gains for students (Kamau, 2019). Secondary schools in Maara Sub- County have a strong link between target setting, documentation, classroom observation, and teaching and learning. Students need to be included in the process of defining goals, documenting progress, and dealing with huge class numbers in secondary schools in Maara Sub-County. For example, the government and school administration should digitize the paperwork that teachers must complete in order to meet current class size reduction goals, as well as the government and other stakeholders should make it a priority to reduce class sizes by building more classrooms and hiring more teachers. Teachers

effectiveness in the preceding study was found to affect students performance through documentation, classroom observation and teaching and learning but there is need to find out teachers appraisal through learner improved performance on learners academic performance under the current study.

The 2030 Agenda for Sustainable Development emphasizes the need of ensuring that all people have access to high-quality education. There is a national systemic threat to Kenya's economy if poor quality education is not addressed. Since 2016, the quality of Kenya's education has been measured by the TPAD evaluation method, which has been found wanting in other countries (Philip, 2020). In their new positions as appraisers and appraisers, teachers finds it difficult. Because of this, their employer, the Teachers Service Commission (TSC), poses a threat to their teaching ideals, expertise, and methodology. Stakeholders in the education system include both teachers' unions and the Teachers' Support Council (TSC). TSC, on the other hand, has embraced the TPAD and has yet to develop personalized feedback for teachers. This system's effectiveness is being called into question because of issues such as inconsistency in teacher development, evaluator credibility, mismatches between TPAD ratings and student grades, inability to integrate ICT, and a dearth of adequate monitoring and evaluation for TPAD implementation. This review is on TPAD as an evaluation tool on teachers preparedness to improve students grades while current study conducted interviews to find out existing teacher appraisal tools and its impact on learner academic achievement.

Teachers' evaluation methods are receiving increasing attention around the world since everyone needs a high-quality education. International Labor Organization's (ILO) convention sets out the rules for performance-based contracts with employees (ILO, 2013). More than a dozen international education leaders gathered for a two-day

international conference on the profession of teaching in Amsterdam, Netherlands, earlier this year (UNESCO, 2014). For the Summit's main topic, we discussed how to identify and evaluate teaching quality; as well as, what to do with the evaluations. "Giving and receiving feedback, keeping each other on our toes with regard to quality," said the then Netherlands Minister for education in his opening remark, and the complexity of the profession demands teachers' professional competencies (UNESCO, 2014). But a teacher from Finland said in the above forum that increased teacher inspections might kill teachers' enthusiasm for their work. This study however was on teachers evaluation methods only with the current study filled the gap and further research on how teacher performance appraisal affects learner academic achievement.

By putting more emphasis on student test scores and observation-based measures of teachers' effectiveness, policymakers are reinventing teacher evaluation, but little is known about why they often vary so much (Harris, Ingle, & Rutledge, 2014). Evaluation methods can have a long-term impact on teacher quality and student learning outcomes in addition to determining who gets rewarded for their efforts in the short term.

Throughout the country, there is a fundamental shift in the way people think about what students should learn and how teachers are evaluated. Students who are learning English as a second language (ELLs) face unique challenges because of the growing number of ELLs in the student population and the low levels of achievement they have compared to their non-ELL peers. Few efforts have been made to ensure that general education teachers are well-prepared to teach English language learners (ELLs) when they are placed in their classrooms. The authors extrapolated basic knowledge about English language learners (ELLs) from the literature to help general education teachers who have these students in their classes (Samson, & Collins, 2012). Some of these include

supporting oral language development, promoting academic language, and promoting cultural sensitivity among teachers. In order to improve outcomes for English language learners, they argue that these areas of knowledge should be purposefully and explicitly integrated into teacher preparation, certification, evaluation, and development. In order to improve educational outcomes for English Language Learners (ELLs), the study also takes into account the extent to which research is integrated into teacher preparation, certification, and evaluation. The authors examine policy and practice gaps for general education teachers of English

language learners (ELLs) by looking at professional and state level standards for teacher education programs, state teacher certification exams, and teacher observation evaluation rubrics. This study factored in English learners' performance, ignoring the performance of learners in other subjects; therefore, the current study generally established learners achievement.

Standards, accountability, and teacher quality reforms have recently come together in the United States' K–12 education policy. This work has led to the development of multiple measures of teacher quality, such as measures of their instructional alignment to standards and assessments, student and observational quality measures of pedagogical quality, and measures of teachers' influence on student test scores (Polikoff & Porter, 2014). Teachers' performance on new composite evaluation measures based on data from the Measures of Effective Teaching study funded by the Bill & Melinda Gates Foundation is being examined for the first time in this study. We discuss the potential research and policy implications for both policy streams after finding surprisingly weak associations. This study is on teacher quality reforms within primary schools, where data was sourced online with little impact established on students

achievement. The current study therefore researched and collected data using questionnaires to find out how teacher appraisal affected learners achievement in public secondary schools.

Students' educational and economic outcomes can be drastically altered by having a great teacher. But it also knows that the quality of public school teachers varies, widely across the country, with mounting evidence suggesting that in some urban areas, less effective teachers are disproportionately concentrated in schools serving low-income students. As a result of these concerns, researchers have worked on policies that would help all children have access to high-quality teachers. One of the most discussed methods for achieving this goal is the retention of only the most effective teachers (Adnot, Dee, Katz, & Wyckoff, 2017). Schools might theoretically remove incompetent instructors, employ more effective teachers, and increase strategies to maintain effective teachers. However, we don't know much about how these ideas might actually work in the real-world. It's difficult for school systems to spot great teachers before they're hired. It has only recently become possible to accurately and reliably measure the performance of teachers. It has been suggested that removing the least successful teachers from the classroom could have a significant impact on student achievement (Staiger & Rockoff, 2010).

Assumptions made in these simulations may be unduly optimistic in regards to the retention and supply of instructors. The unintended result of teacher assessment and dismissal rules, for instance, reduction in the quality of teachers because more successful teachers fear losing their jobs (Rothstein, 2015). When new instructors are hired and how they behave as a result of these factors would determine whether or not a successful policy has been implemented. This study on quality of teachers is anchored

on public primary school as well as on teachers performance on subjects hired to teach whereby a gap on teachers appraisal and learners achievement in public schools would be bridged through the current study.

2.3 Teacher Performance Appraisal and Learner safety

Learner safety is one of the strategies put in place by the education stakeholders to ensure that performance appraisal is done to uphold the well-being of the learners (Owuor, 2019). The educational sector has organized a number of training and performance appraisal processes for employees, which have helped build trust, restrict management practices, and straighten management practices. There has also been a call and reminder from the administrative office and principal personnel to the head of the department to appraise their employees and to ensure learners interests in the process of appraising them (Schaerer *et al.*, 2018).

A study by Mabasa and Mafumo (2017) evaluated how schools choose ways for dealing with the safety of students in schools. The study used a qualitative technique in which seven schools were selected as locations. A total of three approaches were utilized to generate the data. Observation, interviewing, and documents are the methods employed. Thematic analysis was used to identify trends and patterns in the data. There had been multiple events involving the safety and security of students in schools, according to the conclusions of the study. This is true that multiple catastrophes involving the deaths of students have been publicized in various national publications. Each school has a different approach to ensuring the safety and security of It is students. While some schools have procedures in place to ensure the safety and well-being of their students, others do not. This study employed use of three data collection methods viz; observation, interviewing, and documents whereas current study used only

questionnaires and interview schedules to collect data on teacher performance appraisal on learners safety.

Dimkpa (2015) studies the behaviour of teachers in accordance with the expected professional behaviours as outlined in the constitution of the Teachers Registration Council of Nigeria. The study established that the teaching profession is among the oldest professions that is respected globally. The duty of efficient service delivery and creating an enabling environment cannot be overemphasized. It also established that there exist different methods by which teacher's behaviour and attitudes may impact academic performance negatively. For instance, some of their dressing code may affect the concentration of learners in class, teaching styles and mode of communication. The study, however, was done in Nigeria, unlike the current study, which is done in Kenya.

Philip (2020) did a study to determine the impact of teacher evaluation on student's safety, assess the legitimacy of the party conducting the appraisal and determine the barriers that hinder efficient teacher evaluation in Narok County Secondary Schools Kenya. Teachers from the region established that their extra duty of appraisee and appraiser is challenging. Especially given that their employer, TSC, endangers their teaching principles and values. Teachers are sandwiched between two main stakeholders, that is, the teachers' Trade unions and TSC. The trade unionist perceives the TPAD to be time-consuming as it is filled with a lot of paperwork; TSC embraces the TPAD and is still in the process of providing teacher feedback. Determinants such as inconsistent Teacher development, legitimacy of the appraiser, the mismatch between TPAD rating and learner safety and rights preservation, lack of proper skill sets in ICT integration and inadequate monitoring and evaluation of TPAD realization raise eyebrows in the effectiveness of teacher evaluation procedures in Kenya. This

study, however, was done in Narok County, unlike the current study, which is done in Uasin Gishu County, Kenya.

For teachers and parents in Tanzania, student discipline is seen as critical to the success of their classrooms. Learning in small groups and on one's own are both effective ways of increasing student focus in a large class. Thus, these options can help children become more involved, promote good learning, avoid disruptive issues, and ultimately lead to academic achievement (Semali & Vumilia, 2016). An investigation into teachers' perceptions of school discipline was conducted as part of this study, which sought to determine whether school discipline affects students' academic performance and the school's overall reputation. Secondary data and interviews were collected from teachers who had at least three years of teaching experience as part of the investigation. The study found that classroom and school discipline discourses of rewards and punishment engulfed a wide range of challenges and dimensions of learners' discipline. School safety results are an essential gauge of effective discipline policy; students need to be safe from harm and bullying and to feel safe in order to invest fully in the academic mission of school.

Teachers have a major impact on student learning, according to educators, politicians, and studies. Their understanding of the importance of a holistic approach to education is likewise well-known. Teachers assist students develop the social and emotional skills they need to succeed in college and the workplace, such as teamwork, self-awareness, and the ability to make responsible decisions (Yoder, 2014). It is imperative that social-emotional learning be integrated into college and career readiness standards, which require students to engage in deeper learning, and shift the focus and rigor of teaching. Student self-regulation, social regulation, and problem solving which are social-

emotional skills are key to preventing school violence. School-based, universal SEL programs promote skills and attitudes that serve as protective factors which can mitigate harmful behaviors which were however not identified in the preceding study but current study established.

Tools, resources, and support for educators on social-emotional learning must be incorporated into existing teacher assessment and professional development systems in order to tie social-emotional learning to educators' current job (Maras, Thompson, Lewis, Thornburg & Hawks, 2015). Furthermore, by not adding yet another program on top of the already overburdened workload of educators, this highlights the significance of social and emotional learning (SEL). Consequently, it is vital that the successful transmission of these competences is given due weight in the teacher assessment systems.

A study by Kennedy (2019) on the importance of teachers planning and safety in enhancing students' academic performance found that teachers who plan intricately before undertaking their lessons had their students perform better than those taught who hastily hurry to class without planning. Kwok, McIntush and Svajda-Hardy (2021) conducted empirical studies on teachers planning and found that as student teachers became more skilled, their planning shifted from scripting and the preparation of materials to a larger group of concerns that include classroom management, the organization of learning, and the need for greater flexibility.

Kadenyi (2014) studied on appraisal of security and safety management in public secondary schools in enugu state. The study employed a descriptive survey design and it was carried out in public secondary schools in Enugu State. Research findings showed that the security devices for improving security in public secondary schools are not

generally available, the emergency responses plans for managing safety threats in public secondary schools in Enugu State are not adequately available. The study however was in Enugu State in Nigeria while current study is in Kenya. This could be achieved through present day study where teachers in secondary schools appraisals is important in enhancing learners safety.

Munyiri, Thinguri and Edabu (2019) focused on influence of school managers' training on disaster risk management in public secondary schools within Nairobi City County Kenya. A review of school building safety standards revealed that many schools had failed to follow the manual's instructions for adjusting classroom doors and windows. Moreover, the results showed that school security has a significant impact on the processes of teaching and learning in schools. The teaching and learning process is negatively impacted when school facilities are not provided in accordance with guidelines and the social environment is ignored. This study however assessed the risk management policy within public secondary school and not what teachers are expected to offer in ensuring learners safety which current study did by establishing teachers appraisal on learners safety.

According to a study conducted by Maritim, King'oo, and Barmao (2015), physical infrastructure safety is a concern in Kenyan secondary schools. The research was based on the theory of Chaos, which teaches how to deal with periods of extreme instability. Using the descriptive survey design, the study was conducted. The sample size was determined through the use of stratified and purposive sampling techniques. The study's participants included school administrators, teachers, students, and security personnel. Instruments included a questionnaire, interview schedule, and observation checklist for data collection. A variety of quantitative and qualitative methods were used to analyze

the information. There were many schools that did not adequately plan or have the proper equipment to deal with an emergency, according to the study. Though Maritim, Kingoo and Barmao's study focuses on the safety of secondary schools in Kenya, it serves as a guide for the methodology used in the current research. In other words, how the research is conducted, the instruments used, and the people who take part in it. On the other hand, this study makes use of the Goal setting theory, as opposed to Maritim, King'oo, and Barmao's earlier research.

In a study involving primary school teachers from Washington in the United States of America, Miller (2003) noted that 30% of teachers agreed that violence prevention programmes and safety policies in schools were inadequate in the prevention of threats to school safety. In an earlier study, Katherine and Dana (1999) note that 22% of students were not willing to go to school due to incidences or threats of violence. Peach and Reddick (1991) also note that 93% of teachers believed that police officers were needed to maintain security in schools and that legal protection was required against people who hurt others in primary schools of Tennessee. In another study, Foster (2002) notes that social activities made the perceptions of students positive. Bass (2003) carried out a study on the relationship between school safety and school culture in Arizona and found that unwanted incidents were prevalent in schools where there existed an unappealing school culture. McMullen (1999) emphasizes the importance of a democratic policy and the investment in people towards making schools safer. This is because factors which threaten school safety stem generally from underestimating learners 'safety, family safety, school safety and environmental safety. These studies inform the current study on the importance of safe social environment in ensuring school safety.

As per Danielson and Greal (2009), the best way to ensure high-quality instruction is to use performance appraisal evaluation as a tool for both assessing and improving the quality of instruction. According to OECD research in Australia, raising the performance of teachers is the policy direction that is most likely to result in substantial gains in student learning. Consequently, it is essential to learn about their strengths and areas where they could grow. An important part of this effort to improve teaching and learning and raise educational standards is establishing a system for teacher evaluation. It has also been found that an effective performance appraisal evaluation helps teachers meet their goals by holding them accountable and addressing any underperformance, as well as improving their performance and practice. Creating a classroom that is organized and that is characterized by mutual respect makes it a lot easier to teach effectively, and one of the most important tasks teachers can do to promote learning is to create classroom environments where students feel safe. This study however did not establish how quality teaching can be achieved in a safe environment for learners therefore current study attempts through interviews to find out how teachers appraisals is helping learners safety.

Teachers in a Child Friendly School are expected to teach their students (CFS). Conducive learning environment; friendly staff; health and safety needs met; community-based; rights of all learners recognized regardless of gender, family status, abilities/disabilities, and religious/ethnic differences are just some of the characteristics that make a CFS a good fit (UNICEF, 2009). Teachers' demand and supply in sub-Saharan Africa are still a major problem, according to a Global Monitoring Report (2007), class sizes and pupil/teacher ratios are critical to quality education.

Teachers are committed to adhering to school and district policies and procedures, but they are also willing to work to improve those that may be outdated or ineffective (Danielson, 2011). When teaching learners, teachers must be aware of laws regarding sexual, mental/psychological and physical harassment or abuse of students. Assaults, bullying, fights, theft, sexual assaults, or weapons use are all forms of school abuse or violence that teachers are responsible for preventing from occurring in their classroom. The safety of students and teachers is a critical component of education. School safety is an important issue in the teaching-learning process, as Gyimah (2021) asserts. Learning safety refers to measures taken by schools and other school stakeholders to mitigate or eliminate any risky conditions that may cause accidents and emotional or psychological distress (Gagawala, 2011).

A teacher's role is to act as a school manager by keeping track of their charges both inside and outside of the classroom setting. According to their performance in various roles, teachers are assessed on their participation. This includes involvement in co-curricular activities, as well as taking on various roles in the school. Effective planning and implementation of curricular and co-curricular activities are critical to students' holistic development. (Abdul Rashid & Bokkasam, 2004). Student activities that are not part of the school's regular curriculum are referred to as "co-curricular" (Bashir, 2012). High school students who participate in extracurricular activities are more likely to succeed, according to research (Gandolfo, 2011). As a result of Darling's (2005) study, students who participated in school-based co-curricular activities had higher grades, higher educational aspirations, and better academic attitudes than students who did not participate in these activities. Mahoney (2003) found a link between co-curricular activities and interpersonal competencies, high aspiration, and a better attention level. The

purpose of the study was to determine the impact of performance evaluation development on quality teaching and learning in Uasin Gishu County.

In schools, teachers are the closest to the students when it comes to teaching and guiding them. For disruptive behavior in schools, guiding and counseling has taken the place of corporal punishment (Adhulas, 2002). To help students cope with or overcome emotional and psychological issues that may result from prohibited behavior such as bullying, teachers have taken on the role of counselors in the classrooms today. Being in charge, ensuring that the student follows instructions, and ensuring that everything done by the student is done correctly and safely are all aspects of teacher guidance in school, according to Wanjiru and Chui (2020) found that classroom discipline is necessary to create an atmosphere conducive to student learning because students' misbehavior disrupts the learning and teaching process and ruins the effectiveness of even the most carefully planned lessons. Discipline methods used by teachers have been found to be an effective way to instill a sense of personal accountability in students.

According to Adelman et al., (2019) school safety requires a broad-based effort by the entire community, including government, students, parents, law enforcement agencies, businesses, and faith-based organizations, among others. Carter stated that the government can help to ensure safe school by organizing periodic threat assessment in schools, creating school-wide prevention and intervention strategies, making school policies and legal issues supporting safe schools, implementing ongoing staff development to enhance safe schools ensuring quality school facilities and security technologies, fostering school, family, and community involvement and acquiring resources to enhance and sustain a safe learning environment. By adopting these comprehensive approaches to addressing school safety which focuses on prevention,

intervention, and response, the study missed the chance on teachers appraisal on learners safety which is hereby filled by the current study.

A study was conducted by Oluremi (2012) on the building of a welcoming school atmosphere for students in 2012. Infrastructure amenities, classroom environment, and teacher-student interaction were all examined in the research. A questionnaire was utilized to collect data from a sample of 250 instructors drawn from a broader pool of local high schools. Infrastructural facilities such chairs, desks, and tables, as well as toilets, were found to be lacking in 25 percent of the schools surveyed. In addition, many classrooms were hostile to students with impairments. Use of questionnaires, interviews, and observation checklists was used to fill the data collecting methodological gap in this study.

Teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective. Teachers are expected to have knowledge of and adhere to legal provision on matters related to sexual, mental/psychological and physical harassment/abuse of learners. Teachers have the responsibilities of ensuring safety in schools in order to avoid any forms of school abuse or violence such as assaults, bullying, fights, theft, sexual attacks, or use of weapons. Safety in schools is an important aspect of teaching and learning. Domínguez-Martínez & Robles (2019) postulate that it is a fundamental right of students and staff to engage in teaching and learning process in a safe school environment. From a broad perspective learner safety refers to measures undertaken by the school community and other school stakeholders to either alleviate or eliminate any risky conditions that may pose accidents and emotional or psychological distress. This preceding study however has not used appraisal way of gauging teachers impact on learners safety which current study fulfilled.

It has been found that students who live in good conditions are able to learn and interact with students from a variety of socioeconomic backgrounds because they have access to a wide range of educational and social resources. Affective, cognitive, and psychomotor development all take place when students connect with each other. The student's ability to learn, expands their fear of learning diminishes, making them eager to learn and even consult with teachers or those with expertise in the subject matter (Nabaseruka, 2010). There was no statistically significant correlation between dormitory safety and time spent in school by Lloyd, Tawila, Wesley, Clark, and Mensch (2003).

Students in a boarding school in Kisumu, Kenya's Nyanza Province, were studied by Jagero (2011) to assess how the school atmosphere affected their academic achievement. The number of participants in the experiment was as follows: There were five principals, 46 teachers, and 201 pupils in the fourth-grade class. Inferential statistics, such as linear multiple regression and factor analysis, were used to examine the data. The lack of suitable, acceptable, and well-maintained furniture in most dining halls could lead to food poisoning, which happens as a result of consuming contaminated food containing specific types of bacteria, parasites, viruses, or toxins. The utensils and other accoutrements in the kitchen were shabby and filthy. The dining halls were small and cramped, and most students didn't have tables or chairs to sit on. A group of students were spotted eating while standing up. According to previous research, observing cleanliness in the dining halls and kitchen, as well as environmental elements in a school that affect boarding secondary students' performance, is critical. This study, in contrast to Jagero's, relies solely on descriptive statistics, while the latter makes use of inferential statistics like correlation and simple linear regression.

Improved school water, sanitation, and hygiene (WASH) conditions have been shown in studies to minimize student absences and illnesses, as well as to enhance female school attendance (Caruso, et al, 2014; Trinies, Garn, Chang & Freeman, 2016). School-based toilet and hand washing programs in Nyanza Province, Kenya, were studied by Caruso, Dreibelbis, Ogutu and Rheingans (2014) in order to determine the influence of these programs on student absence. A low-cost, environmental-level latrine cleaning intervention might enhance latrine cleanliness, increase use, and reduce absenteeism then the study was conducted using a cluster-randomized trial. The study analyzed the absenteeism of 17,564 students in 60 schools that had received WASH Improvements as part of the WASH project by conducting periodic roll calls. Structured observation was used to evaluate latrine conditions and use. Schools who received the latrine cleaning package saw a significant increase in cleanliness in the post-intervention period, compared to schools that received the control package. In intervention schools, soap-based hand washing rose as well as in control schools. According to the study, improving toilet conditions is critical to the dignity of students and initiatives are needed to guarantee that school sanitation facilities are clean, safe, and welcoming. According to the aforementioned study, maintaining a clean school sanitation environment is essential for students' long-term success in school with no link between school sanitation environment and learners safety the current study attempted to establish through use of questionnaires.

A human and constitutional rights' concern, school playground safety for students is targeted at enhancing students' participation in outdoor learning activities. Convention on the Rights of Children (CRC), (1989) and other frameworks such as WCEFA, 1990, the World Education Forum (WEF, 2000) and the Millennium Development Goals (MDGs, 2000), the International Conference on School Safety (ICSS, 2007) and for African states

and the African Charter of Rights and Welfare of the Children (ACRWC) are important components of child-friendly schools (Sloth & Boezaart, 2017). All governments around the world must ensure that child friendly outdoor environments are inclusive, gender-equitable, and proper in enhancing excellence in the acquisition of physical (or motor) and psychosocial skills, as mandated by the policies. When it comes to the rights of children to play in environments that support their physical and emotional well-being, organizations like the CRC and the ACRWC have made a strong case. It is recommended by the World Economic Forum (WEF) and the World Council of Education Associations (WCEFA) that schools provide safe, secure, and intellectually stimulating environments for students' physical, mental, and socio-emotional needs. Researchers have found a direct link between the safety of school playgrounds and teachers' ability to carry out their daily duties and the formation of professional relationships, as well as the sharing of information and knowledge (Fisher, Peterson, Earthman, Omolo & Simatwa, 2010; & Macharia 2012).

A school ground's primary function is to protect students from harm in the natural world, according to Berry (2002a). As a result, it is imperative for school administrators to conduct regular safety inspections and maintenance, which includes inspecting play areas for damage and repairing, replacing, or removing any item that could cause injury or harm, such as; broken equipment, glasses; potholes; sharp or protruding objects or edges; splitting wood; and tall grass. There are several benefits to having a safe and well-maintained school playground, including a more active student body, less injuries, an increased ability to handle greater quality sensory input, and an expanded capacity for cognitive and motor development as a result.

In spite of these research, Omolo and Simatwa, (2010) assert that school grounds are still plagued with stigmatic safety issues and constraints associated to dangerous school playgrounds. Students' participation in outdoor activities in Naivasha District is influenced by school ground safety, according to another study by Macharia (2012). Macharia, further observes that although proper monitoring of learners when utilizing schools' playground was expected to provide control of students in their activities and to reduce emergencies in many schools, learners were inadequately overseen outside classes. Unsafe behavior, such as walking aimlessly, arguing, and going into dangerous regions, was a result of this. There should be more studies done on school safety based on teachers appraisal which current study filled.

School social environment safety refers to how the school community interacts and handles the social environment. In the current study, school social environment referred to how members of the school community ensured that there was safety from alcohol, drug and substance abuse, child abuse and that there was safety of children with special needs. Social environment encompasses the role played by the school culture, healthy positive relationships and engaged teaching and learning (Hoy, 2012; Macneil, Prater & Busc, 2009). It involves healthy environment activities where learners and school personnel are treated to a healthy programme that contributes to the maintenance and improvement of their health as well as ensuring that school teaching and learning programmes take place as scheduled.

The Safety and Standards Manual (2008) indicates that there should be quality interpersonal relationships in schools that are pleasant, supportive, and reverential that focuses on promoting an environment conducive for teaching and learning. When it is maintained, cases of students' indiscipline such as bullying, sexual harassment, abuse

of drugs and learners being unruly may be minimized. The researcher in the current study sought to find out how the sampled school members handled social environmental issues such as alcohol, drug and substance abuse, child abuse and safety of children with special needs, in order to promote teaching and learning processes in the sampled schools.

Using the capability approach, Broderick (2018) investigates how the UN Convention on the Rights of Persons with Disabilities envisions educational equality and how it can be put into practice at the national level. There has been a lot of discussion about inclusive education since the Convention was adopted, but there has been little attention paid to the meaning of equality in the context of the right to education for persons with disabilities. To overcome the limitations of traditional equality assessments in education, the capability approach is often seen as a useful tool.

Many programs can be put in place to ensure the safety of students in the classroom (Marquet, 2013; Cheloti & Gathumbi, 2016; and Diaz-Vicario & Sallán, 2017). Some of these programs are aimed at reinforcing school discipline, while others are aimed at fostering a positive school climate that would help students study. School safety and teaching and learning methods have improved as a result of programs aimed at fostering a positive school culture (Maithya, 2009, Suraya & Yunus, 2013). As Suraya and Yunus (2013) found out, a healthy school culture is critical to the success of teaching and learning. There is a strong correlation between a student's interest in continuing their education in a safe, peaceful, and supportive learning environment and the quality of their teachers' care for their students' academic achievement. Suraya and Yunus claim that a strong school culture may help students learn, foster a cohesive school community, and promote a pleasant learning environment.

Lenzi *et al.*, (2009), for instance, found out in their study that neighborhoods surroundings have a very influential effect on students' perceptions of safety. The presence of gangs and drug problems can negatively affect students' perceptions of school safety. Security, surveillance, and other preventative measures can increase or decrease students' feelings of safety within their schools depending on how they are implemented. Schools that have smaller student populations are more likely to foster feelings of safeness than schools with larger school populations. Where the school is located also has profound implications on perceptions of school safety. Schools that are located in neighborhoods that have high poverty and high crime rates have been shown to have a negative influence on perceptions of school safety. This study however missed to portray role played by teacher appraisal in enhancing learners safety where the current study bridged by focusing on influence of teacher performance appraisal and learner safety.

2.4 Teacher Performance Appraisal in Aiding to Bridge Teachers Professional Performance Gaps

Professional performance gaps are the differences that exists between the actual or present performance and the optimal or expected future performance. Teacher training programs are seen to be compelling in the advancement of teachers for this present reality circumstance of the classroom at schools (Kaldi & Xafakos, 2017). Specifically, the quality of education of any education system does not exceed the quality of its teachers trained through the teacher education programs. The most powerful indicator for evaluating effective teachers is determined by the student's performance in the teaching-learning process. Studies confirm the relationship of the nature of the training provided to the prospective teachers with the increase in students' performance. The long-standing issue identified with the teacher training programs is the gap between hypothetical information that the understudy teachers increase through their courses at grounds and

their common-sense application in reality circumstance of classrooms at schools (Bruns & Luque, 2014).

As a result of the need to improve teachers' performance and raise student academic standards, professional development for teachers is critical. Teachers must be able and willing to constantly upgrade their content knowledge, skills, and practices in order to keep up with the ever-changing demands of their profession. A survey conducted by the National Center for Education Statistics (NCES) found that teachers who participated in professional development improved their instructional competencies, including new methods of teaching, student assessment, cooperative learning, use of education technology in the classroom, classroom management and in-depth study in their subject areas.

A study by Ayeni (2011) examined the relationship between teachers' instructional tasks and their educational credentials and experience in the classroom. Both teachers' qualifications and their teaching experience were found to have a significant impact on their ability to complete instructional tasks. Teachers' performance on instructional tasks can be improved with a high degree of education and teaching experience, according to a new study. It is necessary for teachers to develop their capacity during service in order to improve the quality of teaching in secondary schools and the quality of the education system in general. There is still a need for teacher performance appraisal research to help close professional performance gaps the study by carrying out interviews to find out impact of teacher performance appraisal on teachers professional performance.

The most important thing is that teachers are well-trained, regardless of the approach taken for their professional development, whether it is through cluster-type workshops, mentoring, or full-time in-service training (Ayeni, 2010). There is no way around the fact

that each approach has advantages and disadvantages. Because of their short duration (typically one to eight hours), lack of continuity (due to inadequate follow-up and ongoing feedback from experts), and passive nature (which does not allow for much opportunity for learning by doing and reflecting with colleagues), traditional methods of professional development such as seminars, workshops, and conferences have been called out as being relatively ineffective.

It is clear that the traditional model of professional development in which participants were passive listeners should be replaced with a cluster model in which practitioners and policymakers are brought together into new forms of discourse communities, where teachers can share their knowledge of classrooms, learners, subjects, and pedagogy with policymakers who bring their own critical and substantiated viewpoints (Diang'a, Yambo and Getange, 2020). However, cluster training, which has received a lot of attention, has also drawn considerable criticism. However, the most important thing to remember is that any adopted approach must be carefully and strategically designed and implemented to ensure that teachers' competencies and students' learning outcomes are long-lasting. However, a lack of professional development for teachers can have a negative impact on the quality of instruction and the rate at which students learn in the classroom.

In order to keep teachers motivated, they must have opportunities for professional development, advancement, and improvement in their chosen field. As Usman (2015) has shown, the quality of teaching and the academic achievement of students can be greatly influenced by teachers' professional development. However, the teaching-learning process would be hampered if there are gaps in teachers' professional growth. When compared to the previous study, the current study focused on how teacher

performance evaluations can help bridge the gap between teachers' professional development and their actual performance.

The In-Service Teacher Training Survey Instrument was developed by Popova, Evans, Breeding, and Arancibia (2018) to standardize reporting of teacher Professional gaps programs. An analysis of 33 thoroughly examined professional development gap programs using the instrument indicated that programs with a specified subject focus, lesson enactment in training and initial face-to-face training result in better student learning gains. To address the current gaps in their professional development programs, program implementers cite follow-up visits as one of their most beneficial features. 139 government-funded, at-scale professional development programs across 14 nations were surveyed using the instrument to get new data. In contrast to evidence-based professional development programs, the qualities of most at-scale teacher professional development programs diverge dramatically from those of programs that are proven to be beneficial. When it comes to how teachers' professional deficiencies affect how the teacher evaluation system is implemented by administrators, the study is needed to fill in the research gap.

Xu and Liu (2019) used bibliometrics and meta-analysis to investigate the current and future needs of EFL secondary TPCs in Chinese senior high schools. Professional competences, reasons, and approaches described in the literature were examined using a literature study conducted between 2015 and 2019. On the basis of the results of 25 research, it can be concluded that teachers are competent in the field of education performance contracting. In terms of technology, they are well-versed, but when it comes to scientific research, they are woefully underqualified. Low levels of curricular, reflective, and evaluation competence have been identified. Self-awareness and

effective in-service training are the most important variables in enhancing professional competence. It was conducted in China, whereas the current study is being conducted in Kenya.

Delvaux, Vekeman, Devos and Van Petegem (2013) studied the attributes of the performance appraisal system used for primary school teachers in gapping teacher professional performance gaps in Singapore. A sample of 85 primary teachers was drawn to collect data. Study findings showed that fairness of the performance appraisal system and simplicity of the procedure is associated with the teacher's knowledge and skills, with positive attitudes skewed to results-based bonuses and existing professional gaps. Implementing an appraisal procedure that can be controlled is linked to enhanced satisfaction with the appraisal system, reduced stress, and more motivation. Teachers with more professional knowledge tend to be team players in their institutions. The study, however, was done in Singapore, unlike the current study, which is done in Kenya.

It was the goal of Desimone and Long (2010) to shed some light on the school's responsibilities when it comes to filling in teachers' skill deficiencies. Using secondary analysis, the first four waves of data from the National Center for Education Statistics Early Childhood Longitudinal Study (2000), a nationally representative longitudinal sample of students who were kindergartners in 1998 were studied. Using multilevel growth models, researchers were able to estimate the associations between variables. Students with lower grades are allocated teachers who stress basic instruction, while students with higher grades are assigned teachers who emphasize more advanced instruction. Achievement growth for traditionally disadvantaged demographics, such as Black and low-income children, was linked to the utilization of advanced procedural instruction and time spent in math classrooms. The study, however, made use of secondary

data while the current study uses primary data, which is more valid as opposed to secondary data hence filling the methodology gap.

Michael (2017) examined the influence of in-service training on Teachers Performance in Kasulu Secondary schools. In order to acquire extensive information about in-service training, a well-structured questionnaire was used to conduct the study. A sample of 70 high school teachers participated in the study. The study findings showed that teachers strongly desired to acquire further training on the curriculum and polish their ICT skill and school administration. Teachers proposed that needs analysis should be conducted to create awareness and further training. A case study design was implemented to study attributes in order to acquire adequate information pertaining to teachers' in-service training. A sample of 70 teachers from six was drawn from the target population. First-hand data from the participants were collected using questioners; however, the data collected cannot necessarily be generalized to the wider population; thus, the current study used a descriptive study design.

According to Kasiisa and Tamale (2013), research on staff appraisal procedures and their impact on teacher performance was conducted in Aga Khan Schools. The research used the cross-sectional design, with a sample size of 78 teachers. They established there was a statistically significant relationship between the school's evaluation systems and teacher service delivery. Additionally, it was also established that emphasis was missing on teacher- based evaluations; the current evaluation system was not detailed enough and well-structured on individual events. Therefore, more was required on the appraisal process such that evaluations would be prioritized and detailed enough to gauge some teacher performance variables. The conjoint intervention was required to enhance the effectiveness and transparency of the system. These were deemed vital to enhancing the

appraisal system to a limit where the performance of individual teachers would be enhanced. The study, however, was specific on Aga Khan Schools which are private, while the current study focuses on Uasin Gishu Public secondary schools.

Ikagema and Irungu (2018) studied the effects of teacher performance appraisals on teacher effectiveness in secondary schools in Kenya. The study adopted stratified and simple random sampling techniques. A sample of 46 secondary schools and a total of 460 teachers from two county were used. The study parameters were; teacher remuneration, government policies, governing structure, the prevailing working environment and the current school curriculum. The study concluded that teacher appraisals affected performance significantly. Generally, the teachers had an attitude that government policies did not favour them to advance their careers. The study, however, failed to show how the teacher appraisal system affects teacher's professional performance, a gap the current study sought to fill.

Teachers are the most highly regarded profession in the world. They serve as a role model and are actively sought after. Educators are the heart and soul of any system of education. Teachers, in fact, are the backbone of a nation. Perceptually and cognitively, teachers develop performance style traits that influence how they see and interact with the world. It means that a person is more capable of using his/her abilities to their fullest potential. Teacher attitude and aspiration level also influence the teacher's assessment of the classroom setting. Educators' instructional performance is widely acknowledged to play an important role in the success of their students' learning and academic accomplishment (Usop, Askandar, Langguyuan-Kadtong, & Usop, 2013). Teacher performance is influenced by a variety of elements, including their aptitude and attitude toward their work as well as their knowledge of the subject matter they teach, their

teaching methods, their personal traits in the classroom, and their relationships with students. It is necessary to know the components involved in teacher development in order to produce high-quality educators. One of these factors is job satisfaction. Teachers who are dissatisfied with their jobs are less likely to be productive and committed. The Department of Education's low performance was uncovered through an evaluation of employee performance. This is the setting in which the research is being carried out.

Identifying underperforming teachers in the early stages of their careers provides policymakers with a window into their potential for future growth and allows them to plan ahead for professional development or dismissal if needed. It's also a good opportunity to recognize and develop instructors who have the potential to make a significant impact in the classroom. During the first five years of teaching, how much teachers differ in performance improvement, and to what extent starting work performance predicts later success, are the questions addressed in this study (Atteberry, Loeb, & Wyckoff, 2015). There is a lot of demand on schools and districts to improve student performance. Teachers' ability to enhance student outcomes varies widely, and this is acknowledged by both teachers and principals. A growing number of policymakers are interested in how teaching effectiveness indicators, such as but not limited to value addition, might be used to improve the general quality of the teacher workforce in light of research on the unequal impact of instructors.

In other cases, these efforts are focused on identifying and rewarding high-quality instructors who are willing to take on more hard duties, or who may serve as examples of expert practice for other teachers. Others are attempting to identify teachers who are in need of support or training in order to improve their abilities (Dee & Wyckoff, 2015).

Some scholars and policymakers are considering the dismissal of unproductive teachers as a means of strengthening the teaching workforce. When a teacher's initial few years in the classroom offer the greatest potential for benefit, interest in gauging success persists throughout their career. Teacher turnover is highest during these years, and a reliable method for distinguishing between high- and low-performing instructors would aid attempts to retain them. Furthermore, beginner and less successful teachers may be able to develop enough to outperform more experienced teachers. These instructors can reap the benefits of professional development more quickly and consequently have a greater impact on pupils if they are targeted early (Loeb, Miller, & Wyckoff, 2014). Finally, practically all school districts conduct tenure reviews at the beginning of a teacher's professional career. In many states, this decision is made at the end of the third year of teaching. Measures of teaching efficacy should be taken into account when making tenure decisions.

Economic, contractual, cultural, and interpersonal obstacles were met by principals in their efforts to cultivate teacher effectiveness Primary and elementary school principals who received more training in how to improve teachers' instruction and principals who were in the State There are fewer obstacles and more chances for building human capital, according to a report (Donaldson, 2011). Schools in urban and rural areas should be rewarded for recruiting new teachers, but seniority-based teacher assignments should be curtailed. Among the implications for practitioners are efforts to change the culture of schools in order to help administrators in providing accurate and frank feedback on instruction A larger, random sample of principals, including those from large metropolitan districts and right-to-work states, should be examined to assess if the results provided by the study hold truth.

As a result of this common wisdom, instructors' ability to raise student accomplishment in the classroom has become widely accepted in recent years. It's important to keep checking the existing data to determine if the findings can be duplicated because the emerging consensus is dependent on a small number of studies. Accordingly, it has been challenging to identify the most successful methods of teacher education training (Chingos, & Peterson, 2011). Both certification and advanced degrees, as well as the quality of the university attended by teachers, have little bearing on how well they perform in their classrooms. Teacher efficacy has been correlated only with on-the-job training that comes with each year of experience in the classroom. It's important to keep an eye on the current data to see whether any findings can be duplicated and to look into any gaps in the existing literature, as the growing consensus is based on a small number of studies. Most earlier studies of pre-service training, for example, have relied on imprecise indicators of the type of training a teacher has had, whether or not the instructor is certified, or whether or not the teacher has attended a selective university, because of data restrictions. By lumping pre-service training into broad categories, important benefits of specific university training programs could be obscured. Furthermore, studies that attempt to account for the reality that only a small percentage of teacher's complete graduate-level coursework have failed miserably. Prior study may have underestimated the benefits of advanced training if persons pursuing advanced training do so to compensate for instructional inadequacies. The influence of certain master's degree programs has never been quantified before.

Senior high school teachers in China's mainland provinces are the focus of this investigation. ESRC/DfID-funded research evaluated how key stakeholders felt about quality, and data from interviews and focus groups was used to compile this report (national and local authority policy makers, teachers, head teachers and students).

International literature and current Chinese education policy are used to study teachers' work in a fast-developing emerging economy, which emphasizes a clear link between individual and national progress (Peng, McNess, Thomas, Wu, Zhang, & Tian, 2014). Changing social patterns and the needs of far-reaching curriculum reform, which highlighted contradictions between a traditional reliance on test results and a modern demand for all-round development and lifelong learning, were the main factors that impacted the quality of teaching. Aside from these structural and financing discrepancies, there were also worries about a lack of specialized instructors and opportunities for high-quality professional development in urban and rural schools across the United States.

Based on the notion that instructors' psychological qualities are linked to their ability to teach, a lot of study has been done (Klassen, & Tze, 2014). There is, however, a lack of empirical data to support this claim, as most studies have focused on the relationship between instructors' self-reported traits and their own self-reported outcomes. An investigation into two psychological traits (self-efficacy and personality) and their relationship to each other was the goal of this study. Research on two psychological traits (self-efficacy and personality) as well as measures of teaching effectiveness were the focus of this study (evaluated teaching performance and student achievement). There is a statistically significant correlation between overall psychological characteristics and teaching effectiveness in 43 studies with 9216 participants, but the effect size is only .10. There was a significant correlation between self-efficacy and rated teaching performance.

When a teacher has self-efficacy, he or she has faith in one's own abilities to carry out a specific teaching task in a specific situation. Self-efficacy is not a measure of actual competence, but rather a sense of confidence in, or future-oriented perception of, the competence one might expect to display in a given situation. It has been proposed that

teacher self-efficacy is a unified higher-order construct that includes the more specific domains of teacher self-efficacy in instructional strategies, classroom management, and student engagement (Jamil, Downer, & Pianta, 2012). They are more likely to succumb to depression and anxiety disorders because of their tendency to overestimate their own ability to handle difficult situations. People with high self-efficacy view difficult tasks as an opportunity for mastery, and attribute failure to a lack of effort or skill, both of which they can correct. Self-efficacy is a strong motivator for people who have a strong sense of control. It is important for pre-service teachers to have a strong sense of their own efficacy so that they can persevere through the challenges of their first year of teaching.

High teacher turnover is likely to lead to increased school instability, a breakdown in the cohesion of the curriculum, and a constant need to hire less experienced teachers to replace those who leave. Many studies have shown that teachers who work in schools with a high concentration of low-income or minority students or students of colour are less satisfied with their jobs and more likely to leave their positions. This means that teacher turnover is concentrated in the very schools that would benefit most from having an experienced staff (Grissom, 2011). There has been little research into the reasons for high teacher turnover in schools with large numbers of traditionally disadvantaged students. Teachers in schools with high concentrations of low-income students report lower levels of satisfaction with their work environments, including principal effectiveness ratings, according to descriptive analyses. Principal effectiveness is linked to higher teacher satisfaction and a lower likelihood of resignation within a year, according to regression results. Furthermore, principal effectiveness has a greater impact on these teacher outcomes in low-income schools. It appears that policies aimed at placing the best principals in the

most difficult schools may be effective in reducing the high rates of teacher turnover in those establishments.

Recent debates about educational policy and research efforts have focused on teacher evaluation. The increased focus on teacher evaluation raises questions about the connection between evaluation and student outcomes. Not only between schools, but also within schools, there are significant differences in teachers' abilities to help students achieve high levels of proficiency in their studies (Goe, Biggers, & Croft, 2012). Current methods of evaluating teachers' performance rely heavily on these discrepancies in their effectiveness. A large number of districts and states used the results of these evaluations as a basis for making critical decisions about teachers. Schools may be able to help teachers improve by using evaluation, but administrators are not always provided with the resources they need to put evaluation results to good use. However, both outcomes of evaluation for accountability and improvement rely on the same foundation: reliable and valid evidence about teacher performance and student learning.

Ratees' reactions to performance evaluations are found to be strongly correlated with their supervisors' levels of satisfaction, support, and trust in the rater-ratee relationship, according to the findings. Rater-ratee relationship quality has a greater impact on appraisal reactions than does participation in or performance ratings in an appraisal. Social exchange theory and procedural justice theory were used to examine whether or not the relationship quality–appraisal reactions relationship was due to the relationship between relationship quality and instrumental resources for the ratee (such as participation in the appraisal and favourable rating) (Pichler, 2012). It was found that there was a direct link between relationship quality and appraisal reactions, supporting a

relational model of the exchange between the two parties. The relationship quality–appraisal reaction relationship was not influenced by favourable performance ratings or participation in appraisals. Results showed that employee reactions to performance evaluations are influenced by the quality of their relationships, and that ratee reactions are an important resource for social exchange between appraisal partners.

Increasingly, universities are using metrics to evaluate their research and teaching efforts, which is likely due to the rise of New Public Management (NPM). National Public Management (NPM) incorporates private-sector practises into the public sector. Performance measurement in universities has traditionally served as a developmental tool to help students improve their future abilities. However, the new systems appear to be more judgmental, attempting to quantitatively evaluate past results (Ter Bogt & Scapens, 2012). Judgmental forms of performance evaluation are becoming more common, as are more quantitative measures of performance. The use of these more subjective quantitative systems has been shown to have a variety of outcomes. In spite of the fact that these systems emphasize objective quantitative measures, they tend to relocate subjectivities rather than remove them. Because of this, users are hesitant to put their trust in the systems. In the end, the new systems could stifle innovation in teaching and limit the university's impact on society. Furthermore, they could harm accounting research's creativity and innovation because researchers are able to get the publications they need without risk.

Concerns regarding the quality of teachers and teaching are shared by stakeholders. In most states, initial certification exams are intended to weed out applicants who are not yet prepared for it. The decision of whether or not to grant a teacher a long-term contract, an given, or an let go is made by principals and other members of the school

staff based on observations and practice. Teachers are paid based on a variety of factors, such as the number of years of classroom experience, the degrees they have earned, and occasionally "value-added" grades based on test scores that they receive from their students (Hill, Umland, Litke, & Kapitula, 2012). Several combinations of one or more of personality, motivation, academic achievement, classroom performance, and external credentials The National Board Certification is one example. I might promote them to subject-matter experts, teaching positions, or roles in professional development. Multiple-choice tests are widely used in assessments to gauge a teacher's proficiency. However, there is a dearth of research that looks at how these assessments can be used in the workplace. There are several methods for solving this issue. On a state assessment, for instance, teacher and student performance were compared. In contrast to high written performance, which predicted strong classroom performance, poor written performance predicted bad classroom performance. On the other hand, teachers who were still distributing written assessments showed a variety of classroom performance.

Over the past decade, teachers have been under increasing pressure to ensure that all students receive a quality education. All students must be held to the same standard of accountability by the state. Teacher attitudes and beliefs have long been shown to affect student learning, as is common knowledge (Hollenweger, 2011). Researchers have found that teachers have a hard time comprehending students with disabilities or who are underperforming. A better understanding of student characteristics that are most relevant to learning could be achieved through better training for teachers. This study provides a framework for assessing students' complex competencies. Teaching teachers a functional language for describing disabilities may help them focus on enabling rather than labelling learning and development.

Performance appraisal fairness is a critical issue in high-performing organisations, but little is known about the organisational and psychological factors that influence employees' perceptions of performance appraisal fairness, especially in public organisations (Harrington & Lee, 2015). Most studies on employees' perceptions of fairness in performance evaluations have concentrated on structural elements rather than cognitive or psychological aspects. Furthermore, one of the important but ignored aspects driving employees' perceived fairness in performance appraisals is the fulfilment of the employee-employer psychological contract, which outlines both parties' expectations of the other.

The promotion of high-quality teachers is widely considered a critical component of enhancing American public elementary and secondary education. No Child Left Behind mandates that every classroom should have a "highly qualified teacher." As a result, there is no agreement on how to improve or even identify the quality of teachers. Training for teachers, including formal pre-service university education, professional growth during the course of a career, and on-the-job experience, is linked to teacher productivity (Harris & Sass, 2011). There have been a wide range of policy recommendations for teacher preparation based on inconclusive research. Formal education has been found to be crucial in several studies, which has led to greater spending on post-graduate training and the development of current university teacher preparation programmes. Similarly, some suggest that institutes of education should be abolished because they believe that formal education is useless.

Formal professional development and teacher output are linked in a predictable way (Avalos, 2011). To some extent, this is explained by problems with estimation because the subject-grade combination where estimations should be most precise in middle

school math showed more significant positive impacts of formal instruction. Teacher productivity is not linked to pre-service training or college admissions exam performance.

The current research investigates the influence of teacher performance appraisals on teacher performance in secondary schools in Kenya. Employing stratified and simple random sampling methods, 46 secondary schools with 460 teachers in two counties in Kenya were taken as samples. The variables under research included teacher remuneration, government policies, school administration, the school environment, and the school curriculum, which were under investigation in the form of comparisons, explanations, and relationships on aspects of teacher motivation to perform well. The research found that teacher appraisals influenced teacher performance. In general, the teachers perceived that government policies were unfavorable to them in terms of career advancement and the introduction of the policies in place. This study informed the current study on sampling techniques used, where stratified and simple random sampling methods were used to pick respondents.

2.5 Teacher Performance Appraisal and Learner Talent Development in Public Secondary Schools

The process of attracting, developing, motivating, and retaining highly productive and enthusiastic personnel is called "talent development" (Martin, 2015). Developing a high-performance, long-term, and sustainable organization is the goal of talent acquisition and development. A framework has been developed by the Human Resource Management department to enable the community to better understand the numerous HR processes handled by the office. Planned development of training goals and plans

that are linked to individual goal attainment, career development, and possible succession planning (Rizvi & Garg, 2017).

According to research by Hamzah and Shamsudin (2017), the development of talent management factors (TMFs) influences the development of teacher leadership talent (TLT). Amos 19 was used to conduct a study of 400 professors from Malaysia's most prestigious institutions of higher education. The hypotheses were tested with a 95% confidence interval. This model was tested using the Root Mean Square Error of Approximation (RMSEA), the Tucker-Lewis Index (TLI), and the Comparative Fit Index (CFI). In the end, the model had an excellent fit with a RMSEA of 0.049, a TLI of 0.942, and a CFI of 0.962. It was found that the execution of talent management falls within the range of being very good and substantial with the development of teacher leadership talent in the study participants. Although the study was conducted in Malaysia, the current research is taking place in Kenya.

Badah (2014) studied headteachers by conducting a performance appraisal of teachers and learner talent development in Omani Basic Education schools. Choosing study participants is vital to any research that studies attributes; hence, the researcher adopted purposeful sampling to select the three Omani public-school levels. A simplified open-ended interview was utilised to get the primary data. Additionally, direct observations and document analysis were also used to collect data. Data received showed that principal A utilised class observation to check and track instruction. To achieve this, the headteacher viewed the teacher's performance appraisal as more of a tool than a process. In addition, the headteachers utilised the teacher's performance evaluation to perform forty-minute observations. "It is about evaluating the teacher through class observation", she added. Using this system enabled headteachers to make sure that

junior teachers implemented instructional strategies appropriately. Additionally, this strategy made it possible for headteachers to monitor and evaluate teachers' performance on instructional leadership practises, which the headteacher linked to students' performance and talent development. This study, however, used a purposeful study design that was open to selection bias and error; thus, the current study intends to use a descriptive study design to avoid the bias.

The purpose of the study was to determine the effect of talent management on the relationship between performance appraisal and productivity among secondary school teachers in Kisumu County, Kenya. Performance appraisal has a significant positive contribution to teacher productivity. Talent management has a significant positive impact on teacher productivity. Talent management significantly and positively moderated the relationship between performance appraisal and teacher productivity. Talent management accounted for 17.0% of the change in teacher productivity. The study concludes that performance appraisal and talent management significantly affect teacher productivity. This study, however, pointed out the effects of talent management on teacher productivity, which necessitated the current study to focus on learners development affected by teacher performance appraisal.

In the educational evaluation of students across secondary schools in Bahir, Dar, Ethiopia, Bedilu (2014) examined the proficiency of secondary school instructors and the growth of learner talent. The sample consisted of 60 secondary school teachers from the town of Bahir Dar. A questionnaire was modified and used to gather data. Descriptive statistics and tests were used to assess whether there is a substantial variance in teachers' competency as a result of changes in the school, kind of teaching. It was found that the teachers who participated in the study had knowledge that was below

average in terms of how well students' skills were fostered and developed in the classroom. With minor exceptions, teachers consistently displayed poor levels of proficiency in all areas. Finally, the development of abilities and talent was enhanced because private school teachers were far more competent than their public school counterparts. However, the current study used correlation and linear regression, which are more resilient in terms of data distribution and processing ease; as a result, detailed information may be recovered from the test. The earlier study, on the other hand, used a hypothesis test.

A paradigm for designing preschool learning environments that were supportive of the growth of slow learners was established by Ahmad, Shaari, Hashim, and Kariminia (2015). The achievement of pupils who are behind their peers is significantly impacted by the physical learning environment of schools. When building a learning environment, there are numerous things to keep in mind, such as human comfort (visual, thermal, and auditory), spatial planning, the caliber of furnishings and finishing, and safety components. Their findings can help those who design, provide services for, and develop policies for special needs preschools by helping them design classrooms that are more accommodating to delayed learners. However, the study design and data collection procedure was not provided, as was the case with this study. Schools have traditionally been required to improve student achievement and provide a high-quality educational environment for all children. The importance of teaching and instructors in boosting student accomplishment has been recognised, as data suggests that teacher quality is the single most important school characteristic influencing student achievement (Elliott, 2015). An awareness of the numerous factors of successful performance evaluation is crucial, given the importance of teacher appraisal in raising the focus on teaching quality and the fact that many reforms have failed in the past.

Career growth, professional learning, and feedback can all be included in an employee's appraisal. When it comes to performance evaluations, summative components look at how well an employee performs in terms of promotion, demotion, and termination.

In order for a company to be successful in the long run, it must be able to monitor how well its people perform over a predetermined period of time and how effectively it uses that knowledge to ensure that performance not only meets but also improves over time (Ojokuku, 2013). An employee's contribution to the company during a specified time period is evaluated as part of the performance evaluation (PA) process. Individual employee performance improvement is the primary goal of performance evaluations, which in turn improves the overall performance of a company. Academics believe that the university's performance evaluation method does not effectively capture all of the work components that make up their performance during the review period. The academics' motivation and general performance were also found to be influenced by the performance evaluation method. As a result, it was suggested that the PA system for academics should be revised by university management so that all the components of their employment are collected, evaluated, and suitably compensated. To help lead university education in the proper direction for national growth, this is believed to have a favourable impact on the academics' motivation and overall performance.

Positive relationships in the classroom and successful learning are enhanced when teachers and students interact well. Effective instructors, on the other hand, are able to recognise changes in pupils' behaviour and identify their individual requirements in the classroom. Teachers have the power to create a classroom climate that is conducive to learning, and this can have a positive impact on student performance. Teachers and

students are encouraged to work together in a supportive classroom environment. That's why it's critical that students have the freedom to engage with their environment when they're studying and teaching in the sciences. Teachers can motivate children to study in a creative and original way by having them interact with their environment. Students' minds would be stimulated as a result of this phenomenon, and they would be less likely to just regurgitate information. Students' enthusiasm for science would be piqued if they had engaging experiences in the classroom. There are a number of ways in which pupils were excited to participate in these activities. Students benefit more from classroom activities like doing investigations to find solutions to problems. Effective teaching by teachers enables students to build a link between previous experience and current life, to apply the information learned to solving issues, to defend their opinions, and to accept responsibility throughout their lives. As a result, the teacher is a critical component in determining whether or not students learn. As a general rule, the relationship between instructor and student is critical to the teaching and learning process in any society. Teachers' behaviour, such as congratulations and discipline, has a significant impact on pupils' learning, according to a number of studies.

Students and staff alike benefit greatly from a tranquil and welcoming school environment. Due to the fact that pupils spend the majority of their time at school. In order for students to learn efficiently, teachers need to be more creative and original in their methods of teaching and learning. Choosing the right teaching methods and strategies is essential to ensuring that pupils fully grasp the material at hand (Ahmad, Shaharim, & Abdullah, 2017). Students' success in the classroom is influenced by a variety of factors.

Teachers, students, and the classroom environment all play a role in the effectiveness of the learning process. To sum up, it is suggested that it is vital to evaluate all aspects of the learning environment in order to get a clear picture of both students' and teachers' abilities in preparing for positive learning outcomes.

Teachers had a positive impression of the principal's leadership, the work environment, and the incentive to join the union. The certified teacher's performance was directly influenced by both the leadership of the principal and the work environment (Hartinah, Suharso, Umam, Syazali, Lestari, Roslina, & Jermsttiparsert, 2020). Head leadership and work environment variables can explain the teachers' performance, but independent factors such as incentive to affiliate did not have a significant impact. Principals and a supportive work environment have a positive impact on teachers' performance.

Teaching's major goal is to bring about a significant shift in the student's mindset (Tebabal & Kahssay, 2011). Teachers should use appropriate teaching approaches that are tailored to the individual objectives and exit outcomes of their students in order to enable the transfer of knowledge. In the past, when it came to imparting knowledge to students, many teachers used teacher-centred methods instead of student-centred methods. Throughout the history of educational research, issues about the impact of teaching methods on student learning have been of great interest (Ganyaupfu, 2013). In addition, research on teaching and learning always looks at how different teaching approaches affect student growth. Unbelievably, the low academic achievement of most children is closely tied to the use of inefficient teaching strategies by educators. According to extensive studies on the efficiency of teaching methods, students' outcomes frequently reflect the quality of the instruction. Learners are encouraged to make adjustments that lead to a desired outcome through teaching. Teachers need to be

familiar with a variety of teaching methods that consider the level of complexity of the subject they are teaching.

Research showed that teacher quality is the most significant school-level factor that affects student achievement, and this is true for all subjects. Student achievement varied more than any other school aspect because the most effective instructors outscored their fewer effective counterparts by as much as a grade level, according to the key 1966 Coleman study, 'Equality of Educational Opportunity' (Looney, 2011). High-quality teachers can help students from low-income households, and those who have a long string of them may be able to attain the same level of achievement as those from more affluent backgrounds, but poor-quality teachers left a lasting impression, and pupils who were later allocated to more effective teachers were unable to make up for the gaps they had created earlier.

Teacher training techniques such as microteaching allow teachers to improve their teaching abilities by focusing on minor tasks known as "teaching competencies." Microteaching is a successful method for promoting real-time teaching experiences for both rookie and experienced teachers. Learning the art of teaching is made easier and more effective by key microteaching abilities such as presentation and reinforcement. This method has had a significant impact on education in a variety of fields, including health sciences, biological sciences, and more (Remesh, 2013). It is anticipated that the Medical Council of India and the function of medical teachers will necessitate this type of training.

In light of the Medical Council of India's upcoming revisions to the medical curriculum and the expanding importance of medical educators, it is clear that medical educators require ongoing training and assessment of their abilities in order to maintain their

effectiveness throughout their careers. When microteaching is implemented at the departmental level in many sequences, the reported constraints can be minimized. When it comes to the skill of teaching, knowledge is not simply transferred from one person to another. Instead, it is a complex process that aids and influences the learning process itself. Quality in teaching is measured by how well pupils comprehend what they are learning from a teacher. Using classrooms as a training ground for primary teaching skills is not an option.

Schools are required to execute a variety of basic functions in the context of compulsory education, depending on the circumstances. A school's most important goal is to ensure that all students have equal access to educational opportunities, regardless of their socioeconomic status or geographic location. Today's schools are expected to perform these roles, taking into account the issues of our time, such as multicultural coexistence, the dominance of technology, the evolution of the sciences, and the quick renewal of knowledge. Schools, on the other hand, are also preparing children for an ever-changing future. In large part, a teacher's function is defined by the characteristics of the modern school listed above (Liakopoulou, 2011). A teacher should be qualified and knowledgeable in their field. Due to the nature of teaching and the complexity of a teacher's work, a precise and absolute definition of these qualifications is not possible or desirable. It is vital, however, to have a list of these qualifications in order to develop teachers' education programmes and establish criteria for the selection, evaluation, and self-evaluation of instructors. The influence of many factors, referred to as domains of influence, is definitive in the recording and defining of these criteria. As practitioners, practicing teachers are uniquely qualified to assess their own professional needs and recommend the kinds of resources that make their work easier and help them be more effective. Teachers' qualifications have been referred to as "competence" over the past

few years. Teachers' personal traits and attitudes, as well as the skills and information they acquire because of their profession, are considered competence in a broader context.

Teachers and administrators agreed on the level of HRM conducted at the school. Employee participation, performance evaluation, remuneration, and awards were always part of their practises. There was no significant difference in the instructors' HRM practises, according to the results of the study. Human resource management practises and profiles did not differ significantly when people were classified based on their profiles, and there was no variation in the degree of HRM activities between districts (Kasetvetin, 2019). It was also found that in terms of planning, providing instructional materials and evaluation, learning reinforcement, commitment to the learners, and communication, the private school teachers performed well teacher performance was not significantly influenced by the school district, and there was no significant correlation between the degree of HRM practises and the performance of private school teachers. As a result, private teachers face a variety of challenges, including a shortage of trained people and a lack of funding, as well as a lack of modern teaching methods and technology. As a result, no link was found between HRM practises and teachers' performance.

The use of TA or TPA, which has assumed a central role in educational systems and reforms around the world, facilitates teachers' early training, professional development, school management, and the promotion of critical reflection and self-regulation among teachers and school administrators (Abelha, Jesus, Fernandes, Albuquerque, & Vidal, 2021). The implementation of TA has, for the most part, been unsuccessful due to two main reasons: first, evaluators lack the necessary training and expertise; and second,

evaluated teachers perceive the process as unfair and pointless because they don't think they are being fairly evaluated and that the TA system, which violates legal regulations, has no impact on their career advancement or pay recognition.

Research on teacher effectiveness has come to overlook values in two senses: the more specific values underlying good teaching as well as the more general values linked with educational processes. The promotion of self-directed learning and the construction of an inclusive classroom atmosphere are two instances of how rethinking teacher effectiveness by incorporating a values component is demonstrated (Campbell, Kyriakides, Muijs, & Robinson, 2014). A review of the benefits and shortcomings of the English government's endorsement of the Hay-McBer model of teacher effectiveness for performance evaluation is investigated. How teacher self-evaluation might help in identifying the values that matter most to an effective educator is discussed. Studying successful teaching and teacher development is a way to have a better knowledge of how good teaching may grow. Teachers must first master more basic teaching tactics and behaviors before moving on to more complicated ones, according to the study's central concept. It's interesting to note that the sequence corresponds to accounts of the growth of teachers (Van der Lans, Van de Grift, & van Veen, 2018). As a whole, the results showed that this instrument has the potential to be an excellent tool for describing the growth of teachers' ability to provide successful lessons.

Over the past three decades, a number of studies have consistently found that the classroom level is more relevant than the school level in terms of explaining the difference in student accomplishment (Kyriakides, Christoforou, & Charalambous, 2013). As a result, it has been found that a significant percentage of the variation in

classroom performance may be related to instructors' actions in the classroom, rather than to their personal traits, such as their views. Learning simply cannot take place in the classroom without the support and supervision of an excellent teacher. There is still a lot of work to be done in this area, despite the progress that teachers have made in stressing their role in fostering student learning over the past few years. A meta-analysis was conducted to examine the impact of various teaching characteristics on student learning outcomes in order to contribute to the ongoing endeavour to better understand how teachers influence student learning.

By offering a variety of programmes and activities to aid faculty members in polishing their teaching skills, medical schools and educational institutions are adapting to changing educational trends. Faculty development or staff development refers to the efforts made by Health professionals to advance their skills, knowledge, and conduct as lecturers, educators, managers, leaders, researchers, and scholars (Steinert 2014). It has been recommended that faculty members acquire educational knowledge through informal learning opportunities in real-world settings since the start of the twenty-first century (Webster-Wright). Alternative or hybrid methods like peer coaching, structured classes, and project work are also recommended).

All faculty development programmes were rated well in terms of their quality and effectiveness (Steinert, Mann, Anderson, Barnett, Centeno, Naismith, & Dolmans, 2016). Increased self-confidence, passion, and awareness of good instructional approaches are evident in the school community. There was a noticeable increase in students' abilities and self-reported improvement in their teaching methods. As a result of these improvements, there was an increase in academic production, stronger teaching practises, new educational initiatives, and new leadership positions. When it came to

organisational changes, they were hardly discussed. Designing educational programmes based on scientific evidence was a key aspect, as was providing relevant content and incorporating experiential learning, providing feedback and reflection, and engaging students in educational projects.

From being mainly a building manager to becoming an academic and curriculum leader, and finally to becoming a technical leader, the function of the principal has changed with time. It is becoming increasingly common for educational leaders to take on a more technologically oriented leadership role. To be successful in the information age, educational institutions must have administrators who are familiar with the advantages and disadvantages of modern information and communication technologies. Strong leadership is critical to the success of technology-based school reform, according to a number of experts and educational organisations, including the National School Boards Foundation and the United States Department of Education. Furthermore, teachers' use of educational technology is closely correlated with the leadership of school principals in the use of technology in the classroom. Effective technical leadership from principals is critical to the success of initiatives to transform and prepare schools and children for the information age. According to the previous paragraph, in this digital age, technological leadership is becoming more important. When it comes to enhancing students' capacities, principals who want to implement school reform should have technological leadership skills. As a result, teachers' technological literacy increases, and they are more likely to use technology in the classroom. Technology literacy has a direct impact on instructors' efficacy. Teachers are better able to do their jobs when their principals lead the way in technology. As a result of teachers' technology literacy, principals can have an impact on the quality of their instruction. Principals, as

technology leaders in their schools, should design and implement a long-term vision and technology plan.

Higher education in the United States has become increasingly concerned with assessing successful teaching as a function of student learning outcomes. Graduation rates for students from low-income backgrounds are lower than those from higher-income backgrounds (Paolini, 2015). There are now common core state standards in place in 45 states, and many districts are connecting teacher evaluations to student performance. There are no standard measures for evaluating the quality of classroom instruction in higher education. Some proponents of assessment advocate for common final exams in large, multi-section introductory courses at postsecondary institutions (Chingos, 2013). It's important to focus on areas of instruction that positively correspond to teaching effectiveness and to use student feedback and programme benchmarks to gauge this efficacy because there are no universal college-level assessment methods available. How can post-secondary instructors improve their teaching effectiveness and student learning outcomes? This manuscript examines this question. Teaching methods, assessment data, and evidence-based procedures for university teachers were among the topics covered.

There should be a strong emphasis on student independence, self-learning environments that encourage students to take initiative, and flexible training programmes that allow for a student's ability to work at a pace that is right for him or her (Yakovleva, & Yakovlev, 2014). It is now time to talk about how to generate interest in the profession, promote efficient learning of training content, create patterns of conduct, and, most crucially for future specialists, contribute to their complex capabilities through the use of interactive training methods. An outline of modern teaching approaches that are widely used in scientific and methodological literature, as well as those that can help students develop

professional skills. The training, case study, behavioural modelling, peer feedback, play project, symbolic game, narration, basket, and action learning approaches and their potential in professional training are briefly covered here.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter highlighted the research design, study area, target population, sampling procedures, research instruments, validity and reliability of research instruments, data collection, data analysis procedures, and ethical considerations.

3.1 Research Design

A research design is a well-stipulated layout showing how the objectives of the study were achieved. According to Creswell and Creswell (2017), it showed all the techniques that the researcher utilized to meet all the research objectives and solve the research problem. The investigation adopted a descriptive survey design, intending to examine the effect of teacher performance appraisal development on quality teaching in Kenya. Conducting descriptive surveys is affordable and simple. The survey was conducted anonymously to allow the respondents to provide more valid responses. This further helped the researcher collect accurate and reliable data. Surveys carried out anonymously give an open platform for respondents to be honest and minimize withholding of information.

3.2 Study Area

The study was conducted in Uasin, Gishu County (Appendix IV). It is one of Kenya's 47 counties and is situated in the Rift Valley Region. The county's administrative and commercial hub, as well as its major population centre, is the town of Eldoret. The plateau-based city of Uasin Gishu has a cool, moderate climate. The county is located between latitudes $0^{\circ} 31' 0.00''$ N and $35^{\circ} 16' 59.88''$ E. In Uasin Gishu County, there are 156 public secondary schools distributed throughout the six sub-counties. According to

the Uasin Gishu TSC County Director Office (2020), public secondary schools' academic performance regarding their students' performance on the KCSE exams has been on the decline. Low-quality instruction is the cause of the low academic accomplishment (Mabeya, Gikuhi, and Anyona, 2019).

3.3 Target Population

The target population is altogether individuals or things that the researcher's trademark wishes to comprehend and from which the researcher draws a sample for the study (Zhao, Tian, Cai, Claggett & Wei, 2013). The entire Uasin Gishu County has 156 public secondary schools; thus, the accessible population was 6 TSC sub-County directors, 156 principals, 342 teachers, and 6 Quality Assurance and Standard officers. (QASO). This is presented in Table 3.1.

Table: 3.1 Target Population

SN	Sub County	Public Secondary Schools	TSC sub-County directors	Principals	Teachers	QASO Officers	Total
1	Turbo Sub county	27	1	27	60	1	89
2	Kesses Sub county	38	1	38	82	1	122
3	Moiben Sub county	25	1	25	55	1	82
4	Kapseret Sub county	19	1	19	43	1	64
5	Ainabkoi Sub county	21	1	21	44	1	67
6	Soy Sub county	26	1	26	58	1	86
	Totals	156	6	156	342	6	510

Source: Uasin Gishu TSC County Director Office (2021)

The TSC sub-County directors were selected in this study because they are in charge of sub-county teacher management programmes and can give information on the implementation of teacher performance appraisal development and the quality of teaching. Principals are programme implementors in public schools and gave information on teacher performance appraisal development implementation.

QASO Officers are part of the implementation committee, ensuring quality components, providing advice on teacher performance appraisal development, and acting as overseers of the programmes. Teachers are the implementors of programmes. Therefore, the target population provided adequate information concerning the implementation of teacher performance appraisal development and the quality of teaching in public secondary schools in Uasin Gishu County, Kenya.

3.4 Sample Size and Sampling Procedure

As per Orodho (2003), the sample size is defined as the number of study participants that can be used to represent a population.

3.4.1 Sampling of Schools

The researcher obtained sample size using Yamane formulae (1967).

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size required

N is the population size =156

e is the level of precision =0.05

$$n = \frac{156}{1 + 156(0.05)^2}$$

$$n = 112$$

The sample size for schools per sub county are proportionally distributed is shown in Table 3.2.

Table: 3.2 Sampling of Schools

SN	Sub County	Public Secondary Schools	Sample size
1	Turbo Sub county	27/156*112	19
2	Kesses Sub county	38/156*112	27
3	Moiben Sub county	25/156*112	18
4	Kapseret Sub county	19/156*112	14
5	Ainabkoi Sub county	21/156*112	15
6	Soy Sub county	26/156*112	19
	Totals	156/156*112	112

Source: Researcher (2022)

The determine the 112 schools that participated in the study, stratified and random sampling approaches were used. In this instance, schools were grouped according to the six sub-counties. Numbers were given to the schools listed on the list. Excel was utilised to create random numbers depending on the provided numbers. The production of the random numbers is carried out by opening a blank Excel document, choosing cell A1, typing RANDBETWEEN between (1, 112), and then pressing the enter key. The following step involves choosing cell A1, clicking on the lower right corner of the cell, and dragging it up to cell A112 to generate the list of random numbers. Any time a number was chosen, the associated person was contacted.

3.4.2 Sampling of Principals

The principals were selected using purposive sampling since they were automatically selected once their schools were chosen. Using purposive sampling, the researcher was able to draw upon a wide range of qualitative information.

3.4.3 Sampling of TSC sub-County directors

The study used the census to select the 6 TSC sub-County directors to give information concerning the implementation of teacher performance appraisal development and the quality of teaching in public secondary schools in Uasin Gishu County in their area. All 6 TSC sub-County directors were chosen using the census, as they are the only ones in the county. A census was chosen because it can provide detailed information on all or most elements of the population, thereby enabling totals for rare population groups or small geographic areas (Ruggles, Fitch, Magnuson, & Schroeder, 2019).

3.4.4 Sampling of Teachers

The researcher obtained sample size of teachers using Yamane formulae (1967).

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size required

N is the population size =342

e is the level of precision =0.05

$$n = \frac{342}{1 + 342(0.05)^2}$$

$$n = 184$$

The sample size of 184 teachers were proportionally distributed as shown in Table 3.3.

Table: 3.3 Sampling of Teachers

SN	Sub County	Teachers	Sample size
1	Turbo Sub county	60	32
2	Kesses Sub county	82	44
3	Moiben Sub county	55	30
4	Kapseret Sub county	43	23
5	Ainabkoi Sub county	44	24
6	Soy Sub county	58	31
	Totals	342	184

Source: Researcher (2022)

Simple random selection was used to choose teachers from the sampled schools as respondents because it eliminates sampling bias by giving all teachers an equal chance of being chosen. Each person on the list received a unique number. Excel was utilised to create random numbers depending on the provided numbers. The production of the random numbers was carried out by opening a blank Excel document, choosing cell A1, typing RANDBETWEEN (1,184), and then pressing the enter key. The following step involves choosing cell A1, clicking on the lower right corner of the cell, and dragging it up to cell A184 to generate the list of random numbers. Any number that was chosen would contact the associated number. Simple random sampling, as noted by Acharya, Prakash, Saxena, and Nigam (2013), gives each person an equal chance of being selected for the sample from the population.

3.4.5 Sampling of QASO Officers

The 6 QASO Officers were selected using the census because they had information concerning the study topic and were easier to generalize about the sampled respondents. The census allowed the researcher to select all QASO Officers in the county. They were the only ones available who could provide information concerning the implementation of teacher performance appraisal development and the quality of teaching in public

secondary schools in Uasin Gishu County, Kenya. It is a non-random strategy that doesn't require hidden speculation or a set number of members. Basically, the researcher chooses what should be known and embarks on a journey to find individuals who can and are willing to give the data by way of temperance of information or experience (Cresswell et al., 2011).

It is commonly utilized in qualitative research to distinguish and choose the data-rich cases for the most legitimate use of accessible assets (Oppong, 2013). In this manner, the ideal sample size for the investigation was 308 members, as demonstrated in Table 3.4.

Table: 3.4 Sample Size

Sub County	Target population	Turbo Sub county	Kesses Sub county	Moiben Sub county	Kapseret Sub county	Ainabkoi Sub county	Soy county	Sub	Sample size	Methods
Public Secondary Schools	156	19	27	18	14	15	19		112	Simple random sampling
TSC sub-County directors	6	1	1	1	1	1	1		6	Census
Principals	156	19	27	18	14	15	19		112	Purposive
Teachers	342	32	44	30	23	24	31		184	Simple random sampling
QASO Officers	6	1	1	1	1	1	1		6	Census
Total sample size	510	53	73	50	39	41	52		308	

Source: Researcher, (2022)

3.5 Research Instruments

The investigation used structured questionnaires and interviews schedule as the major research instruments for the study.

3.5.1 Questionnaires

Questionnaires were the main tool used to obtain first-hand data from principals and teachers. The study used both open-ended and closed-ended questionnaires. The questionnaire was the main data collection instrument because it enables the researcher to get information from an enormous sample size with a foundation; the discoveries remained confidential, and since they are presented in the paper, there is no bias.

Respondents additionally have adequate time to offer comprehensive information in the form of responses. The construction of the questionnaire started with Section A, which contained questions on demographic information such as gender, age, educational level, and number of years of service as a teacher. Section B contained questions and teacher performance appraisals on learners' academic achievement. Section C contained questions on teacher performance appraisal and enhancing learner safety. Section D contained questions on teacher performance appraisal in aiding to bridge teachers' professional performance. Section E contained questions on teacher performance appraisal and talent development. A Likert scale of 1 to 5 was used to structure the questionnaire. The highest degree was matched with the most positive choice from the options, while the lowest score was awarded to the most negative choice. Likert scale for which 5-Strongly Agree, 4-Agree, 3-Undecided, 2-Disagreed and 1-Strongly Disagreed.

3.5.2 Interview Schedules

An interview schedule was used to gather data from TSC sub-County directors and QASO Officers. Implementing this technique helped evoke responses that were

important and seen as notable by the respondents. The researcher was adaptable to the primary response, that is, to inquire as to why or how. After analyzing the survey questionnaires, face-to-face interview plans assisted the researcher with acquiring more data and surveying in-depth issues that arise from the main data collection tools (questioners). Interviews were utilized as they provided the chance to tailor one's line of questioning, follow up fascinating reactions, take into consideration inside and out an investigation, and establish the fundamental information about the implementation of teacher performance appraisal development and the quality of teaching in public secondary schools in Uasin Gishu County in Kenya. An interview aide was utilised, containing a few explicit inquiries that were followed up and issues related to the execution of teacher performance appraisal development and the quality of teaching. The outcome was arranged chronologically while preserving the original information provided by the respondent. This was based on research objectives. Therefore, interviews were thematically organized for easy analysis using the thematic method.

3.6 Pilot Study

Before the actual study was conducted, a pilot study was carried out to determine the validity and reliability of the research tools. The primary goal of the pilot study was to identify any potential flaws in the research instrument by evaluating both its validity and reliability (Johnson, Sumner, and Han, 2015). The researcher was able to assess how effectively the respondents understood and responded to all of the questions thanks to the piloting of the study instruments. County of Elgeyo Marakwet hosted the pilot research. A sample of 31 participants from the pilot study, or 10% of the study population, was used. Mbondo (2016) claims that a pilot study with a sample size of 10% of the study can be conducted.

3.6.1 Validity of the Research Instrument

Validity alludes to the correctness or accuracy of research outcomes (Kothari, 2008). The level at which the outcome of the research can be disseminated accurately and with confidence. In other words, all the research instruments were valid if they performed what they were designed to do, that is, what they were meant to perform. In the study, content validity, concurrent validity, and face validity were considered. All three types of validity were achieved by using a supervisor, colleagues in class, and other experts to critically examine and assess the relevance of the items to the objectives of the study. Their criticisms and advice were used to adjust the research instruments before carrying out the main study.

3.6.2 Reliability of the Research Instrument

According to Latunde (2016), the reliability of an examination tool is demonstrated when the same target group is frequently studied using the same research tool and the results are comparable. The internal consistency and reliability of the instrument's components were tested using data from the pilot research and the Cronbach's alpha coefficient.

The Cronbach's Coefficient Alpha (K-R 20) was as follows:

$$KR_{20} = \frac{(K)(S^2 - \sum S^2)}{(s^2)(K-1)}$$

Where:

KR_{20} = Reliability coefficient of internal consistency

K = Number of items used to measure the concept

S^2 = Variance of all scores

s^2 = Variance of individual items

The Cronbach's alpha coefficient was used to determine how results were gathered to determine how items responded to one another in a similar instrument. According to Agbim (2013), the cutoff point for establishing the dependability of research instruments is 0.7 for Cronbach's alpha. However, the low Cronbach's alpha coefficient shows that the research instruments are unreliable, and the researcher would make the necessary adjustments before using the equipment to gather data. SPSS software was used to undertake Cronbach's alpha coefficient analysis. The findings of the pilot study are as presented in Table 3.5.

Table: 3.5 Reliability Test Results

Variables	Cronbach's Alpha	N of Items	Comments
Learner academic achievement	.910	7	Accepted
Learner safety	.905	8	Accepted
Teacher's professional performance gaps	.934	8	Accepted
Learner talent development	.923	8	Accepted
Teacher performance appraisal	.914	7	Accepted
Average	.917		

Source: Field Data (2021)

The findings in Table 3.5 indicated that learner academic achievement had a coefficient of 0.910; learner safety had a coefficient of 0.905; teacher's professional performance gaps had a coefficient of 0.934; learner talent development had a coefficient of 0.923 and Teacher performance appraisal had a coefficient of 0.914. On average the value of Cronbach's Alpha was 0.917 which was above 0.7 thus the research instruments were reliable to be used to collect data as recommended by Taber (2018). This represented high level of reliability and on this basis, it was supposed that scales used in this study are reliable.

3.7 Data Collection Procedures

Before applying to the National Commission for Science, Technology, and Innovation (NACOSTI), the researcher obtained a letter of consent from the School of Postgraduate Studies at Kisii University. This allowed them to conduct their research in public secondary schools in Uasin-Gishu County, Kenya. After receiving the letter from NACOSTI, the researcher went on to obtain a permit from Uasin Gishu County's county director of education offices. Questionnaires were administered directly to respondents utilising the "drop and pick" method on the survey date. The researcher followed up to ensure that the questions were answered in accordance with the research. Before gathering the participants' responses and filling out the questionnaires for data collection and analysis, the participants were given a sufficient amount of time to adequately complete them. Both closed-ended and open-ended questions were included in the questionnaire. Open-ended surveys allowed respondents the opportunity to express their opinions. The researcher gave the participants an explanation of the cause for her visit. Doing so ensures the participants' privacy regarding any responses and information they provide.

3.8 Methods of Data Analysis

Data analysis entails the interpretation, organisation, and presentation of gathered data to increase the amount of information that can be used immediately (Safa et al., 2016). The collected data was sorted and adjusted to remove any discrepancies, repetitions, or mistakes that would have complicated analysis. The statistical package for social sciences (SPSS), version 25, was used to examine the data using descriptive and inferential statistics. Indicative statistics such as percentages, frequencies, means, and standard abbreviations were included. To determine the change in a dependent variable caused by the impact of independent factors, inferential correlations and simple linear regression

analysis were used. The regression model that was used to evaluate the following hypotheses was as follows.

Regression Model

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Where:

Y; represents learner academic achievement

β_0 ; represents regressionConstant

β_1 represents coefficient of study variable

X_1 ; represents teacher performance appraisal

ϵ ; represents error term

$$Y = \beta_0 + \beta_2 X_2 + \epsilon$$

Where:

Y; represents learner safety

β_0 ; represents regressionConstant

β_1 represents coefficient of study variable

X_2 ; represents teacher performance appraisal

ϵ ; represents error term

$$Y = \beta_0 + \beta_3 X_3 + \epsilon$$

Where:

Y; represents teacher's professional performance gaps

β_0 ; represents regressionConstant

β_1 represents coefficient of study variable

X_1 ; represents teacher performance appraisal

ϵ ; represents error term

$$Y = \beta_0 + \beta_4 X_4 + \epsilon$$

Where:

Y ; represents learner talent development

β_0 ; represents regression Constant

β_1 represents coefficient of study variable

X_4 ; represents teacher performance appraisal

ϵ ; represents error term

Data was presented in the form of frequency tables, charts, and graphs for easy comprehension and analysis. Thematic narratives were used to present qualitative data gleaned from open-ended questions and interviews.

3.9 Assumptions on the Model

A tool for predicting a dependent variable from numerous independent variables is regression analysis (Harlow, 2005; Stevens, 2009). The independent variables are usually not subjected to experimental control, so the fluctuations that are seen must be taken as they are. Regressions are used to see which, if any, of these predictor factors can predict the dependent variable in a meaningful way. Using a regression model correctly necessitates the fulfilment of numerous essential assumptions in order to apply the model and verify its validity. The linearity, homoscedasticity, normalcy, multicollinearity, and residual independence assumptions underpin the regression model.

The linearity assumption states that the dependent variable and the set of independent variables have a linear relationship. Scatter diagrams were used to test the linearity assumption (Creswell & Clark, 2011). The link between the dependent and independent

variables can only be effectively estimated using standard regressions if the relationships are linear. When dealing with non-linear relationships, it's critical to check for non-linearity in the analysis. If the relationships between the dependent and independent variables are not linear, the regression analysis findings understate the underlying relationships.

The assumption of homoscedasticity of the errors says that the variation in the residuals is the same whether the projected value of the dependent variable is large or small. Heteroscedacity is defined as a difference in the variance of errors at different values of the independent variables. Berry and Feldman (2015) and Tabachnick and Fidell (2007) say that slight Heteroscedacity has no effect on significance tests. However, marked Heteroscedacity can lead to serious distortions of findings and seriously weaken the analysis, increasing the risk of Type I error. Levene's test of equality of error variances was used to determine homoscedasticity.

The assumption of normality indicates that residuals are regularly distributed and have a zero mean. Relationships and significance tests can be biased by non-normally distributed variables (extremely skewed variables or variables with significant outliers). Kolmogorov-Smirnov was used to determine if residuals follow a normal probability distribution (Creswell, 2011). Variables with normal distributions are assumed in regressions (Osborne & Waters, 2002). This suggests that errors have a normally distributed distribution, and a normal curve approaches a plot of their residual values (Keith, 2006). The assumption is based on the shape of the normal distribution and informs the researcher about the expected results. Because residuals are assumed to be irregularly distributed, screening for normality is a critical first step when initiating regression (Stevens, 2009; Tabachnick & Fidell, 2006). Non-normal distributions with strong

skewness and kurtosis, as well as extreme outliers, might distort the derived significance levels of the study, causing the standard errors to become biased and the general accuracy of the results to suffer (Osborne & Waters, 2002)

The assumption of multicollinearity implies that there is no link between the independent variables. To estimate this (VIF), tolerance and variation inflation factors were applied. A tolerance of less than 0.10 or a VIF of more than 10 is regarded as a sign of significant multicollinearity problems. The presence of a problem is indicated by a tolerance of less than 0.2. It indicates that there is not much multicollinearity when the tolerance is close to one. Multicollinearity may be a concern if the tolerance is too low (Field, 2009; Williams, 2015). The independent variable ought to be removed from the study since a VIF of more than one is regarded as inadequate (Creswell & Clark, 2011).

The autocorrelation assumption (Osborne & Waters, 2002) states that errors are independent of one another and that subjects respond independently of one another. To detect violations of this assumption, the Durbin-Watson statistical test is utilised. The Durbin-Watson statistic is typically used to test: $H_0: \rho = 0$ against $H_1: \rho > 0$ because, in commercial and economic applications, the correlation turns out to be positive when error terms are coupled. The value of the statistic D might be anything between zero and twelve. We anticipate that when the error terms are independent, D will be close to 2. Small D-values show that errors are more likely to cluster (positive autocorrelation), whereas large D-values show that errors are more likely to alternate (+, -, +, -) (negative autocorrelation).

3.9 Ethical Consideration

Research ethics are the ethical arrangement that oversees how logical and other research is performed (Battiste, 2016). Research ethics oversee the guidelines of conduct for

scientific researchers. It is essential to cling to moral standards to protect the dignity, rights, and welfare of study participants. In any study that involves human beings, confidentiality is always a major concern. With that in mind, the names of the participants were concealed. Also, where a response was credited to explicit individuals, the said data was kept in strict confidence. All participants were required to participate voluntarily and withdraw from the study without facing any legal action. The researcher makes sure that assurances presented to the participants pertaining to confidentiality are adhered to. Information was made accessible to any individual who was directly associated with the study.

Additionally, participants were selected on an intentional basis with no advantages attached. This aims to ensure collaboration from them. The researcher builds up an affinity with the respondents and facilitates the collection of data. The researcher ensured that an endorsement to do the examination had been acquired from the ministry of higher education. Questionnaires and interviews were completed in an environment that permitted the privacy of the data and the respondents confidentiality. To avoid plagiarism, an annotated bibliography was done where a citation to books, articles, and documents was done in every piece of data borrowed from previous researchers.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter covers data analysis, presentations, and interpretational analysis. The general objective of the study was to analyse the implementation of teacher performance appraisal development and its effect on quality teaching in public secondary schools in Uasin Gishu County, Kenya.

The specific objectives were.

1. To investigate the effect of teacher performance appraisal on learner academic achievement in public secondary schools in Uasin Gishu County, Kenya.
2. To assess the effect of teacher performance appraisal on learner safety in public secondary schools in Uasin Gishu County, Kenya.
3. To establish the effect of teacher performance appraisal in aiding in bridging teacher's professional performance gaps in public secondary schools in Uasin Gishu County
4. To examine the effect of teacher performance appraisal on learner talent development in public secondary schools in Uasin Gishu County, Kenya

The study applied interview schedules and questionnaires.

4.2 Response Rate

The sample size of the study consisted of principals and teachers. There were 112 principals and 184 teachers. As shown in Table 4.1, the study respondents were TSC sub-County directors, QASO Officers, principals, and teachers from Uasin Gishu County, Kenya. Data collected revealed that out of the anticipated total sample population of 308 (100%) respondents, 262 (85.1%) responded, and their responses

were analysed. This response rate was considered appropriate for analysis as it exceeded 50%, as recommended by Mugenda (2008). This response comprised 95 (84.8%) principals out of the anticipated 112, 155 (85.2%) teachers out of the anticipated 184, 6 (100%) TSC sub-County directors out of the anticipated 6, and 6 (100%) QASO Officers out of the anticipated 6. The high response rate was a result of the researcher personally administering research instruments after explaining to respondents the purpose of the study.

Table: 4.1 Questionnaire Return Rate

	Category	Frequency	Percentages
Response	Principals	95	84.8
	Teachers	155	84.3
	TSC sub-County directors	6	100.0
	QASO Officers	6	100.0
Total		262	

Source: Field Data (2022)

The study sought to find out about the respondents' demographic information, including their gender, level of education, and teaching experience. Information regarding their highest academic qualifications was intended to establish their expertise in teaching and leadership roles. The years of service were intended to determine their level of experience.

4.3 Background Information of Respondents

4.3.1 Gender of the Respondents

The study sought to find out the gender of the respondents because it intended to ensure equal attention to opinions from both males and females in teaching positions and the leadership of the schools under the study. Table 4.2 presents the study results.

Table: 4.2 Gender of the Respondents

Gender	Principals		Teachers	
	F	%	F	%
Male	59	62.1	101	65.2
Female	36	37.9	54	34.8
Total	95	100.00	155	100.00

Source: Field Data (2022)

The findings presented in Table 4.2 showed that 59(62.1%) of the principals were male.

On the other hand, 101(65.2%) of the teachers were male. Therefore, there are more male principals than females, which could be attributed to culture, which considers schools to be headed by a male professional. Nonetheless, the 1/3 gender rule has been observed because the gender composition surpasses 33.3 percent, which is the legal minimum threshold according to Kenya's constitution (2010).

4.3.2 Level of Education of the Respondents

Implementation of various activities in school requires teachers with the requisite skills.

Thus, it was important to establish the skills and knowledge of the respondents to the current study to comprehend their capacity to undertake their mandate.

Table 4.3 indicates the highest level of education of the respondents.

Table: 4.3 Level of Education

Qualification	Principals		Teachers	
	F	%	F	%
Certificate/Diploma	26	27.4	44	46.3
Undergraduate degree	52	54.7	85	89.5
Masters	13	13.7	25	26.3
PhD	4	4.2	1	1.1
Total	95		155	

Source: Field Data (2022)

Based on the study's findings, the majority (52.7%) of principals had degrees, while only 4 (4.2%) had PhDs. On the other hand, 85 (89.5%) of teachers had a degree, while 1 (1.1%) had a PhD. The findings showed that teachers had minimum qualifications to teach and lead, and therefore, they could be relied upon to provide crucial information for this study. The study results concurred with Kusumawardhani (2017), who revealed that there is an association between certified teachers in terms of education level and student learning outcomes as measured by student test scores.

4.3.3 Teaching Experience of the Respondents

The researcher sought to find out the number of years the respondents had been teaching to determine their level of experience. The study results are presented in Table 4.4.

Table: 4.4 Teaching Experience of the Respondents

Experience in years	Principals		Teachers	
	F	%	F	%
Below 20 years	12	12.6	8	5.1
20-25 years	48	50.5	91	58.7
26-30 years	8	8.4	22	14.2
31-35 years	16	16.8	17	10.9
36-40 years	11	11.6	17	10.9
Total	95		155	

Source: Field Data (2022)

According to the results, majority of principals, 48 (50.5%), had between 20 and 25 years of experience, while the minority, 8 (8.4%), had between 26 and 30 years. These findings are shown in Table 4.4. However, 91 (58.7%) of the teachers had a tenure of between 20 to 25 years. It suggested that many respondents had substantial teaching experience and were knowledgeable about a variety of elements of the educational setting. Teachers with extensive classroom experience are likely to help students learn more effectively because they are familiar with the challenges and obstacles that new

students may encounter. The study's findings concur with those of Podolsky, Kini, and Darling-Hammond (2019), who found that teaching experience is positively related to student achievement gains throughout much of a teacher's career. As teachers gain experience, their students are more likely to perform better on success measures other than test scores. Teachers also find that when they teach in a supportive, classroom environment, they are more effective.

4.4 Regression Assumptions Test

Regression assumptions were tested prior to conducting a regression model. The assumptions of regression tested are; linearity, homoscedasticity, normality, multicollinearity and autocorrelation assumptions.

4.4.1 Test of Linearity

Correlation analysis was used to test the linearity of the data. Correlations between independent and dependent variables are linear when there is a statistically significant correlation. A correlation coefficient that is significantly less than zero indicates no linear link between independent variables and dependent variables. The test results for linearity are presented in Table 4.5.

Table: 4.5 Linearity Test

Variables	Pearson Correlation	Sig.
Learner academic achievement	.857**	.000
Leaner's safety	.863**	.000
Teachers' professional performance	.893**	.000
Learners' talent development	.844**	.000

*** Correlation significant at the 0.01 level (2-tailed).**

Source: Field Data (2022)

The study's findings, which are shown in Table 4.5, showed that there was a 0.857 association between student academic achievement and test scores. The correlation

coefficient for learner safety was 0.863. Correlation coefficient for the teacher's professional success was 0.893. The correlation coefficient for the learner's talent development was 0.844 in the end. These suggested that the linearity assumption was made if the correlation coefficient values for the research variables were different from zero. This implied that there was a linear relationship between the dependent variables (learner academic achievement, learner safety, teachers' professional performance, and learner talent development) and the independent variable (teacher performance rating). The study's findings are consistent with Osborne and Waters' (2002) assertion that linear relationships between dependent and independent variables are required for regression models to predict their relationship appropriately..

4.4.2 Homoscedasticity Assumption

Levene's test of equality of error variances was used to test homoscedasticity assumption. The assumption test results are presented in Table 4.6.

Table: 4.6 Homoscedasticity Assumption

F	df1	df2	Sig.
17.878	89	160	.653

Source: Field Data (2022)

The study findings in Table 4.6 indicated that the p-value in Levene's test was 0.653, which was above 0.05. As a result, it was possible to demonstrate the heteroscedasticity of the data used. The study findings implied that there were equal error variances in all the study variables: independent variables (teacher performance appraisal) and dependent variables (learner academic achievement, learner safety, teachers' professional performance, and learners' talent development). The study results concurred with those of Yang and Chen (2019), who noted that homoscedasticity should not be taken for granted when fitting linear regression models to ensure there is equal error variance.

4.4.3 Normality Assumption Test

Shapiro-Wilk was used to test the normality of the data used in the study. The normality assumptions test results are presented in Table 4.7.

Table: 4.7 Normality Assumption Test

Variables	Statistic	Sig.
Learner academic achievement	.221	.417
Leaner's safety	.767	.214
Teachers' professional performance	.503	.293
Learners' talent development	.828	.276

Source: Field Data (2022)

Since the significance values for Shapiro-Wilk tests were higher than 0.05 for all research variables, the normality assumption test findings in Table 4.7 proved that the data were distributed normally. The study's findings showed that student academic success had a significant value of Shapiro-Wilk $p=.221 > 0.05$. The safety of the Learner obtained a Shapiro-Wilk significance score of $p=.767 > 0.05$. teachers' professional performance got a $p=.503 > 0.05$ Shapiro-Wilk significance value. Finally, the development of the learner's talent obtained a Shapiro-Wilk significant value of $p=.828 > 0.05$. The results of this study suggest that the data utilized for all the study's variables were normally distributed, which suggests that the data was skewed either to the left or to the right. The study's conclusions accord with those of Saunders (2012), who pointed out that data is distributed normally when the probability is greater than 0.05.

4.4.4 Multicollinearity Assumption Test

Multicollinearity assumption test was tested using tolerance and variance inflation factor (VIF). Multicollinearity assumption test results are shown in Table 4.8.

Table: 4.8 Multicollinearity Assumption Test

Variables	Tolerance	VIF
Learner academic achievement	0.386	2.59
Leaner's safety	0.172	5.808
Teachers' professional performance	0.163	6.134
Learners' talent development	0.205	4.872

Source: Field Data (2022)

The study findings in Table 4.8 revealed that learner academic achievement had a tolerance of 0.386 and a variance inflation factor of 2.590. Leaner's safety had a tolerance of 0.172 and a variance inflation factor of 5.808. Teachers' professional performance had a tolerance of 0.163 and a variance inflation factor of 6.134. Learners' talent development had a tolerance of 0.205 and a variance inflation factor of 4.872. This implied that the tolerance values for the four study variables were all above 0.1 and the VIF values were also less than 10. Therefore, there were no Multicollinearity assumption problems. This study's findings implied that there was no occurrence of high intercorrelations among the study variables (teacher performance appraisal) and dependent variables (learner academic achievement, learner safety, teachers' professional performance, and learners' talent development). The outcomes of the study concurred with Daoud (2017), who stated that when two or more predictors are associated, the standard error of the coefficients increases. Increased standard errors indicate that the coefficients for any or all of the independent variables may be considerably different. Because of multicollinearity, certain variables are statistically insignificant when they should be.

4.4.5 Autocorrelation Assumption Test

Autocorrelation assumption test was conducted using Durbin-Watson. The autocorrelation assumption test results are presented in Table 4.9.

Table: 4.9 Autocorrelation Assumption Test

Variables	Durbin-
Learner academic achievement	1.614
Leaner's safety	1.810
Teachers' professional performance	1.611
Learners' talent development	1.943

Source: Field Data (2022)

The results as indicated in Table 4.9 revealed that Durbin- Watson statistic value of learner academic achievement was 1.614. also, the Durbin-Watson statistic value for leaner's safety was 1.810. Further the results indicated that Durbin-Watson statistic value for teachers' professional performance was 1.611 and for learners' talent development was 1.943. This implies that the study variables had independence of errors because it meets the threshold of Durbin-Watson between 0-4. The recommended threshold of Durbin-Watson value is 1.5-2.5. Therefore, the Durbin-Watson Coefficient of 1.772 indicates that observations are within the threshold. Further the study findings revealed that the study variables independent variable (teacher performance appraisal) and dependent variables (learner academic achievement, leaner's safety, teachers' professional performance and learners' talent development) had independent of errors, no variable carries other variable errors. The study concurred with Field (2009) who noted that the decision rule is that test statistic values in the range of 1.5 to 2.5 are relatively normal and values outside this range could be a cause for concern.

4.5 Effect of Teacher Performance Appraisal on Learner Academic Achievement

The study's first specific objective was to ascertain how teacher performance evaluations affected student academic attainment. The principals were asked to express their degree of agreement with respect to a number of assertions regarding the impact of teacher performance evaluations on student academic attainment. A five-point Likert

scale was employed, with SD standing for "strongly disagreed," D for "disagreed," UD for "undecided," A for "agree," and SA for "strongly agree." The outcomes were displayed in Table 4.10..

Table: 4.10 Principals Response on Effect of Teacher Performance Appraisal on Learner academic achievement

Statements		SA	A	UD	D	SD	Mean	Sd
1. Implementation of teacher appraisal system has led to an improvement in learner exam performance	F	46	35	10	1	3	4.26	0.92
	%	48.4	36.8	10.5	1.1	3.2		
2. Learner promotion rate has risen after the introduction of teacher performance appraisal system	F	29	18	30	16	2	3.59	1.15
	%	30.5	18.9	31.6	16.8	2.1		
3. Learner academic achievement in average have improved compared to before introduction of TPAD system	F	37	40	12	4	2	4.12	0.93
	%	38.9	42.1	12.6	4.2	2.1		
4. Teacher acceptance on TPAD system is directly proportional to learner performance	F	40	15	23	15	2	3.8	1.21
	%	42.1	15.8	24.2	15.8	2.1		
5. Teachers' appraisal score affects learners' exams scores	F	31	18	28	14	4	3.61	1.21
	%	32.6	18.9	29.5	14.7	4.2		
6. There is theorized causal relationship between teacher behaviors and student achievement	F	38	39	11	4	3	4.11	0.98
	%	40.0	41.1	11.6	4.2	3.2		
7. The difference in teachers' evaluation scores is related to differences in student academic achievement	F	41	15	22	14	3	3.81	1.23
	%	43.2	15.8	23.2	14.7	3.2		

Source: Field Data (2022)

Table 4.5 showed that 81 (85.2%) of the principals agreed with the statement that the implementation of the teacher appraisal system has led to an improvement in learner exam

performance. However, 4(4.3%) disagreed with the statement that the implementation of the teacher appraisal system has led to an improvement in learner exam performance. Further, the study findings showed in terms of means and standard deviation that the respondents agreed that the implementation of the teacher appraisal system has led to an improvement in learner exam performance (mean =4.26, standard deviation = 0.92). The study results agreed with Elliott (2015), who asserts that learner academic achievement enhances teacher response in the process of teaching. Teachers' performance and implementation of the appraisal process, job satisfaction, and teacher influence can be greatly attributed to performance appraisal. In contrast to Natalie (2014), who claimed that the performance appraisal system had not enhanced work performance, the study's findings showed that employees' motivation is not measured and tied to an individual rating.

TSC Sub-County Director [3] expressed the following during interviews:

"Since the introduction of appraisal systems in the school's student performance have really improved. Teachers are more committed to their work and head teachers are ensuring that the systems are implemented fully".

.....

This implies that the introduction of appraisal systems has ensured that teachers are committed to carrying out their task of teaching, hence improving student performance in terms of scores. Based on their feedback, 47 (49.4%) of principals agreed with the statement that the learner promotion rate has risen after the introduction of the teacher performance appraisal system. This is a cumulative list of those who agreed and strongly agreed with the statement. On the contrary, 18.9% disagreed with the statement that the learner promotion rate has risen after the introduction of the teacher performance appraisal system. This is a cumulative list of those who disagreed strongly with the statement. Further, the study findings showed in terms of means and standard deviation that the

respondents agreed that the learner promotion rate has risen after the introduction of the teacher performance appraisal system (mean =3.59, standard deviation = 1.15). The study results agree with Elliott (2015), who asserts that the appraisee receives promotion from the appraiser after learner evaluation, which marks an important and critical part of the process that made the teachers aware of their weaknesses and hence in a position to work on them for improvement. However, the study results disagreed with Zhang (2012), who showed that there is an insignificant relationship between learner promotion and the introduction of a teacher performance appraisal system.

The study findings also revealed that 77 (81%) of the respondents agreed with the statement that learner scores on average have improved compared to before the introduction of the TPAD system. This is a cumulative list of those who agreed and strongly agreed with the statement. At least 6.3% disagreed or strongly disagreed with the statement that learner academic achievement has improved on average compared to before the introduction of the TPAD system. Further, the study findings showed in terms of means and standard deviation that the respondents agreed that learner academic achievement on average has improved compared to before the introduction of the TPAD system (mean =4.12, standard deviation = 0.93). The study results agree with Aloo, Ajowin, and Aloka (2017), who found out that the examination received a correlational exploration plan. The examination discovered that the TPA strategy affected educational programme assessment emphatically. The exploration confirmed that TPA figured for the greater part (52.5%) of the distinction in educational programme assessment. However, the study results disagreed with Odhiambo (2015), who found out that performance management practises, such as feedback, have not earned scores in average but have improved compared to before the introduction of the TPAD system. Performance management approaches have the potential to be a useful source of management

knowledge and renewal. Improved productivity may result from effective feedback on performance measurement.

During interviews with TSC Sub-County Director [3] revealed that:

“TPAD system has proven to be an effective tool since student’s individual performance in different subjects has improved. Data from schools showed that students have averagely improved compared to previous times before introduction of TPAD system”.

.....

On whether teacher acceptance on the TPAD system is directly proportional to learner performance, 57.9% of the respondents agreed with the statement that This is a cumulative list of those who agreed and strongly agreed with the statement. On the other hand, 17.9% disagreed or strongly disagreed with the statement that teacher acceptance in the TPAD system is directly proportional to learner performance. This is a cumulative list of those who disagreed strongly with the statement. Further, the study findings showed in terms of means and standard deviation that the respondents agreed that teacher acceptance of the TPAD system is directly proportional to learner performance (mean =3.80, standard deviation= 1.21).

The study results agree with Kadenyi (2014), who asserts that Teachers’ appraisal of the adequacy of planning and readiness by principals, HODs, and subject heads prior to lessons boosted the academic performance of students. Teacher appraisals of the adequacy of the classroom environment by head teachers helped enhance students class achievement to various extents, that is, small, medium, and large. Teachers’ appraisal of professional responsibilities helped with academic improvement to a large, medium, and small extent. Teachers concurred that acceptance of appraisal during classroom instruction helps to improve academic results to a large extent. However, the study results

disagreed with Gichuki's (2014) finding that teacher acceptance on the TPAD system is indirectly proportional to learner performance.

The study findings revealed that 49 (51.6%) of the respondents strongly agreed with the statement that teachers' appraisal scores affect learners' exam scores. On the other hand, 18.9% disagreed with the statement that teachers' appraisal scores affect learners' exam scores. This is a cumulative list of those who disagreed strongly with the statement. Further, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers' appraisal scores affect learners' exam scores (mean =3.61, standard deviation = 1.21). The study results concur with Bisschoff and Grobler (2018), whose findings indicated that learner academic achievement was affected by teacher supply, availability, and utilization of the concepts. Political rather than student performance had a tendentious effect on decision-making. Many students who had no desire to teach in teacher education institutions were being subverted but merely wanted an affordable route to higher education qualifications. However, the study results disagreed with Singh and Rana (2014), who stated that teachers' appraisal scores do not necessarily affect learners' exam scores.

The study findings further indicated that 77 (81.1%) of the participants agreed or strongly agreed that there is a causal link between teacher behaviour and student accomplishment. A majority of respondents thought that there was a link between teacher behaviour and student accomplishment, whereas 7.4% disagreed. According to the mean and Standard Deviation (mean =4.11, standard deviation =0.98), the respondents believed that there is a postulated causal relationship between teacher behaviours and student accomplishment. The study's findings are consistent with those of Nbina (2012), who found a correlation between chemistry instructor competence and student academic performance. Competent

teachers outperformed those taught by incompetent ones in chemistry classes. Students who were instructed by more experienced teachers outperformed those who were instructed by less experienced teachers. According to Wanjala (2015), a number of appraisers were not well-versed in the procedure of performance evaluation. They also stated that the majority of the performance evaluation process is plagued by implementation issues. Feedback, a lack of participation from colleagues in the implementation process, and inadequate criteria are some of the issues.

. TSC Sub-County Directors [2] interviewed revealed that:

“Closer look at the teacher’s appraisal scores is relatively same to the student’s exam scores, thus teachers’ behavior surely affects students’ performance. So, teachers play a big role in students learning experience.”

.....

The study findings revealed that 56 (58.9%) of the respondents agreed with the statement that the interpretation that differences in teachers' evaluation scores are related to differences in student learning. This is a cumulative list of those who agreed and strongly agreed with the statement. However, 17 (17.9%) disagreed with the statement that there is a correlation between instructor evaluations and student learning differences. This is a cumulative list of those who disagreed strongly with the statement. Study findings also showed that the respondents agreed that disparities in teachers' evaluation scores are correlated with differences in student learning (mean = 3.81, standard deviation = 1.23), in terms of means and standard deviation. Odhiambo (2015) discovered that differences in teacher evaluation scores are unrelated to differences in student learning. However, the study discovered that there was no mutual involvement of principals and teachers in developing the appraisal criteria, that it was difficult to prepare appropriate performance standards, that there were insufficient follow-up and feedback mechanisms in the

appraisal process, and that there were deficiencies in training for those who were being evaluated.

Further, teachers were requested to indicate their level of agreement on various statements relating to the influence of teacher performance, teacher appraisal, and student safety. A 5-point Likert scale was used where SD symbolized strongly disagreed, D symbolized disagreed, UD symbolized undecided, A symbolized agree, and SA symbolized strongly agree. The results were presented in Table 4.11.

Table: 4.11 Teachers Response on Teacher Performance Appraisal on Learner Academic Achievement

Statements		SA	A	UD	D	SD	Mean	Sd
1. Implementation of teacher appraisal system has led to an improvement in learner exam performance	F	73	58	17	5	2	4.24	0.93
	%	47.1	37.4	11.0	3.2	1.3		
2. Learner promotion rate has risen after the introduction of teacher performance appraisal system	F	44	29	51	4	27	3.53	1.15
	%	28.4	18.7	32.9	2.6	17.4		
3. Learner academic achievement in average have improved compared to before introduction of TPAD system	F	58	66	20	4	7	4.08	0.96
	%	37.4	42.6	12.9	2.6	4.5		
4. Teacher acceptance on TPAD system is directly proportional to learner performance	F	65	23	39	5	23	3.77	1.23
	%	41.9	14.8	25.2	3.2	14.8		
5. Teachers' appraisal score affects learners' exams scores	F	72	57	17	7	2	4.19	1.00
	%	46.5	36.8	11.0	4.5	1.3		
6. There is theorized causal relationship between teacher	F	45	29	48	6	27	3.52	1.19
	%	29.0	18.7	31.0	3.9	17.4		

behaviors and student achievement								
7. The difference in teachers' evaluation scores is related to differences in student academic achievement	F	60	63	20	6	6	4.06	1.01
	%	38.7	40.6	12.9	3.9	3.9		

Source: Field Data (2022)

Table 4.11 showed that 131 (84.5%) of the respondents agreed with the statement that the implementation of the teacher appraisal system has led to an improvement in learner exam performance. However, 7 (4.5%) disagreed with the statement that the implementation of the teacher appraisal system has led to an improvement in learner exam performance. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed that the implementation of the teacher appraisal system has led to an improvement in learner exam performance (mean =4.24, standard deviation = 0.93). The outcomes of the study agreed with Clark (2017), who stated that a teacher appraisal system is an excellent instrument for developing job standards and measuring employees' actual performance in relation to set goals. It is a methodical process that increases the organisation's effectiveness. Furthermore, the system is critical to the achievement of the agency's goals and objectives. However, the study differed with Nadeem Arif and Asghar (2019), whose findings revealed that teacher discontent is related to appraiser transparency. A lack of knowledge about the teacher evaluation system has a detrimental impact on motivation to do better. Much improvement is required to increase the effectiveness of the appraisal process.

Based on their feedback, 73 (47.1%) of the respondents agreed or strongly agreed with the statement that the learner promotion rate has risen after the introduction of the teacher performance appraisal system. At least 20% disagreed with the statement that the learner promotion rate has risen after the introduction of the teacher performance appraisal

system. This is a cumulative list of those who agreed and strongly agreed with the statement. Further, the study findings showed in terms of means and standard deviation that the respondents agreed that the learner promotion rate has risen after the introduction of the teacher performance appraisal system (mean =3.53, standard deviation = 1.15). The study results concurred with Aloo, Ajowi, and Aloka (2017), who established that TPA policy had a significant positive influence on learner promotion by teachers.

The study findings further revealed that 80% of the respondents agreed with the statement that learner academic achievement has improved on average compared to before the introduction of the TPAD system. This is a cumulative list of those who agreed and strongly agreed with the statement. On the contrary, 7.1% disagreed with the statement that learner academic achievement has improved on average compared to before the introduction of the TPAD system. This is a cumulative list of those who disagreed strongly with the statement. Additionally, the study findings revealed in terms of means and standard deviations indicate that the respondents agreed that learner academic achievement has improved on average compared to before the introduction of the TPAD system (mean =4.08, standard deviation =0.96).

. The interview results QASO Officer [3]

"Learners scores not only has improved since the introduction of TPAD systems but has help teachers in day-to-day teaching activities."

.....

On whether teacher acceptance on TPAD system is directly proportional to learner performance 56.7% of the respondents agreed with the statement that. This is a cumulative of those who agreed and strongly agree with the statement. On the other hand, 28(18%) disagreed with the statement that teacher acceptance on TPAD system is directly proportional to learner performance. This is a cumulative of those who disagreed and

strongly disagreed with the statement. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed teacher acceptance on TPAD system is directly proportional to learner performance (Mean, = 3.77, Std. dev= 1.23).

Also, 129(83.3%) of the respondents agreed and strongly agree with the statement that teachers' appraisal score affects learners' exams scores. On the other, 5.8% disagreed and strongly disagree with the statement that teachers' appraisal score affects learners' exams scores. Further the study findings showed in terms of means and standard deviation that the respondents agreed that teachers' appraisal score affects learners' exams scores (Mean=4.19, Std. dev=1.00). However, the study results disagreed with Kihugu (2013) whose studies found out that the teachers' appraisal score affects teachers' performances both negatively and positively.

More of the respondents, 74(47.7%) felt that there is a causal link between teacher behavior and student accomplishment. However, 33(21.3%) of the respondents disagreed with the statement that there is a theoretical causal relationship between teacher behavior and student achievement. Study findings also showed that the respondents agreed that there is a theoretical causal relationship between teacher behaviors and student accomplishment (Mean, =3.52, Std. dev=1.19) in terms of means and standard deviations.

For a final point on whether teacher evaluation scores are linked to student achievement, 123 (79.3%) of those who took the survey agreed. A majority of the respondents believed that variations in instructors' evaluation scores are correlated with student learning. However, 12(7.8%) of the respondents disagreed with this assertion. In addition, the study found out that the respondents agreed that the inference that disparities in instructors' evaluation ratings are linked to variances in student learning was supported by means and standard deviations (Mean, =4.06, Std. dev=1.01).

QASO Officer [5] interviewed noted:

"So far there is enough evidence to show that Differences in teachers' evaluation scores are related to differences in student learning. This can be attributed to teacher student relationship."

.....

The sub-County directors and QASO Officers indicated that they are ensuring Implementation of teacher appraisal system which led to improvement in learner exam performance, increase learner promotion rate, improve learner academic achievement in average and that teacher acceptance on TPAD system is directly proportional to learner performance.

The study findings coincide with the findings of Mathwasa & Duku, (2015) who found out that the best five variables were rated as very good and were mainly associated with the ability to perform academic events according to the course outline, creating awareness on the growth and development of labour as human capital, commitment to lecturing and service delivery; keeping track and providing feedbacks and encouraging learners to undertake academic events. Similarly, study findings agree with finding of Bisschoff and Grobler (2018) that learner academic achievement were affected by teacher supply, availability and utilization of the ideas. Decisions were influenced more by politics than by student performance.

Further, study findings concur with those of Nbina (2012) that students taught by experienced teachers performed significantly better than those taught by inexperienced teachers. Study findings also agreed to that of Mazaki (2017) that the prevailing working conditions such as housing, type of meals, and the school environment significantly affect teacher's service delivery performance.

Also, study findings agreed to Aloo, Ajowin and Aloka, (2017) findings that TPA was a significant determinant in curriculum evaluation, Kadenyi (2014) that Teachers' appraisal on the adequacy of the classroom environment by headteachers helped enhances students' class achievement to various extents, that is, small, medium, and large. Teachers' appraisal of professional responsibilities helped with academic improvement to a large, medium and small extent.

The findings of Muthanje, Wafula, and Riechi (2020) support the current study's conclusions that 73% of primary instructors are unable to handle ECD students who are transitioning to the primary section because they are unable to understand the information provided and lack experience in teaching ECD class. It is also agreed upon by Almeida, (2017), based on our data, that least schools are completing the syllabus in time.

It was found out that scores from a rigorous teacher evaluation system can be linked to student accomplishment and give evidence supporting the use of performance assessment scores as the basis of performance-based pay systems or other decisions that have ramifications for teachers. To a large extent, this study confirms the findings of (Steinberg & Garrett, 2016) in that instructors' measured performance is strongly influenced by both the context in which they operate and by their students' initial academic achievement as well. Teachers in the Measures of Effective Teaching (MET) study are randomly assigned to classrooms, and the FFT instrument, one of the most common classroom observation procedures, is used to measure teacher effectiveness.

Darling-Hammond et al. (2011) found out that there is an emerging understanding that evidence of teachers' contributions to student learning should also be an element of teacher evaluation systems in addition to the evidence about the quality of teachers' practice. This is consistent with the findings of this study. It was also established that employee

evaluation is a particularly relevant topic in public schools because teacher effectiveness varies greatly and where teacher evaluation It itself is increasingly the subject of public policy recommendations.

The findings of Aloo, Ajowi, and Aloka (2017) are likewise in line with the current study, which indicated that TPA accounted for 52.5% of the difference in evaluation of curriculum. According to the research, TPA is a strong predictor of curriculum evaluation. That teachers believe that government policies have a negative impact on their career advancement and implementation is supported by Kagemu, & Irungu, (2018).

Officials are changing teacher assessment by attaching increasing stakes to student test results and observation-based teacher performance measures, but surprisingly little is known about why they differ so much. Researchers agreed with Samson and Collins (2012) who believe that these areas of knowledge that should be consciously and explicitly included into all teachers' preparation and certification in the goal of increasing results for English language learners.

Also consistent with Polikoff and Porter's (2014) findings is the development of multiple measures of teacher quality, such as measures of instructional alignment to standards and assessments, observational and student surveys of pedagogical quality, measures of teachers' contributions to test scores, and measures of teacher quality. Retaining effective instructors has been one of the most frequently cited ways for achieving the stated goal of this study, according to the findings of (Adnot, Dee, Katz, and Wyckoff, 2017).

H₀₁: Teacher Performance Appraisal Has No Significant Effect On Learner Academic Achievement In Public Secondary Schools in Uasin Gishu County, Kenya.

Inferential analyses used in this section were correlation and simple linear regression models to determine the association between independent variables and the dependent variable.

The research aimed to test the hypothesis with the aim of failing to reject or rejecting the relationship between independent and dependent variables. Pearson’s correlation was first carried out to show the strength and direction of the association between dependent and independent variables. Table 4.12 presents the study results.

Table 4.12 Correlation Analysis for Learner Academic Achievement

		Learner academic achievement	Teacher performance appraisal
Learner academic achievement	Pearson Correlation	1	
	Sig. (2-tailed)		
Teacher performance appraisal	Pearson Correlation	.857**	1
	Sig. (2-tailed)	0.000	

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2022)

The research findings in Table 4.12 showed that there was a substantial, positive, and statistically significant association between performance appraisal and learner academic progress ($r=0.857^{**}$; $p<0.01$). The results show a robust, favourable, and statistically significant link between performance evaluation and learner academic attainment. Ito (2003) states that a significant correlation indicates that two or more variables are hardly

connected. The correlation coefficient can be anywhere between -1.00 and +1.00. A perfect negative correlation is represented by a value of -1.00, while a perfect positive correlation is represented by a value of 1.00. There is no association between the variables being analysed, as indicated by a value of 0.00.

Additionally, regression analysis was used to determine the impact of learner academic accomplishment and performance evaluation. The degree of relationship between dependent and independent variables was revealed by the correlation and determination coefficients. The results are presented in Table 4.13.

Table 4.13 Regression Analysis Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.857^a	0.735	0.734	0.56204

Source: Field Data (2022)

The results of the regression in Table 4.13 indicated that the R^2 value was 0.735 and the R value was 0.857. An R value of 0.857 gave an indication that there was a strong linear relationship between independent and dependent variables. The R^2 indicates that the explanatory power of the independent variables was 0.735. This implied that about 73.5% of the variation in independent variables is explained by the regression model. Model fitness was also run to find out if the model was the best fit for the data. The study results were presented in Table 4.14.

Table 4.14 Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	217.169	1	217.169	687.479	.000 ^b
Residual	78.341	248	0.316		
Total	295.51	249			

Source: Field Data (2022)

Table 4.14 showed that the model was significant ($p < 0.05$) thus confirming the fitness of the model. This implies that the regression model was a good fit for the data. Hence, performance appraisal affects learners' academic achievement.

A regression model was also run to use it in the regression equation. The study results are presented in Table 4.15.

Table 4.15 Regression Model Coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.841	0.124		6.793	0.000
Performance appraisal	0.834	0.032	0.857	26.22	0.000

Source: Field Data (2022)

The study results in Table 4.15 revealed that there was a positive linear effect of performance appraisal on learner academic achievement ($\beta_1 = 0.834$, $p = 0.000$). This reveals that an increase in performance appraisal leads to an increase in learners' results. Also, the study rejected the hypothesis that teacher performance appraisal has no significant effect on learner academic achievement in public secondary schools in Uasin Gishu County and adopted the alternative hypothesis that teacher performance appraisal has a positive effect on learner academic achievement in public secondary schools in Uasin Gishu County, Kenya.

4. 6 Effect of Teacher Performance Appraisal on Learner Safety

The second specific objective of the study was to ascertain how teacher performance evaluations affected how learners were kept safe. The principals were asked to express their degree of agreement about several assertions regarding the impact of teacher

performance evaluations on promoting learner safety. A 5-point Likert scale was utilised, with SD denoting "strongly disagreed," D denoting "disagreed," UD denoting "undecided," A denoting "agree," and SA denoting "strongly agree." The outcomes were displayed in Table 4.16.

Table 4.16 Principals Response on Teacher Performance Appraisal on Enhancing Learner Safety

Statements	SA	A	UD	D	SD	Mean	Sd
1. Throughout the system of appraisal, child Act are adhered to	F 38 % 40.0	40 42.1	11 11.6	2 2.1	4 4.2	4.12	0.99
2. Learners' safety is ensured in school environment which improve quality of education	F 36 % 37.9	18 18.9	30 31.6	7 7.4	4 4.2	3.79	1.16
3. All the teachers in school have student safety at the top of their minds and actions	F 42 % 44.2	31 32.6	14 14.7	1 1.1	7 7.4	4.05	1.14
4. Teachers are aware of safety precautions in the school	F 26 % 27.4	43 45.3	9 9.5	11 11.6	6 6.3	3.76	1.16
5. Teachers understand the legal and policy provisions on learner's welfare and are sensitive about safety of learners	F 39 % 41.1	37 38.9	11 11.6	3 3.2	5 5.3	4.07	1.06
6. Teachers practice communication of any incidences and cases in school that are insecure	F 36 % 37.9	20 21.1	27 28.4	8 8.4	4 4.2	3.80	1.16
7. Teachers conduct routine safety check regularly to mark out the obstacles and difficulties faced by the students.	F 41 % 43.2	31 32.6	14 14.7	2 2.1	7 7.4	4.02	1.16
8. Teachers are skilled on analyzing the school infrastructure and facilities to	F 29 % 30.5	40 42.1	9 9.5	11 11.6	6 6.3	3.79	1.18

make a superior and safe learning environment.

Source: Field Data (2022)

Table 4.16 showed that 78 (82.1%) of the respondents agreed with the statement that Throughout the system of appraisal, the Child Act is adhered to. However, 6 (6.3%) disagreed with the statement that throughout the system of appraisal, the Child Act is adhered to. Further, the study findings showed in terms of means and standard deviation that the respondents agreed throughout the system of appraisal that the Child Act is adhered to (mean =4.12, standard deviation =0.990). The study results agree with Schultz (2015), who found out that all members of the educational community, including teachers, students, and staff, are unique in many ways. All of these factors are taken into consideration when assessing a candidate's suitability for the position. Equal rights and opportunities must be made available to everyone, regardless of their background or circumstances. However, the study results agree with Kithuku (2012), who stated that the system of appraisal does not guarantee all learners are entitled to equal treatment.

TSC Sub-County Director from Sub-County 6 interviewed explained that:

“Throughout the system of appraisal, it’s emphasized to school management and teachers that they should ensure that all learners are entitled to equal treatment.”

.....

Additionally, 54 (56.8%) of the respondents agreed with the statement that improving the quality of education by ensuring students' safety in the classroom. However, 11 (11.6%) people disagreed with the claim that a safe learning environment improves educational quality. Additionally, according to the study's results in terms of means and standard deviation, respondents agreed that ensuring students' safety in a learning environment improves educational quality (Mean= 3.79, Std. dev= 1.16). The findings of the study support (Owuor, 2019), who claims that one of the measures implemented by the TSC to

make sure that performance in appraisal is done in a way that protects the wellness of the learners is learner safety and rights. The study, however, disagreed with Namuddu (2010) who claimed that there is no connection between the school environment and educational quality.

TSC Sub-County Director [2] during the study designated that:

"Though there is no empirical evidence that school environment affects students' performance we still insist that safety is important in school since it create conducive environment for learning."

.....

Another 73 (76.8%) of the respondents agreed with the statement that all the teachers in school have student safety at the top of their minds and actions. However, 8 (8.5%) disagreed with the statement that conversations are held with teachers to discuss job performance as a process of appraisal. Additionally, the study findings showed in terms of means and standard deviation that the respondent's agreed conversation is held to discuss with teachers about job performance as a process of appraisal (mean =4.05; standard deviation = 1.14). The study results agree with Philip (2020), who found out that teachers are sandwiched between two principal partners, that is, the teachers trade associations and TSC. The exchange unionist sees the TPAD as tedious as it is loaded up with a tonne of desk work. Determinants such as inconsistent teacher development, legitimacy of the appraiser, mismatch between TPAD rating and learner safety and rights preservation, lack of proper skill sets in ICT integration, and inadequate monitoring and evaluation of TPAD realization raise eyebrows about the effectiveness of teacher evaluation procedures in Kenya. However, the study disagreed with Kahugu (2013), who found out that conversation is sometimes not held to discuss job performance with teachers as a process of appraisal.

Also, 69 (72.7%) of the respondents agreed with the statement that the teachers are aware of safety precautions in the school. However, 17 (17.9%) disagreed with the statement that the teachers are aware of safety precautions in the school. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed that the comments made during the appraisal process were done in a respectful and friendly manner (mean =3.76, standard deviation = 1.16). The study results agree with Schaerer *et al.* (2018), who assert that calls and reminders from the administrative office and principal personnel to the head of department to appraise their employees in a respectful and friendly manner have ensured learners interests in the process of appraising them. However, the study disagreed with Kithuku (2012) and Namuddu (2010), who established an inverse relationship between acceptance of the TPAD system and learner performance. Performance evaluation based on work contentment It is advised that school evaluation standards be thorough enough to measure practical and specific items of performance and be transparent enough.

During the study interviews with TSC Sub- County director [2], revealed that:

"Though teachers unions still have a challenge with TPAD system head teachers on the other end have been receptive with the system."

.....

Further, 76 (80%) of the respondents agreed with the statement that teachers understand the legal and policy provisions on learners welfare and are sensitive to the safety of learners. However, 8 (8.5%) disagreed with the statement that teachers understand the legal and policy provisions on learners welfare and are sensitive to the safety of learners. Further, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers understand the legal and policy provisions on learners

welfare and are sensitive about the safety of learners (mean =4.07, standard deviation = 1.06).

Another 56 (59%) of the respondents agreed with the statement that teachers practice communication about any incidents and cases in school that are insecure. However, 12 (12.6%) disagreed with the statement that teachers practice communication about any incidents or cases in school that are insecure. Further, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers practice communication about any incidents and cases in school that are insecure (mean =3.80, standard deviation = 1.16). However, Namuddu (2010) noted that the difference in teachers' evaluation scores is related to differences in student academic achievement.

Also, 72 (75.8%) of the respondents approved the statement that teachers conduct routine safety checks regularly to mark out the obstacles and difficulties faced by the students. However, 9 (9.5%) disagreed with the statement that teachers conduct routine safety checks regularly to mark out the obstacles and difficulties faced by the students. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers conduct routine safety checks regularly to mark out the obstacles and difficulties faced by the students (mean =4.02, standard deviation = 1.16). The study results agree with Mabasa and Mafumo (2017), whose findings revealed that several incidents related to the safety and security of learners in schools had become a major issue of concern. However, the study disagreed with Namuddu (2010), who noted a negative influence between teacher behaviour and student achievement.

TSC Sub-County Director [3] during interviews revealed that:

“Routine safety check should be conducted in school let by the head teachers regularly to mark out the obstacles and difficulties faced by the students. Further the school should

have a proper communication channel to help in reporting of any insure incidences and cases in school.”

.....

Lastly, of the participants, 69 (72.6%), agreed that schools' infrastructure and amenities might be enhanced to offer a more suitable learning environment. According to the study, 17 (17.9%) of respondents disagreed with the assertion that teachers are skilled in evaluating school infrastructure and amenities to offer a safe and excellent learning environment. Teachers are experienced at evaluating the school's infrastructure and facilities to provide a better and more secure learning environment for pupils, according to means and standards of deviation (Mean, 3.79, Std. dev. 1.18).

Additionally, teachers were asked to identify their degree of agreement with a number of statements relevant to how teacher performance evaluations might improve student safety. A 5-point Likert scale was utilised, with SD denoting "strongly disagreed," D denoting "disagreed," UD denoting "undecided," A denoting "agree," and SA denoting "strongly agree." The outcomes were displayed in Table 4.17.

Table 4.17 Teachers Response on Teacher Performance Appraisal on Enhancing Learner Safety

Statements		SA	A	UD	D	SD	Mean	Sd
1. Throughout the system of appraisal, child Act are adhered to	F	58	70	17	4	6	4.10	0.97
	%	37.4	45.2	10.9	2.6	3.9		
2. Learners' safety is ensured in school environment which improve quality of education	F	56	30	52	11	6	3.77	1.33
	%	36.2	19.4	33.5	7.0	3.9		
3. All the teachers in school have student safety at the top of their minds and actions	F	70	50	23	1	11	4.08	1.13
	%	45.2	32.3	14.9	0.6	7.0		
4. Teachers are aware of safety precautions in the school	F	40	71	15	19	10	3.72	1.17
	%	25.8	45.8	9.7	12.2	6.5		
5. Teachers understand the legal and policy provisions on learner's welfare and are sensitive about safety of learners	F	55	70	18	6	6	4.05	0.99
	%	35.5	45.2	11.5	3.9	3.9		
6. Teachers practice communication of any incidences and cases in school that are insecure	F	54	31	51	13	6	3.74	1.14
	%	34.8	20	32.9	8.4	3.9		
7. Teachers conduct routine safety check regularly to mark out the obstacles and difficulties faced by the students.	F	66	51	24	3	11	4.02	1.14
	%	42.6	32.9	15.5	1.9	7.1		
8. Teachers are skilled on analyzing the school infrastructure and facilities to make a superior and safe learning environment.	F	39	70	16	20	10	3.70	1.17
	%	25.2	45.2	10.3	12.8	6.5		

Source: Field Data (2022)

Table 4.17 showed that 128 (82.6%) of the respondents agreed with the statement that, Throughout the system of appraisal, the Child Act is adhered to. However, 10 (6.5%) disagreed with the statement that, throughout the system of appraisal, the Child Act is adhered to. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed throughout the system of appraisal that the Child Act is adhered to (mean=4.10, standard deviation =0.97).

Based on their feedback, 86 (55.5%) of the respondents agreed with the statement that learners' safety is ensured in the school environment, which improves the quality of education. This is a cumulative list of those respondents who agreed or strongly agreed. On the contrary, 10.9% disagreed with the statement that learners' safety is ensured in the school environment, which improves the quality of education. This is a cumulative list of those respondents who disagreed or strongly disagreed. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed learners' safety is ensured in the school environment, which improves the quality of education (mean=3.77, standard deviation = 1.33).

From the interview with QASO Officer [1] indicated:

"Majority the schools are skilled on analyzing the school infrastructure and facilities to make a superior and safe learning environment."

.....

Also, 120(77.4%) of the respondents agreed and strongly agree with the statement that all the teachers in school have student safety at the top of their minds and actions. At least, 7.7% disagreed and strongly disagreed with the statement that all the teachers in school have student safety at the top of their minds and actions. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed all the

teachers in school have student safety at the top of their minds and actions (Mean, =4.08, Std. dev=1.13).

Also, 111(71.6%) of the respondents agreed with the statement that the teachers are aware of safety precautions in the school. This is a cumulative of those respondents who agreed and strongly agreed. On the other hand, 29(18.7%) disagreed with the statement that the teachers are aware of safety precautions in the school. This is a cumulative of those respondents who agreed and strongly agreed. Further the study findings showed in terms of means and standard deviation that the respondents agreed the comments made during the appraisal process is done in a respectful and friendly manner (Mean, =3.72, Std. dev=1.17).

Further, 125(%) of the respondents agreed with the statement that teachers understand the legal and policy provisions on learner's welfare and are sensitive about safety of learners. However, 12(%) disagreed with the statement that teachers understand the legal and policy provisions on learner's welfare and are sensitive about safety of learners. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers understand the legal and policy provisions on learner's welfare and are sensitive about safety of learners (Mean, =4.05, Std. dev=0.99).

Another, 85(54.8%) of the respondents agreed with the statement that teachers practice communication of any incidences and cases in school that are insecure. However, 19(12.3%) disagreed with the statement that teachers practice communication of any incidences and cases in school that are insecure. Further the study findings showed in terms of means and standard deviation that the respondents agreed that teachers Practice

communication of any ensure incidences and cases in school (Mean, =3.74, Std. dev=1.14).

Also, 75.5% of the respondents agreed with the statement that teachers conduct routine safety check regularly to mark out the obstacles and difficulties faced by the students. However, 14(9%) disagreed with the statement that teachers conduct routine safety check regularly to mark out the obstacles and difficulties faced by the students. Further the study findings showed in terms of means and standard deviation that the respondents agreed that teachers conduct routine safety check regularly to mark out the obstacles and difficulties faced by the students (Mean, =4.02, Std. dev=1.14).

Finally, 109(70.3%) of the respondents agreed with the statement that teachers are skilled on analyzing the school infrastructure and facilities to make a superior and safe learning environment. This is a cumulative of those respondents who agreed and strongly agreed. However, 30(19.4%) disagreed with the statement that teachers are skilled on analyzing the school infrastructure and facilities to make a superior and safe learning environment. This is a cumulative of those respondents who disagreed and strongly disagreed. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers are skilled on analyzing the school infrastructure and facilities to make a superior and safe learning environment (Mean, =3.70, Std. dev=1.17).

QASO Officer [2] interviewed said that:

“Throughout the system of appraisal, all learners were entitled to equal treatment, learners’ safety was ensured in school environment which will improve quality of education, conversation held to discuss with teachers about job performance as a process of appraisal is done in a respectful and friendly manner.”

.....

Study findings concur with those of Owuor (2019), who found that the educational sector has organised a number of training and performance appraisal processes for employees, which have helped build trust, restrict management practises, and straighten management practises. There has also been a call and reminder from the administrative office and principal personnel to the head of the department to appraise their employees and to ensure learners interests in the process of appraising them.

Additionally, the study findings also agree with those of Mabasa and Mafumo (2017), who found that in recent years, various occurrences involving the safety and security of students in educational institutions have raised serious questions. After a number of catastrophes involving student deaths were highlighted in national publications, this has become more prevalent. Moreover, the study findings also agreed with Dimkpa's (2015) findings that the teaching profession is among the oldest professions and one that is respected globally. The duties of efficient service delivery and creating an enabling environment cannot be overemphasized. It was also established that there are different methods by which teachers' behaviour and attitudes may negatively impact academic performance.

On the other hand, Philip's (2020) findings are also in agreement with the present study findings that determinants such as inconsistent Teacher development, legitimacy of the appraiser, the mismatch between TPAD rating and learner safety and rights preservation, a lack of proper skill sets in ICT integration, and inadequate monitoring and evaluation of TPAD realization raise eyebrows about the effectiveness of teacher evaluation procedures in Kenya.

Document analysis, classroom observations, and field notes, as well as secondary data and interviews, were purposefully obtained from selected teachers with at least three years of

teaching experience in order to support Semali & Vumilia's (2016) conclusions. As Yoder (2014) stated, educators play an important role in helping students develop the social and emotional skills they need to succeed in college and the workforce, including the ability to collaborate with others, monitor their own conduct, and make informed judgements.

It is also consistent with research that showed that educators need access to social-emotional learning resources incorporated into existing teacher assessment and professional development systems in order to relate social-emotional learning to the job they're already engaged in. That the effort of strengthening education to assist students succeed needs attention, especially as a major reform component, is supported by the findings of DeMonte (2013). There is a consensus in the academic and policy areas that teachers improve quickly early in their careers, but there is controversy as to whether or not instructors continue to grow once they have accumulated a large amount of classroom experience. Furthermore, researchers have used teacher fixed effects in their studies to compare teachers with many years of expertise versus teachers with a few years of experience.

H₀₂: Teacher performance appraisal has no significant effect on learner safety in public secondary schools in Uasin Gishu County, Kenya.

Inferential analysis methods used in this section were correlation and simple linear regression models to determine the relationship between independent variables and the dependent variable. Pearson's correlation was first carried out to show the strength and direction of the relationship between dependent and independent variables. Table 4.18 presents the study results.

Table 4.18 Correlation Analysis for Learners Safety

		Learners' safety	Performance appraisal
Learners' safety	Pearson Correlation	1	
	Sig. (2-tailed)		
Performance appraisal	Pearson Correlation	.863**	1
	Sig. (2-tailed)	0.00	
	N	250	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2022)

The study findings in Table 4.18 indicated that teacher performance appraisal had a strong positive and statistically significant correlation with learner safety ($r=0.863^{**}$; $p<0.01$). The findings indicate a strong, positive, and statistical correlation between performance appraisal and learners safety. According to Orodho (2003), strong correlation means that two or more variables are hardly related. The correlation coefficient can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation, and +1.00 represents a perfect positive correlation. A value of 0.00 means there is no relationship between the variables being examined.

Further, regression analysis was run to establish the effect of performance appraisal on learner safety. The coefficient of determination and correlation coefficient showed the degree of relationship between dependent and independent variables. The results are presented in Table 4.19.

Table 4.19 Regression Analysis Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.863 ^a	0.744	0.743	0.55198

Source: Field Data (2022)

The results of the regression in Table 4.19 indicated that the R^2 value was 0.744 and the R value was 0.863. An R value of 0.863 gave an indication that there was a strong linear relationship between independent and dependent variables. The R^2 indicates that the explanatory power of the independent variables was 0.744. This implied that about 74.4% of the variation in independent variables is explained by the regression model.

Model fitness was also run to find out if the model was the best fit for the data. The study results are presented in Table 4.20.

Table 4.20 Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	219.948	1	219.948	721.884	.000 ^b
Residual	75.562	248	0.305		
Total	295.51	249			

Source: Field Data (2022)

Table 4.20 showed that the model was significant ($p < 0.05$) thus confirming the fitness of the model. This implies that the regression model was a good fit for the data. Hence, the performance appraisal affects learner safety.

A regression model was also run to use it in the regression equation. The study results are presented in Table 4.21.

Table 4.21 Regression Model Coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.644	0.128		5.030	0.000
Appraisal performance	0.857	0.032	0.863	26.868	0.000

Source: Field Data (2022)

The study results in Table 4.21 revealed that there was a positive linear effect of performance appraisal on learners safety ($\beta_1=0.857$, $p = 0.000$). This reveals that an increase in performance appraisal leads to an increase in learners safety. Also, the study rejected the null hypothesis that teacher performance appraisal has no significant effect on learner safety in public secondary schools in Uasin Gishu County and adopted the alternative hypothesis that teacher performance appraisal has a positive and significant effect on learner academic achievement in public secondary schools in Uasin Gishu County, Kenya.

4.7 Effect of Teacher Performance Appraisal in Aiding to Bridge Teacher's Professional Performance Gaps

The third specific objective of the study was to evaluate the contribution that teacher performance evaluation made to bridging teachers' professional performance. The respondents were asked to indicate their level of agreement with a number of statements relevant to the role that teacher performance evaluations play in boosting their professional output. A 5-point Likert scale was utilised, with SD denoting "strongly disagreed," D denoting "disagreed," UD denoting "undecided," iA denoting "agree," and SA denoting "strongly agree." The outcomes were displayed in Table 4.22.

Table 4.22 Principals Response on Teacher Performance Appraisal in Aiding to Bridge Teachers' Professional Performance

Statements		SA	A	UD	D	SD	Mean	Sd
1. Teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap	F	54	32	4	3	2	4.40	0.88
	%	56.8	33.7	4.2	3.2	2.1		
2. Teacher appraisal techniques has motivated teachers at their work stations	F	52	21	17	3	2	4.24	1.00
	%	54.7	22.1	17.9	3.2	2.1		
3. The appraiser and appraisee discuss on what needs to be done and jointly set targets for achievement	F	39	48	1	5	2	4.23	0.88
	%	41.1	50.5	1.1	5.3	2.1		
4. Teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery	F	31	29	23	10	2	3.81	1.07
	%	32.6	30.5	24.2	10.5	2.2		
5. Teachers' appraisal ensures that teachers take time to promote student growth by setting high expectations for student achievement	F	53	30	4	4	4	4.31	1.03
	%	55.8	31.6	4.2	4.2	4.2		
6. Teachers' appraisal has encouraged teachers to join a professional scholarly journal online, read educational blogs and literature on education	F	50	21	16	4	4	4.15	1.11
	%	52.6	22.1	16.8	4.2	4.3		
7. Teachers' appraisal has encouraged teachers to go to educational conferences, workshops, attend online seminars for more effective teaching	F	38	45	2	6	4	4.13	1.02
	%	40	47.4	2.1	6.3	4.2		
8. Teachers' appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them	F	32	26	23	10	4	3.76	1.16
	%	33.7	27.4	24.2	10.5	4.2		

Source: Field Data (2022)

Table 4.22 showed that 86 (90.5%) of the respondents agreed with the statement that teacher training has been one of the ways used by teacher appraiser existing professional gap. However, appraisers%) disagreed with the statement that teacher training has been one of the ways used by teacher appraisers to bridge the existing professional gap. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed teacher training has been one of the ways used by teacher mean to bridge the existing professional gap (standard =4.40, deviation = 0.88). (2017),The study results agreed with Kaldi and Xafakos assert who that professional performance gaps are the difference that exists between actual or present performance and programmes optimal or expected future performance. Teacher training as are seen in compelling in the advancement of teachers this present reality circumstance of the classroom at schools.

Based on their feedback, 73 (76.8%) of the respondents agreed with the statement that teacher appraisal techniques have motivated teachers at their work stations. This is a cumulative list of those respondents who agreed or strongly agreed. At least 5.3% disagreed with the statement that teacher appraisal techniques have motivated teachers at their work stations. This is a cumulative list of those respondents who disagreed or strongly disagreed. In addition, the study findings showed, in terms of means and standard deviation, that the respondents agreed Teacher appraisal techniques have motivated teachers at their work stations (mean =4.24, standard deviation = 1.00). The study results agree with Delvaux, Vekeman, Devos, and Van Petegem (2013), who showed that the fairness of the performance appraisal system and simplicity of the procedure are associated with the teachers' knowledge and skills, with positive attitudes skewed towards results-based bonuses and existing professional gaps.

The study from interviews with TSC Sub- County director [3] showed that:

"TSC has been offering training to head teachers and teachers on appraising system in order to bridge the existing professional gap. Thus, the appraisal techniques have motivated teachers at their work stations."

.....

On another statement, 87 (91.5%) of the respondents agreed and strongly agreed with the statement that the appraiser and teachers discuss what needs to be done and jointly set targets for achievement. On the other hand, 7 (7.4%) strongly disagreed with the statement that the appraiser and teachers discuss what needs to be done and jointly set targets for achievement. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed that the appraiser and teachers discuss what needs to be done and jointly set targets for achievement (mean =4.23, standard deviation = 0.88). The study results agree with Desimone and Long (2010), who intended to add to understanding the school's part in tending to the teachers' expert holes. In this secondary investigation, the examination analysed the initial four rushes of information from the National Centre for Education Statistics' Early Childhood Longitudinal Study (2000), a broadly representative longitudinal example of students who were kindergartners in 1998. It was discovered that lower-achieving students are at first allotted to teachers who emphasize essential guidance, and higher-achieving students are allocated to teachers who stress further-developed guidance. The utilization of cutting-edge procedural guidance and time spent on math were identified as accomplishments in development for customarily distraught populations, including black students and low-SES students.

Also, 60 (63.2%) of the respondents agreed with the statement that teachers are appraised based on observation, assessment of ability, readiness, potential, and content

mastery. This is a cumulative list of those respondents who agreed or strongly agreed. On the contrary, 12 (12.6%) disagreed with the statement that Teachers are appraised based on observation, assessment of ability, readiness, potential, and content mastery. This is a cumulative list of those respondents who disagreed or strongly disagreed. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed Teachers are appraised based on observation, assessment of ability, readiness, potential, and content mastery (mean =3.81, standard deviation = 1.07). The study results agree with Michael (2017), whose discoveries demonstrated that teachers unequivocally wanted to get further training on educational plans, increase and clean their ICT expertise, and improve school organisation.

The interview with TSC Sub- County director [5]

"It's the TSC policy that the appraiser and teachers discuss on what needs to be done and jointly set targets for achievement. Also, it's the commissions policy that Teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery."

.....

The fact that teachers are evaluated guarantees that they take the time to foster student progress by having high expectations for their performance, according to 83 (87.4%) of the respondents. The fact that 8.4% of respondents strongly disagreed with the statement that teachers are evaluated ensures that educators take the time to foster student progress by having high expectations for their performance. The total number of responders who disagreed and strongly disagreed is included in this. Furthermore, according to the study's results in terms of means and standard deviation, respondents agreed that teachers are appraised to ensure that they take the time necessary to foster student progress by having high expectations for their performance (Mean, 4.31; Std. dev., 1.03). Similar to this, TSC (2003) asserts that a public officer must elevate

performance standards and professionalism in his organisation to a level appropriate for his position.

74.7% of the respondents agreed with the statement that teachers' appraisal had inspired them to join professional research journals, online and read educational blogs, and literature on education. However, 8 (8.4%) disagreed with the assertion that teachers' evaluations had motivated them to join scholarly journals, online communities, educational blogs, and books on education. Further, the study's findings indicated that respondents agreed that teachers' assessments have encouraged them to join a professional scholarly journal, online and read educational blogs, and literature on education (Mean, \bar{x} =4.15, Standard. dev=1.11).

Additionally, 83 (87.4%) of the respondents agreed with the statement that instructors have been encouraged to travel to educational conferences, and workshops, and attend online seminars in order to teach more effectively. The subjects who agreed and those who strongly agreed are added together in this. However, 10 (10.5%) people disagreed with the assertion that instructors have been motivated to attend online seminars, educational conferences, and workshops as a result of their evaluations. Additionally, the study's findings indicated in terms of methods and accepted abbreviation that the respondents agreed that teachers' evaluations have encouraged them to attend online seminars and conferences for more effective teaching (Mean, 4.13; Standard Deviation, 1.02). TSC Sub- County director [1] interviewed noted that:

“Teachers’ appraisal has not only encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education. But also, it has encouraged teachers to go to educational conferences, workshops, attend online seminars for more effective teacher.”

.....

The statement that teachers' appraisals have inspired them to spend time to observe other teachers who can be a valuable source of knowledge for them was supported by 58 (61.1%) of the respondents, who agreed and strongly agreed with it. On the other hand, 14 (14.7%) disagreed with the claim that teachers' appraisal have encouraged them to spend time observing other educators who can be a valuable resource for them. The subjects who agreed and those who strongly agreed are added together in this. The study's results also revealed, in terms of means and standard deviation, that the respondents concurred that teachers' appraisals had inspired them to spend time observing other educators who may serve as a valuable source of knowledge (Mean, =3.76, Std. dev=1.16).

Teachers were also asked to indicate their degree of agreement with a number of statements regarding the role that teacher performance appraisals play in enhancing their professional performance. A five-point Where SD, D, UD, A, and SA were used as symbols, SD stood for "strongly disagreed," D for "strongly disagreed," D for "undecided," and SA for "strongly agree." The outcomes were displayed in Table 4.23.

Table 4.23 Teachers Response on Teacher Performance Appraisal in Aiding to Bridge Teachers' Professional Performance

Statements		SA	A	UD	D	SD	Mean	Sd
1. Teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap	F	87	54	7	4	3	4.41	0.85
	%	56.1	34.8	4.5	2.6	1.9		
2. Teacher appraisal techniques has motivated teachers at their work stations	F	82	37	29	4	3	4.23	0.97
	%	52.9	23.9	18.7	2.6	1.9		
3. The appraiser and teachers discuss on what needs to be done and jointly set targets for achievement	F	62	81	1	8	3	4.23	0.86
	%	40.0	52.3	.6	5.2	1.9		
4. Teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery	F	50	46	40	16	3	3.80	1.07
	%	32.3	29.7	25.8	10.3	1.9		
5. Teachers are appraised ensures that teachers take time to promote student growth by setting high expectations for student achievement	F	87	54	7	4	3	4.41	0.85
	%	56.1	34.8	4.5	2.6	1.9		
6. Teachers' appraisal has encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education	F	82	37	29	4	3	4.23	0.97
	%	52.9	23.9	18.7	2.6	1.9		
7. Teachers' appraisal has encouraged teachers to go for educational conferences, workshops, attend online seminars for more effective teaching	F	62	81	1	8	3	4.23	0.86
	%	40.0	52.3	.6	5.2	1.9		
8. Teachers' appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them	F	50	46	40	16	3	3.80	1.07
	%	32.3	29.7	25.8	10.3	1.9		

Source: Field Data (2022)

Table 4.23 showed that 141 (90.9%) of the respondents agreed with the statement that teacher training has been one of the ways used by teacher appraisers to bridge the existing professional gap. However, 7 (4.5%) disagreed with the statement that teacher training has been one of the ways used by teacher appraisers to bridge the existing professional gap. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed teacher training has been one of the ways used by teacher appraisers to bridge the existing professional gap (mean =4.41, standard deviation = 0.85). According to Harrington and Lee (2015), school training, including formal pre-service university education and professional development in the workplace, as well as informal training gained via experience on the job, are all linked to teacher productivity.

Based on their feedback, 119 (76.8%) of the respondents agreed with the statement that Teacher appraisal techniques have motivated teachers at their work stations. This is a cumulative of the subjects who strongly agreed and those who agreed. However, 7 (4.5%) disagreed with the statement that teacher appraisal techniques have motivated teachers at their work stations. This is a cumulative list of the subjects who strongly disagreed and those who disagreed. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed that teacher appraisal techniques have motivated teachers at their work stations (mean =4.23, standard deviation = 0.970). The findings of this study concur with those of Usman (2015), who revealed that successful teacher professional development is crucial to excellent teaching in education and heavily influences students' academic achievement. According to findings from Popova, Evans, Breeding, and Arancibia (2018), in contrast to programmes that have been shown to be beneficial, most at-scale teacher professional

development programmes have fewer incentives to engage, less time for teachers to practice new skills, and less follow-up when instructors return to their classrooms.

The study interview with QASO Officer [4] noted that:

"Teacher appraising main goal is to ensure that teachers take time to promote student growth by setting high expectations for student achievement".

.....

On whether the appraiser and teachers discuss what needs to be done and jointly set targets for achievement, 92.3% of the respondents agreed with the statement. At least 7.1% disagreed with the statement that the appraiser and teachers discuss what needs to be done and jointly set targets for achievement. This is a cumulative result of the respondents who strongly disagree and those who strongly disagree. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed that the appraiser and teachers discuss what needs to be done and jointly set targets for achievement (mean =4.23, standard deviation = 0.86).

In addition, 96 (62%) of the respondents strongly agreed with the statement that teachers are appraised based on observation, assessment of ability, readiness, potential, and content mastery. This is a cumulative of the respondents who strongly agree and those who strongly disagree. However, 19 (12.2%) disagreed with the statement that teachers are appraised based on observation, assessment of ability, readiness, potential, and content mastery. This is a cumulative result of the respondents who strongly disagree and those who strongly disagree. Additionally, the study findings showed in terms of means and standard deviation that the respondents' agreed that teachers are appraised based on observation, assessment of ability, readiness, potential, and content mastery (mean =3.80, standard deviation = 1.07).

The study findings correlate with the findings of Ayeni (2011), who indicated that teachers' instructional task performance might be improved with a high degree of education and teaching experience. Teaching in secondary schools and the education system require effective capacity development during service in order to increase the quality of instruction and the overall quality of education. Additionally, Ayeni's (2010) findings concur with the current study in that it is undeniable that each strategy has advantages and disadvantages that need consideration. For example, Teachers have argued that traditional professional development methods like seminars (which typically last from one to eight hours), workshops (which last from a few hours to a few days), and conferences (which last a few days to a few weeks) are ineffective because of their short duration, lack of follow-up, and lack of opportunities for teachers to learn by doing.

Also, 141 (90.9%) of the respondents agreed and strongly agreed with the statement that teachers are appraised, which ensures that teachers take time to promote student growth by setting high expectations for student achievement. On the other hand, 4.5% disagreed with the statement that teachers are appraised, which ensures that teachers take time to promote student growth by setting high expectations for student achievement. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers are appraised, which ensures that teachers take time to promote student growth by setting high expectations for student achievement (Mean =3.81, standard deviation = 1.08).

Devos and Van Petegem (2013) discovered that introducing a controlled appraisal approach is associated with increased satisfaction with the appraisal system, less stress, and higher motivation. It has been observed that educators who possess greater levels of

specialized expertise work better as a unit. Desimone and Long (2010) established that students with lower test scores are placed in classes with teachers who place an emphasis on fundamental instruction, while those with higher test scores are placed in classes with teachers who place an emphasis on more advanced instruction, as shown by the research.

Based on their feedback, 76.8% of the respondents agreed with the statement that teachers' appraisal has encouraged teachers to join a professional scholarly journal online and read educational blogs and literature on education. At least 4.5% disagreed with the statement that teachers' appraisal has encouraged teachers to join a professional scholarly journal online and read educational blogs and literature on education. This is a cumulative result of the respondents who strongly disagree and those who strongly disagree. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers' appraisal has encouraged teachers to join a professional scholarly journal online and read educational blogs and literature on education (mean =4.41, standard deviation = 0.85).

Study findings also agree with Michael (2017)'s findings, who found out that teachers strongly desired to acquire further training on the curriculum and polish their ICT skills and school administration. Teachers proposed that a needs analysis be performed to create awareness and provide further training. Similarly, study findings agreed with Kasiisa and Tamale's (2013) findings that emphasis was missing on teacher-based evaluations; the current evaluation system was not detailed enough and well-structured for individual events. Therefore, more was required in the appraisal process so that evaluations would be prioritized and detailed enough to gauge some teacher performance variables.

The interviews with QASO Officer [8] from Sub-County 6 argued that:

"Teachers' appraisal has motivated teachers to teacher observation thus a great knowledge sharing between them. Further there is increase attendance by teachers to educational conferences, workshops, attend online seminars for more effective teacher."

.....

In addition, 143 (92.2%) of the respondents agreed with the statement that Teachers' appraisal has encouraged teachers to go to educational conferences, workshops, and online seminars for more effective teaching. This is a cumulative result of the respondents who strongly agree and those who strongly disagree. On the contrary, 11 (7.1%) disagreed with the statement that Teachers' appraisal has encouraged teachers to go to educational conferences, workshops, and online seminars for more effective teaching. This is a cumulative result of the respondents who strongly disagree and those who strongly disagree. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed that Teachers' appraisal has encouraged teachers to go to educational conferences, workshops, and online seminars for more effective teaching (mean =4.23, standard deviation = 0.97).

The study still agrees with the findings of Ikagema and Irungu (2018), who indicated that teacher appraisals affected performance significantly. Generally, the teachers had the attitude that government policies did not favour them in advancing their careers. There is also agreement with the findings of Usop et al. (2013), who discovered that a variety of factors, including the instructors' own abilities and attitudes, the subjects they teach, and the methods they use to teach them, all influence the work performance of teachers to varying degrees. Also, the study findings agree with those of Howard (2013) that teachers frequently ask themselves, "What is the most challenging part of teaching children who are not motivated?" Many professors believe they have little control over

students' motivation because it is an internal process. According to the findings of Atteberry, Loeb, and Wyckoff (2015), principals and teachers are aware that instructors' abilities to enhance student outcomes vary greatly, and research validates this.

Last but not least, 96 (61.9%) of the respondents agreed with the statement that teachers' appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them. This is a cumulative result of the respondents who strongly agree and those who strongly disagree. At least 12.3% disagreed with the statement that teachers' appraisals have motivated teachers to take time to observe other teachers who can be a great source of knowledge for them. This is a cumulative result of the respondents who strongly disagree and those who strongly disagree. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers' appraisal has motivated them to take time to observe other teachers who can be a great source of knowledge for them (mean =4.23, standard deviation = 0.86).

The study findings further agreed with Loeb, Miller, and Wyckoff's (2014) findings that teachers who are currently less effective because of their lack of experience may be able to develop to the point where they are more effective than their more experienced counterparts. Professional development for these instructors should begin as soon as possible so that the benefits can be realized sooner and have an even greater impact on the student population. Teachers' classroom performance is not connected with the sort of certification a teacher has received, nor with the attainment of an advanced degree, nor with the selectivity of the university a teacher attended, according to Chingos and Peterson's (2011) findings.

According to Peng, McNess, Thomas, Wu, Zhang, and Tian (2014), the pressures of changing social patterns and the demands of far-reaching curriculum reform highlighted tensions between a traditional reliance on exam results and an increasingly newer demand for all-round development and lifelong learning. Self-efficacy theory states that people with high levels of self-efficacy view challenging jobs as an opportunity for mastery, and they attribute their failure to a lack of effort or competence, which they are able to improve upon. After a setback, this sense of control allows people to quickly restore their sense of self-efficacy.

The TSC sub-County directors and QASO Officers indicated that teacher training is one of the ways used by teacher appraisers to bridge the existing professional gap; positive teacher appraisal feedback plays a role in teacher motivation; the appraiser and teachers discuss what needs to be done and jointly set targets for achievement; and teachers are appraised based on observation, assessment of ability, readiness, potential, and content mastery.

The study findings concur with those of Kaldi and Xafakos (2017) that teacher training programmes are seen as compelling for the advancement of teachers in the present reality of the classroom at schools. Specifically, the quality of education in any education system does not exceed the quality of its teachers trained through teacher education programmes. Findings also agree with Bruns and Luque (2014) that the long-standing issue identified with the teacher training programmes is the gap between the hypothetical information that the understudy teachers gain through their courses at school and their common-sense application in the reality of classrooms at schools. Teacher professional development is critical because teachers must do better and raise student academic standards to succeed. Teachers must be able and willing to

continuously improve their content knowledge, abilities, and practises in order to meet the increasingly demanding demands of their employment as a result of technological advancements. Findings from Sun and Sihes (2019) showed that in-service training and self-awareness are the most important elements for professional development. Delvaux, Vekeman,

Ter Bogt and Scapens (2012) concluded that the new systems could hinder instructional innovation and limit contributions to society outside the institution. This investigation supports their findings. A similar study by Hill, Umland, Litke, and Kapitula (2012) indicated that students who performed poorly on the written evaluation were more likely to perform poorly in the classroom.

According to Grissom (2011), an effective administrator is linked to higher levels of teacher satisfaction and a decreased likelihood that a given teacher will leave their post within the first year after starting at the school. These teacher outcomes are significantly more influenced by good principals at low-income and minority-serving schools. The study concurs with the findings of Goe, Biggers, and Croft (2012), who found that evaluations can help teachers improve, but school administrators generally lack training in how to use assessment results to assist teachers towards professional growth.

H₀₃: Teacher performance appraisal has no significant effect in aiding to bridge teacher's professional performance gaps in Uasin Gishu County, Kenya.

Inferential analyses used in this section were correlation and simple linear regression models to determine the relationship between independent variables and the dependent variable.

Pearson’s correlation was first carried out to show the strength and direction of the relationship between dependent and independent variables. Table 4.24 presents the study’s results.

Table 4.24 Correlation Analysis

		Teachers’ professional performance	Performance appraisal
Teachers’ professional performance	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	250	
Performance appraisal	Pearson Correlation	.893**	1
	Sig. (2-tailed)	0.000	
	N	250	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2022)

The study findings in Table 4.24 indicated that teacher performance appraisal had a strong positive and statistically significant correlation with teacher professional performance ($r=0.893^{**}$; $p<0.01$). The findings indicate a strong, positive, and statistical correlation between performance appraisal and teacher professional performance. According to Orodho (2003), a strong correlation means that two or more variables are hardly related. The correlation coefficient can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation, and +1.00 represents a perfect positive correlation. A value of 0.00 means there is no relationship between the variables being examined.

Further, regression analysis was run to establish the effect of performance appraisal on teacher professional performance. The coefficient of determination and correlation coefficient showed the degree of relationship between dependent and independent variables. The results are presented in Table 4.25.

Table 4.25 Regression Analysis Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.893^a	0.798	0.797	0.49078

Source: Field Data (2022)

The results of the regression in Table 4.25 indicated that the R^2 value was 0.798 and the R value was 0.893. A R value of 0.893 gave an indication that there was a strong linear relationship between dependent and independent variables. The R^2 indicates that the explanatory power of the independent variables was 0.798. This implied that about 79.8% of the variation in independent variables is explained by the regression model.

Model fitness was also run to find out if the model was the best fit for the data. The study results are presented in Table 4.26.

Table 4.26 Regression Model Fitness Results

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	235.776	1	235.776	978.885	.000 ^b
Residual	59.734	248	0.241		
Total	295.51	249			

Source: Field Data (2022)

Table 4.26 showed that the model was significant ($p < 0.05$) thus confirming the fitness of the model. This implies that the regression model was a good fit for the data. Hence, the performance appraisal affects teacher professional performance.

A regression model was also run to use it in the regression equation. The study results are presented in Table 4.27.

Table 4.27 Regression Model Coefficient

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.467	0.116		4.04	0.000
Appraisal performance	0.895	0.029	0.893	31.287	0.000

Source: Field Data (2022)

The study results in Table 4.27 revealed that there was a positive linear effect of performance appraisal on teacher professional performance ($\beta_1 = 0.895$, $p = 0.000$). This reveals that an increase in performance appraisal leads to an increase in professional teacher performance. Furthermore, the study rejected the null hypothesis that teacher professional performance has no significant effect on teacher professional performance in public secondary schools in Uasin Gishu County and adopted the alternative hypothesis that teacher performance appraisal has a positive and significant effect on teacher professional performance in public secondary schools in Uasin Gishu County, Kenya.

4.8 Effect of Teacher Performance Appraisal on Learner Talent Development

The fourth specific objective of the study was to investigate how teacher performance appraisals affected learner talent development. The respondents were given the opportunity to discuss their level of agreement with a number of statements regarding the impact of teacher performance and talent development on learners. A 5-point Likert scale was employed where SD denoted strongly disagreed, D denoted disagreement,

UD denoted Uncertainty, A denoted agreement, and SA denoted strongly agreement.

The results were as presented in Table 4.28.

Table 4.28 Principals Response on Teacher Performance Appraisal on Learner Talent Development

Statements		SA	A	UD	D	SD	Mean	Sd
1. Teachers are provided with resources to facilitate co-curricular activities	F	31	24	18	8	14	3.53	1.41
	%	32.6	25.3	18.9	8.5	14.7		
2. To facilitate appraisal, teacher is provided with training and other professional development on co-curricular activities	F	34	31	11	12	7	3.77	1.27
	%	35.8	32.6	11.6	12.6	7.4		
3. Teachers are provided with certificates of participation in taking part in co-curricular activities	F	31	34	12	11	7	3.75	1.25
	%	32.6	35.8	12.6	11.6	7.4		
4. The appraiser creates a safe and an enabling environment for co-curricular activities	F	17	32	15	14	17	3.19	1.38
	%	17.9	33.7	15.8	14.7	17.9		
5. Teacher appraisal identify learners' potential talents	F	31	22	18	10	14	3.48	1.420
	%	32.6	23.3	18.9	10.5	14.7		
6. Teacher appraisal assist in coming up with activities to develop learner's talent	F	33	30	10	15	7	3.71	1.295
	%	34.7	31.6	10.5	15.8	7.4		
7. Teacher appraisal allows the retention of teachers' talent in high performing schools	F	31	31	13	13	7	3.69	1.264
	%	32.6	32.6	13.7	13.7	7.4		
8. The level of implementation of learner's talent development is high	F	18	31	14	16	16	3.20	1.381
	%	18.9	32.6	14.9	16.8	16.8		

Source: Field Data (2022)

Table 4.28 showed that 55 (57.9%) of the respondents agreed with the statement that teachers are provided with resources to facilitate co-curricular activities. However, 22 (23.1%) disagreed with the statement that teachers are provided with resources to facilitate co-curricular activities. In addition, the study revealed that the participants' mean, and standard deviations agreed that teachers are provided with resources to facilitate co-curricular activities (mean =3.53, standard deviation = 1.41). The study results agree with Kagema and Irungu (2018), who found out that teacher appraisals affected teacher performance. Generally, teachers from public schools believed that the policies in place did not favour them in advancing their careers and that new policies should be developed.

Also, 65 (68.4%) of the respondents agreed with the statement that to facilitate appraisal, teachers are provided with training and other professional development on co-curricular activities. This is a cumulative of the respondents who strongly agree and those who strongly disagree. On the contrary, 19 (20%) disagreed with the statement that to facilitate appraisal, teachers are provided with training and other professional development on co-curricular activities. This is a cumulative result of the respondents who strongly disagree and those who strongly disagree. In addition, the study revealed that the participants' mean, and standard deviations agreed to facilitate appraisal and that teachers are provided with training and other professional development on co-curricular activities (mean =3.77, standard deviation = 1.27). The findings of the study correspond with the findings of Ball (2017), who discovered that teachers participating in the study displayed expertise that was ranked below average in the educational assessment of pupils in nurturing and developing their talents. Teachers demonstrated a low level of ability in all seven competency areas, with slight variances. Finally, teachers in non-governmental schools demonstrated significantly greater levels of competency than teachers in governmental

schools, resulting in superior school talent development in private schools than in governmental schools.

TSC Sub- County director [1] interviewed revealed that:

“The ministry of education has tried their best to provide teachers with resources to facilitate co-curricular activities. In addition to facilitate appraisal, the ministry provides with training and other professional development on co-curricular activities.”

.....

In addition, 68.4% of the respondents agreed and strongly agreed with the statement that Teachers are provided with certificates of participation for taking part in co-curricular activities. At least 18.9% disagreed with the statement that Teachers are provided with certificates of participation for taking part in co-curricular activities. This is a cumulative result of the respondents who strongly disagree and those who strongly disagree. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers are provided with certificates of participation in taking part in co-curricular activities (mean =3.75, standard deviation = 1.25). The study results agree with Badah (2014), who found out that the teacher’s performance appraisal is more of a tool than a process. In addition, the head teachers utilised the teacher’s performance evaluation to perform forty-minute observations. It is about evaluating the teacher through class observation, she added. Using this system enabled head teachers to make sure that junior teachers implemented instructional strategies appropriately. Additionally, this strategy made it possible for head teachers to monitor and evaluate teachers’ performance on instructional leadership practises, which the head teacher linked to student performance and talent development.

The TSC Sub- County director [4] revealed that:

"Teacher appraisal has been created in a safe and an enabling environment for co-curricular activities. In concurrence Teachers are provided with certificates of participation in taking part in co-curricular activities."

.....

In addition, 49 (51.6%) of the respondents agreed with the statement that the appraiser creates a safe and enabling environment for co-curricular activities. This is a cumulative of the respondents who strongly agree and those who strongly disagree. On the other hand, 31 (32.6%) disagreed with the statement that the appraiser creates a safe and enabling environment for co-curricular activities. This is a cumulative result of the respondents who strongly disagree and those who strongly disagree. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed the appraiser creates a safe and enabling environment for co-curricular activities (mean = 3.19, standard deviation = 1.380).

The study results agree with Ahmad, Shaari, Hashim, and Kariminia (2015), who proposed a system for accomplishing favourable traits of a pre-college learning environment reasonable for moderate students through a writing audit. Favourable properties of the actual learning environment of schools assume a predominant function in the effective conveyance of exercises for moderate students. In synopsis, the states of being, including human solace (visual, warm, and acoustic), spatial arranging, nature of outfitting and completing, and wellbeing highlights, are significant properties to consider for a favourable learning environment. Discoveries are helpful for creators, specialist organisations, and strategy producers of unique preschools when settling on choices to give favourable offices to moderate students.

Based on their feedback, 55.8% of the respondents strongly agreed with the statement that teacher appraisal identifies teachers' potential talents. This is a cumulative of the respondents who strongly agree and those who strongly disagree. However, 24 (25.3%)

disagreed with the statement that teacher appraisal identifies teachers' potential talents. This is a cumulative result of the respondents who strongly disagree and those who strongly disagree. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed that teacher appraisal identified teachers' potential talents (mean =3.48, standard deviation = 1.420).

Also, 63 (66.3%) of the respondents agreed or strongly agreed with the statement that Teacher appraisal assists in coming up with activities to develop learners talents. However, 22 (23.2%) disagreed strongly with the statement that teacher appraisal assists in coming up with activities to develop teachers talent. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed that Teacher appraisal assists in coming up with activities to develop learners talents (mean =3.71, standard deviation = 1.295).

In addition, 62 (65.3%) of the respondents agreed with the statement that teacher appraisal allows the retention of teachers' talent in high-performing schools. This is a cumulative of the respondents who strongly agree and those who strongly disagree. On the other hand, 20 (21.1%) disagreed with the statement that teacher appraisal allows the retention of teachers' talent in high-performing schools. This is a cumulative result of the respondents who strongly disagree and those who strongly disagree. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed that teacher appraisal allows the retention of teachers' talent in high-performing schools (mean =3.69, standard deviation = 1.264).

TSC Sub- County director [6] interviewed showed that:

"Not only that teacher appraisals allows the retention of teachers' talent in high performing schools but it identify learners' potential talents furthermore it assists in coming up with activities to develop learner's talent."

Last but not least, 49 (51.6%) of the respondents agreed with the statement that the level of implementation of learner's talent development is high. At least 33.7% disagreed with the statement that the level of implementation of learner's talent development is high. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed that the level of implementation of learner's talent development is high (mean = 3.20, standard deviation = 1.381).

.....

Teachers were asked to rate how much they agreed with several claims about the impact of student achievement, teacher evaluation, and professional development. Where SD, D, UD, A, and SA stood for strongly disagreed, disagreed, undecided, agreed, and Strongly agreed, respectively, were represented by the 5-point Likert scale. The results were as presented in Table 4.29.

Table 4.29 Teachers Response on Teacher Performance Appraisal on Learner Talent Development

Statements		SA	A	UD	D	SD	Mean	Sd
1. Teachers are provided with resources to facilitate co-curricular activities	F	48	41	31	12	23	3.51	1.39
	%	30.9	26.5	20	7.8	14.8		
2. To facilitate appraisal, teacher is provided with training and other professional development on co-curricular activities	F	55	51	19	19	11	3.77	1.25
	%	35.5	32.8	12.3	12.3	7.1		
3. Teachers are provided with certificates of participation in taking part in co-curricular activities	F	50	57	20	17	11	3.76	1.22
	%	32.3	36.8	12.9	10.9	7.1		
4. The appraiser creates a safe and an enabling environment for co-curricular activities	F	27	52	26	22	28	3.18	1.37
	%	17.4	33.5	16.7	14.3	18.1		
5. Teacher appraisal identify teachers' potential talents	F	48	38	31	13	25	3.46	
	%	30.9	24.5	20.1	8.4	16.1		
6. Teacher appraisal assist in coming up with activities to develop learner's talent	F	53	49	18	21	14	3.68	1.31
	%	34.2	31.6	11.7	13.5	9.0		
7. Teacher appraisal allows the retention of teachers' talent in high performing schools	F	48	55	19	19	14	3.67	1.28
	%	30.9	35.5	12.3	12.3	9.0		
8. The level of implementation of learner's talent development is high	F	27	51	24	23	30	3.14	1.39
	%	17.4	32.9	15.5	14.8	19.4		

Source: Field Data (2022)

Table 4.29 revealed that 89 respondents (57.4%) agreed with the assertion that teachers are given tools to encourage extracurricular activities. 35 (22.6%) people disagreed with the

claim that teachers receive resources to support extracurricular activities, though. Additionally, the study's findings indicated in terms of the mean and standard deviations that the respondent's that teachers were given resources to facilitate extracurricular activities (Mean, 3.51; Standard Deviation, 1.310).

According to their input, 106 (68.4%) of the respondents agreed with the assertion that teachers receive training and other professional development on extracurricular activities to facilitate appraisal. The results of the responders who strongly agree and strongly disagree are added together. Contrarily, 30 (19.4%) disagreed with the claim that teachers receive training and other forms of professional development on extracurricular activities in order to enable assessment. The people who strongly disagree and those who strongly disagreed collectively came to this conclusion. Additionally, the study's findings were presented in terms of means and standard deviations that the respondents agreed to make evaluation easier. The instructor receives training and other professional development opportunities on extracurricular activities (Mean, =3.107 respondents (69%) agreed with the statement that teachers receive certificates of participation for participating in extracurricular activities. 28 (18.1%) people disagreed with the claim that teachers receive certificates of participation for participating in extracurricular activities, on the other hand. The results of the study also revealed that the respondents agreed that teachers receive certificates of participation for participating in extracurricular activities (mean = 3.76, standard deviation = 1.22) (mean = 3.76, standard deviation = 1.22).

QASO Officer Sub-County [5] interviewed explained that:

“Currently it’s the common practice that certificates of participation in taking part in co-curricular activities are provided to teacher. More so appreciation is given to them for their contribution.”

.....

In addition, 79 (50.9%) of the respondents agreed or strongly agreed with the statement that schools should create a safe and enabling environment for co-curricular activities. On the contrary, 50 (32.2%) disagreed and strongly disagreed with the statement that appraisal creates a safe and enabling environment for co-curricular activities. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed that the appraiser created a safe and enabling environment for co-curricular activities (Mean=3.18, Standard Deviation = 1.37).

Moreover, 86 (55.5%) of the respondents agreed with the statement that teacher appraisal identifies teachers' potential talents. This is a cumulative list of the respondents who agreed and those who agreed. On the contrary, 38 (24.5%) disagreed with the statement that teacher appraisal identifies teachers' potential talents. This is a cumulative list of the respondents who disagreed and those who disagreed. Moreover, the study's findings revealed in terms of means and standard deviation that the respondents agreed that teacher appraisal identified teachers' potential talents (Mean=3.46, Standard Deviation = 1.42).

Also, 102 (65.8%) of the respondents agreed with the statement that Teacher appraisal assists in coming up with activities to develop learners' talents. This is a cumulative list of the respondents who agreed and those who agreed. On the other hand, 35 (22.9%) disagreed with the statement that teacher appraisal assists in coming up with activities to develop teachers' talent. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed that teacher appraisal assists in coming up with activities to develop learners' talents (mean=3.68, standard deviation = 1.31).

Based on their feedback, 103 (66.5%) of the respondents strongly agreed with the statement that teacher appraisal allows the retention of teachers' talent in high-performing schools. On the other hand, 21.3% disagreed with the statement that teacher appraisal

allows the retention of teachers' talent in high-performing schools. This is a cumulative list of the respondents who disagreed and those who disagreed. Additionally, the study's findings showed in terms of means and standard deviation that the respondents agreed that teacher appraisal allows the retention of teachers' talent in high-performing schools (mean=3.67, standard deviation= 1.28).

Finally, 79 (50.9%) of the respondents agreed with the statement that the level of implementation of learners' talent development is high. At least 53 (34.2%) disagreed with the statement that the level of implementation of learners' talent development is high. Moreover, the study findings revealed in terms of means and standard deviation that the respondents agreed that the level of implementation of learner's talent development is high (mean =3.14, standard deviation = 1.39).

QASO Officer [3] indicated:

"The level of implementation of learners talent development is high with the current TPAD system."

.....

The TSC sub-County directors and QASO Officers stated that teachers are given the tools necessary to facilitate co-curricular activities, as well as other professional development opportunities on co-curricular activities, the chance to respond to the appraisee's feedback on talent development, and the capacity to establish a secure and supportive environment for co-curricular activities.

The study concurs with Martin's (2015) conclusions that a high-performance, sustainable organisation must be created in order to achieve its strategic and operational goals and

objectives. As with the current study's findings, Hamzah and Shamsudin's (2017) findings concur that the implementation of talent management falls into the category of being both very good and significant with respect to the development of the organization's talent by study participants. The study's findings concurred with Badah's (2014) assertion that headteachers used teacher performance reviews to conduct 40 minutes of observations. Through class observations, the teacher would be evaluated, she continued. He gave headteachers the ability to ensure that junior teachers were properly implementing teaching strategies by using his approach.

The results of the study were also reviewed with Kagemu and Irungu (2018), who demonstrated that teacher evaluations had an impact on performance. In general, teachers from public schools said that the policies already in place hindered their ability to advance in their careers and that new policies needed to be implemented. The study's findings continue to support what Bedilu (2014) discovered, which is that teachers who participated in the study displayed knowledge that was below average in terms of fostering and developing students' talents.

The study's findings concur with those of Ahmad, Shaari, Hashim, and Karminia (2015) who discovered that physical circumstances, such as human welfare (optical, thermal, and auditory), spatial design, furniture quality, and safety elements, are crucial factors to take into account for a conducive learning environment. Elliott (2015) noted that evaluations may include formative elements aimed at improving performance, such as career advancement, professional growth, and feedback, which also concurs with the presentation of study data.

In a similar vein, the study agrees with Ojokuku's (2013) findings that university academics believe their performance evaluation system is unfair and inaccurate because it

doesn't adequately capture all of the job-related factors that contribute to their performance over the review period. The academics' motivation and evaluation methods were also found to have an impact on motivation and performance. This is congruent with the findings of Ahmad, Shaharim, and Abdullah from 2017 who found that the success of classroom learning is significantly influenced by the teachers, students, and classroom environment. As a result, it is maintained that evaluation of all elements of the learning environment is crucial, not only for gauging learners' performance but also for revealing teachers' capacities in terms of designing effective learning outcomes.

Hartinah, Suharso, Umam, Syazali, Lestari, Roslina, and Jermsittiparsert (2020), who also found a connection between principal leadership and teachers' performance, were also consulted about the study's findings. Tebabal and Kahssay (2011) found that most teachers instruct students using teacher-centered techniques rather than student-centered techniques, which is consistent with our findings. According to Looney's (2011) findings, students who have a succession of high-quality teachers may be able to achieve the same levels as their peers from high-income families. Students from low-income households may benefit the most from learning from highly effective teachers.

Adopting micro teaching at the departmental level in any particular order can, as previously noted (Remesh, 2013), expose its ostensible shortcomings. Knowledge isn't just passed from one person to another when it comes to teaching. Working teachers are crucial because they have the expertise gained from real-world application and can assess their expectations in terms of the qualifications that will help them in their work and ensure their effectiveness.

It is also consistent with Kasetvetin's (2019) findings that private school teachers performed admirably in their capacities as educators in terms of lesson design, delivery of

instructional materials, and evaluation; learner development; and communication with the students. According to Abelha, Jesus, Fernandes, Albuquerque, and Vidal (2021), teacher evaluation (TA) or teacher performance evaluation (TPA) has become a crucial component in educational systems and reforms around the world, contributing to the improvement of teaching practises. It is regarded as a key component for teachers' initial training, professional development, management, and promotion of teachers.

It was determined that the English government's adoption of the Hay-McBer model of teacher effectiveness for evaluating teacher performance includes both positive and negative features. This is in agreement with Campbell, Kyriakides, Mujs, and Robinson (2014). According to (Van der Lans, Van der Grift, & Van Veen, 2018), the study's central premise is that descriptions of effective teaching accumulate in situations where more fundamental teaching techniques and behaviours are needed before teachers advance to more complex teaching techniques and behaviours.

According to Kyriakides, Christoforou, and Charalambous (2013), teachers' interactions with students and classroom behaviour account for the majority of classroom level variation rather than specific teacher traits like views. They discovered that the majority of classroom-level variability is accounted for by teachers' behaviours in the classroom and their interactions with pupils. In addition, Steinert (2014) concurs with the study's findings when she says that faculty and staff development refers to all the actions taken by health professionals in both individual and group settings to enhance their knowledge, abilities, and behaviours as teachers, educators, leaders, managers, researchers, and students.

It is congruent with the findings of Steinert et al. (2016), who discovered that the observed behaviour changes included improved teaching techniques, new educational initiatives, increased academic production, and new leadership roles. Organisational changes barely

ever received discussion. According to the study (Chang, 2012), the leadership of school administrators and teachers' usage of instructional technology are closely linked. To make sure that schools and students are ready for the information-driven environment in which they live, principals must demonstrate strong technology leadership.

We must focus on areas of instruction that positively correlate to teaching success rather than standardised college-level evaluation criteria. We must also use student feedback and programme goals to judge this efficacy. According to the findings, contemporary education should place a strong emphasis on student autonomy, self-learning environments, experimental and practical training in which students have a say in their actions and can take the initiative, as well as flexible training programmes that enable students to work at their own pace (Yakovleva & Yakovlev, 2014).

H₀₄: Teacher performance appraisal has no significant effect on learner talent development in public secondary schools in Uasin Gishu County, Kenya.

Inferential analyses used in this section were correlation and simple linear regression models to determine the relationship between independent variables and the dependent variable.

Pearson's correlation was first carried out to show the strength and direction of the relationship between dependent and independent variables. Table 4.30 presents the study results.

Table 4.30 Correlation Analysis

		Learners' talent development	Appraisal performance
Learners' talent development	Pearson Correlation	1	

	Sig. (2-tailed)		
	N	250	
Appraisal performance	Pearson Correlation	.844**	1
	Sig. (2-tailed)	0.000	
	N	250	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2022)

The study findings in Table 4.30 indicated that teacher performance appraisal had a strong positive and statistically significant correlation with learners' talent development ($r = 0.844^{**}$; $p < 0.01$). The findings indicate a strong, positive, and statistical correlation between performance appraisal and learners' talent development. According to Orodho (2003), a strong correlation means that two or more variables are hardly related. The correlation coefficient can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation, and +1.00 represents a perfect positive correlation. A value of 0.00 means there is no relationship between the variables being examined.

Further, regression analysis was run to establish the effect of performance appraisal on learners' talent development. The coefficient of determination and correlation coefficient showed the degree of relationship between dependent and independent variables. The results are presented in Table 4.31.

Table 4.31 Regression Analysis Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.844^a	0.713	0.712	0.58474

Source: Field Data (2022)

The results of the regression in Table 4.31 indicated that the R^2 value was 0.713 and the R value was 0.844. An R value of 0.844 gave an indication that there was a strong linear

relationship between independent and dependent variables. The R^2 indicates that the explanatory power of the independent variables was 0.713. This implied that about 71.3% of the variation in independent variables is explained by the regression model.

Model fitness was also run to find out if the model was the best fit for the data. The study results were presented in Table 4.32.

Table 4.32 Regression Model Fitness Results

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	210.713	1	210.713	616.257	.000 ^b
Residual	84.797	248	0.342		
Total	295.51	249			

Source: Field Data (2022)

Table 4.32 showed that the model was significant ($p < 0.05$) thus confirming the fitness of the model. This implies that the regression model was a good fit for the data. Hence, the performance appraisal affects the learners talent development. A regression model was also run in order to use it in the regression equation. The study results are presented in Table 4.33.

Table 4.33 Regression Model Coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.847	0.13		6.492	0.000
appraisal performance	0.789	0.032	0.844	24.825	0.000

Source: Field Data (2022)

The study results in Table 4.33 revealed that there was a positive linear effect of performance appraisal on learners talent development ($\beta = 0.789, p = 0.000$). This reveals that an increase in performance appraisal leads to an increase in learners talent development. Also, the study rejected the null hypothesis that teachers professional performance has no significant effect on learners talent development in public secondary schools in Uasin Gishu County and adopted the alternative hypothesis that teacher performance appraisal has a positive and significant effect on learners talent development in public secondary schools in Uasin Gishu County, Kenya.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter constitutes a summary of findings, conclusions, recommendations, shortcomings of the research, and space for additional research.

5.2 Summary of the Findings

This section presents the summary of findings as considered under each objective in the study.

5.2.1 Effect of Teacher Performance Appraisal on Learner academic achievement in Public Secondary Schools in Uasin Gishu County

The first study objective was to investigate the effect of teacher performance appraisal on learner academic achievement in public secondary schools in Uasin Gishu County. The descriptive statistics in Table 4.10 showed that implementation of teacher appraisal system has led to an improvement in learner exam performance (Mean, =4.26, Std. dev=0.92). Further, learner promotion rate has risen after the introduction of teacher performance appraisal system (Mean, =3.59, Std. dev=1.15). Also, learner academic achievement in average have improved compared to before introduction of TPAD system (Mean, =4.12, Std. dev=0.93). Teacher acceptance on TPAD system is directly proportional to learner performance (Mean, =3.80, Std. dev=1.21). Teachers' appraisal score affects learners' exams scores (Mean, =3.61, Std. dev=1.21). The respondents believed that there is a postulated causal relationship between teacher behaviors and student accomplishment (Mean=4.11, Std. dev=0.98). Disparities in teachers' evaluation scores are correlated with differences in student learning (Mean, =3.81, Std. dev=1.23). This implies that implementation of teacher appraisal system has led to an improvement in

learner exam performance. Further, learner promotion rate has risen after the introduction of teacher performance appraisal system. Inferentially the study findings indicated that performance appraisal had a strong positive and statistically significant correlation with learner academic achievement ($r=0.857^{**}$; $p<0.01$). Further there was a positive linear effect of performance appraisal on learners' results ($\beta_1=0.834$, $p=0.000$).

5.2.2 Effect of Teacher Performance Appraisal on Learner Safety in Public Secondary Schools in Uasin Gishu County

The second study objective was to investigate the effect of teacher performance appraisal on learner safety in public secondary schools in Uasin Gishu County, Kenya. The descriptive statistics in Table 4.16 revealed that throughout the system of appraisal, child Act are adhered to (Mean, =4.12, Std. dev=0.990). Learners' safety is ensured in school environment which improve quality of education (Mean, =3.79, Std. dev=1.16). Conversation is held to discuss with teachers about job performance as a process of appraisal (Mean, =4.05, Std. dev=1.14). The comments made during the appraisal process is done in a respectful and friendly manner (Mean, =3.76, Std. dev=1.16). Teachers understand the legal and policy provisions on learner's welfare and are sensitive about safety of learners (Mean, =4.07, Std. dev=1.06). Teachers practice communication of any incidences and cases in school that are insecure (Mean, =3.80, Std. dev=1.16). Teachers conduct routine safety check regularly to mark out the obstacles and difficulties faced by the students (Mean, =4.02, Std. dev=1.16). Teachers are skilled on examining the school's infrastructure and facilities in order to create a better and more secure learning environment for students (Mean, =3.79, Std. dev=1.18). Inferential analysis revealed that teacher performance appraisal had a strong positive and statistically significant correlation with learner safety ($r=0.863^{**}$; $p<0.01$). There was a positive linear effect of performance appraisal on learners' safety ($\beta_1=0.857$, $p=0.000$).

5.2.3 Effect of Teacher Performance Appraisal in Aiding to Bridge Teachers' Professional Performance Gaps in Uasin Gishu County

The third study objective was to establish the effect of teacher performance appraisal in aiding to bridge teachers' professional performance gaps in Uasin Gishu County, Kenya. The descriptive statistics in Table 4.22 indicated that teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap (Mean, =4.40, Std. dev=0.88). Teacher appraisal techniques has motivated teachers at their work stations; (Mean, =4.24, Std. dev=1.00). The appraiser and teachers discuss on what needs to be done and jointly set targets for achievement (Mean, =4.23, Std. dev=0.88). Teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery (Mean, =3.81, Std. dev=1.07). Teachers are appraised ensures that teachers take time to promote student growth by setting high expectations for student achievement (Mean, =4.31, Std. dev=1.03). Teachers' appraisal has encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education (Mean, =4.15, Std. dev=1.11). Teachers' appraisal has encouraged teachers to go for educational conferences, workshops, attend online seminars for more effective teaching (Mean, =4.13, Std. dev=1.02). Teachers' appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them (Mean, =3.76, Std. dev=1.16). The study findings from inferential statistics indicated that teacher performance appraissal had a strong positive and statistically significant correlation with teacher professional performance ($r=0.893^{**}$; $p<0.01$). The study findings revealed that there was a positive linear effect of performance appraisal on teacher professional performance ($\beta_1=0.895$, $p=0.000$).

5.2.4 Effect of Teacher Performance Appraisal on Learner Talent Development in Public Secondary Schools in Uasin Gishu County

The last study objective was to examine the effect of teacher performance appraisal on learner talent development in public secondary schools in Uasin Gishu County, Kenya. The descriptive statistics in Table 4.28 showed that teachers are provided with resources to facilitate co-curricular activities (Mean, =3.53, Std. dev=1.41). To facilitate appraisal, teacher is provided with training and other professional development on co-curricular activities (Mean, =3.77, Std. dev=1.27). Teachers are provided with certificates of participation in taking part in co-curricular activities (Mean, =3.75, Std. dev=1.25). The appraiser create a safe and an enabling environment for co-curricular activities (Mean, =3.19, Std. dev=1.380). Teacher appraisal identify teachers' potential talents (Mean, =3.48, Std. dev=1.420). Teacher appraisal assist in coming up with activities to develop learner's talent (Mean, =3.71, Std. dev=1.295). Teacher appraisal allows the retention of teachers' talent in high performing schools (Mean, =3.69, Std. dev=1.264). The level of implementation of learner's talent development is high (Mean, =3.20, Std. dev=1.381). The study findings from inferential statistics indicated that teacher performance appraisal had a strong positive and statistically significant correlation with learners talent development ($r=0.844^{**}$; $p<0.01$). The study findings revealed there was a positive linear effect of performance appraisal on learners' talent development ($\beta_1=0.789$, $p=0.000$).

5.3 Conclusions

The study concluded that teacher performance appraisal has a positive effect on learner academic achievement. Teacher appraisal system has led to an improvement in learner exam performance. Further, learner promotion rate has risen after the introduction of teacher performance appraisal system. Also, learner academic achievement in average

have improved compared to before introduction of TPAD system. Finally, teacher acceptance on TPAD system is directly proportional to learner performance. The study also concluded that teacher performance appraisal has a positive effect enhancing learner safety. Throughout the system of appraisal, child Act are adhered to. Also, learners' safety is ensured in school environment which improve quality of education. Further, all the teachers in school have student safety at the top of their minds and actions. Finally, the comment made during the appraisal process is done in a respectful and friendly manner.

The study further concluded that teacher performance appraisal has a positive effect aiding to bridge teachers' professional performance. Teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap. Teacher appraisal techniques have motivated teachers at their work stations. Furthermore, the appraiser and appraisee get to discuss what needs to be done and jointly set targets for achievement. Finally, teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery.

5.4 Recommendations of the Study

Based on the findings, the study made the following recommendations: a need to enhance TPAD during the next review phase to embrace and connect parameters in the appraisal tool and students' examination scores. The TPAD could be enhanced to provide further feedback that is frequent, timely, and includes specific suggestions on how to improve the content and subject knowledge instructional strategies, classroom management strategies, and recommendations for finding resources or professional development opportunities.

TSC, in liaison with the ministry of education and the respective school principals, should make a deliberate effort to plan and set aside funds to enhance professional training,

workshops, seminars, and conferences through which the teachers will be enlightened on how to enhance their professional knowledge and application while considering independent evaluators to enhance credibility, validity, and reliability of teacher rating. TSC to improve refresher training for teachers to enhance their teaching skills.

Teachers should be trained on the safety of learners in school. In liaison with teachers, secondary school management needs to inculcate that safety culture amongst students and teachers to spur safer learning environments. With the growing confidence in TPAD ratings and subsequent related spillover benefits, TSC should establish and strengthen the department responsible for learners' safety.

Given that teacher performance appraisal positively relates to learner talent development, the study recommends that teachers' service commission should enhance learner talent development practices and link the attainment of goals with rewards to continue improving the performance of talents in secondary schools. Teachers should be involved in developing talents to establish transparent and objective criteria for appraisal to enable them to know the basis upon which they are being evaluated.

5.5 Recommendations for Further Research

The study suggests that similar studies can be done using other variables that were found out to have low variability. Also, similar studies could be conducted elsewhere outside the geographical realm of this study so as to validate the findings.

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APPENDICES

APPENDIX I INFORMED CONSENT

Dear Participant,

RE: PARTICIPATION IN THIS STUDY

I am a post-graduate student pursuing a Doctor of Philosophy Degree programme at Kisii University. I am currently conducting research on **implementation of teacher performance appraisal development and its effect on quality teaching in public secondary schools in Uasin Gishu County, Kenya**. Taking part in the study would be an honour and a privilege for me. Your answers to the questions in the questionnaire will not be seen or used by anyone other than the researchers conducting this study. In addition, you can request a summary of the study's findings from the researcher.

My heartfelt thanks go out to you for your participation in this study. Please sign this letter if you would like to participate in this study.

Yours faithfully,

Esther Jepkoech Suter

Participant

Date

APPENDIX II QUESTIONNAIRES FOR PRINCIPALS AND TEACHERS

You have been chosen as a participant in this study. Please be honest with yourself when answering the questions on the survey. No one will be able to see what you said because we kept it strictly confidential. Kindly respond by ticking (√) or writing in the spaces (...) provided. Your cooperation and assistance were highly treasured.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender?

Male Female

2. What is your highest level of education?

Certificate/Diploma Undergraduate degree Masters PhD

3. What is your age?

4. For how long have you been a working in Uasin Gishu-County.

20 years and below

20 to 25 years 26 to 30 years

31 to 35 years 36 to 40 years

SECTION B: TEACHER PERFORMANCE APPRAISAL ON LEARNER ACADEMIC ACHIEVEMENT

To what extent do you agree or disagreed on teacher performance appraisal on learner academic achievement Please indicate how strongly you agree or disagreed with the following statements (Tick appropriate: strongly agree=5, Agree=4 Neutral=3, Disagreed=2 and strongly Disagreed=1)

No	Statement	5	4	3	2	1
1	Implementation of teacher appraisal system has led to an improvement in learner exam performance					
2	Learner promotion rate has risen after the introduction of teacher performance appraisal system					
3	Learner academic achievement on average have improved compared to before introduction of TPAD system					
4	Teacher acceptance of TPAD system is directly proportional to learner performance					
5	Teachers' appraisal score affects learners' exams scores					
6	There is theorized causal relationship between teacher behaviors and student achievement					
7	The difference in teachers' evaluation scores is related to differences in student academic achievement					

Any other comment related to the above statements

SECTION C: TEACHER PERFORMANCE APPRAISAL ON ENHANCING LEARNER SAFETY

Please indicate how strongly you agree or disagreed with the following statements as relates to teacher performance appraisal on enhancing learner safety. (Tick appropriate: Strongly agree=5, Agree=4 Neutral=3, Disagreed=2 and strongly Disagreed=1)

No	Statement	5	4	3	2	1
1	Throughout the system of appraisal, child Act are adhered to					
2	Learners' safety is ensured in school environment which improve quality of education					
3	All the teachers in school have student safety at the top of their minds and actions					
4	Teachers understand the legal and policy provisions on learners' welfare and are sensitive about safety of learners					
6	Teachers practice communication of any incidences and cases in school that are insecure					
7	Teachers conduct routine safety check regularly to mark out the obstacles and difficulties faced by the students.					
8	Teachers are skilled on analyzing the school infrastructure and facilities to make a superior and safe learning environment.					

Any other comment related to the above statements

SECTION D: TEACHER PERFORMANCE APPRAISAL IN AIDING TO BRIDGE TEACHERS' PROFESSIONAL PERFORMANCE

Please indicate how strongly you agree or disagreed with the following statements as relates to teacher performance appraisal in aiding to bridge teacher's professional performance. (Tick appropriate: Strongly agree=5, Agree=4 Neutral =3, Disagreed=2 and strongly Disagreed=1)

No	Statement	5	4	3	2	1
1	Teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap					
2	Positive Teacher appraisal feedback has played as a teacher motivation tool					
3	The appraiser and appraise discuss on what needs to be done and jointly set targets for achievement					
4	Teachers are appraised based on observation, assessment of ability, readiness and their potential					
5	Teachers are appraised to ensures that they take time to promote student growth by setting high expectations for student achievement					
6	Teachers' appraisal has encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education					
7	Teachers' appraisal has encouraged teachers to go for educational conferences, workshops, attend online seminars for more effective teaching.					
8	Teachers' appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them.					

Any other comment related to the above statements

SECTION E: TALENT DEVELOPMENT

Please indicate how strongly you agree or disagreed with the following statements as relates to teacher performance appraisal on learner talent development. (Tick appropriate:

Strongly agree=5, Agree=4 Neutral =3, Disagreed=2 and strongly Disagreed=1)

No	Statement	5	4	3	2	1
1	Teachers are provided with resources to facilitate co-curricular activities					
2	To facilitate appraisal, teacher is provided with training and other professional development on co-curricular activities					
3	Teachers are provided with opportunity to give their response on feedback provided by the appraise on talent development					
4	The appraiser creates a safe and an enabling environment for co-curricular activities					
5	Teacher appraisal identify teachers' potential talents					
6	Teacher appraisal assist in coming up with activities to develop learner's talent					
7	Teacher appraisal allows the retention of teachers' talent in high performing schools					
8	The level of implementation of learner's talent development is high					

Any other comment related to the above statements

APPENDIX III INTERVIEW SCHEDULE FOR TSC SUB-COUNTY DIRECTORS AND QASO OFFICERS

i. What is the effect of teacher performance appraisal on learner academic achievement in public secondary schools in Uasin Gishu County?

.....
.....
.....

ii. How does teacher performance appraisal affect learner safety in public secondary schools in Uasin Gishu County?

.....
.....
.....

iii. What is the effect of teacher performance appraisal in aiding to bridge teacher's professional performance gaps in Uasin Gishu County?

.....
.....
.....

iv. How does teacher performance appraisal affect learner talent development in public secondary schools in Uasin Gishu County?

.....
.....
.....

APPENDIX IV PLAGARISM REPORT

IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL
DEVELOPMENT AND IT IS EFFECT ON QUALITY TEACHING IN
PUBLIC SECONDARY SCHOOLS IN UASIN GISHU COUNTY,
KENYA

ORIGINALITY REPORT

17% SIMILARITY INDEX	14% INTERNET SOURCES	4% PUBLICATIONS	8% STUDENT PAPERS
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PRIMARY SOURCES

1	www.ajol.info Internet Source	4%
2	library.kisiiuniversity.ac.ke:8080 Internet Source	2%
3	erepository.uonbi.ac.ke Internet Source	1%
4	Submitted to Mount Kenya University Student Paper	1%
5	Submitted to Kenyatta University Student Paper	1%
6	erepository.uonbi.ac.ke:8080 Internet Source	<1%
7	Submitted to University Of Eldoret Student Paper	<1%
8	Submitted to Pennsylvania State System of Higher Education Student Paper	<1%

APPENDIX V PERMIT APPLICATION LETTER FROM KISII UNIVERSITY



**KISII UNIVERSITY-ELDORET CAMPUS
OFFICE OF THE DEPUTY DIRECTOR ACADEMICS STUDENT AFFAIRS**

Phone: 00723322557
Email: directoreldoret@kisiiuniversity.ac.ke

P. O. Box 6434- 30100
ELDORET - KENYA

REF: DED15/00009/18

12th april, 2021

The Director
National Commission for science
Technology & Innovation (NACOSTI)
NAIROBI

Dear Sir/Madam,

REF: RESEARCH PERMIT FOR ESTHER J. SUTER
REG.NO. DED15/00009/18

The above subject refers;

The above named is our bonafide student of Kisii University-Eldoret Campus pursuing a Doctorate Degree course in **Education Management (Administration)** in the **School of Education & Human Resource Management**. She is working on her research title "**Effects of implementation of teacher performance appraisal development on quality of teaching in public secondary schools in Uasin-Gishu county, Kenya**" in partial fulfillments for the requirement of the Doctorate Degree award.

We are kindly requesting your office to provide her with the necessary assistance in data collection and completion of her research.

Any assistance offered to the student will be highly appreciated. Please do not hesitate to call the undersigned for any verification.

Thank you,

Dr. Charles Ongiyo
DEPUTY DIRECTOR ACADEMIC STUDENT AFFAIRS
CO/jbo



APPENDIX VI MINISTRY OF EDUCATION AUTHORIZATION LETTER



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

Email: cdeuasingishucounty@gmail.com
cdeuasingishucounty@yahoo.com
When Replying please quote:

County Director of Education
Uasin Gishu County
P.O. BOX 9843-30100,
ELDORET

Ref: MOEST/UGC/TRN/9/VOL.2/296

17TH FEBRUARY, 2022

MS. ESTHER JEPKOECH SUTER
KISII UNIVERSITY
P.O BOX 6434-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

In reference to the letter Ref. NACOSTI/P/21/10116 dated 22nd April 2021, you have been granted authority to carry out research on, "*effect of implementation of teacher performance appraisal development on quality of teaching in public secondary schools* " within Uasin Gishu County for the period ending 22nd April, 2022.

The authorities concerned are requested to give you maximum support.

I wish you well during your research.

Samuel Kimaiyo
For: County Director of Education
UASIN GISHU

FOR COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY
P.O. Box 9843, ELDORET
TEL: 0719-127 212/ 063-2081342

APPENDIX VII NACOSTI RESEARCH LICENSE

REPUBLIC OF KENYA
Ministry of Education, Science and Technology

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref. No. **000004** Date of Issue: **22 April 2022**

RESEARCH LICENSE

ESTHER Igwechikwu SIKER

This is to certify that **Ms. ESTHER Igwechikwu SIKER** of **Kabi University**, has been licensed to conduct research in **Kenya** on the topic: **RESEARCH ON IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL DEVELOPMENT ON QUALITY OF TEACHING IN PUBLIC SECONDARY SCHOOLS IN LANSIA DISTRICT, KENYA** for the period ending **12th April 2022**.

License No. **SAC/06/EP/18/004**

Applicant Educational Qualification: **400004**

Walter Mwangi
Executive Director
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Scan the QR Code using QR scanner application.

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2014

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License only rights document are non-transferable.
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Government before commencement of the research.
4. Excavation, clearing and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
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National Commission for Science, Technology and Innovation
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E-mail: Applications@naci.go.ke / reginfo@naci.go.ke
Website: www.naci.go.ke

APPENDIX VIII MAP OF UASIN GISHU COUNTY

