

Influence of Management Curriculum on the Implementation of TPAD Policy in Public Secondary Schools in Trans Nzoia County

ABSTRACT

Aims: The major purpose of this study was to assess the effect of management of curriculum on the implementation of TPAD Policy.

Study Design: The study utilized the concurrent triangulation design.

Place and Duration of Study: The study was undertaken in in Public Secondary Schools in Trans Nzoia County, Kenya between January 2020 to April 2020.

Methodology: Stratified and simple random sampling was used to sample 280 respondents. The study included 280 respondents of which 152 were males and 128 females with an age range of 35 – 56 years.

Results: This study targeted 242 Principals and teachers, who were associated with secondary schools. From the total sample size of 285, 98.2% representing 280 questionnaires for trainers were positively responded to the case request. Findings from the linear regression model, ($R^2 = .021$) indicated that management of curriculum account for 2.1% variation in implementation of TPAD policy. There was a positive significant effect of management of curriculum ($\beta_4 = 0.094$, $P < 0.001$) on implementation of TPAD policy.

Conclusion: The present study rejected the null hypothesis and concludes that the relationship is statistically significant. The sample data support the notion that the relationship between the independent variable and dependent variable exists in the population of public secondary schools in Transnzoia Kenya. Thus the hypothesis (H_{01}) was rejected. This implies that effective management of curriculum influence implementation of TPAD policy.

Keywords: *Management, curriculum, implementation, Teacher Performance Appraisal and Development (TPAD) Policy*

1. INTRODUCTION

Performance Assessment (PA) is an internationally extensive human resources management approach that has also been recognized as a strong motivator (1). The meaning and the notion of performance assessment have been placed into perspective by many researchers. (2) states that performance assessment technique companies use to assess the performance of their employees in accordance to specific previously set criteria and organizational objectives. According to (3) Performance assessment is an ongoing procedure for the determination, measurement and evaluation of each employee's performance in order to know the areas to be improved.

In regards to curriculum implementation several studies have been conducted. The research by (4) addresses the efficient evaluation of curricula in Gambia schools. A good curriculum implementation should, according to their study, contain an evaluation strategy for implementation in the form of an agent. That is because it is necessary for the teacher to take part in the process of curriculum implementation, to turn the curriculum into work schemes, syllabuses and lessons for students.

The evaluation of the curriculum in Kenya has been reviewed by (5). He identified the doctor as a crucial to the curriculum assessment in Kenya in the study report. He comments that a formative evaluation, if effectively carried out by instructors, can help to improve schools' learning programmes. The researcher says that both formative and summative evaluations should be the emphasis of the teachers. This is because the requisite tenure and promotion criteria and the like are fulfilled in summative as well as formative assessments in the creation of a service or product or in the case of personal support in the development of potential and evaluation.

In addition to the evaluation of the execution of the curriculum (6) demonstrates that teacher effectiveness is the one major element that affects student achievement. OECD (2009) said previously that increasing teaching performance is the main cause of significant improvements in student and academic learning achievement. (7) also affirmed that the academic performance of a student changes according to the teacher of the student. It should be noted that the TPAD policy provided for teachers to be updated on curriculum cover to execute the curriculum effectively.

A research by (8) on selected school-based factors and attainment of Kenya certificate of secondary education (KCSE) targets among public schools in Kenya found that there was a strong positive correlation between school-based factors and the attainment of targets at KCSE. The research study concluded that a change in unit of school-based factors is likely to have a positive association with the attainment of academic targets at KCSE. A similar study by (9) on influence of principals' supervision strategies on curriculum implementation in public secondary schools in West Pokot Sub-County, Kenya found that most principals were inadequate in supervision of curriculum implementation. Most of them delegated supervision tasks without serious follow up. (10) study focused on effect of performance target setting on performance of teachers in Londiani Sub-County Public Secondary Schools, Kericho County, Kenya concluded that target setting positively influenced performance of teachers; hence should be embraced.

It is against this background that this study will be conducted to seek to fill this knowledge gap by determining the establish the effects of management of curriculum on the implementation of TPAD Policy in Public Secondary Schools in Trans Nzoia County.

The study utilized the following objective and hypothesis

To establish the effects of management of curriculum on the implementation of TPAD Policy in Public Secondary Schools in Trans Nzoia County.

H₀₁: There is no significant effect of management of curriculum on the implementation of TPAD Policy in Public Secondary Schools in Trans Nzoia County.

2. RESEARCH METHODOLOGY

This study was based on pragmatic philosophical research paradigm whose approach applies pluralistic means of acquiring knowledge about a phenomenon. Pragmatism makes it possible to work within the positivist and interpretivist approach. Pragmatic research philosophy is suitable

for this study because it allowed the researcher to use whatever combination of methods necessary to find answers to research questions. According to (11) a mixed method is one in which both quantitative and qualitative methods are used to answer research questions in a single study or a multiphase study. The study was carried out in Trans-Nzoia County. The county has an area of 2,469.9 km² and is divided into five administrative sub counties namely; Trans Nzoia west/Saboti, Trans Nzoia East, Kiminini, Endebes and Kwanza. The population of the county was 818,585 (CDE's office, Trans Nzoia County).

The target population was 2340 respondents comprising of 242 principals and 2098 teachers from 242 public secondary schools. The sample size was drawn from 2340 respondents comprising of 242 principals and 2098 teachers from 242 public secondary schools in Trans-Nzoia County. From the target population of 2340 respondents, the researcher used proportionate sampling to select 342 respondents.

The study applied stratified sampling to create strata comprising of five Sub counties. The strata ensured representation of subjects by school type in the sample. Purposive sampling was used to select principals in national and extra county school in the sample. Principals were selected using stratified random sampling after establishing the number of schools per category in each sub-county. Teachers sampled through proportionate simple random sampling to ensure representation in the sample of teachers from different school strata.

The study used both primary data comprising questionnaire. The questionnaire contained close ended questions based on study objectives. The questionnaire employed the five –point Likert scale where 1 represents Strongly Disagree 2 represents Disagree 3 represents Neutral 4 represent Agree and 5 represents Strongly Agreed. The collected data was analyzed using descriptive and inferential statistics with the help of statistical package for social sciences (SPSS).

3. RESULTS AND DISCUSSIONS

3.1 IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT

The respondents were asked to rate on a five-point Likert scale their level of agreement on several statements describing the implementation of Teacher Performance Appraisal and Development (TPAD) in terms of target settings, feedback and reward system in Public Secondary schools in Trans Nzoia County and their response were summarized in the following sections.

3.1.1 TARGET SETTING

The findings as presented in Table 1 indicated a Mean of 2.07, SD = 1.190 implying that majority of the respondents disagreed that there was a pre-appraisal conference involving all staff to set performance targets. It is important to note that this is the initial stage of the TPAD and therefore if majority of the schools did not have the conference then the target setting which is essential in the TPAD implementation will be likely be impacted. Though the findings indicated that pre – appraisal conference was not held in many of the schools (12) was of the opinion that, performance appraisal in secondary schools is a yearly event where performance evaluation forms are supposed to be filled. However, the author notes that this is normally done in a hastily manner that doesn't befit the appraisal process. The author agrees with findings which indicated that a few schools were participating in the pre- appraisal conference affirming that most important conditions of performance appraisal such as identifying performance gap, giving feedback to teachers that lead to effective appraisals are ignored. Findings further indicated that majority of the respondents agreed that teachers set goals at the beginning of every appraisal period as shown by a Mean of 3.793, SD = 1.389. Though pre-conference was not highly rated in schools apparently teachers were involved in setting targets at the beginning of the term thereby giving the action plan that schools need to take and achieve. This is in line with (10), who opined that target or goal setting and reflection have been found to have a powerful impact on action.

Findings in Table 1 indicated that 95 (31.7%) of the respondents strongly disagreed that there is a shared understanding of the various performance competency areas in the TPAD and what they entail 131 (43.7%) indicated disagreed, 41 (13.7%) agreed while 21 (7%) agreed. Findings indicated that majority of the respondents disagreed that there is a shared understanding of the various performance competency areas in the TPAD and what they entail (Mean = 2.207, SD 1.223). This implies that target ratings from the appraiser and appraisee in the various areas such as time management may not be in harmony given the misunderstanding. Findings in Table 1 indicated that 47 (15.7) of the respondents strongly disagreed that there is deliberate effort to understand the performance target and what to do to meet the targets 55 (18.3%) indicated disagreed, 97 (32.3%) agreed while 86 (28.7%) agreed. Findings indicated that majority of the respondents agreed (Mean = 3.4, SD = 1.458) that there is a deliberate effort to understand the performance target and what to do to meet the targets. This implies that the appraisers who include the Principal, Deputy Principal and Heads of Department conducts formal and informal meetings in order to see the progress and do the continuous ratings. This finding is consistent with (13) who contended that during the assessment and review phase, strengths, weaknesses, success and areas needing improvement are identified. The performance appraisal system should focus on the strengths and accomplishments of staff, rather than their faults and failures. It should in turn lead to a plan for future development and progress of the individual.

Findings in Table 1 indicated that 28 (9.3%) of the respondents strongly disagreed that superiors regularly discuss goals with teachers, 25 (8.3%) indicated disagreed, 99 (33%) agreed while 142 (47.3%) agreed. Findings indicated that majority of the respondents agreed (Mean = 4.007, SD = 1.293) that superiors regularly discusses goals with teachers. This implies that the appraisers who include the Principal, Deputy Principal and Heads of Department were able to meet with teachers to verify evidences related to the target settings. In line with this finding is (14) assertion that, P.A should be done in an environment where the teacher and the employer work together to determine measures for evaluating each of the objectives. Further findings in Table 1 indicated that 33 (11%) of the respondents strongly disagreed that deadlines are set as per the school calendar of activities, 30 (10%) indicated disagreed, 100 (33.3%) agreed while 134 (44.7%) agreed. Findings indicated that majority of the respondents agreed (Mean = 3.907, SD = 1.358) that deadlines are set as per the school calendar of activities. This implies that marking of examination, submitting of schemes of work, records and presentation of marks among other activities in the school were being done alongside the time that has been set aside. Further findings in Table 1 indicated that 49 (16.3%) of the respondents strongly disagreed that right tools are provided to achieve targets, 44 (14.7%) indicated disagreed, 100 (33.3%) agreed while 103 (34.3%) agreed. Findings indicated that majority of the respondents agreed (Mean = 3.547, SD = 1.488) that right tools are provided to achieve targets. This implies that teachers were provided with the teaching and learning resources such as text books, teaching aids and the physical resources such as libraries, classes and laboratories to carry out their work effectively.

In relation to their findings, it is clear that a lot and diverse range of evaluations and right tools are required so as to ensure the effectiveness of performance appraisal and to determine its credibility and its motivational consequences on the teachers. Even if there is evidence from researchers that teachers have confidence in the performance appraisal, other researchers have also found out that the process of performance appraisal evaluation does not motivate teachers. (15) Asserts that teacher evaluation and appraisal systems do little to help teachers improve. This may indicate that performance appraisal evaluation does not influence teacher motivation so as to enhance quality of teaching or lead to long lasting change (16). It is due to these contradicting findings that the current study seeks to establish perceptions regarding the effects of TPAD. Further findings in Table 1 indicated that 99 (33%) of the respondents strongly disagreed that appraisee and appraiser discuss observation, assessment and agree on the targets, 130 (43.3%) indicated disagreed, 39 (13%) agreed while 20 (6.7%) agreed. Findings indicated that majority of the respondents disagreed (Mean = 2.170, SD = 1.211) that appraisee and appraiser discuss observation, assessment and agree on the targets. This implies that lessons observation may be

a challenge in school in terms of TPAD implementation. The TPAD stipulates that teachers be observed at least once in a term. Because of the personal reasons that teachers give these observations are hardly carried out. This explains the low ratings envisaged in this statement regarding target settings.

Further findings in Table 1 indicated that 42 (14%) of the respondents strongly disagreed that teacher's performance for the term is evaluated against the competency areas and appraisal rating for the term agreed upon, 13 (4.3%) indicated disagreed, 124 (41.3%) agreed while 101 (33.7%) agreed. Findings indicated that majority of the respondents agreed (Mean = 3.763, SD = 1.337) that teachers' performance for the term is evaluated against the competency areas and appraisal rating for the term agreed upon. This implies that TPAD was objective and not just arbitrary in which targets are subjectively awarded. However, in education, it is difficult to assess the processes of teaching and learning by outcome alone. (17) indicate that the complex nature of classroom processes and the subtle interaction of teaching and learning are not easy to measure. It can be argued that emphasis on outcome alone, as in industry and commerce, would mean that the assessment concentrates on pupils only without taking cognizance of the teacher's influence. Lastly, findings in Table 1 indicated that 85 (28.3%) of the respondents strongly disagreed that targets are set objectively, 140 (46.7%) indicated disagreed, 44 (14.7%) agreed while 26 (8.7%) agreed. Findings indicated that majority of the respondents disagreed (Mean = 2.287, SD = 1.261) that targets are set objectively. This implies that there is a possibility of teachers putting targets that were not realistic. This means that they may not be able to achieve the targets at the end of the term or even end of the term.

In a related study by (18) on the problems faced by heads of schools and teachers in the implementation of performance appraisal in Nkayi District, Zimbabwe, issues related to arbitrary target setting was mentioned. The key findings were that; though at the beginning of the appraisal period the appraisee formulated the objectives of the period with the assistance of the supervisor, the teacher's role was passive in setting up their production targets and self-evaluation on their achievements. Formulation of objectives, target setting, a standard form, rating by head teachers and self-evaluation as the methods of appraising teachers in primary and high school.

Table 1: Implementation of TPAD Target settings

Target setting	SD	D	N	A	SA	Mean	SD
a. There is a pre-appraisal conference involving all staff to set performance targets	112(37.3%)	125(41.7%)	13(4.3%)	30 (10%)	20 (6.7%)	2.070	1.190
b. Teachers set goals at the beginning of every appraisal period (term)	32(10.7%)	43 (14.3%)	5 (1.7%)	95(31.7%)	125 (41.7%)	3.793	1.389
c. There is a shared understanding of the various performance competency areas in the TPAD and what they entail	95(31.7%)	131(43.7%)	12(4%)	41(13.7%)	21(7%)	2.207	1.223
d. There is deliberate effort to understand the performance target and what to do to meet the targets	47(15.7%)	55(18.3%)	15(5%)	97(32.3%)	86(28.7%)	3.400	1.458
e. My superiors regularly discuss my goals with me	28(9.3%)	25(8.3%)	6(2%)	99(33%)	142(47.3%)	4.007	1.293
f. Deadlines are set as per the school calendar of activities	33 (11%)	30(10%)	3(1%)	100(33.3%)	134(44.7%)	3.907	1.358
g. Right tools are provided to achieve target	49(16.3%)	44(14.7%)	4(1.3%)	100(33.3%)	103(34.3%)	3.547	1.488
h. Appraisee and appraiser discuss observation, assessment and agree on the targets	99(33%)	130(43.3%)	12(4%)	39(13%)	20(6.7%)	2.170	1.211
i. Teachers performance for the term is evaluated against the competency areas and appraisal rating for the term agreed upon	42(14%)	13(4.3%)	20(6.7%)	124(41.3%)	101(33.7%)	3.763	1.337
j. Targets are set objectively	85(28.3%)	140(46.7%)	5(1.7%)	44(14.7%)	26(8.7%)	2.287	1.261

3.1.2 FEED BACK

The respondents were asked to rate on feedback in the implementation of TPAD. The findings are indicated in Table 2.

Findings indicated that 113 (37.7%) of the respondents strongly disagreed that teachers get adequate feedback on their performance based on performance appraisal form, 107 (35.7%) indicated disagreed, 35 (11.7%) agreed while 25 (8.3%) strongly agreed. The obtained Mean 2.173, SD = 1.279 shows that majority of the respondents disagreed that teachers get adequate feedback on their performance based on performance appraisal form. It is important to note that feedback is important in the TPAD process of implementation. Through feedback teachers will be able to know their progress in the targets that they had set. Possible explanation to this may be that either the appraisee or appraiser was taking a lot of time in submitting the TPAD for rating thus the inadequacy of providing feedback. Consistent with this finding is (19) assertion that, managers who deliver negative feedback to an employee also tend to develop a less than favorable impression of that person, and vice versa with the effect becoming stronger over time.

Findings in Table 2 indicated that 117 (39%) of the respondents strongly disagreed that teachers always get performance feedback on time, 96 (32%) indicated disagreed, 42 (14%) agreed while 42 (14%) strongly agreed. The findings obtained shows that majority of the respondents disagreed that teachers always get performance feedback on time (Mean 2.320, SD = 1.458). Findings in Table 2 indicated that 97 (32.3%) of the respondents strongly disagreed that supervisors discuss with teachers work performance during appraisal sessions, 127 (42.3%) indicated disagreed, 23 (7.7%) agreed while 49 (16.3%) strongly agreed. The findings obtained shows that majority of the respondents disagreed that supervisors discusses with teachers work performance during appraisal sessions (Mean = 2.333, SD = 1.417). This finding indicates that possibly ratings were done independently without a meeting or sessions with the two parties involved. This may result into wrong ratings that may impact on the implementation of the TPAD. However, it is important to mention that a few supervisors were able to meet with teachers in order to discuss with teachers their performance. Critically important is that involving all actors in the process of appraisal is useful in attaining the goals of the organization. Literature indicates that teachers who are involved in developing the appraisal system are more likely to be aware and accept performance expectations, understand better the appraisal process and outcome and are committed to the appraisal system (6).

Findings in Table 2 indicated that 39 (13%) of the respondents strongly disagreed that the feedback received agrees with what teachers have actually achieved, 50 (16.7%) indicated disagreed, 103 (34.37%) agreed while 93 (31%) strongly agreed. The findings obtained shows that majority of the respondents agreed that the feedback received agrees with what teachers have actually achieved (Mean = 3.537, SD = 1.41). This finding indicates that teachers were meeting the targets they had earlier on set. Targets such as learners' progress may be met that is why there was consensus in the scores given. This finding is contrary to what (20) asserted that, managers typically avoid giving negative feedback to poor performers. Therefore, poor performers are often not given the feedback that they need in order to succeed in their roles. Though contradicting sentiments have been raised, it is useful to point out that there was indeed feedback. The current study attempted to fill this gap by looking at the perceptions of appraisee in the processes and procedures involved during the appraisal process.

Findings in Table 2 indicated that 104 (34.7%) of the respondents strongly disagreed that the supervisors communicate with teachers frequently on their work performance, 124 (41.3%) indicated disagreed, 31 (10.3%) agreed while 27 (9%) strongly agreed. The findings obtained shows that majority of the respondents disagreed that supervisors communicates with teachers frequently on their work performance (Mean = 2.117, SD = 1.261). This finding indicates that supervisors may not be meeting with teachers to communicate on the progress of the TPAD targets that had been set. There may be weak channels of communications that might have necessitated low communication.

Findings in Table 2 indicated that 41 (13.7%) of the respondents strongly disagreed that the performance feedback teachers receive is highly appreciated, 34 (11.3%) indicated disagreed, 117 (39%) agreed while 95 (31.7%) strongly agreed. The findings obtained shows that majority of the respondents agreed that the performance feedback teachers receive is highly appreciated (Mean = 3.637, SD = 1.385). This finding implies that teachers were probably doing much that deserves to be appreciated.

Findings in Table 2 indicated that 144 (48%) of the respondents strongly disagreed that teachers receive only verbal feedback from their supervisor, 125 (41.7%) disagreed, 8 (2.7%) agreed while 5 (1.7%) strongly agreed. The findings obtained shows that majority of the respondents disagreed teachers receive only verbal feedback from their supervisor (Mean = 1.683, SD = 0.836). This finding indicates that the supervisors were using formal feedback such as approving records of work and progress records.

Findings in Table 2 indicated that 20 (6.7%) of the respondents strongly disagreed that teachers receive both verbal and written feedback from their supervisor, 25 (8.3%) disagreed, 104 (34.7%) agreed while 140 (46.7%) strongly agreed. The findings obtained shows that majority of the respondents agreed that verbal and written feedback from the supervisors was being done (Mean = 4.063, SD = 1.199). This finding implies that besides issuing written feedback may through minutes the supervisors probably gave follow up explanations verbally.

Findings in Table 2 indicated that 42 (14%) of the respondents strongly disagreed that supervisors hold a performance review meeting to discuss performance outcome, 15 (5%) disagreed, 124 (41.3%) agreed while 98 (32.7%) strongly agreed. The findings obtained shows that majority of the respondents agreed that supervisors holds a performance review meeting to discuss performance outcome (Mean = 3.737, SD = 1.339).

Lastly, findings in Table 2 indicated that 33 (11%) of the respondents strongly disagreed that they are provided with feedback based on factual evidence on my performance, 41 (13.7%) disagreed, 113 (37.7%) agreed while 106 (35.3%) strongly agreed. The findings obtained shows that majority of the respondents agreed that supervisors provides feedback that was factual (Mean = 3.727, SD = 1.358). This implies that teachers were implementing the TPAD policy by providing verifiable evidences such as log in and log out data, community participation and lesson attendance data among others. (21) findings are consistent with the current study which indicated that, during performance appraisal feedback, the appraisers must be clear in explaining their judgments concerning the strengths and weaknesses so that teachers identify how to improve their work.

Table 2: Implementation of TPAD policy Feedback

Feedback	SD	D	N	A	SA	Mean	Std. Dev
a. Teachers get adequate feedback on their performance based on performance appraisal form	113(37.7%)	107(35.7%)	20(6.7%)	35(11.7%)	25(8.3%)	2.173	1.279
b. Teachers always get performance feedback on time	117(39%)	96(32%)	3(1%)	42(14%)	42(14%)	2.320	1.458
c. Supervisors discusses with teachers work performance during appraisal sessions	97(32.3%)	127(42.3%)	4(1.3%)	23(7.7%)	49(16.3%)	2.333	1.417
d. The feedback received agrees with what teachers have actually achieved	39(13%)	50(16.7%)	15(5%)	103(34.3%)	93(31%)	3.537	1.410
e. Supervisors communicates with teachers frequently on their work performance	104(34.7)	124(41.3%)	14(4.7%)	31(10.3%)	27(9%)	2.177	1.261
f. The performance feedback teachers receive is highly appreciated	41(13.7%)	34(11.3%)	13(4.3%)	117(39%)	95(31.7%)	3.637	1.385
g. Teachers receive only verbal feedback from their supervisor	144(48%)	125(41.7%)	18(6%)	8(2.7%)	5(1.7%)	1.683	0.836
h. Teachers receive both verbal and written feedback from their supervisor	20(6.7%)	25(8.3%)	11(3.7%)	104(34.7%)	140(46.7%)	4.063	1.199
i. My supervisors holds a performance review meeting to discuss my performance outcome	42(14%)	15(5%)	21(7%)	124(41.3%)	98(32.7%)	3.737	1.339
j. I am provided with feedback based on factual evidence on my performance	33(11%)	41(13.7%)	7(2.3%)	113(37.7%)	106(35.3%)	3.727	1.358

3.1.3 REWARD SYSTEM

The respondents were asked to rate on the reward system in the implementation of TPAD. The findings are indicated in Table 3. Findings indicated that 23 (7.7%) of the respondents strongly disagreed that teachers work contribution is recognized by the supervisor, 37 (12.3%) disagreed, 114 (38%) agreed while 106 (35.37%) strongly agreed. The findings obtained shows that majority of the respondents agreed that teacher work contribution is recognized by the supervisor (Mean = 3.81, SD = 1.254). Besides the challenges and the gaps that teachers might have raised were being addressed accordingly.

Findings in Table 3 indicated that 120 (40%) of the respondents strongly disagreed that TSC provides teachers with opportunity for career advancement, 101 (33.7%) disagreed, 39 (13%) agreed while 37 (12.3%) strongly agreed. The findings obtained shows that majority of the respondents disagreed that TSC provides teachers with opportunity for career advancement (Mean = 2.240, SD = 1.410). This finding implies that the appraisees were not undertaking career progression because TSC was not providing that opportunity.

Most importantly however is to underscore that the career progression guidelines are well established within the TSC. Apparently, teachers are supposed to sponsor themselves for these career advancements. Financial constraints may have limited teachers' participation in the career advancement. Providing employees with training and developmental opportunities encourage good performance, strengthens, job related skills and competences and help employees keep up with changes in the workplace such as introduction of new technology or methods (22). It is therefore imperative that opportunities are created for teachers to explore the gaps that were identified.

Findings in Table 3 indicated that 22 (7.3%) of the respondents strongly disagreed that TSC links work performance with rewards, 39 (13%) disagreed, 98 (32.7%) agreed while 131 (43.7%) strongly agreed. The findings obtained shows that majority of the respondents agreed that TSC links work performance with rewards (Mean = 3.923, SD = 1.284). The TSC has been categorical in pegging job grade promotion to the teachers' performance. The TPAD tool is one of the key components during the processes of promotion.

Findings in Table 3 indicated that 25 (8.3%) of the respondents strongly disagreed that TSC pegs promotions on work performance, 49 (16.3%) disagreed, 113 (37.7%) agreed while 102 (34%) strongly agreed. The findings obtained shows that majority of the respondents agreed that TSC pegs promotions on work performance (Mean = 3.727, SD = 1.308). This finding implies that for teachers to be promoted from one job grade to the other their work performance in terms of learners' gradual progress and time management has to be positive.

By teachers acknowledging that TSC promotes alongside performance it implies that the implementation process is on point. Contrary to the opinions of the majority respondents regarding promotion and work performance, (23), opines that heads of institutions and teachers have complained of the efficiency of performance evaluation. In some cases, some teachers have been promoted without linking the promotion on performance appraisal reports hence raising more doubt on the effectiveness of Teachers' performance appraisal report. In worse circumstances, it is where performing teachers have been left out while promotions are done. Most important conditions of performance appraisal such as linking performance with rewards have been ignored.

Findings in Table 3 indicated that 17 (5.7%) of the respondents strongly disagreed that a report on the learner's achievement is discussed with a view to improve performance, 15 (5%) disagreed, 154 (51.3%) agreed while 98 (32.7%) strongly agreed. The findings obtained shows that majority of the respondents agreed that a report on the learners achievement is discussed with a view to improve performance (Mean = 4.003, SD = 1.046). This finding implies that when

results such as KCSE is released learners individual performance is discussed at the school level with the intent of improving subsequent performances. Internal mechanism are also put in place upon the release of continuous assessments tests with the main aim of improving performance. This is done during staff briefs and also board meetings.

Findings in Table 3 indicated that 42 (147%) of the respondents strongly disagreed that areas that require support and development during the following term are identified, 33 (11%) disagreed, 111 (37%) agreed while 101 (33.7%) strongly agreed. The findings obtained shows that majority of the respondents agreed that areas that require support and development during the following term are identified (Mean = 3.653, SD = 1.402). This finding implies that as part of the implementation process the TPAD espouses on the areas that were a challenge to teachers and how these areas should be rectified or improved. This implies that the school will provide necessary facilities to improve those areas of weaknesses.

Findings in Table 3 indicated that 150 (50%) of the respondents strongly disagreed that training plan on identified gaps is generated after needs assessment, 100 (33.3%) disagreed, 15 (5%) agreed while 27 (9%) strongly agreed. The findings obtained shows that majority of the respondents disagreed that training plan on identified gaps is generated after needs assessment (Mean = 1.93, SD = 1.402). This finding implies that schools or teachers may not be having adequate funding that will enable training of teachers as much as the gaps have been identified in the need's assessment.

UNDER PEER REVIEW

Table 3: Reward System

Reward system	SD	D	N	A	SA	Mean	Std. Deviation
a. Teacher work contribution is recognized by the supervisor	23 (7.7%)	37(12.3%)	20(114%)	114(38%)	106(35.3%)	3.810	1.254
b. TSC provides teachers with opportunity for career advancement	120 (40%)	101(33.7%)	3(1%)	39(13%)	37(12.3%)	2.240	1.410
c. TSC links work performance with rewards	22(7.3%)	39(13%)	10(3.3%)	98(32.7%)	131(43.7%)	3.923	1.284
d. TSC pegs promotions on work performance	25(8.3%)	49(16.3%)	11(3.7%)	113(37.7%)	102(34%)	3.727	1.308
e. A report on the learner's achievement is discussed with a view to improve performance	17(5.75%)	15(5%)	16(5.3%)	154(51.3%)	98(32.7%)	4.003	1.046
f. Areas that require support and development during the following term are identified	42(14%)	33(11%)	13(4.3%)	111(37%)	101(33.7%)	3.653	1.402
g. Training plan on identified gaps is generated after needs assessment	150(50%)	100(33.3%)	8(2.7%)	15(5%)	27(9%)	1.93	1.254

3.2 MANAGEMENT OF CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN TRANS NZOIA COUNTY

The respondents were asked to rate on a five-point Likert scale their level of agreement on several statements describing management of curriculum in Public Secondary schools in Trans Nzoia County and their response were summarized in Table 4. Findings in Table 4 indicated that 114 (38%) of the respondents strongly disagreed that there is effective use of forty minutes per lesson, 121 (40.3%) disagreed, 29 (9.7%) agreed while 25 (8.3%) strongly agreed. The findings obtained show that majority of the respondents disagreed that there was effective 40 minutes per lesson being observed (Mean = 2.1, SD = 1.244). This finding implies that curriculum implementation which is a key component of the TPAD may be affected because teachers are not effecting the effective 40 minutes. Besides the effects of TPAD implementation may not have been realized. This finding resonates with the TSC (2017) as it was launching the TPAD process. TSC alluded that, teacher's performance entails the effectiveness of the teacher based on students' performance results, lesson attendance, communication skills, syllabus coverage, professional knowledge, decision making, interpersonal skills and classroom management. As part of the lesson attendance teachers are expected to utilize the effective forty minutes that is timetabled.

Findings indicated that 119 (39.7%) of the respondents strongly disagreed that there is improved use of lesson plan, 101 (33.7%) disagreed, 26 (8.7%) agreed while 22 (7.3%) strongly agreed. The findings obtained show that majority of the respondents disagreed that there is improved use of lesson plan (Mean = 2.03, SD = 1.202). This finding implies that curriculum implementation may be affected. Findings indicated that 28 (9.3%) of the respondents strongly disagreed that there is coverage of syllabus according to schedule, 38 (12.7%) disagreed, 99 (33%) agreed while 131 (43.7%) strongly agreed. The findings obtained show that majority of the respondents agreed that coverage of syllabus is according to the schedule (Mean = 3.89, SD = 1.3381).

This finding implies that as teachers and schools strive to finish the syllabus they will be enhancing curriculum implementation thereby impacting positively on the TPAD. Jensen (2011) studied effects of teacher appraisal on effective curriculum implementation among teachers in Australia and discovered that teachers were delaying in fundamental areas of curriculum implementation. Such fundamentals areas as operationalized in this study entail syllabus coverage.

Findings in Table 4 indicated that 27 (9%) of the respondents strongly disagreed that teachers supervise exams within stipulated time, 54 (18%) disagreed, 101 (33.7%) agreed while 115 (38.3%) strongly agreed. The findings obtained show that majority of the respondents agreed that supervision of exams was done accordingly (Mean = 3.89, SD = 1.329). This finding implies that exams which are critical in assessing the success of any education system and the national curriculum were being supervised effectively thus a possible improvement of the curriculum.

Findings in Table 4 indicated that 19 (6.3%) of the respondents strongly disagreed that teachers participate in all activities, 38 (12.7%) disagreed, 104 (34.7%) agreed while 135 (45%) strongly agreed. The findings obtained show that majority of the respondents agreed that teachers participated in all activities that entailed curriculum implementation in schools such as lessons, marking of books and marking of the registers (Mean = 3.993, SD = 1.243). This finding implies the curriculum will be enhanced as a result of teachers participating in the aforementioned activities. (24) Evaluation of the National Board for Professional Teaching Standards found teachers involved in the certification process went on to apply what they had learnt in the classroom and had a newfound enthusiasm for teaching and learning.

Findings in Table 4 indicated that 123 (41%) of the respondents strongly disagreed that individual lesson observation at least once a term is done and feedback given, 123 (41%) disagreed, 23

(7.7%) agreed while 18 (6%) strongly agreed. The findings obtained show that majority of the respondents disagreed that lesson observation were done as a result of TPAD (Mean = 1.966, SD = 1.141). As mentioned earlier perception of teachers on lesson observation was negative. This explains why the rating on the effects of the TPAD on lesson observation is also low. (25) discovered that performance measures and a quality classroom-observation-based evaluation measures could improve mid-career teacher performance both during the period of assessment, consistent with the traditional predictions; and in subsequent years, consistent with human capital investment.

Findings in Table 4 further indicated that 20 (6.7%) of the respondents strongly disagreed that preparation of schemes of work, lesson plans notes and teaching aid is based on current curriculum and syllabi, 40 (13.3%) disagreed, 107 (35.7%) agreed while 129 (43%) strongly agreed. The findings obtained show that majority of the respondents agreed that preparation of curriculum implementation tools such as TPAD tool (Mean = 3.95, SD = 1.256). This finding is in line with (4) who carried out a study on effective curriculum assessment in schools in Gambia. According to their study, an excellent curriculum evaluation should have an implementation agent. In relation to the current study the implementing agent is the teacher. The teacher plays an important role in curriculum evaluation by transforming the curriculum into schemes of work, syllabus and into lessons that are delivered to students.

Findings in Table 4 further indicated that 116 (38.7%) of the respondents strongly disagreed that teachers organize individualized learning programmes for learners with special need to improve their performance, 100 (33.3%) disagreed, 30 (10%) agreed while 43 (14.3%) strongly agreed. The findings obtained show that majority of the respondents disagreed that there is organization of individualized learning programmes for learners with special need to improve their performance (Mean = 2.05, SD = 1.1939). Curriculum implementation entails integrating the needs of all students. Additionally it also caters for the students' whole. Therefore this finding indicate that implementation of TPAD hasn't ensured this given the low opinion of teachers. This may be attributed to the large enrolment of students within Trans Nzoia that may perhaps curtail the running of programmes that are effective. (25) indicated that it is crucial to have a valid and reliable Performance appraisal system for teachers in order to routinely establish quality instructional practice. According to the author and in line with the study quality instructional practices should entail individualized educational programmes that suit the varied needs of the multicultural classroom.

Findings in Table 4 further indicated that 23 (7.7%) of the respondents strongly disagreed that learners are evaluated on mastery of content covered in line with the schools testing policy, 43 (14.3%) disagreed, 98 (32.7%) agreed while 127 (42.3%) strongly agreed. The findings obtained show that majority of the respondents agreed that learners are evaluated on mastery of content covered in line with the schools testing policy (Mean = 3.876, SD = 1.306). As pointed earlier evaluation is important in Curriculum implementation. Given the positive rating on evaluation it implies that curriculum implementation is being done accordingly. Literature suggests that teachers at all heights of education are the bedrock and foundation of quality education in the society (26). In line with this opinion, teachers should be able to monitor students' progress, provide guidance services, and manage both knowledge and students.

Findings in Table 4 further indicated that 15 (5%) of the respondents strongly disagreed that learners progress records have improved since introduction of TPAD, 43 (14.3%) disagreed, 105 (35%) agreed while 130 (43.3%) strongly agreed. The findings obtained show that majority of the respondents agreed that learners progress records have improved. These findings imply that teachers are updating their students' records tool regularly. This has been occasioned by the implantation of TPAD (Mean = 3.903, SD = 1.1.308).

Findings in Table 4 further indicated that 36 (12%) of the respondents strongly disagreed that there is maintenance of records of work covered to improve performance, 47 (15.7%) disagreed,

81 (27%) agreed while 131 (43.7%) strongly agreed. The findings obtained show that majority of the respondents agreed that records of work was being updated (Mean = 3.903, SD = 1.1.308). This implies that whatever was going on in schools such as lesson attendance by the teachers, assessment of students and the teaching and learning resources being utilized were being recorded thus enhancing curriculum implementation.

Findings in Table 4 further indicated that 22 (7.3%) of the respondents strongly disagreed that teachers cover the syllabus within stipulated time and records of work covered show improvement of teachers' performance, 43 (14.3%), disagreed, 98 (32.7%) agreed while 127 (42.3%) strongly agreed. The findings obtained show that majority of the respondents agreed that syllabus was being covered in time, records of work was being updated and the teachers work progress has actually improved. (Mean = 3.833, SD = 1.296). This implies that whatever was going on in schools such as lesson attendance by the teachers, assessment of students and the teaching and learning resources being utilized were being recorded thus enhancing curriculum implementation.

Findings in Table 4 further indicated that 19 (6.3%) of the respondents strongly disagreed that identification of the weak students has been effected as a result of TPAD, 27 (9%) disagreed, 114 (38%) agreed while 127 (42.3%) strongly agreed. The findings obtained show that majority of the respondents agreed that weak students have been identified (Mean = 3.8967, SD = 1.266). This implies that schools may be organizing for meetings involving the class teachers and the subject heads to identify the weak learners and put strategies that can be used to enhance their performance.

Findings in Table 4 further indicated that 89 (29.7%) of the respondents strongly disagreed that there is improved scores in test and examination as a result of TPAD, 122 (40.7%) disagreed, 41 (13.7%), agreed while 37 (12.3%) strongly agreed. The findings obtained show that majority of the respondents agreed that there is improved scores in test (Mean = 2.3833, SD = 1.359). Findings indicated that 32 (10.7%) of the respondents strongly disagreed that there is increased contact hours, 43 (14.3%) disagreed, 95 (31.7%) agreed while 125 (41.7%) strongly agreed. The findings obtained show that majority of the respondents agreed that there is increased contact hours (Mean = 3.7933, SD = 1.3893). This may have been occasioned by the fact that teachers were adhering to the effective forty minutes and also organizing for extra time to meet the needs of the teachers.

Findings in Table 4 further indicated that 16 (5.3%) of the respondents strongly disagreed that there is improved attendance to school activities, 35 (11.7%) disagreed, 102 (34%) agreed while 135 (45%) strongly agreed. The findings obtained show that majority of the respondents agreed that there is improved attendance of school activities (Mean = 4.0167, SD = 1.2005). School activities in this sense relates to attending of assemblies, staff meetings, parents meetings and other official related functions of the school.

Findings further indicated that 32 (10.7%) of the respondents strongly disagreed that teachers are more conscious to time management skills, 49 (16.3%) disagreed, 101 (33.7%) agreed while 125 (41.7%) strongly agreed. The findings obtained show that majority of the respondents agreed that they are now more conscious of time (Mean = 3.7933, SD = 1.389). In a related study (28) in his descriptive study on time management behavior among secondary school personnel in Kinango District, Coast Province, in Kenya, reported that majority of teachers and students did not report to school on the first day of opening, most teachers wrote their schemes of work when schools opened, went to class without lesson plans, assemblies took longer and consumed classroom time. Though this study did not examine the influence of teachers' time management and TPAD implementation but rather on students' academic performance, the current study hypothesizes on the effect of TPAD on curriculum implementation that entails time management on aspects of time, syllabus coverage and attendance of school activities.

Findings in Table 4 further indicated that 117 (39%) of the respondents strongly disagreed that there is improved teachers knowledge in ICT, 121 (40.3%) disagreed, 28 (9.3%) agreed while 21 (7%) strongly agreed. The findings obtained show that majority of the respondents disagreed that there is improved teachers knowledge in ICT (Mean = 2.05, SD = 1.199). Lastly, findings indicated that 116 (38.7%) of the respondents strongly disagreed that use of TPAD has enhanced creative thinking and development of new concepts, 124 (41.3%) disagreed, 27 (7.6%) agreed while 23 (7.6%) strongly agreed.

Findings indicate that TPAD had not enhanced creative thinking and development of concepts (Mean = 2.0767, SD = 1.3076). This finding contradict findings (29) study finding in Malaysia which revealed that creative and innovative teaching methods make a given concept clear to the students. According to the author it develops interest to know the concept and create long lasting memory. He adds that there is positive relationship between creativity/innovation and student academic performance. To this end the study feels that the few teachers who strongly agreed presents a pathway in which creativity is developed.

TPAD requires teachers to record and report every activity they undertake in the teaching and learning process and send evidence of the same. This requirement may not automatically mean that curriculum implementation is up to date; filing documents is one thing and teaching is another. The interviews also reveal the following from one of the respondent's remarks; *"Teachers are simply filling forms to comply with requirements but the real work is not done with the students. It's more of an affair of effective filling of forms"*

The fact that TPAD has improved lesson attendance could be the reason for the fact that syllabus is being covered faster than before. Teachers struggle to redeem their unattended classes and thus improve the speed of syllabus coverage. From one of the respondents it was noted; *"It is a pity sometimes the teacher covers the syllabus, the students are loaded with notes but in the real sense they haven't covered the syllabus thus on a different wave line from the teacher"*

It came out clear that covering the syllabus did not mean effective curriculum implementation; many teachers hurried through the syllabus for the purpose of recording "work covered". Teachers wanted to avoid the trouble of having to explain to the principal during staff meetings why they have not completed the syllabus.

Table 4: Effect of TPAD on Management of Curriculum Implementation

	SD	D	N	A	SA	Mean	Std Dev.
a. There is effective use of forty minutes per lesson	114(38%)	121(40.3%)	11(3.7%)	29(9.7%)	25(8.3%)	2.10	1.24
b. There is improved use of lesson plan	119(39.7%)	101(33.7%)	22(7.3%)	26(8.7%)	22(7.3%)	2.04	1.20
c. Coverage of syllabus is according to the schedule	28(9.3%)	38(12.7%)	4(1.3%)	99(33%)	131(43.7%)	3.89	1.34
d. Teachers supervise exams within stipulated time	27(9%)	54(18%)	3(1%)	101(33.7%)	115(38.3%)	3.89	1.33
e. Teachers participate in all other activities	19(6.3%)	38(12.7%)	4(1.3%)	104(34.7%)	135(45%)	3.99	1.24
f. Individual lesson observation at least once a term is done and feedback given	123(41%)	123(41%)	13(4.35)	23(7.7%)	18(6%)	1.97	1.14
g. Prepares schemes of work, lesson plans notes and teaching aid based curriculum and syllabi	20(6.7%)	40(13.3%)	4(1.3%)	107(35.7%)	129(43%)	3.95	1.26
h. Teachers organize individualized learning programmes for learners with special need to improve their performance	116(38.7%)	100(33.3%)	11(3.7%)	30(10%)	43(14.3%)	2.05	1.19
i. There is effective syllabus coverage	19(6.3%)	58(19.3%)	29(9.7%)	100(33.3%)	94(31.3%)	3.89	1.26
j. Learners are evaluated on mastery of content covered in line with the schools testing policy	23(7.7%)	43(14.3%)	9(3%)	98(32.7%)	127(42.3%)	3.88	1.31
k. Learners progress records are improved introduction of TPAD	15(5%)	43(14.3%)	7(2.3%)	105(35%)	130(43.3%)	3.97	1.22
l. Maintenance of records of work covered to improve my performance	36(12%)	47(15.7%)	5(1.7%)	81(27.7%)	131(43.7%)	3.90	1.31
m. Teachers cover the syllabus within stipulated time and records of work covered show improvement teachers' performance	22(7.3%)	43(14.3%)	10(3.3%)	98(32.7%)	127(42.3%)	3.88	1.30
n. Identification of the weak students has been effected as a result of TPAD	19(6.3%)	27(9%)	14(4.7%)	114(38%)	126(42%)	3.90	1.27
o. There is improved scores in test and examination as a result of TPAD	89(29.7%)	122(40.7%)	11(3.7%)	41(3.7%)	37(13.3%)	2.38	1.36
p. There is increased contact hours	32(10.7%)	43(14.3%)	5(1.7%)	95(31.7%)	125(41.7%)	3.79	1.39
q. There is improved attendance to school activities	16(5.3%)	35(11.7%)	12(4%)	102(34%)	135(45%)	4.02	1.20
r. Teachers are conscious to time management skills	32(10.7%)	49(16.3%)	5(1.7%)	101(33.7%)	125(41.7%)	3.79	1.39
s. There is improved teachers knowledge in ICT	117(39%)	121(40.3%)	13(4.3%)	28(9.3%)	21(7%)	2.05	1.20
t. Use of TPAD has enhanced creative thinking and development of new concepts	116(38.7%)	124(41.3%)	10(3.3%)	27(9%)	23(7.6%)	2.08	1.31

3.3 Correlation analysis on Management of curriculum and Implementation of TPAD

Pearson's moment correlation was used to establish the influence of management of curriculum and implementation of TPAD in public secondary schools in Trans Nzoia. There was a significant positive and weak relationship between management of curriculum ($r= 0.144$, $p =0.012$) and implementation of TPAD in public secondary schools in Trans Nzoia County as shown in Table 5. Therefore, an increase in management of curriculum led to improvement of implementation of TPAD in public secondary schools in Trans Nzoia.

Table 5 Correlation between Management of curriculum and Implementation of TPAD

		Implementation of TPAD policy	Curriculum
Implementation of TPAD policy	Pearson Correlation	1	.144*
	Sig. (2-tailed)		.012
Curriculum	Pearson Correlation	.144*	1
	Sig. (2-tailed)	.012	

*. Correlation is significant at the 0.05 level (2-tailed).

b. Listwise N=300

H₀₁: Management of curriculum has no significant effect on implementation of TPAD policy in public secondary schools in Trans Nzoia

A linear regression model was used to explore the effect of management of curriculum on implementation of TPAD policy. From the model, ($R^2 = .021$) shows that management of curriculum account for 2.1% variation in implementation of TPAD policy as shown in Table 6. The adjusted R square of .018 depicts that the management of curriculum in exclusion of the constant variable explained the variation in implementation of TPAD policy by 1.8 % the remaining percentage can be explained by other factors excluded from the model.

Table 6: Model Summary on Management of curriculum and implementation of TPAD policy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.144 ^a	.021	.018	11.21971

a. Predictors: (Constant), Curriculum

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 6). The regression model with management of curriculum as a predictor was significant ($F=6.347$, p value =0.001) shows that there is a significant relationship between management of curriculum and implementation of TPAD policy.

Table 7: Analysis of Variance on Management of curriculum and implementation of TPAD policy

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	798.933	1	798.933	6.347	.012 ^b
	Residual	37512.837	298	125.882		
	Total	38311.770	299			

a. Dependent Variable: Implementation of TPAD policy

b. Predictors: (Constant), Curriculum

In addition, the β coefficients for management of teaching staff as independent variable were generated from the model, in order to test the hypotheses under study. The t-test was used as a measure to identify whether the management of curriculum as predictor is making a significant contribution to the model. Table 8 shows the estimates of β -value and gives contribution of the predictor to the model. The β -value for management of curriculum had a positive coefficient, depicting positive relationship with implementation of TPAD policy as summarized in the model as:

$$Y = 77.626 + 0.094X_4 + \epsilon \dots\dots\dots \text{Equation 1}$$

Where: Y = Implementation of TPAD policy, X_2 = management of curriculum, ϵ = error term

From the findings the t-test associated with β -values was significant and the management of curriculum as the predictor was making a significant contribution to the model. The coefficients result in table 8 showed that the predicted parameter in relation to the independent factor was significant; $\beta_1 = 0.094$ ($P < 0.05$).

Table 8: Management of curriculum and implementation of TPAD policy coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	77.626	2.531		30.667	.000
	Curriculum	.094	.037	.144	2.519	.012

a. Dependent Variable: Implementation of TPAD policy

The study hypothesized that there is no significant effect of management of teaching staff on implementation of TPAD policy. The study findings depicted that there was a positive significant effect of management of curriculum on implementation of TPAD policy ($\beta_4=0.094$ and p value <0.05). Therefore, an increase in management of curriculum led to an increase in implementation of TPAD policy. The null hypothesis (H_{o2}) was rejected. Proper management of curriculum had a significant influence on implementation of TPAD policy. This implies that for each increase in the management of curriculum, there was higher implementation of TPAD policy. This agrees with (30) that teachers were delaying in fundamental areas of curriculum implementation.

4. CONCLUSION

From the results it was evident that majority of the teachers indicated that the TPAD policy that requires teachers to utilize the scheduled 40 minutes was not being implemented. Apparently, teachers did not prepare the lesson plans. This may have impacted on the

curriculum implementation in the public secondary schools. The study finding indicated that majority of the teachers completed their syllabus in time.

Though the TPAD encourages organization of individualized learning programmes for learners with special needs to improve their performance study findings showed that this was being performed at very minimal levels by the teachers in their respective classes. Teachers were evaluated in mastery of content that was covered in line with the school testing policy. Additionally, learners' progress records were updated and teachers-maintained records of work. The study concluded that management of curriculum affects the implementation of TPAD in public secondary schools in Trans Nzoia County. TPAD had enhanced their preparation of schemes of work, lesson plans, and teaching aids that are in line with the current curriculum and the KICD syllabi.

Findings indicated that curriculum implementation in terms of lesson observation had not been done in line with TPAD which stipulates that at least teachers should be involved in one observation in a single term. TPAD had enhanced their preparation of schemes of work, lesson plans, and teaching aids that are in line with the current curriculum and the KICD syllabi.

The study recommends for a relook and re-engineering of the appraisal system by TSC in order to serve its purpose. Feedback from the teachers' appraisal should be used by TSC to develop appropriate professional development programmes that can assist teachers to address their performance gaps. In order to enhance positive perception among teachers, TSC should train of teachers on online TPAD system and further make Performance appraisals system more user friendly to both the appraiser and the appraisee so that they become comfortable in using them. This will enable both the appraiser and the appraisee to fill performance appraisals with a sense of duty not on compulsion.

Since the study was conducted in one out of the existing 47 counties of Kenya, the study could be replicated in all the other 46 counties to have a broader picture. Such a study would help stakeholders in education to know the concerns of teachers in the entire country to inform policy and practice. A similar study can also be carried out in the other levels of education such as the pre – primary, primary and tertiary institution to ascertain the effects of TPAD implementation on the management of these institutions.

ETHICAL APPROVAL

The proposal was presented to University of Eldoret and ethical clearance was obtained. After obtaining the ethical clearance, an application seeking permission to carry out a research was done to National Commission for Science Technology and Innovation and when the permit was granted, I paid a courtesy call to the County Director of Education Trans Nzoia. The introductory letter was provided to the Principals. Approval from the Principals was given.

CONSENT

With the ascent of the administrator, consent was obtained from the respondents by the research assistants under the supervision of the researcher. Only those Principals who consented to participate took part in the study. The respondents' personal identification information was not recorded for purposes of confidentiality and anonymity.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that no competing interests exist. The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because

we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

REFERENCES

1. Ademola, S. Impact of performance appraisal on employee performance. *International journal of economics and business management*. 2017; 3 (1) 80-90.
2. Bayon, S. The origin, concept and value of performance appraisal. *International journal economics, commerce and management*. 2013; 11 (2) 1-17.
3. Boko JM, Danku SW, Dordor F, Soglo NY. Performance appraisal in the Ghana Education servicer. *International journal of managerial studies and research*. 2015: 3 (6) 117-133.
4. Chikumbe T, Makamure R. Curriculum Theory. Available online from [http://www.col.int/stamp/module 13.pdf](http://www.col.int/stamp/module%2013.pdf). 2000.
5. Locke EA, Latham GP. Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*. 2002; 57(9), 705.
6. Kelly KO, Ang SYA, Chong WL, Hu WS. Teacher appraisal and its outcomes in Singapore primary schools. *Journal of Educational Administration*. 2008
7. Kisang & Kirai. Effects of performance appraisal on employee motivation. *The strategic journal of business & change management*. 2016; 3(4)521-542.
8. Mambili, JM. Selected school-based factors and attainment of Kenya certificate of secondary education targets among public schools in Trans-Nzoia county Kenya (doctoral dissertation, Kisii University). 2020
9. Lokupo F. Influence of Principals' Supervision Strategies on Curriculum Implementation in Public Secondary Schools in West Pokot Sub-County, Kenya (Doctoral dissertation, Kisii University). 2020
10. Kurui, ZK, Kimutai, G., & Anyira, F. Effect of Performance Target Setting on Performance of Teachers in Londiani Sub-County Public Secondary Schools, Kericho County, Kenya. *British Journal of Education*. 2021; 9(7), 30-38.
11. Creswell JW. Steps in Conducting a Scholarly Mixed Methods Study. DBER Speaker Series. Paper 48. <http://digitalcommons.unl.edu/dberspeakers/48>. 2013.
12. Allube F. Factors affecting the implementation of the teachers performance appraisal system. Unpublished MBA Dissertation, University of Nairobi, 2015.
13. Karimi R, Malik, Hussain S. Examining the relationship of performance appraisal system and employee satisfaction. *International Journal of Business and Social Science*. 2011; 2 (22), 243-247.
14. Kamuri CP. Teachers should not Reject Performance Contracts. *The Standard News Paper, Kenya* (P.46). 2012
15. Darling – Hammond. Evaluating Teacher Evaluation. *Colleagues*. 2013; 10 (2), article 8.
16. Kamener L. Delivering Real Change in the Approach to Performance and Development in Schools, Melbourne, and Vic. Boston Consulting group. Kamuri C.P. (2012 May 25). Teachers should not Reject Performance Contracts. *The Standard News Paper, Kenya* (P.46). 2012.
17. Mbatha MF. An analysis of educators' perceptions of the developmental appraisal system: a case study of schools in Richards Bay (Doctoral dissertation). 2017
18. Tshabalala T, Mapolisa T. Problems Faced by Heads of Schools and Teachers in the Implementation of Performance Appraisal in Zimbabwe: Perceptions of Heads of Schools and Teachers in Nkayi District, Zimbabwe. *International Journal of Advanced Research*. 2013; 1, (8), 750-758.
19. Higgins TE, McCann DC. Social encoding and subsequent attitudes, impressions, and memory: "Context-driven" and motivational aspects of processing". *Journal of Personality and Social Psychology*, p47. 1984

20. Brown M, Kulik CT, Lim V. Managerial tactics for communicating negative performance feedback. *Personnel Review*. 2016
21. Wango G. School Administration and Management. Quality Assurance and standard schools. Jomo Kenyatta Foundation. Nairobi Kenya; 2010
22. Michael F. Performance and performance standards Opinion. *NSPI journal*; 2006
23. Akampurira A. The effect of teacher's performance appraisal in secondary schools. Unpublished dissertation, Grin Verlag; 2010.
24. Lustick D, Sykes G. National board certification as professional development: What are teachers learning? *Education Policy Analysis Archives*. 2006; 14(5), 1-43.
25. Taylor ES, Tyler JH. The effect of evaluation on teacher performance. *American Economic Review*. 2012; 102(7), 3628-51.
26. Danielson C. *Teaching Methods*. Upper Saddle River, NJ: Merrill/Pearson; 2010.
27. Castler AO. Management Support Qualification and Gender on Teachers Performance at an In-service Course. *Nigeria Journal of School Leadership*. 2010; 15(1):12-17.
28. Ngando N. Time management and behavior among secondary school personnel in Kinango District. Unpublished M.ED Project. Kenyatta University; 2011.
29. Narayanan S. A study on the relationship between creativity and innovation in teaching and learning methods towards students' academic performance at private higher education institution, Malaysia; 2017.
30. Jensen B. Better teacher appraisal and feedback: Improving performance. Grattan Institute. Melbourne. <http://www.grattan.edu.au/>; 2011.