

# Entrenching Ethical and Professional Teaching Through Teacher Performance Appraisal and Development in Public Primary Schools, Migori County, Kenya

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DOI: <https://dx.doi.org/10.47772/IJRISS.2024.807253>

Received: 26 May 2024; Revised: 08 July 2024; Accepted: 13 July 2024; Published: 23 August 2024

## ABSTRACT

Teacher conduct is instrumental in enhancing national values in teaching and learning. The teacher is a role model to learners and society at large; as an epitome of ethics. In Kenya, teacher conduct is a key element of teacher professionalism which can affect teacher performance in service delivery. The Teachers Service Commission has handled numerous cases of professional misconduct leading to termination of services of the affected teachers. Professional misconduct of the teacher has impacted negatively to the learner leading to high drop - out rates. Between the years 2019 and 2021, 59 teachers had indiscipline cases in Migori County. To curb the malpractice, TSC introduced Teacher Performance Appraisal and Development (TPAD) to appraise teachers on adherence to recommended teacher conduct and professionalism as a key indicator in teacher performance. This study sought to evaluate the contribution of TPAD to teacher conduct and professionalism towards enhancement of teacher performance in public primary schools, Migori County, Kenya. The study was guided by the Goal setting Theory which requires teachers to set performance targets at the start of the school term regarding adherence to the recommended teacher conduct and professionalism parameters. The set targets are then utilized as a measure of teacher performance during appraisal at the end of the school term. The study adopted a descriptive survey design. Simple random sampling and random sampling techniques were used to select 30 Curriculum Support Officers, 240 deputy head teachers and 362 teachers for the study. Fischer's Formula was used to select the sample size of 632 participants from a population of 7038, comprising 637 deputy head teachers, 6362 teachers and 39 Curriculum Support officers in Migori County. Data collection was done using questionnaire for deputies and teachers; Focus group discussion guide for Curriculum Support officers, and document analysis guide for school records. Quantitative data was analyzed using Descriptive Statistics in the form of frequency counts, mean and percentages as well as Inferential Statistics of T- Test and Correlation Coefficient. Qualitative data was cleaned, coded, transcribed and analyzed thematically. Findings from the study indicate that TPAD Implementation contributed highly to teacher performance, with regard to punctuality, ethics, and compliance to legal and professional requirements on conduct and professionalism in public primary schools.

**Keywords:** professional teaching, performance appraisal, primary school teachers; teacher conduct; professionalism.

## INTRODUCTION

Globally, Nordenbo et al., (2018) observes that teachers' competence has a great contribution on learners' performance which is also associated with the teachers' professional conduct put together with their ability to make effective teaching capabilities in order to improve the school outcomes. It is opined by Evans (2016) that the achievement of instructional objectives depends on teachers' professionalism in their career. A teacher is a role model to learners and society at large; as an epitome of ethics. It is therefore important to the educational educators as teachers to endeavor to maintain dignity of the profession by respecting and obeying

the law by demonstrating personal dignity. Teachers conduct is also about the teacher behavior and mannerism (Zhang et al., 2016; Laska, 2016). It also incorporates observing set standards and regulations (TSC, 2019; Baset et al, 2017). Notably the teaching competence standards such as instructional delivery and community of practice are heavily inclined in the teacher's conduct especially in shaping one's mannerism, guiding action and regulating the involvement in various aspects. It helps keep teachers on their toes by regulating their behavior to protect the interest of stakeholders (Zhang et al., 2010). Zhang et al, (2016) reports the importance of teachers' professionalism stating that it implements other teaching competencies and standards such as instructional delivery. According to Ahmed (2010) performance appraisal is an ongoing process used for identifying, measuring and developing an employees' performance in accordance with the organization's goals. Similarly, Daoannis (2012) describes it as an official management system that facilitates the evaluation of individual's discharge of assigned duties within an organization in order to leverage on human capital. In education according to Dessler (2007) asserted that performance appraisal has been utilized to evaluate teachers' current and past performance based on certain set of teaching standards such as teacher conduct and professionalism. Some of the aspects that performance appraisal focuses on evaluation that include; the teacher knowledge, skills, character, work output and individual contribution to a learning institution (Yee & Chen, 2009).

Global educational monitoring report for 2017/2018 showed that not all accountability methods are used to help in the achievement of the United Nations Sustainable Development Goals (SGDs). The SDG goal no. 4 of 2015, states that education aims at ensuring inclusive and equitable quality education and aimed at ensuring. World Bank (2010) also asserts that systems of supervision and support to schools are areas of reform employed by nations to improve the education outcome and mitigate the challenges in education associated with global education requirements. The employment and management of teachers is a responsibility vested in the Teachers, Service Commission which is a government agency established through Article 237(1) of the Constitution of Kenya 2010, for checking the behavior and performance of the teacher of educators in the teaching service among others (GoK 2010, TSC 2012). TSC courtesy of TSC Act (2012) was given the mandate on checking the behavior and performance of teachers as is required by the Code of Regulations for Teachers (2015). Section 11 (f) and 35 of the TSC Act (2012), the Commission is mandated to monitor the conduct and performance of teachers in the teaching service. In Kenya, teacher conduct is instrumental in enhancing national values in teaching and learning. Between 2019 and 2021, 59 teachers had indiscipline cases in Migori County. To curb such malpractice, TSC introduced Teacher Performance Appraisal and Development (TPAD) to appraise teachers on adherence to recommended teacher conduct and professionalism as a key indicator in teacher performance. Teacher performance appraisal and development (TPAD) is therefore an important management system that managers need to support in their institutions to ensure that performance appraisal policy is adhered to by all levels of staff. This study seeks to assess the contribution of teacher conduct and professionalism in entrenching ethical and professional teaching in public primary schools in Migori County, Kenya.

## REVIEW OF LITERATURE

Professionalism is in essence a consistent mode of behavior teachers observe within their area of jurisdiction. In their professional practice, teachers are expected to demonstrate respect within the diversity in the environment. Teachers are usually encouraged to give learners the required rules and regulations in order to inculcate the value of discipline in them. Teachers who practice professional ethics handles learners with love, care and expertise throughout. Notably the teaching competence standards such as instructional delivery and community of practice are heavily inclined in the teacher's conduct especially in shaping one's mannerism, guiding action and regulating the involvement in various aspects. It regulates teacher's moral fabric by regulating their behavior to protect the interest of stakeholders (Zhang et al., 2010). Zhang et al, (2016) reports the importance of teachers' professionalism stating that it implements other teaching competencies and standards. According to a study by Diong (2016), teacher professionalism is viewed as an important factor in pursuant of educational excellence that focuses on curriculum delivery. The ability to understand the learners' interest by handling students and showing compassion to students allows teachers to provide quality learning opportunities that enables them explore areas of interest within the learning environment they are likely to engage in during the teaching learning process. . This is why most countries include teachers' conduct in the

performance matrix of a teacher (Zhang et al., 2016). Poor professional conduct of teachers was noted by Odanga (2015) among teachers in Nairobi County. He noted that teachers inculcate in learners attitudes, values and character. Teachers' conduct usually extends outside the classroom and the school environment hence, one is expected to be admirable. Thus, to promote teacher professionalism and main high ethical standards, a study by Ngethe and Waweru (2018) opined that teacher appraisal was an essential tool to meet this objective. The study concluded that teacher appraisal provides a framework for assessing teachers' adherence to the ethical standards and their ability to act in the best interest of the learner. The Teachers' Service Commission Code of Conduct and Regulations (2015) contains rules of conduct and ethics to be observed in order to maintain integrity of the teaching profession intended to establish standards of ethical behavior for teachers. Rules and regulations must be followed and professional ethics of teachers should be upheld. Knowledge of the legal requirements in education are important in the teaching profession as they help in school management

Punctuality is an act of professionalism and integrity. Ability to observe punctuality involves planning ahead to ensure fulfillment of the obligations. It is also the ability to be prompt and submit professional documents in time. According to Rubio (2019), the act of observing punctuality especially by teachers is an act that qualifies their working capacity that leads to quality education. Johnson (2017) asserted that teachers who are trustworthy to their learners enhance effectiveness in teaching and learning and show willingness to transform learning opportunities in the classroom. Rubio (2019) adds that enhancing the work place is one of the ways of improving the integrity of teachers and professionalism. A study conducted by Razali et al. (2018) on the influence of time management on students' performance in examination in Malaysia showed three principle elements related to time management which can be categorized as time-making plans, time attitudes, and time wastage. The findings also revealed that the races and gender of learners reveal no substantial differences in behaviors of time management: faculty and year of study of learners revealed substantial differences in the behaviors of time management, time management behaviors albeit weak were significantly and positively correlated to the instructional fulfillment of students. Another study done in Holland by Claessens and Eidhoven (2019) opined that time management behavior relates well with perceived control of time. Investigation by Alani et al (2020) on the association between the management of time and learners examination results in Oman's Sohar University with their self-management and efforts established that time management correlates with academic performance necessitating the need for their proper management of time and parents supporting them through minimizing home chores. According to a study by Nursulla and Khan (2015) on the impact of time on the impact of time management on learners' examination scores. The findings revealed that time management is significant and may affect the overall individual performance and achievement

Timely syllabus coverage is brought about through effective time management in the institutions. A research study carried out by Mgbere and Andrew (2019) argue that time management is an indispensable element of school organization. It is because it is an art of arranging and scheduling ones time in order to achieve the objectives. For teachers to cover the syllabus timely, which is a requirement of TPAD in line with the targets set termly, teachers need to be effective to cover the syllabus on time. According to Mgbere and Andrew (2019), it was revealed that in Nigeria many teachers lack knowledge on managing their time effectively, especially the female teachers. A study by Ngowo (2013) examined the correlation between time management and performance in academics for primary schools in Morogoro municipality. The results revealed the existence of wasters of time by the students and teachers, latecomers, and absentees for both students and teachers, the act of postponing activities of the school, supervision ineffectiveness by teachers and parents, education officers, lack of adherence to schools' regulations and rules as well as lack of motivation particularly to the educators, led to the poor learning and teaching performance for students and teachers respectively in schools. Research done by Nyariki and Mokuia (2021), found that TPAD system has the potential to improve knowledge of legal requirements in education and their compliance with the professional requirements in teaching and the study concluded that TPAD has the potential of improving teacher compliance with legal requirements and professional standards.

A study by Chabeda (2020) opined that the TPAD system had been highly effective in evaluating teachers' punctuality in lesson attendance, performance of duty and timely syllabus coverage in Kenyan schools. The study also found out that the TPAD system provided a mechanism for assessing teachers' adherence to ethical

standards and the ability to perform their duties in a timely and efficient manner. Previous studies by Juma and Ogolla (2019) also found out that TPAD system was effective in assessing teacher preparation records and to cover the syllabus within the required time frame. This study however, sought to establish the contribution of punctuality to teacher conduct and professionalism on teacher performance. The Ministry of Education (2019) emphasized the importance of teacher preparation and submission of professional documents as part of curriculum implementation. They further suggested that effective teacher appraisal should include ability to prepare and submit required professional documents such as lesson plans, assessment records (Ministry of Education, Kenya 2019). Teachers follow the TPAD calendar of activities which was introduced since inception of teacher appraisal. On top of that there is teacher lesson attendance register which are marked daily by class representatives and is uploaded by the deputy head teachers weekly. All these requirements have promoted compliance. TPAD Evaluation Report (2021) reported that teachers had become accountable since there was consistent clocking in/out, records of lesson attendance recovery of lost lessons and proper preparation done before and after lesson delivery, better time management, minimized absenteeism, and better syllabus coverage. The report also revealed that teachers were more focused as they concentrated on class activities with no up and down movement. The report had actually concurred with the current study which was done in public primary schools in Migori County, Kenya.

Another study by Ocharo and Ngeno (2020) found that teacher appraisal is an important tool for promoting timely syllabus coverage and meeting of deadlines in Kenyan schools and assessing the teachers' ability to perform their duties in a timely and efficient manner. These studies concurred with the current study. Therefore, in Kenya, teacher conduct is a key element of teacher professionalism which can affect teacher performance in service delivery. According to Kapkiai (2017) it was observed that most teachers do not prepare adequately for teaching and as a result, lose much of their teaching time. The Teachers Service Commission has handled numerous cases of professional misconduct leading to termination of services of the affected teachers. Professional misconduct of the teacher has impacted negatively to the learner leading to high drop-out rates. Between the years **2019 and 2021, 59** teachers had indiscipline cases in Migori County. To curb the malpractice, TSC introduced Teacher Performance Appraisal and Development (TPAD) to appraise teachers on adherence to recommended teacher conduct and professionalism as a key indicator in teacher performance. These activities dealing with conflicts can be solved by understanding the rules and regulation as spelt out in the teaching regulation 54 on failure to comply with appraisal requirements (Code of Regulation for Teachers (2015), Basic Education Act (2013). It was observed by Kibet and Mutai (2020) that appraisal was important in evaluating teachers' compliance to professional requirements in teaching which has the potential to improve and promote compliance with professional requirements and standards in teaching especially teacher conduct and professionalism.

**Research Objective:** The objective of the study was to assess the contribution of teacher performance appraisal and development on teacher conduct and professionalism to teacher performance in public primary schools in Migori County, Kenya.

## Theoretical Framework

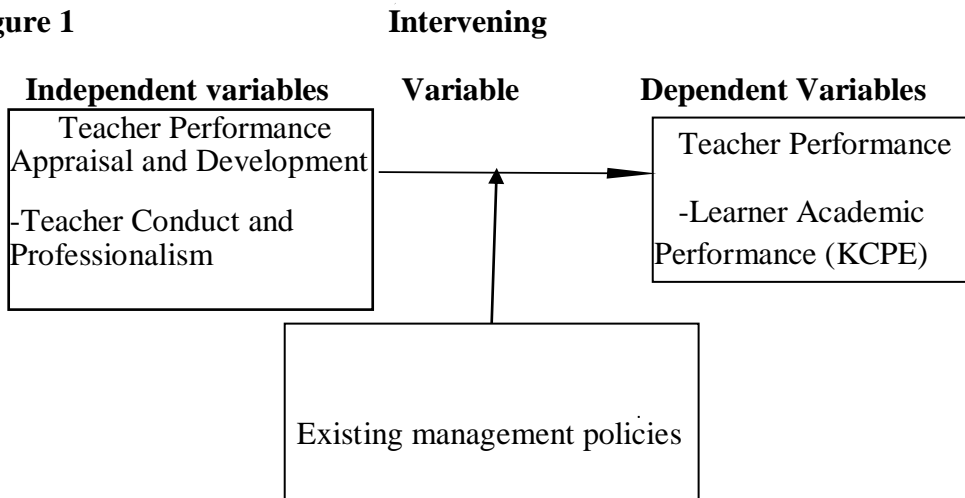
The theoretical framework of this study was portrayed based on Multiple Intelligence Theory Gardner (2011 a&b). The independent variable being teacher performance appraisal and development standard on teacher conduct and professionalism.

## Conceptual Framework

This study was guided by a conceptual framework that represents the interrelationship among the independent, intervening and dependent variables. The relationships were conceptualized as presented in Figure 1.1. From Figure 1.1 the independent variable is performance appraisal and development based on teacher conduct and professionalism whereas the dependent variable was the teachers' performance defined in terms of TPAD ratings and pupils' academic performance. The dependent variables is the standards within which the various performance indicators that teachers are rated, providing the mechanism upon which feedback is provided to the TPAD process. Thus the realization of contribution of TPAD implementation to teacher conduct and

professionalism. Basically, the intervening variables may not be measured and it may not be possible to establish to what extent they interfere with the process of TPAD. The intervening variables for this study included existing performance management policies, management commitment to TPAD and school's leadership style.

**Figure 1**



**Figure 1: Conceptual Framework showing the relationship between TPAD implementation on teacher conduct and professionalism and teacher performance.**

## RESEARCH METHODOLOGY

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

## RESULTS

**Table 1: Gender of Respondents.**

Category of Respondents	Males	Females	Missing	Totals
Teachers	99(39.1%)	154(60.9%)	11(4.3%)	253 (100%)
D/H/Teaches	125(63.1%)	73 (36.9%)	14(7.1%)	198 (100%)
CSOs	12 (40%)	10 (33.30)	7(23.3%)	30(100%)
<b>Totals</b>	<b>224(49.7%)</b>			<b>227(50.3%)</b> <b>25(11.4%)</b> <b>451(100%)</b>

Table 1 shows that 49.7 % of the respondents were males and majority (50.3%) were females. In both categories of the respondents, both genders were given equal opportunity to participate in the study. This gave the notion that most of the teachers in the public primary schools in Migori County are dominated by female teachers. For the CSO 40% of the respondents were males and 33.3% were females. This was quite contrary to the gender for deputy head teachers and teachers.

**Table 2: Age of Deputy head teachers and Teachers**

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

**Key: M Missing**

Table 2 implies that majority of the respondents of 135(31.6%) were aged between 41 and 45 years. This was followed closely by 131(30.7%) of the respondents who were aged between 36 and 40 years. 11(4.3%) teachers and 13(6.6%) deputy head teachers did not indicate their ages. Age was considered important in this study because it defined the success of educational process and was associated with effectiveness of teaching activities.

**Table 3: Highest Academic Qualifications of Deputy head teachers and Teachers**

Category of Respondents		Cert.	Dip	B. ED	M.ED	PhD		M	Total
Teachers	Frequency	86	86	69	1	1	10		243
	%	34.0	34.0	27.3	0.4	0.4	4.0		100.0
Deputy Head teachers	Frequency	6	106	62	5	0	19		179
	%	3.0	53.5	31.3	2.5	0.1	9.6		100.0
<b>Total</b>		92 21.8%	192 45.5%	131 58.6%	6 2.9%	1 0.4%	29 13.6%		451 100%

**Key: M Missing**

Table 3 shows that majority of the respondents 192 (45.5%) had diploma as the highest academic level. Only 1(0.4%) of the respondents had PhD as their highest academic level of education. There were 10 teachers and 19 deputy head teachers totaling to 29 who did not indicate the qualification. The variation might have been because primary school teachers were required to attain P1 which was required before they could upgrade to a higher level. This was up to the year 2020 when the lowest qualification was changed to diploma certification

**Table 4: Teaching Experience of Deputy Head teachers and teachers**

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

**Key: M- Missing**

It is observed from Table 4 that majority of the deputy head teachers, 108(54.5%) had a teaching experience of 16-20 years, while majority of teachers that responded had a teaching experience of 11-15 years. There were 27 (12.6%) who were slotted as missing because they did not indicate the year of experience. Generally, majority of the deputy head teachers had more teaching experience than the teachers that responded.

**Descriptive Statistical Analysis for Contributions of TPAD Implementation on Teachers' Conduct & Professionalism**

ASPECT OF CONTRIBUTION	RESPONDENT	R	RATINGS					NR	TT	MR	OMR	T-TEST
			1	2	3	4	5					
Ability to act in best interest of learner	Deputy Head teachers	F	1	9	51	119	14	4	194	3.70		
		S	1	18	153	476	70		718			
		%	0.5	4.5	25.8	60.1	7.1	2.0	98.0		3.56	t(436)=-3.384,p=0.001
	Teachers	F	9	39	76	91	36	2	251	3.42		
		S	9	78	228	364	180		859			
		%	3.6	15.4	30.0	36.0	14.2	0.8	99.2			
Ability to	Deputy	F	1	11	75	56	51	4	194	3.75		

maintain high standards of ethics within institution	Head teachers	S	1	22	22	224	25		727			
		%	0.5	5.6	37.9	28.3	25.8	2.0	98.0		3.59	t(436)=-3.748,p=0.000
	Teachers	F	10	28	90	93	30	2	251	3.42		
		S	10	56	270	372	150		858			
		%	4.0	11.1	35.6	36.8	11.9	0.8	99.2			
Ability to maintain high standards of ethics outside institution	Deputy Head teachers	F	2	12	67	86	28	5	195	3.65		
		S	2	24	201	344	140		711			
		%	1.0	6.1	33.8	43.4	14.1	2.5	98.5		3.45	t(435)=-4.480,p=0.000
	Teachers	F	12	43	89	83	22	4	249	3.24		
		S	12	86	267	332	110		807			
%		4.7	17.0	35.2	32.8	8.7	1.6	98.4				
Knowledge on legal requirement	Deputy Head teachers	F	3	9	57	80	44	5	193	3.79		
		S	3	18	171	320	220		732			
		%	1.5	4.5	28.8	40.4	22.2	2.5	97.5		3.61	t(435)=-4.302,p=0.000
	Teachers	F	10	23	97	93	27	3	250	3.42		
		S	10	46	291	372	135		854			
%		4.0	9.1	38.3	36.8	10.7	1.2	98.8				
Compliance with professional requirements	Deputy Head teachers	F	1	14	64	86	29	4	194	3.66		
		S	1	28	192	344	145		710			
		%	0.5	7.1	32.3	43.4	14.6	2.0	98.0		3.53	t(434)=-3.258,p=0.001
	Teachers	F	10	33	84	92	30	4	249	3.40		
		S	10	66	252	368	150		846			
%		4.0	13.0	33.2	36.4	11.9	1.6	98.4				
Ability to observe punctuality in	Deputy Head teacher	F	0	14	69	71	40	4	194	3.70		
		S	0	28	207	284	200		719			



lesson attendance		%	0	7.1	34.8	35.9	20.2	2.0	98.0		3.6	t(435)=-2.517,p=0.012
	Teacher s	F	9	22	90	94	35	3	250	3.50		
		S	9	44	270	376	175		874			
	%	3.6	8.7	35.6	37.2	13.8	1.2	98.8				
Ability to observe punctuality in performance of duty	Deputy Head teacher s	F	1	13	58	83	37	6	192	3.74		
		S	1	26	174	332	185		718			
		%	0.5	6.6	29.3	41.9	18.7	3.0	97.0		3.61	t(432)=-3.092,p=0.002
	Teacher s	F	10	30	80	90	39	4	249	3.47		
		S	10	60	240	270	195		775			
		%	4.0	11.9	31.6	35.6	15.4	1.6	98.4			
Ability to observe punctuality in preparation of professional document	Deputy Head teacher s	F	1	15	50	81	47	4	194	3.81		
		S	1	30	150	324	235		740			
		%	0.5	7.6	25.3	40.9	23.7	2.0	98.0			
	Teacher s	F	10	19	82	97	42	3	250	3.57	3.69	t(435)=-2.901,p=0.004
		S	10	38	246	388	210		892			
		%	4.0	7.5	32.4	38.3	16.6	1.2	98.8			
Timely syllabus coverage	Deputy Head teacher s	F	1	7	76	60	48	6	192	3.77		
		S	1	14	228	240	240		723			
		%	0.5	3.5	38.4	30.3	24.2	3.0	97.0		3.64	t(433)=-2.946,p=0.003
	Teacher s	F	8	25	89	87	40	4	249	3.51		
		S	8	50	267	348	200		873			
		%	3.2	9.9	35.2	34.4	15.8	1.6	98.4			
Timely meeting deadlines of	Deputy Head teacher s	F	0	12	70	57	55	4	194	3.80		
		S	0	24	210	228	275		737			
		%	0	6.1	35.	28.	27.	2.0	98.0		3.61	t(435)=-

					4	8	8					4.437,p=0.000
Teacher s	F	7	29	10	75	36	3	250	3.42			
	S	7	58	30	300	18		854				
	%	2.8	11.5	40.7	29.6	14.2	1.2	98.8				

**Key: F- Frequency, S – Scores, % Interpretation: 1.00-1.44 Nil contribution, 1.45-2.44 Low contribution, 2.45-3.44 Moderate contribution, 3.45-4.44 High contribution, 4.45-5.00 Very High contribution, NL- Nil Rating, MR-Mean Rating, TT- Total, OMR-Overall Mean Rating**

### Research objective

The research objective was to establish the entrenchment of teacher performance appraisal the contribution of teacher performance appraisal

Table 4 indicated that the respondents expressed their views that TPAD promoted ability to act in the best interest of learners in the conduct and professionalism with a mean rating of 3.56. This meant that this practice brought high contribution to the development and implementation of teachers' conduct and professionalism. The deputy head teachers rated it higher with a mean of 3.70 as compared with teachers' rating with a mean of 3.42. This showed there was no statistical significant difference  $t(436) = -3.84, p > 0.05$ . This has shown that ability to act in the best interest of learners contributed highly to teachers' conduct and professionalism.

Table 4 meant that the respondents expressed their views that TPAD promoted ability to maintain high standards of ethics within institution in the conduct and professionalism with a mean rating of 3.59. This meant that this practice brought high contribution to the development and implementation of teachers' conduct and professionalism. The deputy head teachers rated it higher with a mean of 3.75 as compared with teachers' rating with a mean of 3.42. This showed there was no statistical significant difference  $t(436) = -3.748, p > 0.05$ . This has shown that ability to maintain high standards of ethics within institution contributed highly to teachers' conduct and professionalism.

Table 4 implied that the respondents expressed their views that TPAD promoted ability to maintain high standards of ethics outside the institution in the conduct and professionalism with a mean rating of 3.45. This meant that this practice brought high contribution to the development and implementation of teachers' conduct and professionalism. The deputy head teachers rated it higher with a mean of 3.65 as compared with teachers' rating with a mean of 3.24. This showed there was no statistical significant difference  $t(435) = -4.480, p > 0.05$ . This has shown that ability to maintain high standards of ethics outside the institution contributed highly to teachers' conduct and professionalism.

Results from the table 4 showed that, the respondents expressed their views that TPAD enhances knowledge on the legal requirements in education in the development and implementation of teachers' conduct and professionalism with a mean rating of 3.61. This indicates that this practice brings high contribution to the development and implementation of teachers' conduct and professionalism. The deputy head teachers rated it higher with a mean of 3.79 as compared with teachers' rating with a mean of 3.42. There was no statistically significant difference,  $t(435) = -4.302, p > 0.05$ . This had suggested that knowledge on the legal requirements in education contributed highly to teachers' conduct and professionalism.

Table 4 indicated that the respondents expressed their views that TPAD promoted compliance with the professional requirements in teaching in the conduct and professionalism with a mean rating of 3.53. This meant that this practice brought high contribution to the development and implementation of teachers' conduct and professionalism. The deputy head teachers rated it higher with a mean of 3.66 as compared with teachers' rating with a mean of 3.40. This showed there was no statistical significant difference  $t(434) = -3.258, p >$

0.05. This has shown that compliance with the professional requirements in teaching contributed highly to teachers' conduct and professionalism.

Table 4 implied that respondents from the survey expressed their views that TPAD enhances punctuality in lesson attendance in the development and implementation of teachers' conduct and professionalism with a mean rating of 3.6. This meant that this practice brings high contribution to the development and implementation of teachers' conduct and professionalism. The deputy head teachers rated it higher with a mean of 3.70 as compared with teachers' rating with a mean of 3.50. This meant that there was no significant difference  $t(435) = -2.517, p > 0.05$  between the mean rating of deputy head teachers and teachers. This has suggested that punctuality in lesson attendance contributed highly to teachers' conduct and professionalism.

Table 4 meant that respondents expressed their views that TPAD enhances ability to observe punctuality in performance of duty in the development and implementation of teachers' conduct and professionalism with a mean rating of 3.61. This means that this practice brings high contribution to the development and implementation of teachers' conduct and professionalism. The deputy head teachers rated it high with a mean of 3.74 as compared with teachers' rating with a mean of 3.47. This implied that there was no statistically significant difference  $t(432) = -3.092, p > 0.05$ . This suggested that ability to act in the best interest of the learner contributed highly to teachers' conduct and professionalism.

It can be observed from Table 4 implied that the respondents expressed their views that TPAD enhances ability to observe punctuality in preparation of professional documents in the development and implementation of teachers' conduct and professionalism with a mean rating of 3.69. This meant that this practice brings high contribution to the development and implementation of teachers' conduct and professionalism. The deputy head teachers rated it high with a mean of 3.81 as compared with teachers' rating with a mean of 3.57. This showed that there was no statistical significant difference  $t(435) = -2.901, p > 0.05$ . This has showed that ability to observe punctuality in preparation of professional documents contributed highly to teachers' conduct and professionalism.

Table 4 showed that, the respondents expressed their views that TPAD fosters timely syllabus coverage in the development and implementation of teachers' conduct and professionalism with a mean rating of 3.64. This means that this practice brings moderate contribution to the development and implementation of teachers' conduct and professionalism. The deputy head teachers rated it higher with a mean of 3.77 as compared with teachers' rating with a mean of 3.51. This implied that there was no statistical significant difference  $t(433) = -2.946, p > 0.05$ . This has implied that timely syllabus coverage contributed highly to teachers' conduct and professionalism.

Table 4 indicated that, the respondents expressed their views that TPAD fosters timely meeting of deadlines in the development and implementation of teachers' conduct and professionalism with a mean rating of 3.61. This means that this practice brings moderate contribution to the development and implementation of teachers' conduct and professionalism. The deputy head teachers rated it higher with a mean of 3.80 as compared with teachers' rating with a mean of 3.42. This implied that there was no statistical significant difference  $t(435) = -4.437, p > 0.05$ . This has implied that timely syllabus coverage contributed highly to teachers' conduct and professionalism.

In general, TPAD highly (Mean = 3.51) contributed to teachers conduct and professionalism in the public primary schools. There was statistical significant difference in terms of mean in their contribution to teacher conduct and professionalism. All views from the respondents supported this gin that there was no statistical significant difference in the mean rating responses ( $p > 0.05$ ).

## DISCUSSION

The respondent agreed that TPAD promotes ability to act in the best interest of learners, maintain high standards of ethics within and outside the institution, enhanced knowledge on the legal requirement in education, promotes compliance with the professional requirements in teaching, enhance ability to observe

punctuality in lesson attendance, performance of duty, preparation of professional documents and fosters timely syllabus coverage and timely meeting of deadlines. This was supported by the researcher that TPAD had helped teachers to act in the best interest of the learners by giving them equal opportunity to explore their ways of interest through engaging them in group activities. One of the informants in the CSOs (5) stated that most teachers had been trained in the CBC pedagogy and were able to manipulate teaching learning resources and discover for themselves desired results. The researcher also concurred that teachers presently act in the interest of the learners in line with conduct and professionalism. A study by Ngethe and Waweru (2018) on influence of teacher appraisal on teacher professionalism in public primary schools in Kenya and found out that teacher appraisal provided a framework for teachers' adherence to ethical standards and their ability to act in the best interest of the learners. The study again expressed that TPAD promoted the ability to maintain high standards of ethics within and outside the institution respectively. This was supported by the fact that high standards of ethics contributed to teacher conduct and professionalism as was agreed by the CSO (3) "knowledge of ethical, professional and legal requirements has brought about behavior change in the institution both within and outside. Teachers had currently changed their attitude towards their conduct and professionalism as prescribed in the TSC Act (2012) and Teachers' Code of Conduct and Ethics (2013), which are some of the policy documents for teachers. This was supported by Osoro et al. (2019) that TPAD system was effective for assessing teachers conduct and professionalism in Kenyan schools. The study also found out that it had potential to improve teacher conduct and professionalism. This was also echoed by Ngethe & Waweru (2018) that teacher appraisal is important for promoting teacher professionalism and maintain high ethical standards in schools. On the other hand, teachers had been inducted and required to read and understand the document well. It was indicated by the study that TPAD enhanced knowledge of the legal requirements in education. This implied that it contributed highly to teacher performance. The study by Nyakiti and Mokua (2020) supported that TPAD had been effective in assessing teachers' compliance with the legal requirements and professional standards in teaching and that it had the potential to improve teacher compliance and professional standards in teaching. The respondents expressed their views that TPAD promoted compliance with the professional requirements in teaching. The current study agreed with this and it was further supported by Kibet & Mutai (2020) that teacher performance appraisal was important in evaluating teachers' compliance to professional requirements in teaching as well as improving compliance and standards of teaching. According to TPAD Evaluation Report (2021) it was reported that teachers had become accountable through clocking in/out daily, lesson attendance recovery records, preparation of records of work. The report also revealed that teachers were more focused and concentrated on class activities. The report concurred with the study findings. The respondents agreed that TPAD enhanced punctuality in lesson attendance and that it highly contributed to teachers' conduct and professionalism and there was reduction of absenteeism. TPAD Evaluation Report (2021) reported that there was increased learner contact hours. This concurred with the current study. The study by Kayode and Aodele (2015) supported this by stating that there was a correlation between time management and teacher performance.

Another study by Narsulla and Khan (2015) agreed that management of time was significant to teacher performance. On the other hand, a study by Ngowo found out that as much as there was a correlation between time management and learner academic performance, there were time wasters, latecomers and absentees by both the teachers and learners, postponement of activities, ineffective supervision by teachers, parents and education officers, lack of adherence to rules and regulations as well as lack of motivation. All these were found to lead to poor performance by both teachers and learners. The respondents gave the views that ability to observe punctuality in preparation of professional documents contributed highly to teacher performance. The Ministry of Education (2019) emphasized on the importance of teacher preparation and submission of professional documents. It further suggested that appraisal should include ability to prepare and submit required professional documents such as lesson plans, assessment records (MoE 2019). This findings agreed with the current study that was done in public primary schools in Migori County. The respondents expressed their views again that TPAD fostered timely syllabus coverage leading to high contribution to the development of teacher conduct and professionalism. According to Chabeda (2020), TPAD system was highly effective in evaluation of teachers' punctuality to teacher punctuality to lesson attendance, performance of duty and syllabus coverage. This was in agreement with the current study that found out that TPAD provided a mechanism for assessing teachers' adherence to ethical standards and the ability to perform their duties in a timely and efficient manner. Lastly, the study found out that TPAD fostered timely meeting of deadlines. This

implied that it highly contributed to teacher conduct and professionalism. CSO(16) observed that ‘punctuality and has made teachers see the benefit of time management as there are set time limits for set targets. This enables the teachers carry out their activities as targeted. As study by Ocharo and Ngeno (2020) concurred with the findings that teacher appraisal was an important tool for promoting timely meeting of deadlines. The studies demonstrated the importance of teacher appraisal in promoting teacher conduct and professionalism just as it was found in the current study.

In general conclusion, TPAD highly (Mean = 3.51) contributes to teachers conduct and professionalism in public primary schools in Migori County, Kenya. There was no statistically significant difference in terms of means in their contributions to teacher conduct and professionalism. All the views of the respondents support this given that there is no statistically significant difference in the mean rating responses ( $p > .05$ ). It was evident from the study that teachers’ conduct and professionalism was an important aspect of teacher and learners’ performance.

## CONCLUSION

The general conclusion to the above findings was that TPAD highly contributed to teachers’ conduct and professionalism which was established through; ability to act in the best interest of learners, maintain high standards of ethics within and outside the institution, knowledge on legal requirement, compliance with professional requirements, ability to observe punctuality in lesson attendance, observance of punctuality in performance of duty, preparation of professional documents, timely syllabus coverage and meeting of deadlines. The study thus confirmed that TPAD implementation enhanced teacher conduct and professionalism in public primary schools in Migori County, Kenya. The study recommended that teachers in general should ensure maintenance of good conduct and professionalism in order to foster teacher performance and academic excellence.

## RECOMMENDATION

- I. Teachers be inducted regularly on their professional conduct.
- II. All the legal policy documents be in the schools.
- III. Punctuality be observed by teachers in all school activities.
- IV. Maintenance of ethics outside the school be observed

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