# EFFECTIVENESS OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT ON TEACHER PROFESSIONALISM IN PUBLIC JUNIOR SCHOOLS IN TANA DELTA SUB COUNTY, KENYA

**NYABUTO MORAA LYDIAH**

**A Thesis Submitted to the Department of Postgraduate Studies in Education in Partial Fulfillment of the Requirement for the Award of the Degree of Master in Educational Administration and Planning**

**FACULTY OF EDUCATION**

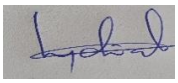
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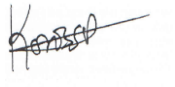
## DECLARATION

This thesis is my authentic work and has not been submitted for the conferment or award of a degree at any other university. The sources of information herein have all been duly acknowledged.

Signature:  Date: 26/08/2026

Nyabuto Lydiah Moraa Reg No: 1065760

We, the University supervisors, have approved this thesis for presentation and examination.

Signature:  Date: 26/08/2026

Prof. Peter Koros

Professor, Economics of Education, Faculty of Education

The Catholic University of Eastern Africa.

Signature: …… Date: 26/08/2026

Sr. Dr. Madeleine Sophie Barat Achieng'

Lecturer, Faculty of Education

Department of Postgraduate Studies in Education

Catholic University of Eastern Africa.

## DEDICATION

This thesis is dedicated to the Almighty God for his grace and good health throughout the study. Besides, this work is dedicated to my loving husband, son, cousins and the teachers of public junior schools in Tana Delta Sub County.

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## ABSTRACT

This research examined the effectiveness of the Teacher Performance Appraisal and Development tool on teachers' professionalism in public Junior Schools in Tana Delta Sub-County, Tana River County, Kenya. It explored how self-appraisal, lesson observation, Continuous Professional Development linked to identified gaps, feedback, and performance target-setting affect teacher professionalism. The study was anchored on Locke and Latham's Goal Setting Theory. A convergent mixed-methods design was used, combining descriptive survey and phenomenological approaches which are quantitative and qualitative respectively. The target population comprised of 265 teachers and 45 Institutional administrators across 45 public Junior schools, with 14 schools (30%) and 40 teachers (15%) which was selected using stratified random and purposive sampling techniques. Collection of data was done through teacher questionnaire, interview guide for Heads of Institution and the Sub-County Director, and a document analysis guide. Instrument validity was ensured through supervisor review and piloting, with reliability set at a Cronbach's Alpha threshold of 0.70. Qualitative trustworthiness was established via credibility, dependability, confirmability, and transferability. Quantitative data was analyzed using SPSS v27, employing frequency distributions, t-tests, ANOVA, and regression analysis at a 0.05 significance level; qualitative data was analyzed thematically. The study aimed to guide employers in strengthening teacher performance appraisal systems. Cronbach's Alpha analysis confirmed acceptable internal consistency for the questionnaire, meeting the pre-set reliability threshold of 0.925. Results obtained after hypothesis testing indicated all five TPAD components had a statistically significant, positive effect on teacher professionalism ($p < .05$), with varying strength of this effect considered: Continuous Professional Development linked to identified gaps recorded the strongest effect ($R^2 = .777$), followed by performance target setting ($R^2 = .721$), feedback ($R^2 = .663$), and lesson observation ($R^2 = .595$), while self-appraisal recorded the weakest, though still significant, effect ($R^2 = .396$). Qualitative data from Institutional Administrators and the Sub-County Director corroborated these results, identifying inadequate ICT infrastructure and concerns over inflated self-appraisal scores as key challenges undermining TPAD's effectiveness. The findings of the study indicate that TPAD implementation meaningfully strengthens teacher professionalism in public Junior Schools in Tana Delta Sub-County, with CPD linked to identified gaps and performance target setting emerging as the most influential components, while self-appraisal and lesson observation showed greater inconsistency across schools. It recommended that Institutional administrators should actively support and facilitate TPAD implementation by adjusting timetables to give room for target setting, self appraisal and appraiser-appraisee meeting, installation of WIFI to ensure the appraisal process is smoothly conducted and following up with peer-sharing sessions after lesson observations. Schools should institutionalize mentorship programs that pair experienced teachers with novice teachers to support professional growth.

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## ABBREVIATIONS AND ACRONYMS

CPD: Continuous Professional Development

MOE: Ministry of Education

TPAD: Teacher Appraisal and Development

TSC: Teacher Service commission

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

The TPAD is a digital appraisal system which finds out the level of performance of teachers using five set standards which are knowledge in their areas of specialisation, classroom environment, continuous professional development, teacher professional ethics, and involvement in professional learning community, Teacher Service Commission(2015). The entire process emphasizes self-evaluation, supervision, feedback, and continuous professional development. In this study, TPAD constitutes the independent variable**,** operationalised through five components examined individually: self-appraisal, lesson observation, continuous professional development (CPD) linked to identified gaps, feedback, and performance target setting. Professionalism of teachers — reflected in ethical conduct, instructional delivery, punctuality, and adherence to professional standards — constitutes the dependent variable that this appraisal process is designed to shape and strengthen.

In Tana Delta Sub-County, different stakeholders have raised concerns .Teachers have complained over limited ICT facilities, inadequate resources ,heavy workloads due to staff shortages, inadequate CPD programmes since they handling other learning areas that they did not specialise in and difficult terrain compound existing structural constraints.

Internationally, governments and international development partners have placed the quality of education as a centre of focus, with teacher performance pointed out as one of the strongest predictors of learning outcomes. Structured appraisal and competency frameworks to

guide teacher professionalism have therefore been introduced in many countries . For instance, in Malaysia, the Ministry of Education introduced the Malaysian Teacher Standard, which outlines teacher competency domains including orientation of knowledge, instructional practice, engagement of the community, and individual quality Said, Omar, Omar & Ghazali (2022).

Nevertheless, such frameworks, implementation setbacks persist even in advanced systems; a recent qualitative study of teacher appraisal practices in Selangor, Malaysia found that teachers repeatedly described appraisal systems as inconsistent, vague, and shaped more by favouritism than objective measurement, pointing to administrative bias, limited transparency, and diminished morale as recurring concerns Mukhtar (2025). Even well-resourced education systems often struggle to turn appraisal policy into consistent, fair practice on the ground — a problem likely to be sharper still in underfunded or marginalized settings.

In India, this tension is visible in higher education, where the University Grants Commission's Academic Performance Indicator (API) underpins the Performance-Based Appraisal System (PBAS) used to evaluate university and college faculty. Teachers' responses to the system have been mixed: some see value in a standardized, points-based framework, while others view it as reducing complex academic work to a checklist exercise, particularly around research output Luthra, Singh, & Singh, (2022). Administrative reporting suggests school-level appraisal draws on different tools altogether — lesson observations, teaching portfolios, and periodic assessments — though rigorous, India-specific research on how consistently these are implemented across schools remains limited.

Despite this formal structure, empirical studies report an outdated evaluation process, exclusion of student feedback, untrained evaluators, and low motivation to engage with the process

as persistent weaknesses undermining its usefulness Baroniya(2020). In the United Kingdom, teacher appraisal has evolved into a statutory, government-regulated process under the Education (School Teachers' Appraisal) (England) Regulations, administered through an annual performance management cycle in which teachers are set objectives and subsequently assessed against them (Achieving Effective Performance Management in Schools (2024).

The England and Wales studies indicates that the value of merit pay is contingent on the quality of the appraisal process itself: where procedural fairness is high, appraisal motivates performance, but poorly designed or disengaging appraisals amplify staff divisiveness and undermine the achievement of performance objectives Marsden(2025). Concerns about appraisal being reduced to a data-driven, target-based exercise led the 2018 Independent Review Group on Teacher Workload to recommend against basing performance management targets on pupil-attainment data, a recommendation subsequently incorporated into the inspection handbook because such practice was found to induce stress and contribute to teacher burnout and attrition NASUWT (2024). The UK case therefore illustrates that even a highly formalised, legally backed appraisal system can generate unintended workload and well-being costs when procedural fairness and reasonable target-setting are not safeguarded — reinforcing, alongside the Indian evidence, that appraisal effectiveness depends less on the sophistication of the policy framework and more on how faithfully and fairly it is implemented in practice.

In sub-Saharan Africa, several countries have introduced teacher performance management frameworks aimed at improving accountability and professionalism in the teaching service. However, implementation challenges remain widespread. U-Sayee & Adomako (2021), in a study on supervisory practices in schools in Liberia found that Institutional administrators

had weak relationship with their teachers and had overwhelming workload that allowed them insufficient time to appraise teachers. The government of Tanzania introduced the Open Performance Review and Appraisal System (OPRAS) in 2004 to replace the Closed Annual Confidential Report System, aiming to foster openness, responsibility through honest practices, and better communication channels between management and staff; even so, subsequent reviews of OPRAS in the teaching service point to uneven adoption and weak linkage between appraisal outcomes and actual teacher support Kapimpiti, Kipilimba & Matiku(2024).

In Ghana, studies conducted under the Ghana Accountability for Learning Outcomes Project found that while supervisors actively engaged in reviewing teachers' lesson notes and conducting post-observation discussions, the appraisal process was at times undermined by bias and by appraisal forms whose criteria were not clearly articulated to teachers (Ghana Education Service studies, as reported in regional PAS literature). In Nigeria, research on instructional competence similarly links institutional administrators' oversight roles to quality assurance in secondary schools, while newer studies have begun exploring technology-based lecturer evaluation tools to reduce subjectivity in the appraisal process Adigun, Irunokhai, Onihunwa, Sada, Jeje, Areo & Ilori( 2022). Taken together, this regional literature indicates that the challenges facing teacher appraisal in Africa are less about the absence of formal systems and more about the fidelity, fairness, and follow-through of their implementation.

In Kenya the improvement of the education quality has been the major focus of the Government in collaboration with Global Partnership for Education (GPE) and the World Bank (WB); the Ministry of Education (MoE) and Teacher Service Commission (TSC), Otieno, (2024).

This has been evidenced by their efforts to strengthen the teacher Performance systems. According to Ministry of Education Report, (2024) the TPAD was launched by the employer in all public learning institutions in Kenya in 2016 to deal with absenteeism and ensure the provision of standard and quality education. Besides, teachers' professionalism is a critical objective in institutions.

Odunga, Ogula and Nganzi (2020) linked teacher quality appraisal scores to students' academic achievement in Baringo North Sub-County, while Boruett, Kisirikoi, Dimba and Ronoh (2021) examined employees' attitudes toward, and the implementation of, the performance appraisal system within the Ministry of Education in Nairobi City County. Studies from Kikuyu Constituency and Mogotio Sub-County similarly report that principals' implementation strategies and teachers' engagement with the TPAD tool shape its influence on teacher performance, though outcomes vary by school context (Kikuyu and Mogotio TPAD studies, various).

Although TPAD has been rolled out nationally, its effects vary across regions due to differences in infrastructure, teacher preparedness, administrative support, and socio-economic conditions. Sub-counties within ASAL regions, like those in Tana River County, face additional constraints — limited ICT facilities, fewer training opportunities, teacher shortages, and difficult terrain — that plausibly shape how TPAD is implemented and how much it can influence teaching quality, though no published studies have examined this directly in Tana Delta itself. Existing research on teacher performance appraisal has examined related dynamics elsewhere in Kenya, including principals' management of TPAD implementation in Mombasa County Wambua and Macharia ((2023), the relationship between TPAD and teacher professionalism in Migori County Ogalo, Khalili, and Simatwa( 2024)

While studies from Malaysia Mukhtar (2025), Said et al. (2022), Liberia U-Sayee and Adomako (2021), and Kenya, Wambua & Macharia ((2023), and Ogalo, Khalili, and Simatwa( 2024) have explored various dimensions of teacher performance management, limited empirical attention has been paid specifically to how TPAD implementation influences teacher professionalism within marginalized ASAL contexts such as Tana River County. This left a gap in understanding whether — and how — TPAD translated into improved professionalism among teachers operating under the unique constraints of this region.

Teacher absenteeism, inadequate preparation for content delivery due heavy workloads, lack of requisite skills in some of the learning areas as teachers only specialised in two teaching subjects. The background offered a basis for the research that assessed the effectiveness of the TPAD on teacher professionalism in public junior schools in Tana Delta Sub County, Tana River County, Kenya.

### 1.2 Statement of the Problem

Performance appraisal systems are meant to strengthen accountability, professional growth, and ethical conduct among teachers. In Malaysia, for example, the Malaysian Teacher Standard provides a well-established competency framework intended to guide such appraisal (Said et al., 2022).

In practice, however, appraisal systems have repeatedly fallen short of this ideal. In Selangor, teachers experienced the appraisal process as inconsistent, vague, and prone to bias, which weakened morale rather than strengthening professionalism (Mukhtar et al., 2025). In Liberia, U-Sayee and Adomako (2021) found that poor administrator-teacher relationships and

heavy workloads left little time for meaningful supervision. In Kenya, similar gaps persist despite TPAD's decade-long rollout: teachers in Kwale County showed little improvement in learning outcomes due to poor preparation and unfavorable attitudes toward the tool (Mwangangi et al., 2025), while a Kimilili Sub-County study revealed problems with lesson planning, self-rating, and low teacher confidence (Masika, 2022).

Even where TPAD showed some benefit — improved punctuality and compliance in Migori County — misconduct cases still persisted (Ogalo et al., 2024). Broader evidence from Mombasa and Makueni Counties suggests that administrative capacity and training gaps continue to limit TPAD's effectiveness (Wambua & Macharia, 2023; Kyule & Kasivu, 2020).

In Tana Delta Sub-County, different stakeholders have raised concerns .Teachers have complained over limited ICT facilities, inadequate resources ,heavy workloads due to staff shortages, inadequate CPD programmes since they handling other learning areas that they did not specialise in and difficult terrain compound existing structural constraints.

The previous studies have provided valuable insights into teacher professionalism however, they have not adequately examined the direct relationship between TPAD implementation and professionalism in this specific context of Tana Delta Sub County, leaving it unclear whether the system is fostering genuine professionalism or merely being complied with as a formality. Most research has given a general overview at the national level leaving a significant knowledge gap at the local level. This study therefore sought to fill this gap by assessing how TPAD implementation influences teacher professionalism in public junior schools within Tana Delta Sub-County.

### 1.3. Research Questions

The study was guided by the following research questions:

i. How does self-appraisal affect teachers' professionalism in Public Junior Schools in Tana Delta?

ii. How does lesson observation affect teachers' professionalism in Public Junior Schools in Tana Delta?

iii. How does Continuous Professional Development linked to identified gaps affect teachers' professionalism in Public Junior Schools Tana Delta?

iv. How does feedback affect teachers' professionalism in Public Junior Schools Tana Delta?

v. How does performance target set affect teachers' professionalism in Public Junior Schools Tana Delta?

### 1.4. Hypotheses

The hypotheses that were tested are as follows:

$H_o1$: There is no statistically significant effect of self-appraisal on teachers' professionalism in Public Junior Schools.

$H_o2$:There is no statistically significant effect of lesson observation on teachers' professionalism in Public Junior Schools.

$H_o3$: There is no statistically significant effect of continuous Professional Development linked to identified gaps on teachers' professionalism in Public Junior Schools.

$H_o4$: There is no statistically significant effect of feedback on teachers' professionalism in Public Junior Schools.

$H_o5$: There is no statistically significant effect of Performance target setting on teachers' professionalism in Public Junior Schools.

### 1.5. Significance of the Study

The aftermath may give the employer a detailed guide into enhancing the appraisal system for reviewing the teachers' performance. Besides, the new knowledge acquired after the study can be utilised by the Human Resource staff under TSC to procedurally provide an oversight on the appraisal system. The insights shall guide that every employee of the commission, in junior schools, upholds the teaching ethics, contributing to the continuous enhancement of teachers' professionalism in Kenya.

The policymakers may come up with strategies to enhance and strengthen the TPAD implementation thus supporting professional growth among the teachers.

Besides, administrators in Tana Delta Sub County can use the results of the study to customize teacher induction sessions that handle particular gaps pinpointed out of the appraisal system, cultivating a habit of continuous professional development for the employees.

Experts may utilize these findings of the study to enhance their deeper comprehension of the technicalities involved in appraisal systems, thus adding value and insights to the already available educational knowledge.

The 265 teachers of Tana Delta Sub County will benefit from the study as the results will enable them to enhance their professional growth as the TPAD enables them to identify their strengths and weaknesses guiding them towards targeted CPD programs. In return, the 9800 students in the sub county would gain from improved teaching practices and individual attention as the TPAD addresses how teachers handle the individual needs of learners.

## 1.6. Scope and Delimitation of the Study

The focus of this research was on the effectiveness of the TPAD implementation on professionalism. It did not concentrate on other outcomes like student performance and curriculum delivery. The study covered the implementation period between the academic year 2021-2026, not historical or future expectations. Observable indicators like lesson attendance were used while broader perspectives like personal motivation were outside the scope.

This study was confined to Public Junior schools within Tana Delta Sub County, Tana River County, leaving out private schools and schools from other regions. Only the Sub County Director, Institutional administrators, Deputy Institutional administrators, teachers of Tana Delta Sub-County were considered. Other stakeholders like parents and students were excluded.

## 1.7. Theoretical Framework

A theoretical framework serves as the foundation of a research study — much like the foundation of a house — providing structural support, explanation, and guidance for the investigation through the application of established theories Osanloo & Grant (2016).

William Trochim describes a theoretical framework as the foundation from which all knowledge is constructed for a research study, helping to elaborate the association among variables.

Edwin Locke developed the Goal Setting Theory in 1968 in collaboration with Gary Latham. Locke's Goal Setting Theory evidently shows that particular, hard goals lead to better results than shoddy or simple goals. The role of conscious intentions in directing action was

emphasized by this model,therefore,it is widely applied in education contexts. In surveys, it ranks as the most influential management theory of its kind.

In the context of education setting, clear learning objectives helps both teachers and students remain focused, motivated, and accountable. The theory brings out the significance of feedback and commitment in achieving desired outcomes. The theory emphasizes that goals affect human behavior by directing attention, increasing effort, encouraging persistence, and motivating individuals to develop strategies for achieving objectives.

The main components of goal setting theory include clarity of goals. Goals should be specific and clearly understood. Clear goals help individuals know: what is expected, how to perform tasks and the standards to achieve. The second one is challenge. Goals should be achievable but challenging enough to motivate effort and commitment. Difficult but realistic goals encourage higher performance than easy goals.

There is also commitment among individuals. Individuals are more likely to achieve goals when they participate in setting them and are committed to the process. Besides, there is regular feedback which helps individuals monitor progress, identify weaknesses, and improve performance. Lastly, task complexity may require additional training, support, resources, and time for successful achievement. The theory assumes that: people are motivated by goals, specific goals improve performance, feedback enhances achievement, commitment increases productivity and accountability.

### 1.7.1 Strengths of the Theory

According to Edwin Locke, the goal setting theory enhances teacher motivation. It translates directly into workplace tools like performance appraisal systems, management by

objectives (MBO), and structures that are very objective, making it one of the more actionable theories in motivation research. This model encourages the appraisal system carried out per term where every teacher is expected to complete and achieve the termly set targets.

During the end of the quarterly sessions, the TPAD guideline is applied to assess the performance of a teacher for a whole term. The theory points out the favourable conditions including feedback (so people can track progress), commitment (especially important for difficult goals), task complexity, and self-assurance (conviction in one's capability to achieve the goal) under which they work best. This variation increases its explanatory power.

The theory's fundamental principle — that specific, challenging goals improve performance — has been shown to hold across a wide range of tasks, cultures, and organizational levels, from simple manual work to complex managerial roles, lending it broad generalizability (Locke & Latham, 2002). Goal-setting theory also aligns well with related constructs such as self-efficacy, feedback loops, and reinforcement, allowing it to be integrated into broader motivational models rather than standing in isolation.

Goal-setting theory resonates well with related ideas like self-efficacy theory, loops from the feedback, and reinforcement, allowing it to be incorporated into broader motivational models rather than standing in isolation. Because goals are typically quantifiable the theory lends itself well to performance measurement and evaluation, which is valuable for both research and organizational accountability.

Promotes accountability and commitment. Improves performance through clear objectives. Encourages continuous feedback and improvement. Supports professional growth and development. Provides measurable performance indicators.

### 1.7.2. Weaknesses of the Theory

Some scholars have criticized this theory because it tends to focus narrowly on performance quantity and speed, sometimes at the expense of quality, creativity, or learning. When people are obsessed with achieving a specific target, they may take shortcuts or assume aspects of the task that aren't directly measured. People can also feel stressed, anxious ,burnt out when difficult goals are imposed on them and they feel they are unrealistic.

The theory has also been criticized for encouraging unethical behavior especially when goals are tied to rewards or consequences, forcing people to use dubious means to achieve the set targets in cases involving financial targets. Therefore, it can easily undermine intrinsic motivation. Suggestions from some research conducted indicate that specific goals imposed externally tend to shift people's focus towards extrinsic rewards thus drawing their genuine interest away from the task itself, thus connects with critiques from self determination theory.

Goal conflict is often overlooked. In real workplaces, people juggle with multiple demands like quality versus speed, individual versus team targets, that can pull in different directions. The basic theory does not fully explain how people prioritize competing goals, or when they simply yield to work pressures instead of pursuing them. It also tends to assume a linear, individualistic view of motivation, which does not always fit collectivist cultures or highly collaborative environments where group dynamics matter more (Earley & Erez, 1993). Goals can additionally narrow attention too much, creating situations where important but unanticipated information or opportunities get overlooked (Ordóñez, Schweitzer, Galinsky, & Bazerman, 2009).

While goal-setting theory has clear strengths — particularly the way specific, challenging targets, such as those embedded in the appraisal tool, can shape professional conduct — it also carries notable limitations. This study set out to explore those gaps and bring them into sharper focus.

First, goal-setting theory has been criticized for emphasizing quantifiable outcomes at the expense of qualitative aspects of performance (Ordóñez et al., 2009). In the context of TPAD, this could mean teachers focus on meeting numerical targets, such as timely syllabus coverage and adequate content delivery, while neglecting less measurable dimensions of professionalism, such as ethical conduct, mentorship, and reflective practice. This study will address this limitation by employing a mixed-methods approach, combining quantitative TPAD implementation data with qualitative data from interviews and focus group discussions, thereby capturing both measurable and non-measurable aspects of teacher professionalism.

Secondly, there is no detailed account for the stress and pressure that the rigidity of the externally imposed goals at work put on persons . Given that TPAD targets in public junior schools are often set within a centralized framework by the Teachers Service Commission (TSC), this research examined teachers' perceptions of target setting, fairness, and workload pressure, as it assessed whether TPAD implementation enhanced professionalism without generating undue stress or resistance among teachers.

Finally, to address the theory's narrow focus on goals that are explicitly measured, the study included indicators of professional growth that fell outside the formal TPAD targets, such as collegial collaboration and innovation in teaching, to capture a more holistic picture of professionalism that may not have been fully reflected in TPAD scores alone.

By incorporating these adjustments, the study applied goal-setting theory in a way that remained sensitive to its limitations while still drawing on its core insight: that specific, structured goals — such as those embedded in TPAD — can shape professional behavior when supported by appropriate feedback and fairness.

### 1.7.3 Application of the Theory

Edwin Locke's Goal Setting Theory is applicable to this study on the impact of TPAD on teachers' conduct and professionalism in public senior schools in Tana Delta Subcounty, Tana River County because it explains how performance targets influence teachers' behavior, commitment, and professional practices. The theory explains how TPAD influences teachers' conduct through clearly defined expectations. Teachers are required to meet targets related to punctuality, lesson attendance, syllabus coverage, preparation of professional records, adherence to professional ethics. Since teachers know that their performance is monitored and evaluated, they are likely to demonstrate responsible and professional behavior.

TPAD encourages teachers to improve professionalism by setting objectives related to: lesson planning, classroom management, learner assessment, professional development and participation in school programs. Goal Setting Theory suggests that when teachers work toward such targets, professionalism is enhanced. TPAD provides regular feedback through appraisals, lesson observations, and supervisor comments. According to Goal Setting Theory, feedback helps teachers: identify weaknesses, improve performance and strengthen professional competencies.

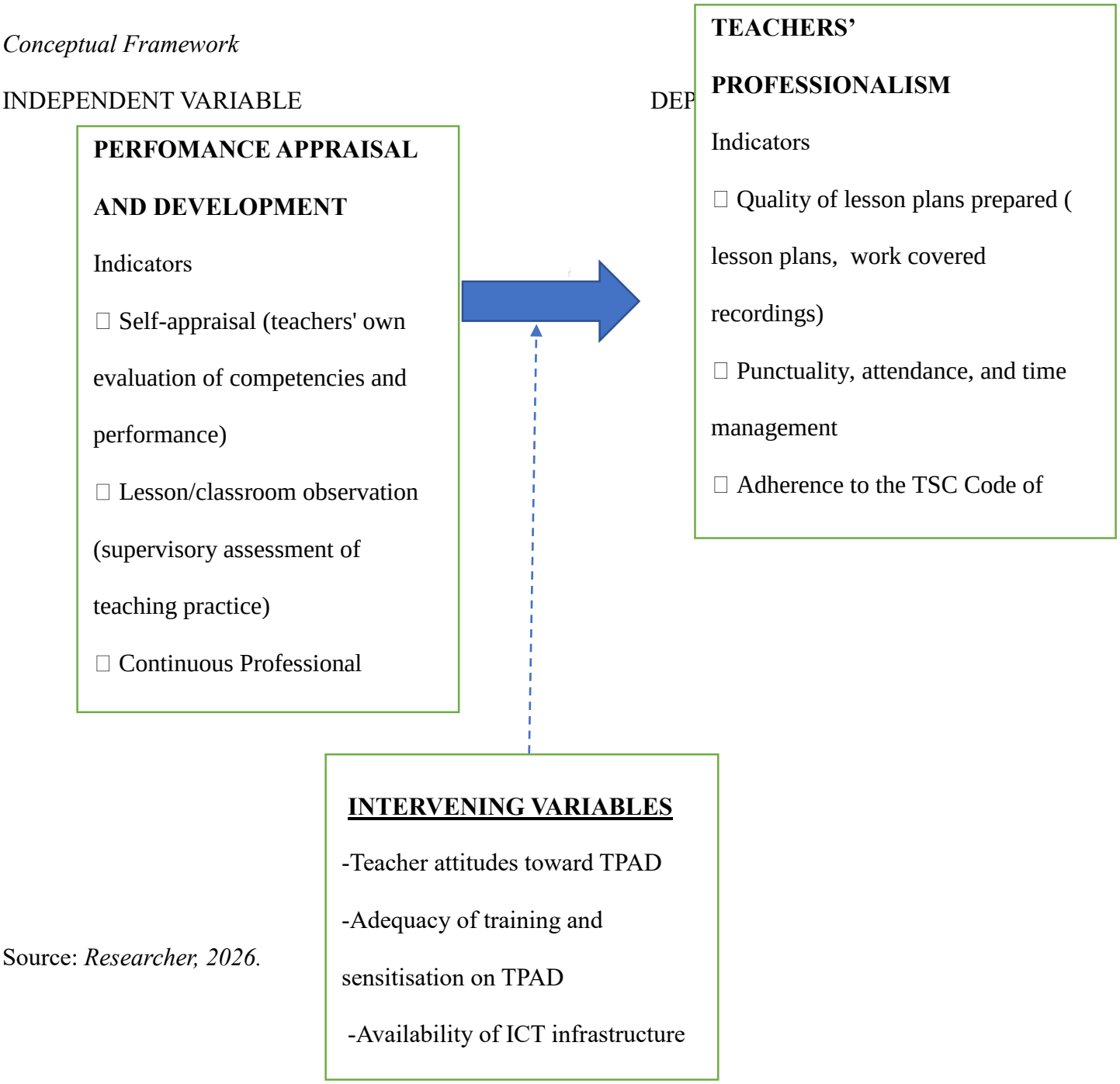
The theory explains that teachers become more committed when they participate in setting goals and understand expected outcomes. Through TPAD, teachers are held accountable for their responsibilities, improving work ethics and commitment. TPAD also continuously tracks progress toward set goals. The Theory supports this process by emphasizing monitoring and evaluation as key drivers of improved performance.

### 1.8. Conceptual Framework

A conceptual framework, according to Fernandez et al. (2024), is a representation of thoughts about a research problem that provides the justification for why a given study should be conducted. This is illustrated in Figure 1.

Figure 1

*Conceptual Framework*




Source: *Researcher, 2026.*

The conceptual framework guiding this study demonstrates an interrelationship among the independent, intervening, and dependent variables. The independent variable is performance appraisal and development (TPAD). The TPAD implementation is operationalised through the appraisal components prescribed by the Teachers Service Commission, 2016.This represents the structured evaluation process through which teachers' performance is assessed, monitored, and enhanced.

Teacher professionalism, as the dependent variable, finds direct support in a closely related Kenyan study. Kirui, Ng'eno and Tabot (2022), investigating TPAD implementation in secondary schools in Transmara East Sub-County examined teachers' professional knowledge as a proxy for professionalism. Their findings showed that teachers exhibited deep knowledge of the subject matter, used appropriate teaching methodologies, prepared the required instructional materials, and properly utilised the instructional resources, and that this professional knowledge had a statistical significance on the influence on learner performance. It supports the logic in the framework that professionalism indicators such as lesson preparation, content mastery, and resource use are meaningfully linked to how well appraisal processes like TPAD are implemented.

The study acknowledges the presence of intervening variables that may influence the linkage between performance appraisal and professionalism of teachers. Intervening variables in this study refer to contextual factors that may strengthen, weaken, or otherwise alter the relationship between TPAD implementation and teacher professionalism, even where TPAD processes are formally carried out. For this study, the intervening variables include teacher

attitudes toward TPAD, adequacy of training and sensitization on TPAD, availability of ICT infrastructure and teaching/learning resources, School leadership and management support

### 1.9. Operational Definition of Key Terms

**Teacher Performance Appraisal and Development** is a management mechanism developed by the employer to assess the teachers' effectiveness in performance.

**Teacher conduct** refers to the expected behaviour and ethics demonstrated by teachers within and outside the learning and teaching institutions.

**Professionalism** refers to set standards that encompasses the conduct of the teachers as they carry out their instructional duties.

**Self-Appraisal** refers to the stage where a teacher rates their own performance against set targets and identifies gaps before submitting to an appraiser.

**Lesson Observation** is an appraiser sitting in on a lesson to assess instructional delivery, classroom management, and resource use, conducted quarterly per TPAD procedure.

**Continuous Professional Development linked to identified gaps** refers to the support/development plan jointly created after a teacher and appraiser identify competency gaps.

**Feedback** is the stage where appraiser and teacher jointly discuss appraisal outcomes and a rating with constructive feedback is communicated.

**Performance Target Setting** is the process at the start of a term where teacher and appraiser agree on specific, measurable objectives against which performance is later assessed.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This area reviewed the scholarly publications. The written works systematically explored across multiple levels—global, continental, regional, national, and local. Through this process, deficiencies in existing scholarship were revealed, which provided the rationale for the present study, which was designed to address them and contribute new insights within the specific socio-cultural and geographical setting under investigation.

## 2.2. Review of Related Theories

This area of study was based on Locke's goal setting theory and supported by Vroom's Expectancy Theory and Maslow's Hierarchy of Needs Theory. The theories gave an elaborate baseline for review effectiveness of TPAD implementation on teachers' conduct and professionalism.

### 2.2.1 Vroom's Expectancy Theory

Victor Vroom's Expectancy Theory was proposed in 1964. Expectancy is the individual's belief and hope that increasing effort on a given task will result in desired outcomes" Zajda (2023), p. 39). This Theory explains motivation as a product of expectancy, instrumentality, and valence (Vroom, 1964). Fan et al. (2022) opined that according to this theory, people are more inclined to put effort into work if they have faith that doing so will provide positive results.

Specifically, Vroom's motivation is affected by the weight of the reward associated with an action (Valence), the conviction that hard work generates good results (Expectancy) and the belief good results attract a reward (Instrumentality).

Expectancy is demonstrated in the TPAD where teachers may believe that: proper lesson preparation, punctuality, syllabus coverage, and professional conduct will result in better appraisal outcomes. Besides, they may expect: promotions, recognition, career progression, professional development opportunities, positive evaluations, after performing well. All these are aspects of instrumentality as postulated by Vroom's expectancy theory. Finally, teachers are likely to be motivated if they value: promotions, appreciation, improved professional status, opportunities for training and growth. This is all amalgamated in valence as a product of inspiration.

Specifically, Vroom says that a person's inspiration is affected. An advantage of Expectancy Theory is its emphasis on people's character traits. According to Griffin (2018) and Geeks for Geeks (2025), individuals have unique requirements and priorities. Adaptability enables an individualized approach to motivate individuals, as one person's inspirations may not align with everyone. It enables managers to find out and handle different dynamics of their employees.

The Theory appreciates that encouragement is influenced by personal convictions, values, and choices. It urges managers to carefully handle each individual uniqueness in terms of requirements and goals. Despite the fact that, Expectancy Theory provides valuable insights, it has some setbacks. The simplism of human behavior is a bone of contention. Zboja et al. (2020) argue that it oversimplifies motivation by ignoring internal and external aspects that can impact an individual's drive. According to Chopra (2019), the theory assumes that people make logical decisions by weighing benefits and costs. Emotions and cognitive biases affect motivation, as well as by cold rationality. Individuals are wired differently. Their degree of reasoning varies and often

behave unreasonably. Even when behaving reasonably, we are different in processing information. We maybe unaware all the time. We unconsciously do not process all the information we receive.

The Goal settings theory was preferred for this study since it clearly outlined the objectives for the employee over Expectancy theory which depends on the employee who sets their own goal according to desired outcome. In the learning institution, when it comes to TPAD implementation it can be difficult to just have the teachers setting their own goals, making management difficult. When comparing goal-setting theory to Expectancy theory considering the aspects of individual results to organization achievements, goal setting theory can be applied in various settings. This is an open theory and can be used for persons or groups in any company with control over the outcomes (Locke, & Latham, 2006).

### 2.2.2. Equity Theory

Equity Theory was a proposed by psychologist John Stacey Adams in 1963.It emphasizes the significance of perceived fairness and the impact it has on employee motivation and performance. The theory posits that employees are motivated when they perceive fairness between their contribution(inputs) and the rewards(outputs) they receive, especially in comparison to others. People judge the equity of rewards by comparing them either to the rewards other are receiving for similar input or to some other effort reward ratio that occurs to them Chiekezie, Nzewi & Orogbu (2009). It entails emotions, views and comparative process. The equity theory of motivation is used to give a detailed account of the relationship between the employee's views of the kind of treatment and how difficult it is to be motivated to work. There are two categories, that is, distributive equity and procedural equity. Distributive equity is concerned with fair rewarding systems, while procedural equity is concerned with employees' perception on just procedural systems. For instance, appraisal and promotion Armstrong (2009).

Partiality in outputs or rewards can result into a demotivated with: lower levels of job satisfaction, discouraged and delinquent workplace behavior, low morale. The character portrayed by a person can cause low performance that negatively impact the entire organization. The Appraisal system by the teachers' employer can be explained through Equity Theory because teachers often compare appraisal ratings, workload, recognition, promotions, professional opportunities, with those of other teachers. Teachers may improve their conduct when they view the TPAD process as an impartial and objective. For instance, fair appraisal may encourage punctuality, accountability may increase, and ethical behavior may improve. However, if teachers perceive favoritism or bias during appraisal, they may become demotivated and less committed. That will affect the teachers' conduct and professionalism. Equity Theory explains how fairness in

performance evaluation can influence professionalism. Motivated teachers are more likely to: achieve timely syllabus coverage, maintain professionalism, observe punctuality, meet deadlines, when they believe appraisal outcomes are fair.

The theory assumes, a well treated individual, will keep working well. When he/she thinks he/she is being treated unfairly he /she will change behaviour to seek fair treatment. Equity Theory faces criticism for simplism over the normative foundation of a persons' character in the social interaction. It has been argued that social relations cannot be reduced to a simple evaluation of inputs and outputs, due to the difference in the nature of relations, the resources being exchanged, the context and personality factors Romer(1977); Romer(1979); Huseman, Hatfield & Miles, (1987); Cropanzano & Folger, (1989); Leventhal(1980). A serious critique came up due to the fact that Equity Theory has insufficiently explained social relations. The second limitation of the theory is that it does not consider personal and cultural differences, which may affect the perception of equity Walster, Berscheid & Walster(1976).

Goal Setting Theory explains the mechanism through which TPAD is intended to drive performance while Equity Theory identifies the condition under which that mechanism breaks down. This integration is supported by empirical findings from TPAD implementation studies in Kenya. In Bungoma County's Kimilili Sub-County, inconsistencies in self-rating and appraising practices were linked to teacher stagnation and reduced confidence in the tool Masika (2022), while in Kwale County, negative teacher perceptions of TPAD were associated with limited improvement in the outcomes the tool was designed to drive Mwangangi, Ondigi, & Bwire(2025).

## 2.3. Review of Empirical and Conceptual Studies

The sub-section entails knowledge of the written works that correlates with the major research questions. The key areas that were reviewed are: the effect of self-appraisal, lesson observation, continuous professional development (CPD) linked to identified gaps, performance review/rating/feedback, and performance target setting on teacher professionalism in Public Junior Schools.

### 2.3.1 Self-Appraisal and Teacher Professionalism

Self-appraisal is the initial stage of the Teacher Performance Appraisal and Development (TPAD) process, in which a teacher rates their own performance against set targets, attaches supporting evidence, and identifies personal professional gaps before submitting the report to an appraiser such as a deputy head teacher or head of department Republic of Kenya(2015). Because it requires teachers to reflect honestly on their own practice, self-appraisal is widely viewed as the foundation on which subsequent stages of the appraisal cycle, and therefore teacher professionalism, are built.

In Scotland, self-evaluation is used as the primary method for appraising teacher performance, but qualitative policy analysis has shown this can shift emphasis toward accountability rather than genuine professional growth, since self-reports can be shaped to present favourable evidence when job consequences are attached Priestley et al. (2015). Using a multisite qualitative case-study design involving interviews with principals and teachers across twenty-three schools in Bulgaria, Ireland, Greece, and Spain, comparative European research found that the effectiveness of self-evaluation depended heavily on clear government guidelines and safeguards against misuse Brown et al. (2018). It is evident that in North America a more constructive

counterpoint is added. In a Canadian explanatory case study of mathematics teaching, the provision of a structured self-assessment tool was found to support genuine professional growth — but only when it was paired with complementary supports such as peer coaching and observation by external change agents, rather than used as a stand-alone instrument (Ross & Bruce, 2007).

These studies demonstrate that even in a well-funded structure, the developmental value of an individual assessment is not automatic but is shaped by how thoroughly it is formulated, verified, and administered. The current study addressed a gap on locale, since the previous studies had been conducted in well resourced environments and this one was conducted in an ASAL setting which has unique contextual challenges.

In sub-Saharan Africa, appraisal research has similarly combined qualitative and quantitative approaches, though with more emphasis on implementation barriers than on self-appraisal specifically. Using a qualitative design, U-Sayee & Adomako (2021) established that weak principal-teacher relationships and heavy administrative workloads in Liberian schools left insufficient time for meaningful appraisal — a constraint likely to compromise the depth of self-appraisal in particular, since it depends on sustained supervisory follow-through to be developmental rather than being a formality.

In Ghana, a mixed-methods study of reflective practice among teacher educators found significant positive associations between self-appraisal and other reflective components (reflection-in-action, reflection-on-action, and reflection-with-others), suggesting that where self-appraisal is embedded within a broader culture of reflective practice, it reinforces rather than substitutes for other forms of professional reflection Amakyi & Ampah-Mensah(2014). By contrast, a qualitative case study of a public secondary school in Dar es Salaam, Tanzania found

that although the head teacher treated self-evaluation as part of her routine supervisory practice, the process was informal, undocumented, and dependent entirely on individual initiative rather than any structured institutional system Kokeyo & Oluoch(2015). Read alongside each other, these two studies suggest that self-appraisal's developmental potential in African school systems is realised only where it is formalised and connected to wider reflective or supervisory structures — and is otherwise vulnerable to becoming an ad hoc, undocumented activity with limited accountability value.

This matters for the present study too. Self-appraisal alone rarely produces the kind of professional growth TPAD is meant to encourage — it needs supervisors who follow up consistently, give feedback that actually helps, and stay engaged with teachers over time . Take that supervisory presence away, and self-appraisal tends to collapse into a box-ticking exercise: teachers complete the forms because they're required to, not because the process pushes them to grow. What remains unclear is whether that supervisory follow-up is actually happening — and happening well enough — to support teacher professionalism in public junior schools in Tana Delta Sub-County. That is the gap this study addressed.

In Kenya, since 2020, the entire appraisal process has been done online Njagi (2021) as cited in Wanjiku et al. (2024), with every teacher employed by the TSC having an individualized online account to facilitate the appraisal process. A Teachers Service Commission evaluation covering 2016 to 2019 found that only 87.37% of teachers in the sub-counties reviewed were appraised successfully, only 84% participated in the appraisal meeting, and only 78.2% identified genuine professional development gaps during self-appraisal (Teachers Service Commission, 2021a, as cited in Wanjiku et al. (2024). This suggests that although the self-appraisal stage is

procedurally mandatory, its quality and depth vary considerably, which has implications for how far it can shape professional growth. This gap was addressed through provision of feedback and follow ups on the self appraisal process to provide a resolve.

Recent studies provide more current and methodologically varied evidence on TPAD, including its self-appraisal component. Using a mixed-methods design anchored on McClelland's Learned Need Theory, Mbabu and Kirimi (2022) drew a stratified sample of 221 teachers from a population of 546 in Kibera Sub-County, Nairobi City County, collecting data through questionnaires and interview schedules and analyzing it descriptively and thematically using SPSS version 26. They found that 75% of teachers agreed TPAD helped management identify performance gaps and provided professional development support, while 85.2% agreed that goal-setting under TPAD improved their time management — evidence that self-appraisal's target-setting function can translate into observable behavioural change when properly supervised.

A related critique argues that the self-appraisal process, as currently structured within the online TPAD tool, tends to be mechanical and evidence-driven rather than reflective and dialogical, and recommends that it be reorganised around more participatory and inquiry-based principles so that it better serves its developmental purpose Wanjiku et al. (2024). At the theoretical level, Wanjiku et al. (2024) used a qualitative, theory-driven critique — applying Socratic pedagogical theory to TPAD's teaching-standards component — to argue that the online self-appraisal process is mechanical and evidence-driven rather than reflective, drawing on secondary TSC evaluation data (2016–2019) showing that only 78.2% of teachers identified genuine professional development gaps during self-appraisal, and recommending a shift toward more participatory, inquiry-based principles. These findings are relevant to the current study as self appraisal is a key component of TPAD implementation-appraisal process begins with individual assessment.

In a related study using a descriptive design anchored on Locke and Latham's (2002) Goal-Setting Model, researchers in Bungoma East Sub-County applied Krejcie and Morgan's table to draw a sample of 263 respondents from a population of 1,050 via stratified and random sampling, analyzing qualitative data thematically and presenting it through direct quotations; they found that teacher conduct and professionalism directly and positively affected teachers' service delivery. Using a similarly descriptive approach, Bundotich (2024) targeted the full population of 107 head teachers, 107 deputy head teachers, and 980 teachers in Mogotio Sub-County, Baringo County, to examine how TPAD's evaluation of professional knowledge, time management, innovation, and learner safety influenced teacher performance.

This reveals both a content gap and **a** methodological gap. The study will address the gap by employing a convergent mixed methods research design, integrating quantitative data from teachers with qualitative data from Institutional administrators and deputy Institutional administrators. Substantively, no study has examined self-appraisal's independent contribution to teacher professionalism in ASAL, junior-school contexts such as Tana Delta Sub County, where limited ICT infrastructure, inadequate training, and difficult terrain Kirui (2022) may alter how self-appraisal is practiced and experienced compared to better-resourced counties like Nairobi or Bungoma. Methodologically, while the descriptive/mixed-methods survey design used in these comparable counties is proven and replicable, none of the reviewed studies triangulate self-reported self-appraisal practices with independently rated measures of professional conduct — a gap that echoes the social-desirability concern already flagged in the Scottish literature Priestley et al. (2015). This methodological gap is relevant to the present study because reliance on teachers' self-reported responses may result in social desirability bias, where respondents overstate their compliance with TPAD requirements or their level of professionalism. To address this gap, the

present study will adopt a convergent mixed methods research design by collecting quantitative data through questionnaires and qualitative data through key informant interviews with Institutional administrators and deputy Institutional administrators.

Therefore, this study by Priestley et al. (2015) adopts a descriptive survey design**,** consistent with recent Kenyan practice Mbabu & Kirimi (2022); Bundotich (2024), using proportionate stratified sampling to draw a representative sample of teachers, head teachers, and deputy head teachers across public junior schools in Tana Delta Sub County. It departs from prior studies, however, by combining structured questionnaires — to capture teachers' self-reported self-appraisal practices — with key informant interviews of Institutional administrators and Deputy Institutional administrators, allowing independent verification of self-reported practices against observed conduct. This addresses the single-source bias identified in the literature while retaining a design already validated in comparable Kenyan contexts.

### 2.3.2 Lesson Observation and Teacher Professionalism

Lesson observation involves an appraiser sitting in on a teacher's lesson to assess instructional delivery, classroom management, and use of teaching resources, with feedback intended to inform professional growth. One of the TPAD requirements, is that teachers are required to request for a  lesson observation through the online system termly, making it one of the few appraisal components that connects directly with classroom practice rather than documentation alone. For continued improvement on delivery of the subject matter TSC, (2019) gives lesson observations schedules. The schedules aim at pointing out teachers’ strengths and setbacks in delivery of content, with an intention of ensuring continuous improvement.

According to the Teachers Service Commission, TSC(2021), the Teacher Performance Appraisal and Development (TPAD) tool plays a pivotal role in the professional accountability of teachers in Kenya. It enhances continuous learning performance review through lesson observations carried out by peers. The procedures require the lesson observation to be conducted quarterly, with all the evidences i.e., lesson plans, videos uploaded to the TPAD portal.

According to Ritchie (2021), classroom observation is an essential part of teaching because it checks on what teachers do rather than what was said they do. An effective lesson observation, results to learners getting the most adequate learning experience. Separately, evidence from head-teacher supervision research in Western Uganda — using an integrated Systems Theory, Transformational Leadership, and Herzberg's Two-Factor Theory framework — found that frequent classroom observations accompanied by constructive feedback and mentoring significantly enhanced instructional quality and teacher motivation, but that this was constrained by systemic barriers such as high teacher-student ratios and limited instructional resources — a caution worth carrying into any Kenyan ASAL context facing similar resource constraints.

According to Isika (2025) although lesson observations were reported at 100% compliance, some were conducted outside the classroom environment merely to fulfill documentation requirements. For scenarios where a video and lesson plan are uploaded, it undermines the objectives of lesson observation thus hindering constructive feedback.

Evidence on how lesson observation is used, however, raises concern. Using a concurrent triangulation design with simple random sampling of 6 head teachers and 61 teachers from a target population of 1,368 in Mwingi Central Sub-County, Kitui County, researchers examining head teachers' classroom observation practices linked consistent observation to improved results in public primary schools. In the same locale, a related study conducted by Mutambuki

(2022),particularly investigated teachers' lesson observation appraisal practices and found them to correlate with learning outcomes, reinforcing that observation, where genuinely conducted, has tangible instructional value.

### 2.3.3. Continuous Professional Development and Teacher Professionalism

Continuous Professional Development (CPD) that responds to gaps identified through appraisal is intended to close the loop between diagnosis and improvement in teacher performance. Within TPAD, once a teacher and appraiser jointly identify competency gaps, a teacher support and development plan are expected to be developed to address them (Performance Management in Kenyan Public Schools, ERIC). The extent to which this happens in practice, however, appears uneven.

Globally, Popova, Evans, Breeding, and Arancibia (2022) — applying a standardized evaluation tool to 33 thoroughly evaluated teacher growth programs across developing countries — found that many teachers in these contexts were insufficiently equipped teaching skills, and that teacher growth programs are the key instruments states use to raise those skills, yet few Professional Development programs are thoroughly evaluated and outcomes vary widely. Their synthesis identified that programs link participation to career rewards, offering particular subject content, and incorporating face-to-face lesson enactment tend to produce stronger results — a benchmark against which locally delivered CPD can be assessed. They further noted limited opportunities for teachers to implement newly acquired skills and weak check- ins once teachers return to their classrooms, a pattern echoed in the Kenyan context. This relates to this study as effectiveness of TPAD implementation does not only depend on identifying teachers' professional needs but also through providing continuous professional development, conducting regular lesson

observations, providing prompt feedback after appraisal to ensure acquired knowledge and skills are translated into teacher professionalism.

Regionally, a school-based case study in Tanzania found that decentralized, classroom-embedded CPD models could improve teaching practice, but only where school leadership actively supported and sustained the process Hardman et al. (2015) — echoing the principal-support finding already noted for TPAD target setting in Kikuyu Constituency (Tumusiime et al. (2021). Using a systems-perspective analysis of Tanzania's CPD reform, Shukia and Komba (2023) questioned whether the reform was structurally equipped to deliver its intended outcomes, citing weak coordination between policy design and school-level implementation. At a broader regional level, a 2025 desk review of CPD literature across Kenya, Ethiopia, Rwanda, Tanzania, and Ghana — anchored in Wenger's Communities of Practice framework — found that CPD access and quality remained highly inequitable across the region, shaped by political-economy conditions that determine which schools and teachers receive sustained support and which do not.

In Kenya, Kenya Education Management Institute (KEMI) offers teacher professional growth activities, which are the yardstick of programs and last at least annually. According to KEMI, (2024) Professional development deepens understanding of the concept of teacher professional development and its application, enhances knowledge and skills in pedagogical content knowledge and instructional strategies, knowledge and skills in competencies based curriculum and core competencies of basic education, awareness of inclusive practices, knowledge and skills in designing of formative and Assumptive Assessment, Knowledge and skills of competency in comprehensive school health and safety, knowledge and skills in instructional leadership and knowledge and skills in finance literacy, all in line with Kenya teaching standards (KePTS) as observed by KEMI, (2024). A related strand of research on vocational and TVET

teachers found that CPD participation was hindered by lack of time, unaffordability, limited employer support, and difficulty locating CPD content relevant to teachers' specific needs, Njenga,(2024).

Evidence from a related sector reinforces the concern that CPD provision often fails to reach teachers who need it most. Using a concurrent mixed-methods design — collecting interview and questionnaire data from vocational teachers across six institutions in Nairobi Metropolitan Area, analyzed thematically and statistically — Njenga (2024) found that CPD participation among vocational teachers was hindered by lack of time, unaffordability, limited employer support, and difficulty locating content relevant to teachers' specific needs.

These challenges are significant because they suggest that even where appraisal correctly identifies a professional gap, the follow-up into meaningful development is often frustrated by resource and institutional constraints, teaching overload rather than by teachers' unwillingness to grow. This concern is borne out empirically: using a mixed-methods descriptive design with data drawn from 222 participants across 61 schools a 2025 Kenyatta University doctoral study in Kwale County found that inadequate teacher preparedness for TPAD implementation was directly linked to difficulties in dissemination of information and to stagnant performance in the national examination between 2018 and 2022 — indicating that without adequate training and follow-through, appraisal-linked professional development yields little improvement in implementation outcomes.

Spanning a global systematic synthesis Popova et al. (2022), a Kenyan vocational-sector mixed-methods study (Njenga, 2024), and a Kenyan secondary-school mixed-methods study (Kwale County, 2025) — consistently finds that CPD's developmental promise is undermined by resource, time, and institutional constraints rather than by teacher unwillingness. However, none

of these studies examine CPD follow-through specifically in ASAL, junior-school contexts, where the infrastructural and administrative constraints already noted for Tana Delta Sub County (Kirui, 2022) are likely to compound the barriers to CPD access identified elsewhere.

This study therefore adopts a mixed-methods approach consistent with Njenga (2024) and the Kwale County study (2025) — combining questionnaires with key informant interviews — to establish not only whether CPD needs are identified through TPAD in Tana Delta's public junior schools, but whether the resource and institutional constraints already documented elsewhere in Kenya are similarly obstructing follow-through in this more marginalized setting.

### 2.3.4. Feedback and Teacher Professionalism

Feedback constitutes the stage at which an appraiser and teacher jointly discuss appraisal outcomes, with the appraiser expected to communicate a rating and constructive feedback intended to guide improvement. TSC (2021) revealed that an overview of the TPAD was a critical evaluation of the aim of the program on improving performance. Feedback refers to valuable information given to teachers with an aim of facilitating improvement.

Rigorous causal evidence on whether performance ratings alone drive improvement comes from Koedel, Li, Springer, and Tan (2019), who used a regression discontinuity design — comparing similarly effective teachers assigned just above and below rating cut-offs in Tennessee's reformed evaluation system, drawing on statewide survey samples of 3,000 to 7,700 teachers — to test whether more differentiated ratings changed teachers' self-directed professional improvement activity. They found no backing those teachers altered their investment of time in

improvement or adjusted their individual development programs in response to their ratings, suggesting that the rating itself, absent substantive feedback, has limited power to change behavior. In Northern Ireland teacher appraisal is an annual evaluation of teacher production, a program floated in 2005. Performance review and staff development aims to develop teachers professionally and connect them to school programs as noted by Peterson, Wah, & Bone, (2020). Although, there is no clear relationship between teacher development needs and school development plan in Northern Ireland creating a gap on how the connection should continue. There is no confirmation on preparation of tutors for yearly evaluation, this shows that appraisal systems require frequent assessments to allow them achieve their objectives of measuring results, making tutors responsible and promoting teachers' development.

According to Cameron's (2023) feedback is often the most overlooked aspect of any evaluative process. In regard to the TPAD, valuable feedback promotes objectivity, enhances refinement, and reduces communication breakdown between assessors and tutors. Khatete and Macharia (2020) found that teacher appraisal in schools tend to leave out important aspects such as identifying performance gaps and giving feedback to teachers. As ascertained by Shuriye and Wambua (2020) feedback educates individuals in the work environment about how well they have accomplished both their own and the association's goals and targets. Through the study it was realised not putting up with the way that feedback is broadly used to enhance performance, the input result exceptionally differs along quantities of measurements.

In a Kenyan context, feedback appears to be a valued and frequently reported element of the appraisal process. A study in selected public primary schools found that the highest-rated indicator within the feedback stage was the extent to which supervisors discussed work performance directly with teachers during appraisal sessions, suggesting that dialogic feedback is

well received where it occurs (Teacher Performance Appraisal study, Nairobi City County). Broader debates in the literature caution that summative ratings alone rarely translate into changed practice; evidence from a large-scale evaluation reform found no measurable shift in teachers' self-directed professional improvement activity as a direct result of receiving more differentiated performance ratings (Teacher Performance Ratings and Professional Improvement study). This suggests that it is not the numerical rating itself, but rather the manner and quality of feedback delivery, that is most likely to influence professionalism.

For Public Junior Schools, where appraisal is still a comparatively recent practice under the Competency-Based Curriculum structure, the present study investigates how teachers themselves experience the review and feedback process, and whether it functions primarily as a compliance checkpoint or as a genuine driver of professional growth.

The present study investigates how teachers themselves experience the review and feedback process in Tana Delta Sub County's public junior schools, and whether it functions primarily as a compliance checkpoint or as a genuine driver of professional growth — extending the causal insight from Koedel et al. (2019) that ratings alone are insufficient, by examining qualitatively, through key informant interviews, what substantive feedback practices (if any) accompany the numerical rating in this under-studied context.

### 2.3.5 Performance Target Setting and Teacher Professionalism

Performance target setting requires teachers, at the start of a school term, to agree with their appraiser on specific, measurable objectives against which their performance will later be assessed.

Target setting within teacher appraisal is grounded internationally in Locke and Latham's Goal-Setting Theory 1968, which holds that particular, difficult goals — combined with recommendations — produce higher results than vague or absent goals. This theoretical premise has been widely adopted across Kenyan TPAD research as the guiding framework for empirical investigation, reflecting global consensus on the motivational aspect of structured objective, even as the strength of that relationship in practice remains an empirical question tested differently across contexts.

In a qualitative study of primary schools in New Zealand, Janes (2016) found that appraisal goals were weak where teachers and leaders lacked a shared understanding and common language. Where goal setting was habitual and embedded in appraisal, however, improvement was associated with leadership support, feedback, collaboration, reflective practice, productive professional relationships, and critical inquiry. The study therefore shifts attention from whether schools set targets to how those targets are negotiated, interpreted, reviewed, and connected to day-to-day teaching. Espinosa et al. (2023), in a systematic review of teacher appraisal literature, identified recurring themes around teacher productivity, perceived effects on performance, appraisal practices, training needs, and learner outcomes.

In Uganda, Mugizi, Otaka, and Rwothumio (2023) examined performance management in primary schools in Bulambuli District through the lens of Goal-Setting Theory. They conceptualized performance management as comprising goal setting, appraisal, and career development, while defining teacher effectiveness across content knowledge, personal conduct,

pedagogical effectiveness, professional effectiveness, and classroom management. Their findings revealed that goal setting and career development had positive and significant relationships with teacher effectiveness. By contrast, performance appraisal itself showed a positive but statistically insignificant relationship, suggesting that appraisal practices may not, on their own, drive meaningful improvements in teacher effectiveness without being embedded in broader developmental processes. This distinction suggests that goal setting exerts greater influence when it is tied to professional growth rather than when appraisal functions mainly as an evaluative procedure.

In South Africa, research suggests that school-level staff responsible for administering teacher appraisal face real practical strain in the process. Bhikisha (2012), in a qualitative case study of performance management under South Africa's Integrated Quality Management System, found that Heads of Department managing teacher appraisal encountered significant challenges in balancing evaluative and developmental functions of the process. This points to a broader tension: appraisal cannot be treated as a standalone administrative task, since its success depends on the surrounding organizational capacity of the school — training, time, and clarity of purpose among those responsible for carrying it out. The Angolan case study by Abelha et al. (2020) provides a further warning about implementation quality. Examining teacher performance appraisal in two teacher-training schools in Benguela, the study found that the process was weakened by insufficient evaluator training and teachers' perceptions that appraisal was unfair, ineffective, and disconnected from career or salary recognition.

In Kenya, using a descriptive survey design with stratified and random sampling of 632 respondents drawn from a population of 7,038, Ogalo, Khalili, and Simatwa (2024) found that

requiring termly goals are outlined at the beginning of each quarter — particularly around conduct and professionalism — was associated with improved adherence to ethical standards and prompt completion of duties, including syllabus coverage, in Migori County's public primary schools. This relates to the current study as they are the key indicators of teacher professionalism.

Using a mixed-methods design anchored on McClelland's Learned Need Theory, with a stratified sample of 221 teachers drawn from a population of 546 and analyzed descriptively and thematically via SPSS version 26, Mbabu and Kirimi (2022) found that teachers in Kibera Sub-County, Nairobi City County, reported that goal-setting helped them manage time more effectively and align their teaching to lesson objectives, with 85.2% of respondents endorsing this benefit. This study was carried out in an urban setting unlike Tana Delta Sub County which is in an ASAL setting thus it remains unclear whether public junior schools in that locale experience the same benefits. Besides, the present study will adopt a convergent mixed methods design unlike the previous study that used a mixed- method design that gives equal weight to quantitative and qualitative data, enabling triangulation of findings and a more comprehensive assessment of TPAD implementation and teacher professionalism.

Adopting a descriptive survey design grounded explicitly in Goal-Setting Theory, and using stratified random sampling to choose 164 participants from a target population of 277 in Transmara East Sub-County, Kirui, Ng'eno, and Tabot (2022) found a statistically significant positive relationship ($p < 0.05$) between TPAD-linked target setting around professional knowledge and students' academic performance.

Complementary evidence comes from Tumusiime, Mwalw'a, and Okemasisi (2021), who used a descriptive cross-sectional survey design combining qualitative and quantitative paradigms, guided by Management-by-Objectives theory, to study principals, teachers, TSC County Directors,

and Quality Assurance and Standards Officers in Kikuyu Constituency, Kiambu County. Using the regression analysis, they found that administrators' support for teacher growth through trainings ($\beta = .290$, $p < .05$) and collaborative planning in implementing TPAD ($\beta = .086$, $p = .023$) were both significantly and positively associated with teacher performance — indicating that structured, periodically reviewed target setting supports improvements in teachers' application of professional knowledge and time management, but only where principals actively support and collaboratively plan the process.

These findings collectively support the proposition that target setting can meaningfully shape teacher professionalism. However, they are drawn mainly from primary and general secondary school contexts in Migori, Nairobi, Transmara East, and Kikuyu — none from arid and semi-arid, junior-school settings — and none examine whether the strength of the target-setting/professionalism relationship holds where principal support and collaborative planning shown by Tumusiime et al. (2021, to be decisive moderating factors) are themselves constrained by limited administrative capacity, as is likely in Tana Delta Sub County (Kirui, 2022).

The present study extends this line of inquiry to Public Junior Schools specifically, adopting the same descriptive survey design and Goal-Setting theoretical grounding validated across this literature, but examining target setting under the administrative and infrastructural constraints characteristic of Tana Delta Sub County — conditions largely absent from the reviewed studies' contexts.

### 2.4. Summary of Literature Review and Identification of Research Gap.

Across all sub-themes reviewed; self-appraisal, performance target setting, continuous professional development, feedback, and lesson observation , the literature consistently affirms that as much as the individual TPAD components can shape the teacher's professionalism, the effect is neither uniform nor automatic. Worldwide, self-evaluation systems in Scotland and comparative European case studies (Priestley et al., 2015; Brown et al., 2018) show that self-appraisal's developmental value depends on institutional safeguards rather than the mechanism itself. Regionally, Sub-Saharan African Evidence U-Sayee & Adomako (2021); Hardman et al.(2011, 2015); Haßler et al.(2015) points to a recurring pattern: CPD and supervision produce real instructional gains only where strong administrative support, continuous professional guidance, and sufficient resourcing are present — conditions that cannot be assumed in under-resourced settings. However, limitations such as geographical constraints and reliance on questionnaires hinder broader applicability and insights.

Within Kenya specifically, a substantial and methodologically varied body of work — spanning descriptive and mixed-methods survey designs across Migori, Nairobi, Transmara East, Kikuyu, Bungoma, Baringo, Kwale, Kisii, and Kitui Counties Ogalo et al. (2024); Mbabu & Kirimi (2022); Kirui et al.(2022); Tumusiime et al.(2021); Khatete & Macharia(2020) — demonstrates that target setting, feedback, and lesson observation are each positively associated with teacher conduct, instructional quality, or academic outcomes where genuinely and rigorously implemented. However, this same literature repeatedly documents a gap between procedural compliance and substantive practice: appraisal processes completed "mechanically" without reflective engagement Wanjiku et al. (2024), lesson observations logged without being conducted (Kisii Central Sub-County study), and feedback delivered inconsistently across contexts Shuriye & Wambua (2020). The repeated methodological limitations and lack of theoretical foundations

across studies mark significant gaps. Consequently, this study will utilize a mixed-methods approach of combining the quantitative and qualitative data collection and analyses, underpinned by Locke's Goal Setting Theory, to explore the interconnectedness of these strategies within Kenyan public junior schools, thus addressing existing research gaps.

To address these gaps, this study adopts a mixed-methods approach — combining structured questionnaires with key informant interviews, consistent with the descriptive/mixed designs validated across the Kenyan literature reviewed above Mbabu & Kirimi(2022); Bundotich (2024) — underpinned by Locke and Latham's Goal-Setting Theory, which has similarly anchored several of the Kenyan TPAD studies reviewed Kirui et al. (2022) and Ogalo et al. (2024). This design is intended to move beyond single-component, single-source assessment toward an integrated understanding of how TPAD's appraisal stages jointly shape teacher professionalism in public junior schools in Tana Delta Sub County, Tana River County — a context no prior study has examined.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

## 3.1 Introduction

This section explored the research design and the methodology that was embraced in the study. The sub-themes like research design, locale of the study, ethical considerations among others were explored in this chapter.

## 3.2 Locale of the Study

The locale of the study refers to the particular area where the study, data collection and gathering process takes place, Rossi et al..(2025).

A study was conducted in Tana Delta Sub County, Tana River County Kenya. The area of study evoked the interest to conduct research since it is an ASAL area with vast terrain and unique contextual challenges affecting teacher professionalism. The researcher selected this sub county since there was limited research that had been conducted there on the effectiveness of TPAD implementation on teacher professionalism.

Tana Delta is situated in Tana River's South geopolitical zone. It has four zones; Garsen Central, Garsen Coast and Garsen North. According to official records, Tana Delta Sub County has 45 public junior schools under the management of the County Education Board. The Sub County's schools differ from each other in terms of dimensions: some town schools have learner populations in five hundreds with enough tutors, while some countryside schools may have a handful learners and insufficient tutors.

Tana Delta is a centre of education with several schools, including some of the oldest in the county. Tana Delta being a vast sub county, Institutional administrators and teachers being fairly exposed to training opportunities. Schools have possibly fewer resources.

### 3.3 Research Design

According to Creswell, (2023), research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The study adopted Convergent Mixed Method Research Design, involving Quantitative and Qualitative data collection and analyses which was conducted concurrently and given equal weight. This method was appropriate for this study as it enabled the researcher to develop a deeper understanding of the effectiveness of TPAD implementation on teacher professionalism. It also allowed collection of quantitative and qualitative data concurrently, providing an equal priority for both forms of evidence. It involved cross sectional survey research in quantitative and phenomenology approach in qualitative, using a mixed-methods approach of triangulation for analysis.

### 3.4. Target Population

A target population is a group of individuals sharing a common, identifiable characteristic that the researcher aims to study, and from which a representative sample is selected, Creswell (2014).

The target population, which was the total number of the expected participants, out of which the sample was drawn included: Institutional administrators: There were 45 Institutional administrators from the 45 public junior schools in Tana Delta Sub- County, Tana River County, Kenya.45 Deputy Institutional administrators from the 45 public junior schools in Tana Delta Sub-County, Tana River County, Kenya. The schools had 265 teachers, altogether and Sub County Director:

### 3.5. Sampling Procedures and Sample Size

A Sampling procedure is the process used to select a sample from a population for a study. According to McCombes, (2023) a sampling procedure is the process or method used to select a sample from a population so that valid conclusions can be made about that population. A sample is a subset of research participants selected to represent the target population (Kinga, 2024). Sampling is conducted to reduce costs, expedite data collection, improve the accuracy of findings, and increase access to population data Mgima (2023).

The distribution of the public junior schools in Tana Delta Sub County could hinder selection of a representative sample for the study without using an appropriate selection procedure, especially considering the vastness of the Subcounty. The sampling techniques used were both

probability and non-probability sampling procedures to decide on different samples for the study. A sample size of 10-30% of the population being studied was sufficient, according to Mugenda & Mugenda (2020). Using proportionate sampling, this study ensured that participants selected from each group was equal to their proportions.

### 3.5.1 Sampling of Public Junior Schools

Proportionate stratified sampling was employed by the researcher to select the schools. The elements drawn in number from each stratum was proportional to the stratum's share of the total population. Kothari and Garg (2023) explain that proportionate stratified sampling reflects the population structure. The population was divided into 3 strata: Garsen Coast, Garsen Central, and Garsen North in this study. There are 45 public junior schools in the sub county.

The schools were separated according to their zoning. Garsen North has 9 schools, Garsen Central has 25 while Garsen Coast has 11 schools. To get the total number of schools from the sub county for study, the researcher will use 30% of the targeted population of schools in the subcounty. According to Mugenda & Mugenda (2020), a sample size of 10-30% of the population being studied was sufficient. Therefore, 30% of 45 = 13.5, approximately 14. Thus 14 schools were the sample size of the school.

Proportionate sampling method were used to get the number of schools from each zone for the study. To do this, first the researcher found the percentage of schools in each zone by dividing the number of schools in the zone by the total number of schools in the subcounty and multiplying by 100.

Therefore, for

Garsen Central; 25/45 ×100 = 55.56%  0.5556

Garsen North; 9/45 ×100 = 20%  0.2000

Garsen Coast ;11/45×100 =24.44%  0.2444

Then, the number of schools per zone were ensured by multiplying the sampled schools in the zone by the percentage of each the zone. thus,

Garsen Central; 14×0.56= 7.8  8 schools

Garsen North:  14×0.20=2.8  3 schools

Garsen Coast:  14×0.24=3.3  3 schools

Thus, the researcher randomly sampled 8 schools from Garsen Central, 3 schools from Garsen North and 3 schools from Garsen Coast: making the sample size of school for study 14 schools.

### 3.5.2 Sampling of Deputy Institutional administrators

The deputy Headteacher from each of the selected schools were purposively picked from the sampled teachers for the interview. Therefore, 14 Deputy Institutional administrators from the 14 sampled schools in the subcounty participated using qualitative data instrument – interview guide.

### 3.5.3. Sampling of Teachers

For the sample size of teachers, 15% of the population of teachers is used; thus 15/100 x 265, yielding a sample size of 40 teachers. According to Mugenda & Mugenda (2020), a sampling range of 10–30% of the target population is suitable. The required number of teachers per zone was chosen using proportionate distribution technique. For this study 25% of teachers from Garsen North, 37.5% from Garsen Central, and 37.5% from Garsen Coast was sampled. Thus,

Garsen North; 25% of 40 = 10 Teachers

Garsen Central; 37.5% of 40 = 15 Teachers

Garsen Coast; 37.5% of 40 = 15 Teachers

To get the number of teachers to be sampled per school in each of the zone, proportionate sampling approach was used by dividing the number of teachers sampled in each of the zone by the number of schools sampled in that zone thus,

Garsen North;10/3=3.3 = 4Teachers

Garsen Central; 15/8=1.9 =2 Teachers

Garsen Coast;15/3=5 Teachers

Therefore,3- 4 teachers were randomly selected from each of the 3 selected schools from Garsen North Zone , then 2 teachers each were selected from each of the 8 selected schools in Garsen Central Zone while, 5 teachers each were selected from 3 selected schools from Garsen Coast Zone .

To select teachers from each selected school, the researcher used simple random sampling to ensure that everyone had an equal opportunity of being included in the sample. Concretely, folded papers were randomly picked from a container, for the sampling process, that were mixed well and labelled 'Yes' or 'No'. Afterwards, the researcher selected the 'Yes" teachers to participate in the study.

### 3.5.4 Sampling of Institutional administrators

Because the sample size met the established research criteria, all 14 Institutional administrators from randomly selected public junior schools in the sub county were purposively sampled to participate in the study. Purposive sampling ensured that participants had the skills and

expertise to provide relevant input. Since Institutional administrators play an important role in the implementation and oversight of the TPAD, they are the countersigning officers and have an administrative role of cancelling the TPAD, recommending for retooling and promotion. Therefore, their involvement was critical to determine the effectiveness of the TPAD implementation and its relationship with teachers professionalism.

### 3.6 Description of Data Collection Instruments

Data collection is the process of gathering information from individuals selected for a study Creswell (2021). A variety of data collection techniques were used to guarantee a comprehensive grasp of the topic. Interview guidelines were used to interview to Institutional administrators and Deputies to gather qualitative views, and gathering of quantitative data from teachers were through use of questionnaires. Getting deeper insights of participants' perspectives on the study's subject and their personal experiences were conducted through In-depth interviews. Semi-structured interview guidelines were used to gather qualitative data, enabling respondents to give detailed explanations and contextual insights that complement the quantitative findings. Since the effectiveness of the TPAD and teachers' professionalism are complicated phenomena that require both statistical generalization and deep narrative insights, a mixed-methods approach was required Fetters & Molina-Azorin (2023).

Data from a combination of both quantitative surveys and qualitative interviews, provided a wide scope and the study's validity. Document analysis guide was used to simplify examining pertinent papers.

### 3.6.1 Teachers Questionnaire

According to Bhandari (2023), a questionnaire is a set of questions or items used to collect information from respondents about their attitudes, experiences, or opinions. Standardized questionnaires were given to teachers for filling so as to gather data. Questionnaires were selected since they were effective in collection of information from learned respondents, enhancing the preciseness and reliability of the outcome. Besides, it gave room to the researcher to critically find out the different aspects of the study variables. It ensured gathering of data and it was pocket friendly. The questionnaire consisted of six areas, each relating to the research questions of the study.

Demographic data from respondents was required in section A, including gender, educational background, and teaching experience. Self Appraisal was the main topic of Section B. Target setting was evaluated in Section C. Continuous professional Development in teaching & learning was examined in Section D. Lesson observation was identified in Section E, while the feedback was examined in Section F (Refer to Appendix III).

### 3.6.2 Interview Guide for Deputy Institutional administrators

For deeper understanding on the effectiveness of TPAD implementation on teachers' professionalism, an interview guide was used to gather qualitative data. During interviews respondents shared In-depth experiences and viewpoints which offered opportunities for involvement, guidance, and inquiries. This enhanced the quality of the responses and accuracy, scenario-specific data collected by the researcher. The interview guide was aligned structurally with the areas of focus and open-ended questions.

The Section A of the interview, required the demographic information from the respondents that was, gender, length of service as a leader, and educational background. Section B examined the relationship between TPAD implementation and teachers' professionalism, with Deputy Institutional administrators providing their perspectives on the design, implementation. In Section C, Deputies gave details on the professional development program's role and its relationship with teacher's job performance. Section D, reviewed the relationship between proper feedback and teacher job performance and Section E: pinpointed the challenges Deputy Institutional administrators experienced in implementing effective TPAD implementation. Lastly, the Deputy Institutional administrators gave strategies that could ensure the effectiveness of TPAD implementation on teachers' professionalism was examined in Section F. (Refer Appendix IV).

### 3.6.3 Interview Guide for Institutional administrators

The interview guide alignment was structured with the areas of focus and open-ended questions. Section A, the first part of the interview, gathered demographic information. Section B, reviewed Self Appraisal, with Institutional administrators giving opinions on the design, implementation, and the effect of the implementation in their schools. In Section C, Institutional administrators were expected to explain the level to which performance target setting affect teacher professionalism. Section D captured the Continuous professional Development in teaching. Section E: captured lesson observation. Section F captured feedback. And finally, the challenges and strategies/recommendations that Institutional administrators believed could improve the effectiveness of their TPAD implementation was examined in Section G (Refer to Appendix V).

### 3.6.4 Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents (Glen, 2009, p 27, one that involves interpreting the material closely enough to draw meaning from it and build a body of empirical evidence). It demands that data be evaluated and interpreted to make sense, comprehend and gain empirical knowledge. For this study, documentary evidence of TPAD implementation was drawn from five official school records maintained for each sampled teacher: the TPAD Self-Appraisal Form, the Lesson Observation record, the Teacher's Professional Development Record, the Institutional Administrator TPAD Rating/Score Sheet, and the Professionalism Compliance Record.

Each document was assessed on three dimensions using a structured Document Review Matrix: Availability (0 = Not Available, 1 = Available), Adequacy (0 = Not Adequate to 2 = Adequate, based on document-specific completeness criteria such as the presence of measurable targets, signatures, and countersignatures), and Recency of Use (0 = Outdated to 2 = Up-to-date, relative to the current appraisal cycle or term). Where a document was found to be unavailable, it was scored 0 on Availability and, by definition, 0 on both Adequacy and Recency, since neither dimension can be meaningfully assessed in the absence of the record itself. Each document therefore carried a maximum score of 5, yielding a maximum overall score of 25 across the five documents, which was interpreted against a five-band performance scale ranging from Very Low (0–5) to Very High (21–25) TPAD Implementation Effectiveness. (Refer to Appendix VI).

### 3.6.5. Lesson Observation Schedule

To complement the self-reported data gathered through the teacher questionnaire and interview guides, the researcher directly observed a sample of teachers during live lessons using a structured Lesson Observation Schedule. Ritchie (2021) notes that classroom observation is important because it finds out the practicability of lesson delivery by teachers rather than what they report outside the classroom. This is particularly important given evidence from Isika (2025), who found that although lesson observations were reported at 100% compliance in some contexts, some were conducted outside the actual classroom environment merely to fulfil documentation requirements. Therefore, lesson observations conducted in the actual classroom environment provided an independent, first-hand data source that allowed the researcher to ascertain whether TPAD-linked lesson observation was genuinely implemented or was just mere compliance with the employer's requirements.

The instrument covered five key areas: Introduction and lesson organization, content delivery, teaching methods/techniques, Learner involvement and communication, classroom management . Each indicator was rated on a four-point scale (0 = Not Observed to 3 = Clearly/Consistently Demonstrated), with space for supporting comments and evidence. Each observation lasted the full duration of one lesson period and was followed immediately by a brief feedback conference with the observed teacher, during which key strengths, areas for improvement, and agreed follow-up actions were documented and signed by both parties. This mirrored the structure of TPAD's own lesson observation and feedback process, allowing direct comparison between routine appraisal practice and the researcher's independent findings.

Data from the Lesson Observation Schedule was analysed alongside the Document Analysis Guide (Appendix VI) and interview data to provide methodological triangulation on the lesson-observation component of TPAD, strengthening the validity of conclusions on how this component influences teacher professionalism (Refer to Appendix VII).

### 3.7 Validity, Pilot Testing, Reliability, and Trustworthiness of Research Instruments

The methods used by the researcher to verify the validity, reliability, and trustworthiness of the instruments are described in this section. Piloting the study instruments was conducted to ensure internal consistency.

#### 3.7.1 Validity of Research Instruments

According to Creswell (2023), an instrument's validity is determined by how well it measures the constructs it is intended to assess. To ensure consistent, high-quality data collection, the research instruments in this study were evaluated for face and content validity. Assessing whether the instrument appeared to measure what it was intended to measure is known as face validity. This entailed examining elements including content spacing, font size, formatting, and length. More specifically, this meant checking the readability, stylistic consistency, layout, and clarity of language across the instruments, Taherdoost (2016).

Every question was reviewed against three yardsticks: how clearly it is phrased, how demanding it might be for the intended respondents, and how it is laid out. Furthermore, face validity guaranteed that the instrument seemed to measure the specified construct, as explained by Pritha (2023). According to Kassiani (2023), content validity assesses how well an instrument captures all pertinent facets of the construct it is meant to measure. In line with that, the researcher

submitted the instruments to two supervisors from the Post Graduate department at Catholic University of Eastern Africa, chosen for their experience developing research tools and their familiarity with the study's objectives and resource needs. Their review was expected to meaningfully sharpen the instruments, and their feedback guided revisions to the content before the tools were administered to participants.

### 3.7.2 Pilot Testing of Research Instruments

Piloting a research instrument reveals its weak points and points toward how it can be improved. For a questionnaire, this process supports content validity by giving the researcher room to refine both the wording of questions and the overall format, Creswell(2014). Creswell and Creswell (2021) add that piloting also catches faults or gaps in the instrument before it reaches the field. In this study, the questionnaires and interview guides were pre-tested ahead of actual data collection, with the main aim of trying them out on a representative slice of the population. Feedback from the Institutional administrators, their deputies, teachers and Sub County director TSC was to enable any necessary changes to be implemented (Mugenda & Mugenda, 2020). Two public junior schools not part of the eventual sample hosted the pilot, with 10% of the population in each selected for the exercise, and a purposively chosen group of teachers and Institutional administrators taking part. Through this, the researcher judged both whether the instrument functioned as intended and whether the resulting data could be meaningfully analyzed against the research questions.

### 3.7.3 Reliability of Quantitative Instruments

Derek (2023) frames reliability as the ability of a measurement tool to consistently yield the same results when applied repeatedly to the same phenomenon under the same conditions. To establish this for the current instruments, a test-retest approach was used alongside Cronbach's alpha, which assessed internal consistency by weighing the number of items in a scale against the average correlation between them. Alpha values run from 0 to 1, and a threshold of 0.70 or above is widely accepted as indicating acceptable internal consistency De Vellis( 2003) and Bland (2015). Reliability testing in this study relied on Cronbach's alpha, computed using SPSS version 27.0, with the goal of confirming that the questionnaire captures teachers' responses both consistently and accurately.

### 3.7.4 Trustworthiness of the Qualitative Tools and Process

The trustworthiness of the qualitative phase of this study was established using Lincoln and Guba's (1985) four criteria: credibility, dependability, confirmability, and transferability. Credibility, which reflects the truth value of the findings, was ensured through member checking and triangulation. Member checking involved returning transcribed interview data to respondents to confirm that it accurately captures their views. Source triangulation, as described by Creswell and Creswell (2021), involved cross-referencing data from different categories of respondents to corroborate findings and strengthen confidence in the conclusions drawn.

Dependability, which concerns the consistency of the research process, was maintained through a detailed audit trail documenting the decisions made at each stage of data collection and analysis, allowing the process to be traced and evaluated by others, Abdalla et al.(2023).

Confirmability, which ensured that findings reflect participants' perspectives rather than researcher bias, was achieved through the use of verbatim quotations from participants and a reflexive journal in which the researcher records and examines personal assumptions throughout the study, (Abdalla et al. (2023).

Transferability, which concerned the extent to which findings applied beyond the study context, was enhanced through purposive sampling combined with thick, detailed description of the research context and participants, enabling readers to judge the relevance of the findings to other settings, Creswell & Creswell ( 2021).

### 3.8 Data Collection Procedures

Data collection procedures are systematic techniques used to gather and quantify information for analysis, research, and decision-making. Before commencing the study, the researcher obtained a research clearance letter from the directorate of postgraduate studies and research department of Catholic University of Eastern Africa. In addition, the researcher after receiving the research licence from NACOSTI informed the Sub County Director of Education, Tana Delta Sub County of the intention of the study so as to obtain approval before conducting the study in the selected schools. The researcher visited the sampled schools to seek permission from the Institutional administrators to administer the questionnaires to their teachers. Before inviting teachers to fill the questionnaires, the researcher explained the purpose of the study and requested them to sign the consent form as a demonstration of their willingness to participate in the study. After questionnaires were administered, the researcher conducted the interviews with the Institutional administrator.

Following the administration of the research instruments, the responders had enough time on the designated day to finish them. On the day of administration, the researcher reviewed the paperwork and attempted to gather all tools used in the school. The researcher interviewed the Institutional administrator and the Deputy , when these tasks were completed, ensuring that written answers and audio recordings were properly recorded.

### 3.9. Data Analysis Procedures

Data Analysis Procedures Mugenda and Mugenda (2020) observed that analysis of data is the process of ordering and structuring a mass of data gotten from the field. Data collected was then organized and edited to ensure there were no inconsistencies, repetitions or errors that would affect the outcomes of the research. After data collection, the researcher would set up the research tools with the help of a research assistant, ensuring that each section was completed before analysis begins. To verify that no value exceeded the measurement scale, the researcher would examine the range of values for each variable and check for any missing values. The quantitative data was analyzed using both descriptive and inferential statistics. Descriptive statistics such as percentages, mean, frequency and standard deviation and inferential statistics such as Pearson's t-test and ANOVA and regression analysis were used to examine relationships and make inferences about the broader population from the sample. Bar charts, tables and pie charts was used to present the study results. By offering insights into the patterns and trends in the data, these statistical tools enabled the researcher to make inferences and assess the significance of the findings.

The researchers first reviewed the interview guide to become acquainted with the data. Following the assisted transcription of the audio recordings, preliminary codes was created to capture the essential information. These codes were grouped into sub-themes that correspond to

the study's goals. The results for each interview question were then be presented by synthesizing the categories into larger themes and narratively describing them. After separate analyses of quantitative and qualitative data, the findings were combined to see if they supported, contradicted, or converged Amina et al. (2024).

### 3.10. Ethical Considerations

According to Creswell (2023), ethical considerations in research are the guidelines and limitations that researchers must adhere to when carrying out investigations. Kothari (2019) emphasized that researchers must adhere to ethical guidelines when gathering participant data. Thus, in adherence to ethical considerations, research authorization was obtained from relevant authorities.The researcher obtained a research clearance letter from the directorate of postgraduate studies and research department of Catholic University of Eastern Africa. The researcher then sought approval from the Institutional Scientific Ethical Review Committee(AIU ISERC), whereby, upon approval, proceeded to obtain data collection permit from NACOSTI.After which permission was given by the Sub County Director of Education Tana Delta Sub County to enable the researcher to conduct study in the public junior schools in the area.

Consent from the participants was sort, before data was collected from them with extensive information about the study, which they signed to indicate their willingness to participate. Participants' confidentiality and anonymity was ensured. Besides, data protection was enhanced. Participation was voluntary and informed consent was obtained.

The researcher also ensured that participants were well informed of all the procedures to be carried out during the study and they were given room to give opinions and air grievances if

any. After data collection all paper records were stored in a locked location, while electronic data was kept on password-protected devices with appropriate access controls. Data was analyzed and reported honestly, including the reporting of missing responses, exclusions, unexpected findings, and limitations. The researcher retained the data only for the period approved by the institution and ethics committee and required by applicable policy.

# CHAPTER FOUR

# PRESENTATION, INTERPRETATION, AND DISCUSSIONS OF THE FINDINGS

## 4.1 Introduction

This chapter presents the analysis, interpretation, and discussion of the study's findings. It begins by outlining the response rate and demographic characteristics of the respondents to establish the representativeness of the data. A presentation of diagnostic tests to confirm data validity and reliability. The chapter further analyses and interprets the findings in light of the research questions, linking them to existing empirical studies and to the theoretical framework underpinning the research.

## 4.2 Return Rate of Instruments

The Return rates of the different data collection instruments were examined by the researcher, namely, questionnaires and interview guides, distributed to the intended respondent groups at the beginning of the data analysis procedure. Establishing the sufficiency, reliability, and general integrity of the data gathered for the study required this examination. The findings on instrument return rates are presented in Table 1.

**Table 1**

*Rate of Return of Research Instruments*

| Instruments | Sample | Returned | Percentage |
|---|---|---|---|
| Questionnaire for Teachers | 39 | 40 | 97.5% |
| Deputy Institutional Administrators | 14 | 10 | 71.0% |
| Interview Guide for Institutional administrators | 14 | 12 | 85.70% |
| Interview Guide for TSC | 1 | 1 | 100.0% |

**Source:** *Field Data (2026)*

From the results in Table 2 it is evident that a strong overall return rate of research instruments from respondents was demonstrated. Out of the 40 surveys distributed to teachers, 39 were returned, yielding a 97.5% response rate. Since majority of the target sample was captured, the high level of participation indicated robust teacher participation thus strengthened the validity and trustworthiness of the data. Similarly, 12 out of 14 institutional administrators responded to the interview guide, yielding a 71.0% response rate and 10 out of the 14 Deputy Institutional administrators responded giving a 71.0%. Despite their tight schedules, this was a clear indication of a commendable degree of engagement from institutional administrators. The Sub-County TSC Director, being the only targeted respondent in that category, fully participated and gave a 100% response rate.

From the results it is an indication that the return rate increased due to the researcher's use of successful follow-up techniques and the establishment of a positive rapport with participants. Response rates above 70% in educational research, are generally considered satisfactory, as they reduce non-response bias and enhance the generalizability of findings Mohajan (2022). Besides, the rates reported in this study—ranging from 71.0% to 100.0%—are both reasonable and supportive of the validity of the results. The significance of the study to participants, combined with the use of tailored data-gathering tools for different stakeholder groups, further contributed to the robust return rate.

### 4.3. Demographic Representation of Participants

Data on demographic characteristics of the participants was gathered in the study, which encompassed the Institutional administrators, Deputy Institutional Administrators, teachers, and the Sub-County TSC Director . Demographic data is important for understanding the composition of the respondents, as variables such as gender, age, academic level, and teaching experience can influence perceptions and experiences related to TPAD implementation and professionalism. Such demographic profiling also supports the representativeness of the sample, enhances the validity of the findings, and aligns with recommendations in educational research for transparent reporting of respondent attributes (Creswell & Creswell, 2023). The demographic profile is important in helping to contextualize the subsequent findings, as it provides a foundation for interpreting how different groups may experience TPAD implementation on professionalism differently.

The data was analyzed and is presented in Table 2.

**Table 2.**

*Demographic Characteristics of Respondents*

| Demographic | Category | Teachers (*f*) | Teachers (%) | Admin (*f*) | Admin (%) | TSC (*f*) | TSC (%) |
|---|---|---|---|---|---|---|---|
| Age Bracket | 20–29 | 17 | 43.59 | – | – | – | – |
| | 30–39 | 21 | 53.85 | 4 | 33.3 | – | – |
| | 40–49 | 1 | 2.56 | 3 | 25.0 | 1 | 100.0 |
| | 50–59 | 0 | 0.00 | 5 | 41.7 | – | – |
| | *Total* | *39* | *100.0* | *12* | *100.0* | *1* | *100.0* |
| Gender | Male | 27 | 69.23 | 9 | 75.0 | – | – |
| | Female | 12 | 30.77 | 3 | 25.0 | 1 | 100.0 |
| | *Total* | *39* | *100.0* | *12* | *100.0* | *1* | *100.0* |
| Qualification | Diploma | 1 | 2.56 | 4 | 33.3 | – | – |
| | Higher Diploma | 1 | 2.56 | – | – | – | – |
| | Bachelor's Degree | 34 | 87.18 | 6 | 50.0 | 1 | 100.0 |
| | Master's Degree | 3 | 7.69 | 1 | 8.3 | – | – |
| | Other/Unspecified | – | – | 1 | 8.3 | – | – |
| | *Total* | *39* | *100.0* | *12* | *100.0* | *1* | *100.0* |

| Demographic | Category | Teachers (*f*) | Teachers (%) | Admin (*f*) | Admin (%) | TSC (*f*) | TSC (%) |
|---|---|---|---|---|---|---|---|
| Teaching Experience | 0–5 years | 33 | 84.62 | – | – | – | – |
| | 6–10 years | 6 | 15.38 | – | – | – | – |
| | *Total* | *39* | *100.0* | – | – | – | – |

Source: Field Data ,2026. T = Teachers; Admin = Institutional Administrators.

From the results shown in Table 3,they demonstrate that the teaching workforce in Tana Delta Sub County is relatively young: 97.4% of respondents are aged between 20 and 39 years. Only a single teacher (2.6%) falls within the 40–49 age group, suggesting that older graduates are gradually leaving the field. This profile indicates that early- and mid-career teachers—who still require structured professional guidance—make up the majority of the workforce. Continuous Professional Development programs are therefore timely and very appropriate for younger teachers, who are newly joining the field and are still not cognisant of the new teaching methodologies. As Ngeno (2021) observes, early-career teachers are more adaptable to teacher induction and mentorship programs, making CPD a crucial basis for professional growth in the sub-county.

By contrast, the age distribution of institutional administrators shows a leadership cohort concentrated in later career stages. Five administrators (41.7%) fall within the 50–59 age bracket, four (33.3%) in the 30–39 bracket, and three (25.0%) in the 40–49 bracket. The TSC Sub-County Director is in the 40–49 bracket. This profile suggests that senior instructors, who are enriched

with varied experiences bringing significant expertise and insight, often take on administrative responsibilities. According to Gathumbi and Karanja (2022), professional development programs benefit from leadership maturity, as seasoned leaders provide more robust guidance to teachers. The presence of experienced administrators in Tana Delta Sub County is therefore beneficial for TPAD appraisal and its effective oversight, while the younger cohort of administrators may benefit most directly from structured mentorship into leadership appraisal practice.

When gender is considered, nine administrators (75.0%) are male while three (25.0%) are female, and the TSC Sub-County Director is also male. This reflects a wider imbalance between the near gender-parity of the teaching workforce (69.2% male, 30.8% female) and administrative leadership, where male representation is disproportionately higher. Consistent with Oloo and Muola (2021), such gender disparities can narrow the range of leadership perspectives available for mentoring a gender-diverse teaching staff. However, the presence of female administrators ensures that gender-sensitive perspectives remain part of the appraisal process.

For academic qualifications among teachers , 34 (87.18%) hold bachelor's degrees, 1(2.56%) diploma, 3 (7.69%) master's degrees, and only 1 (2.56%) Higher Diploma. This distribution reflects the norm in public junior schools, where bachelor's degrees are most common. Diploma holders, however, may require additional support to strengthen their teaching skills. Musyoka (2022) notes that Continuous Professional Development is particularly helpful for diploma-trained teachers in bridging the gap between classroom practice and academic preparation. Institutional Administrators' qualifications are more varied: half (50.0%) hold bachelor's degrees, one-third (33.3%) diplomas, and the remainder master's or other qualifications. The TSC Sub-County Director holds a bachelor's degree (B.Ed.), consistent with

the modal qualification among administrators. Kariuki (2021) emphasizes that academically accomplished leaders are more likely to be creative in mentoring, and the presence of academically competent administrators enhances the legitimacy and effectiveness of TPAD implementation.

Teaching experience data show that 33 teachers (84.62%) have 0–5 years of experience, 6 (15.38%) have 6–10 years.95.5% of teachers therefore have fewer than 10 years of experience, overscoring the importance of CPD. As Muthoni (2022) argues, induction is essential for helping less experienced teachers build confidence and proficiency.

Taken together, the demographic profile of teachers, administrators, and the TSC Sub-County Director reveals a youthful, academically trained teaching workforce guided by seasoned leaders. With more than half of teachers in their early careers, effective TPAD implementation programs are crucial for enhancing professionalism among them. While gender imbalances persist in leadership, the presence of female administrators ensures that gender-sensitive perspectives are incorporated into teacher appraisal and professionalism. These findings align with research emphasizing induction as a vital link between professional practice and academic preparation (Muthoni, 2022).

### 4.4 Presentation, Interpretation, and Discussions of the Findings

The findings of this study are presented and interpreted in this section in regard to the research questions and hypotheses. To put the effectiveness of TPAD implantation on teacher

professionalism, the demographics of the Subcounty Director TSC, institutional administrators and their deputies, and teachers in Tana Delta sub-county are examined.

### 4.4.1 Self-Appraisal and Teacher Professionalism

In this research question, teachers were asked to read each statement carefully and indicate their level of agreement by ticking (✓) the appropriate box. They were supposed to use the following Likert scale: 1 = Strongly Disagree, 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), and 5 = Strongly Agree (SA). The results are shown in Table 4.

Table 3 Self-Appraisal and Teacher Professionalism

| Statement | SD | D | N | A | SA | *M* | *SD* |
|---|---|---|---|---|---|---|---|
| Self-appraisal assessment affects my professionalism. | 10 (25.64%) | 4 (10.26%) | 6 (15.38%) | 8 (20.51%) | 11 (28.21%) | 3.15 | 1.58 |
| Self-appraisal motivates me to uphold professionalism inside and outside the institution. | 0 (0.00%) | 0 (0.00%) | 3 (7.69%) | 11 (28.21%) | 25 (64.10%) | 4.56 | 0.64 |
| Self-appraisal enhances fairness and integrity in my teaching practice. | 2 (5.13%) | 1 (2.56%) | 4 (10.26%) | 11 (28.21%) | 21 (53.85%) | 4.23 | 1.0 |

**Source:** Source: Field Data (2026), n = 39

The results in Table 4 indicate that although 19 respondents (48.7%) agreed or strongly agreed, 14 (35.9%) disagreed or strongly disagreed, and 6 (15.4%) were neutral that ‘Teachers

conducting self-appraisal; this assessment affects my professionalism', it is an indication of a moderate and notably dispersed set of views, with a substantial minority unconvinced of its impact. With responses dispersed across the Likert scale, the mean score of 3.15 and a standard deviation of 1.58 further demonstrate a modest inclination toward neutrality. These results suggest that while self-appraisal by teachers do exist, their designs may be inconsistent, leaving many educators unsure of their ability to foster professional development.

According to the responses on the statement *"Self-appraisal motivates me to uphold professionalism inside and outside the institution"* it drew a strong endorsement: 36 respondents (92.3%) agreed or strongly agreed, none disagreed, and 3 (7.7%) were neutral. With a comparatively high standard deviation of 0.64 and a mean score of 4.56, indicating significant variation in responses. This is a clear indication that teachers are intrinsically motivated to uphold professionalism within and beyond the institution when they are able to conduct their self-appraisal.

Similarly, *"Self-appraisal enhances fairness and integrity in my teaching practice"* was supported by 32 respondents (82.1%), with 3 (7.7%) disagreeing and 4 (10.3%) neutral (M = 4.23, standard deviation of = 1.09). With a comparatively high standard deviation of 1.09 and a mean score of 4.32, indicating significant variation in responses. With a high positive response from the findings is an indication that self-appraisal brings sanity among teachers on how they perceive the whole TPAD implementation process. While a handful tend to disagree, then it is clear that not all teachers feel self-appraisal enhances impartiality programs should be fully implemented to enlighten the teachers

Generally, self-appraisal items ranged from 3.15 to 4.56 (standard deviation of range 0.64–1.58), suggesting that while teachers generally perceive this TPAD component as supportive of professionalism, experiences vary considerably across schools.

Interview guides were conducted among institutional administrators ,their deputies and the Sub County TSC Director.

Administrators tended to describe self-appraisal in favorable terms, linking it to improved diligence and professional conduct.

One of the institutional administrators explained that it:

Self appraisal improves professionalism because one is able to take note of the gaps and works on them. During the self assessment the individual teacher has the ability to go through all the indicators and easily takes note of the areas that were not achieved during that term.''(School Administrator,Interview,27TH August ,2026)

Administrator K observed simply that ;

Self appraisal makes them more professional. That was because every teacher was testing their levels of self reliability and integrity.'' (School Administrator,Interview,27TH August ,2026)

Yet these positive views were tampered by recurring concerns about the reliability of self-reported scores.

One Deputy Institutional administrator noted that:

Teachers award themselves very high scores. This affects the reliability of the TPAD tool as the scores do not clearly depict the teachers output in the classroom set up. For example ,where a teacher scores a 3 which is a maximum mark for a target, yet all the indicators cannot be pointed out from their work.'' (School Administrator,Interview,27TH August ,2026)

Deputy administrator B called for ;

A mechanism to ensure that the scores that teachers award themselves during self-appraisal match their level of professionalism. This meant that for the TPAD tool to be fully effective then an alternative way of addressing the overrating aspect of teachers during self appraisal was necessary.'' ( Deputy School Administrator,Interview,27TH August ,2026)

The Sub County Director TSC pointed out that:

Some teachers have challenges in navigating through the digital TPAD hence they take time in filling it.This was noted to be a challenge as not everyone was equipped with the necessary ICT navigation skills.'' (Sub County Director,Interview,26TH August ,2026).

These concerns about rating inflation offer a plausible qualitative explanation for self-appraisal's comparatively weak quantitative effect size ($R^2 = .396$, Section 4.5).Priestley et al. (2015) and Brown et al. (2018) both concluded that self-evaluation only translates into genuine professional growth where clear institutional safeguards constrain how self-reported scores are used. Wanjiku et al. (2024) similarly found that nationally, only 78.2% of Kenyan teachers identify authentic development gaps during self-appraisal. Read alongside these studies, the administrators' concerns in this sample appear less like isolated complaints and more like evidence of a structural weakness in self-appraisal as an appraisal mechanism.

### 4.4.2 Continuous Professional Development and Teacher Professionalism

The teachers were requested to indicate their level of agreement with the following statements about CPD programs in their schools in a Likert scale of 1 = Strongly Disagree , 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), and 5 = Strongly Agree (SA). The results are shown in Table 4.

**Table 4**

Teachers' Responses on Continuous Professional Development and Teacher Professionalism

| Statement | SD | D | N | A | SA | *M* | *SD* |
|---|---|---|---|---|---|---|---|
| Appraisal of Continuous Professional Development improves my professionalism. | 2 (5.13%) | 0 (0.00%) | 3 (7.69%) | 11 (28.21%) | 23 (58.97%) | 4.36 | 1.01 |
| Continuous Professional Development appraisal enhances my accountability as a teacher. | 1 (2.56%) | 0 (0.00%) | 3 (7.69%) | 10 (25.64%) | 25 (64.10%) | 4.49 | 0.85 |
| Continuous Professional Development motivates me to maintain high teaching standards. | 1 (2.56%) | 0 (0.00%) | 1 (2.56%) | 14 (35.90%) | 23 (58.97%) | 4.49 | 0.79 |

**Source:** Source: Field Data (2026), n = 39

According to the findings on Table 5, the appraisal of Continuous Professional Development show strong and consistent support among teachers. The results indicate that on "Appraisal of Continuous Professional Development improves my professionalism*,"* 34 respondents (87.2%) agreed or strongly agreed, 2 (5.1%) disagreed or strongly disagreed, and 3

(7.7%) were neutral. There is great agreement among responders, as indicated by the mean score of 4.36 with a standard deviation of 1.01. These results hint at a small discrepancy in teachers' dedication to continuous professional development, as while most people feel CPD affects their professionalism, a sizable minority feels appraisal of their CPD does not improve their professionalism.

According to the results on *"*Continuous Professional Development appraisal enhances my accountability as a teacher*,"* 35 respondents (89.7%) agreed or strongly agreed, 1 (2.6%) disagreed or strongly disagreed, and 3 (7.7%) were neutral. The mean score of 4.49 and standard deviation of of 0.85 indicate a positive response among the respondents.

The strongest endorsement came from the statement "Continuous Professional Development motivates me to maintain high teaching standards,*"* where 37 respondents (94.9%) agreed or strongly agreed, 1 (2.6%) disagreed or strongly disagreed, and 1 (2.6%) were neutral (M = 4.49, standard deviation of = 0.79).Generally, CPD appraisal items ranged from 4.36 to 4.49 (standard deviation of range 0.79–1.01), indicating that teachers generally perceive this TPAD component as highly supportive of professionalism, with relatively uniform agreement across items.

Interview guides were conducted among institutional administrators ,their deputies and the Sub County TSC Director.

Institutional Administrators broadly described CPD appraisal as strengthening instructional quality through structured classroom observation and follow-up support. Several linked it directly to lesson preparation.

One Institutional administrator noted that ;

CPD improves the teachers' preparedness for lesson delivery.'' (School Administrator,Interview,27$^{TH}$ August ,2026)

A deputy institutional administrator observed that:

CPD gets rid of idleness and professional carelessness by professionally keeping teachers on their toes.'' ( Deputy School Administrator,Interview,27$^{TH}$ August ,2026)

Monitoring was described as systematic in most schools, combining classroom observation with review of professional records and teaching notes, and reinforced through peer-learning opportunities and capacity-building workshops. This convergence between structured monitoring and reported gains in preparedness offers a plausible qualitative explanation for CPD's status as the strongest quantitative predictor of professionalism in the sample ($R^2 = .777$, Section 4.5).

Popova et al. (2022), in a cross-country synthesis, concluded that professional development produces its strongest outcomes not simply by being offered, but when participation is tied to concrete follow-up and enactment in the classroom. Njenga (2024) makes a similar point from Kenyan evidence, arguing that CPD's developmental payoff hinges on

sustained institutional support rather than provision alone—precisely the systematic monitoring pattern administrators in this study describe.

### 4.4.3 Feedback and Teacher Professionalism

Teachers were asked to express their level of agreement with a series of statements regarding feedback programs in their schools. Responses were captured using a five-point Likert scale, where 1 represented Strongly Disagree , 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), and 5 = Strongly Agree (SA). This enabled us to evaluate teachers' perceptions, highlighting the extent to which feedback contributes to professionalism. The findings are presented in Table 5.

**Table 5**

*Feedback and Teacher Professionalism*

| Statement | SD | D | N | A | SA | M | SD |
|---|---|---|---|---|---|---|---|
| How feedback in TPAD implementation affect professionalism. | 3 (7.69%) | 3 (7.69%) | 5 (12.82%) | 15 (38.46%) | 13 (33.33%) | 3.82 | 1.21 |
| Feedback encourages me to fulfill responsibilities diligently. | 2 (5.13%) | 0 (0.00%) | 6 (15.38%) | 15 (38.46%) | 16 (41.03%) | 4.10 | 1.02 |
| Performance feedback improves professionalism | 2 (5.13%) | 0 (0.00%) | 6 (15.38%) | 15 (38.46%) | 16 (41.03%) | 4.10 | 1.02 |

| Statement | SD | D | N | A | SA | M | SD |
|---|---|---|---|---|---|---|---|

Source; Field Data, 2026.n=39

According to the results on Table 6, how feedback in TPAD implementation affects professionalism show mixed but generally favorable perceptions. Of the 39 respondents, 28 (71.8%) agreed or strongly agreed, 6 (15.4%) disagreed or strongly disagreed, and 5 (12.8%) were neutral. The mean score of 3.82 and standard deviation of 1.21 reflects a positive but more varied view across respondents.

According to the results on the feedback encourages teachers to fulfill responsibilities diligently, 31 respondents (79.5%) agreed or strongly agreed, 2 (5.1%) disagreed or strongly disagreed, and 6 (15.4%) were neutral, yielding a mean of 4.10 and standard deviation of 1.02.

The most favorable item was performance feedback improving professionalism, with 34 respondents (87.2%) agreeing or strongly agreeing, 2 (5.1%) disagreeing or strongly disagreeing, and 3 (7.7%) neutral . The mean score was 4.31 and standard deviation of = 1.00.

Generally, feedback items ranged from a mean of 3.82 to 4.31 to a standard deviation of range 1.00–1.21, indicating that teachers generally perceive this TPAD component as supportive of professionalism, though experiences of its implementation vary across schools.

Interview guides were conducted among institutional administrators ,their deputies and the Sub County TSC Director.

Administrators often linked feedback to lesson attendance and missed lessons recovery, emphasizing its role in ensuring teachers “don’t miss lessons unnecessarily” and in helping to “recover all lost lessons.”

One Institutional administrator explained that:

Reviews reinforce punctuality, reliability, and institutional accountability turning attendance monitoring from a mere compliance metric into a reflection of professional dedication. Most reinforcement mechanisms were informal—staff meetings, one-on-one discussions, weekly briefs—rather than standardized protocols.’’ (School Administrator,Interview,27$^{TH}$ August ,2026)

Institutional administrator L described ;a more structured approach involving dedicated post-appraisal conferences grounded in objective evidence. (School Administrator,Interview,27$^{TH}$ August ,2026)

The TSC Sub-County Director corroborated this pattern, describing feedback as operating through mentorship and induction. (Sub County Director,Interview,26$^{TH}$ August ,2026)

The informality of these mechanisms in most schools may help explain the wider dispersion in teachers’ Likert ratings (Table 6, SD range 1.00–1.21).Koedel et al. (2019), in a very different context, concluded that ratings alone—without substantive accompanying feedback—did little to shift teachers’ professional behavior. What seems to matter, in other words, is the quality and dialogic nature of the conversation around the score, not the score itself. This point is echoed by Cameron (2023) and by Shuriye and Wambua (2020).

### 4.4.4 Performance Target Setting and Teacher Professionalism

Teachers were asked to rate their agreement with a few statements about performance target setting and their professionalism. The scale represents strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA) on a five-point Likert scale. The analysis of the replies revealed the extent to which Performance Target Setting affect teacher Professionalism.

Table 6 displays the compiled findings.

Teachers' Responses on Performance Target Setting and Teacher Professionalism

| Statement | SD | D | N | A | SA | *M* | *SD* |
|---|---|---|---|---|---|---|---|
| Performance target setting in education improves my compliance with policies. | 1 (2.56%) | 1 (2.56%) | 3 (7.69%) | 16 (41.03%) | 18 (46.15%) | 4.26 | 0.91 |
| Performance target setting increases my awareness of learners' rights and responsibilities. | 1 (2.56%) | 0 (0.00%) | 1 (2.56%) | 16 (41.03%) | 21 (53.85%) | 4.44 | 0.79 |
| Performance target setting strengthens my professionalism in handling school matters. | 1 (2.56%) | 0 (0.00%) | 0 (0.00%) | 16 (41.03%) | 22 (56.41%) | 4.49 | 0.76 |

**Source:** Source: Field Data ,2026, n = 39

According to the results in table 7, on performance target setting in education improves my compliance with policies.", 34 respondents, 87.2%, agreed or strongly agreed, 2, 5.1%, disagreed or strongly disagreed, and 3, 7.7%, were neutral. The mean was 4.26 and Standard Deviation of 0.91 which indicates a generally favorable but more varied perceptions across respondents.

According to the second question, performance target setting increases my awareness of learners' rights and responsibilities.", 37 respondents, that is 94.9%, agreed or strongly agreed, 1, 2.6%, disagreed or strongly disagreed, and 1, 2.6%, were neutral. The mean of 4.44 and standard deviation of 0.79 indicates strong overall agreement with limited dispersion, suggesting a fairly uniform view among teachers.

The findings on performance target setting strengthens my professionalism in handling school matters are;.", 38 respondents, 97.4%, agreed or strongly agreed, 1, 2.6%, disagreed or strongly disagreed, and 0, 0.0%, were neutral. The mean of 4.49 and standard deviation of 0.76 indicates strong overall agreement with limited dispersion, suggesting a fairly uniform view among teachers.

The general findings, on performance Target Setting ranged from a mean of 4.26 to 4.49 and standard deviation of range 0.76-0.91, indicating that teachers generally perceive this TPAD component as strongly supportive of their professionalism, with consistent agreement across items.

Interview guides were conducted among institutional administrators ,their deputies and the Sub County TSC Director. Target setting was generally described by administrators as strengthening commitment and providing direction.

One institutional administrator described:

Performance Target Setting as a clear road map and timeline of their required achievements for the term.'' (School Administrator,Interview,27TH August ,2026)

Institutional administrator M observed that:

Performance target setting makes teachers more responsible and dedicated to their profession. (School Administrator,Interview,27TH August ,2026)

Several Deputy institutional administrators described structured, evidence-based approaches to objective target-setting.

One Deputy institutional administrator explained:

Performance Target Setting is a process anchored in the SMART framework that draws on previous learner performance results, attendance records, and curriculum requirements, rather than relying on subjective assumptions." ( Deputy School Administrator,Interview,27TH August ,2026).

Deputy administrator M reported,

Target setting should be based t on prior learner performance data and subject-panel input.'' ( Deputy School Administrator,Interview,27TH August ,2026)

The Sub County Director TSC noted:

Performance Target Setting is  a source of friction: Some teachers set targets which they do not meet. This brings misunderstanding between the teachers and the administrators.'' (Sub County Director,Interview,26$^{TH}$ August ,2026)

The strength of target setting's quantitative effect ($R^2 = .721$) is not an isolated result. Ogalo, Khalili, and Simatwa (2024) found similar outcomes in Migori County, where termly goal-setting was associated with stronger adherence to ethical standards and more timely completion of duties. Likewise, Mugizi, Otaka, and Rwothumio (2023) reported a significant positive relationship between goal setting and teacher effectiveness in Uganda. Taken together with the friction described above, these studies suggest that the benefits and risks of target setting—clarity of purpose on one hand, potential for conflict on the other—tend to travel together across diverse education systems.

### 4.4.5 Lesson Observation and Teacher Professionalism

Teachers were asked to rate their level of agreement with a number of statements about workshop programs at their schools in order to examine the tactics used to increase the efficacy of teacher induction programs in boosting instructional competency. One represents strongly disagree two represents disagree (D), neutral (N), three represents agree (A), and four represents strongly agree (SA) on a five-point Likert scale.

**Table 7**

**Lesson Observation and Teacher Professionalism**

| Statement | SD | D | N | A | SA | *M* | *SD* |
|---|---|---|---|---|---|---|---|
| Appraisal of lesson observation motivates me to plan effectively. | 2 (5.13%) | 0 (0.00%) | 1 (2.56%) | 13 (33.33%) | 23 (58.97%) | 4.41 | 0.97 |
| Proper preparation for lesson observation affects my professionalism and learner outcomes. | 9 (23.08%) | 3 (7.69%) | 2 (5.13%) | 9 (23.08%) | 16 (41.03%) | 3.51 | 1.64 |
| Continuous lesson observation improves my commitment to curriculum delivery. | 2 (5.13%) | 1 (2.56%) | 3 (7.69%) | 10 (25.64%) | 23 (58.97%) | 4.31 | 1.0 |

Source: Field Data (2026), n = 39

According to the results in Table 8, appraisal of lesson observation motivates me to plan effectively.", 36 respondents, 92.3%, agreed or strongly agreed, 2, 5.1%, disagreed or strongly disagreed, and 1, 2.6%, were neutral. The mean of 4.41 and standard deviation of 0.97 indicates strong overall agreement with limited dispersion, suggesting a fairly uniform view among teachers.

According to the findings on proper preparation for lesson observation affects my professionalism and learner outcomes.", 25 respondents, that is,64.1%, agreed or strongly agreed, 12, 30.8%, disagreed or strongly disagreed, and 2, 5.1%, were neutral. The mean of 3.51 and standard deviation of 1.64 indicates a moderate and notably dispersed set of views, with a

substantial minority in disagreement.

According to the finding on the third question, continuous lesson observation improves my commitment to curriculum delivery.", 33 respondents, 84.6%, agreed or strongly agreed, 3, 7.7%, disagreed or strongly disagreed, and 3, 7.7%, were neutral. The mean of 4.31 and standard deviation of 1.08 indicates generally favorable but more varied perceptions across respondents. The responses on Lesson Observation ranged from a mean of 3.51 to 4.41 and the Standard Deviation range of 0.97-1.64, indicating that teachers generally perceive this TPAD component as moderately supportive of their professionalism, though perceptions varied more on some items than others, pointing to uneven experiences of how this component is implemented across schools.

Interview guides were conducted among institutional administrators ,their deputies and the Sub County TSC Director.

Administrators pointed out that lesson observation produced the most thematically convergent set of responses in the dataset: observation reveals gaps in delivery, which are then corrected through targeted guidance.

The TSC Sub-County Director's observed that:

Adequate time and planning are preconditions for effective observation.'' (Sub County Director,Interview,26$^{TH}$ August ,2026).

This suggests that implementation consistency, rather than administrators' commitment to the practice, is the more likely source of the variability recorded in teachers' ratings for this component (Table 8, SD of up to 1.64).

Mutambuki (2022) found a positive association between lesson observation and instructional performance in Kitui County, which fits the overall strength of this component's effect here. But Isika (2025) offers a useful counterweight, cautioning that in some school contexts observation risks collapsing into a documentation exercise rather than substantively shaping practice. It is precisely this inconsistency—rather than a rejection of observation itself—that the wider dispersion reported in Table 8 appears to reflect.

The results obtained after conducting lesson observation across the 14 sampled schools are;

**Table 8: Mean Scores by Domain (N = 14 schools)**

| Domain | Max Score | Mean Score Obtained | % |
|---|---|---|---|
| Classroom Management and Learning Environment | 12 | 10.00 | 83.3% |
| Lesson Preparation and Planning | 12 | 9.50 | 79.2% |
| Content Mastery and Instructional Delivery | 12 | 9.50 | 79.2% |
| Professional Conduct and Ethics | 9 | 7.00 | 77.8% |
| TPAD Procedural Compliance | 12 | 8.86 | 73.8% |
| Learner Assessment and Feedback | 12 | 8.43 | 70.2% |
| Use of Teaching and Learning Resources | 9 | 5.50 | 61.1% |

The mean total score was 58.8 out of 78 (75.4%), with scores ranging from 57 (73.1%) to 61 (78.2%) across schools — a fairly tight spread, indicating consistent implementation rather than sharp variation between schools. At the domain level, classroom management and the learning environment emerged as the strongest area (83.3%), reflecting teachers' consistent ability to manage learner behaviour fairly and ensure smooth transitions between lesson stages, while lesson preparation and planning and content mastery and instructional delivery were similarly well demonstrated (79.2% each), though logical sequencing of content and time allocation was a recurrent weakness within the planning domain.

Professional conduct and ethics (77.8%) and TPAD procedural compliance (73.8%) were also rated favourably, although the latter was consistently undermined by the failure to log lesson observations through the TPAD online portal prior to the visit, even where the actual classroom visit and post-observation feedback discussion were rated highly. The weakest domain by a considerable margin was the use of teaching and learning resources (61.1%), driven primarily by the limited use of charts, ICT, and other instructional aids to reinforce learning.

This finding was corroborated by the post-observation feedback conferences, in which "content delivery" was consistently identified as a key strength across schools while "ICT integration" was repeatedly flagged as the primary area for improvement. Taken together, these observational findings triangulate closely with the questionnaire data presented earlier in this chapter, confirming that lesson observation, as currently practised, is generally well implemented in terms of teacher conduct, preparation, and classroom management, but remains constrained by resource and ICT limitations and by inconsistent adherence to the TPAD portal's procedural requirements.

### 4.5 Hypothesis Testing

Hypothesis testing is a statistical technique for drawing conclusions about a population from sample data. Deciding whether to reject the null hypothesis entails creating null and alternative hypotheses, evaluating the evidence, and applying principles of probability theory. This procedure facilitates the objective evaluation of connections, distinctions, or effects.

**Table 9**

| Hypothesis | Statement | Test Statistic | *p* | $R^2$ | Decision | Interpretation |
|---|---|---|---|---|---|---|
| $H_{01}$ | There is no statistically significant effect of self-appraisal on teachers' professionalism in public junior schools. | $F$ = 24.210; $t$ = 4.920 | < .001 | .396 | Reject $H_{01}$ | Self-appraisal significantly affects teacher professionalism, explaining 39.6% of the variance. |
| $H_{02}$ | Lesson observation has no statistically significant effect on teachers' professionalism in public junior schools. | $F$ = 54.456; $t$ = 7.379 | < .001 | .595 | Reject $H_{02}$ | Lesson observation has a strong effect on teacher professionalism, accounting for 59.5% of the variance. |

| Hypothesis | Statement | Test Statistic | $p$ | $R^2$ | Decision | Interpretation |
|---|---|---|---|---|---|---|
| $H_{03}$ | Continuous Professional Development linked to identified gaps has no statistically significant effect on teachers' professionalism in public junior schools. | $F$ = 129.237; $t$ = 11.368 | < .001 | .777 | Reject $H_{03}$ | CPD linked to identified gaps has the strongest effect of the five constructs, explaining 77.7% of the variance in teacher professionalism. |
| $H_{04}$ | Feedback has no statistically significant effect on teachers' professionalism in public junior schools. | $F$ = 72.636; $t$ = 8.523 | < .001 | .663 | Reject $H_{04}$ | Feedback significantly improves teacher professionalism, explaining 66.3% of the variance. |
| $H_{05}$ | Performance target setting has no statistically significant effect on teachers' professionalism in public junior schools. | $F$ = 95.778; $t$ = 9.787 | < .001 | .721 | Reject $H_{05}$ | Performance target setting has a strong effect on teacher professionalism, accounting for 72.1% of the variance — the second-largest contribution among the five constructs. |

*Source: Field Survey Data ,2026.*

Each hypothesis tested whether a specific TPAD component had no effect on teacher professionalism ($H_0$). Because $p < .05$ for every construct, all five null hypotheses were rejected, confirming that each component exerts a statistically significant, positive effect on professionalism. However, the strength of these effects—captured by the proportion of variance explained ($R^2$)—varied considerably across constructs, highlighting important differences in their relative influence.

Self-Appraisal ($R^2 = .396$)**,**makes a modest but significant contribution on teacher professionalism but explains only about 40% of its variance, making it the weakest effect among the five constructs. This suggests that while self-appraisal contributes meaningfully, it is not a major driver of professionalism on its own, with other factors accounting for most of the variation.

Lesson Observation ($R^2 = .595$)**,** accounts for roughly 60% of the variance in professionalism, a substantially stronger effect than self-appraisal. This indicates that direct, structured observation of classroom practice—together with the feedback it generates—plays a considerably greater role in shaping professionalism than self-assessment alone.

CPD Linked to Identified Gaps ($R^2 = .777$), targeted at specific, identified skill gaps emerges as the strongest effect in the model, explaining approximately 78% of the variance in professionalism. The finding suggests that professional development targeted at specific,

identified skill gaps — rather than generic training — is the single most influential TPAD component for strengthening teacher professionalism in this sample.

Feedback ($R^2 = .663$),explains about 66% of the variance, ranking as the third-strongest effect. Clear, constructive information on strengths and areas for improvement through the appraisal process appears to substantially influence how teachers approach their professional conduct.

Performance Target Setting ($R^2 = .721$),is the second-strongest predictor, explaining about 72% of the variance. Clear, negotiated performance targets are closely tied to professionalism, likely because they provide teachers with concrete standards against which to measure and direct their conduct.

Comparatively, the findings indicate that while all five TPAD components contribute meaningfully to teacher professionalism, their influence is not equal. Continuous Professional Development (CPD) linked to identified gaps ($R^2 = .777$) and Performance Target Setting ($R^2 = .721$) emerge as the strongest levers, followed by Feedback ($R^2 = .663$) and Lesson Observation ($R^2 = .595$), with Self-Appraisal ($R^2 = .396$) contributing the least relative to the others. This ordering carries practical implications for policy and resource allocation: where implementation capacity or resources are constrained, prioritizing gap-targeted CPD and rigorous target-setting is likely to yield the greatest gains in teacher professionalism. Self-appraisal processes, while still beneficial, may warrant comparatively less emphasis if trade-offs must be made.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## 5.1 Introduction

This section entails a detailed summary of the research findings, conclusions drawn from the empirical evidence, and recommendations to enhance the effectiveness of teacher performance appraisal development in strengthening teacher professionalism . Besides, suggested areas for further research to build on the insights generated by this study are clearly outlined.

## 5.2 Summary of the study

The study examined the effectiveness of the Teacher Performance Appraisal Development tool in enhancing teacher professionalism in public junior schools within Tana Delta Sub-County. This was used to answer the five research questions that examined the TPAD components : self-appraisal, performance target setting, continuous professional development, feedback, and lesson observation. The study adopted the convergent mixed method approach with questionnaires for teachers and interview guides administered among Institutional administrators, their deputies and the Sub County Director TSC.The target population was comprised of teachers, Institutional administrators, Deputy Institutional administrators and the Sub County Directors.

### 5.3 Summary of the Key findings

Findings on each of the five TPAD components and their relationship to teacher professionalism in public junior schools within Tana Delta Sub-County are comprehensively presented in this chapter.

The significance of self-appraisal as demonstrated from this study cannot be under looked as much as it is an unevenly experienced component. Teachers acknowledge its potential in encouraging ethical behaviour and upholding farness and integrity in their field of practice. Nevertheless, diverse opinions on whether the exercise itself positively impact professionalism, suggest that self-appraisal is not yet a uniform or automatic process across schools. In practice, its value appears to depend less on the mechanism itself and more on how consistently and seriously it is administered at the institutional level.

Continuous Professional Development (CPD) appraisal stands out as the strongest and most consistent aftermath in this study. It strengthens accountability and enhances high teaching standards, and its reliability across respondents rather than cases in isolation. The close clustering of responses indicates that CPD appraisal, when infused with proper lesson preparation, required teaching standards, and learner involvement, is well understood and valued by teachers as a key mechanism for sustaining professional growth.

Feedback is at the centre among the TPAD components: generally positive, yet less consistent than target setting or CPD. The teachers' view it a tool of motivation and a driver towards their professional growth. Nevertheless, there is a wide inconsistency on how feedback is delivered across schools. This gap can be addressed by appraisers and administrators standardizing feedback processes, and ensuring the exercise consistently supports professionalism .

Performance target setting demonstrates the strongest and most consistent association with teacher professionalism among the five components of the TPAD. Teachers pinpointed target setting as a leading contributor of policy compliance and professional conduct. Across the respondents' high level of agreement there is an indication that this is not a marginal effect but a genuinely well-embedded practice within current appraisal processes. This consistency provides a solid foundation upon which the other, less consistently rated components can be strengthened.

Lesson observation is a significant aspect in supporting teacher professionalism, especially through encouraging effective lesson preparation and maintaining commitment to curriculum delivery. However, from the findings of this study it was noted as the most inconsistent of the five TPAD components. Teachers' responses indicate the extent to which preparedness for observation translate into improved professionalism remaining unsettled, therefore, lesson observation, as currently practiced, has yet to deliver uniform benefits across schools in the sub-county.

**5.4 Conclusions**

Based on the findings, the study concludes that the five components of the Teacher Performance Appraisal Development tool contribute unevenly to teacher professionalism in public junior schools within Tana Delta Sub-County. Performance target setting and Continuous Professional Development emerged as the strongest and most consistently rated components, with a well-embedded, positive association with professionalism, policy compliance, and sustained professional growth. Feedback, while generally viewed positively by teachers as a motivational tool, was delivered inconsistently across schools, limiting its reliability as a driver of professionalism. Self-appraisal and lesson observation were the least consistent components; their value appeared to depend less on the mechanisms themselves and more on how seriously and

uniformly they were administered at the institutional level. Overall, the study concludes that TPAD has the potential to meaningfully strengthen teacher professionalism, but its effectiveness is currently constrained by inconsistent implementation across components and schools, with institutional support, resource availability, and administrative follow-through emerging as the key factors determining whether each component translates into improved professional practice.

## 5.5 Recommendations

The proposed recommendations meant to reinforce the implementation of the TPAD tool in enhancing teacher professionalism within public junior schools in Tana Delta Sub-County based on the findings and conclusions are as follows; Institutional administrators should actively support and facilitate TPAD implementation by adjusting timetables to give room for target setting, self appraisal and appraiser-appraisee meeting, installation of WIFI to ensure the appraisal process is smoothly conducted and following up with peer-sharing sessions after lesson observations. Schools should institutionalize mentorship programs that pair experienced teachers with novice teachers to support professional growth. Principals should adopt transformational leadership approaches, including mobilizing resources, creating a positive learning culture, and motivating teachers to embrace TPAD as performance tool rather than employer requirement.

The Teachers Service Commission and Ministry of Education should allocate a dedicated budget for Continuous professional development programmes to expand teacher participation. CPD programs should be needs-driven, subject-specific, and embedded in daily teaching practice to attract more teachers. Participation incentives such as recognition, certification, or career progression credits should be introduced to motivate teachers to attend CPD sessions regularly.

### 5.6 Areas for Further Research

From the findings of the study titled "The Effectiveness of Teacher Performance Appraisal Development on Teacher Professionalism in Public Junior Public Schools in Tana Delta sub-county, Tana River County, Kenya", the research gaps were identified for further research are as follows:

i. Further research should investigate the effect of specific CPD interventions on teacher professionalism over a multiple of academic years.

ii. The relationship between teacher professionalism and students' academic achievement.

iii. Future studies should investigate the connection between institutional administrators' leadership and teacher professionalism in public junior schools.

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## APPENDICES

### APPENDIX I: INTRODUCTION LETTER

CATHOLIC UNIVERSITY OF EASTERN AFRICA.

P.O BOX 15055 - 00509. NAIROBI, KENYA

Dear Respondent,

RE: DATA COLLECTION

Reference is made to the above.

I am a postgraduate student at Catholic University of Eastern Africa carrying out field research in partial fulfillment of the requirements for the Award of a Masters Degree in Education Administration and Planning. The aim of this research is to find out the influence of Teacher TPAD tool on the teacher professionalism in public junior schools in Tana Delta subcounty, Tana River County, Kenya.

I kindly request you to respond to the attached data collection instrument and confidentiality is assured.

Any assistance accorded will be appreciated.

Yours faithfully,

Lydiah Moraa.

**APPENDIX II: INTERVIEW CONSENT FORM**

I acknowledge the receipt of the project information sheet, I have read and understood the information herein.

a) Yes ()

b) No ()

I have been granted the opportunity to make inquiries about the research project.

a) Yes ()

b) No ()

I am aware that this is a voluntary participation in this research.

Yes ()

No ()

I accept that the details and information I have given may be published and used in other research outputs.

Yes ()

No ()

Sign……

Researcher……... Sign……

## APPENDIX III: QUESTIONNAIRE FOR TEACHERS

**INSTRUCTIONS:**

Please respond to the questions as accurately and honestly as possible.

Please tick (✓) the option that best represents your opinion.

Scale:

1 = Strongly Disagree

2 = Disagree (D)

3 = Neutral (N)

4 = Agree (A)

5 = Strongly Agree (SA)

**SECTION A: DEMOGRAPHIC INFORMATION**

Gender: Male () Female ()

Age: 20–29 () 30–39 () 40–49 () 50–59 () 60+ ()

Highest Education Level: Diploma () Higher Diploma () Bachelor's Degree () Master's Degree

() Other (specify): _____

Teaching Subjects:----------

4.Teaching Experience:

☐ 0–5 years ☐ 6–10 years ☐ 11–15 years ☐ 16 years and above

**SECTION B: SELF APPRAISAL**

5. Teachers conducting self appraisal. This assessment affects my professionalism.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

6.Self appraisal motivates me to uphold professionalism inside and outside the institution.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

7.Self appraisal enhances fairness and integrity in my teaching practice.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

**SECTION C: PERFOMANCE TARGET SETTING**

8. Performance target setting in education improves my compliance with policies.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

9.Perfomance target setting increases my awareness of learners' rights .

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

10.Perfomance target setting strengthens my professionalism in handling school matters.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

**SECTION D: CONTINUOUS PROFESSIONAL DEVELOPMENT IN TEACHING**

11. Appraisal of Continuous professional Development improves my professionalism.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

12.Continuous Professional Development appraisal enhances my accountability.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

13. Continuous Professional Development motivates me to maintain high teaching standards.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

**SECTION E:FEEDBACK**

14. How does performance review, rating and feedback in TPAD implementation affect professionalism.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

15.Perfomance review, rating and feedback encourages me to fulfill responsibilities diligently.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

16.Perfomance feedback improves my professionalism.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

**SECTION F: LESSON OBSERVATION**

17. Appraisal of Lesson observation motivates me to plan effectively.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

18.Proper preparation for lesson observation affects my professionalism and learner outcomes.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

19.Continuous lesson observation improves my commitment to curriculum delivery.

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

**Thank you for your Participation**

## APPENDIX IV: INTERVIEW GUIDE FOR INSTITUTIONAL ADMINISTRATORS

**Section A: General Information**

Gender : Male ( ) Female ( )

Age: 20–29 ( ) 30–39 ( ) 40–49 () 50–59 () 60+ ( )

Highest Academic Qualification: PhD () Master's () B.Ed. () Other Degree () PGDE () Diploma () Certificate () Other (specify): _____

Duration as Institutional administrator in Current School:

**SECTION B: SELF APPRAISAL**

5. In your experience, how does self appraisal of teachers affect their professionalism?

6. How do you ensure teachers uphold high standards of ethics during self appraisal?

**SECTION C: PERFOMANCE TARGET SETTING**

7. How does Performance target setting in education affect their professionalism?

8. What strategies do you use to ensure teachers set their performance targets objectively?

**SECTION D: CONTINUOUS PROFESSIONAL DEVELOPMENT IN TEACHING**

9. How does appraisal of Continuous professional Development (lesson preparation, teaching standards, learner engagement) affect teachers' professionalism?

10. In what ways do you monitor and reinforce Continuous professional Development during appraisal?

**SECTION E: FEEDBACK**

11. To what extent does feedback in lesson attendance affect their professionalism?

12. How do you ensure Performance review, rating and feedback are emphasized in the appraisal process?

**SECTION F: LESSON OBSERVATION**

13. How does appraisal of Lesson observation influence teachers' professionalism?

14. What measures do you take to ensure syllabus coverage and deadlines are met through appraisal?

**SECTION G: CHALLENGES AND RECOMMENDATIONS**

15.What challenges do you face in appraising teachers' professionalism using the TPAD tool?

16.What recommendations would you propose to improve TPAD tool implementation in public junior schools ?

**APPENDIX V: INTERVIEW GUIDE FOR TSC SUB-COUNTY DIRECTOR**

Gender: Male ( ) Female ( )

Age: 20–29 () 30–39 () 40–49 () 50–59 () 60+ ()

Highest Academic Qualification: PhD () Master's () B.Ed. () Other (specify):

**SECTION B: SELF APPRAISAL**

1. From your perspective, how does appraisal of teachers' affect their professionalism?

2. How does appraisal of teachers' adherence to ethical and professional standards within and outside the institution affect their behavior and professionalism?

**SECTION C: PERFOMANCE TARGET SETTING**

3. How does Performance target setting in education affect their professionalism?

4. What role does your office play in ensuring teachers comply with performance target setting throughout the appraisal?

**SECTION D: CONTINUOUS PROFESSIONAL DEVELOPMENT IN TEACHING**

5. How does appraisal of Continuous professional Development in teaching and learning (lesson preparation, teaching standards, learner engagement) impact teachers' conduct and professionalism?

6. What strategies do you use to reinforce Continuous professional Development in appraisal?

**SECTION E: FEEDBACK**

7. To what extent does feedback affect their professionalism?

8. How does your office monitor and support Institutional administrators in ensuring feedback is emphasized in the appraisal process?

**SECTION F: LESSON OBSERVATION**

9. How does appraisal of lesson observation affect teachers' professionalism?

10. What measures do you recommend to ensure proper lesson observation through appraisal?

**SECTION G: CHALLENGES AND RECOMMENDATIONS**

11.What challenges do you face in TPAD tool implementation in public junior schools within your sub-county?

12.Which strategies do you propose to strengthen the effectiveness of the TPAD and its effect on teachers' professionalism?

**APPENDIX VI: DOCUMENT ANALYSIS GUIDE**

**TITLE:** Effectiveness of the TPAD Implementation on Teacher Professionalism

**PURPOSE:** To generate objective, documentary evidence on the extent of TPAD implementation and its effect on teachers' professionalism, through a systematic review of official school records and TPAD-related documentation.

**SECTION A: IDENTIFICATION DETAILS**

School Name: _____

Teacher's TSC Number: _____

Date of Review: _____

Term: _____

Reviewer: _____

**SECTION B: DOCUMENT ASSESSMENT CHECKLIST**

**Scoring Key**

*Availability*

1 = Available

0 = Not Available

*Adequacy*

2 = Adequate (Complete and properly maintained)

1 = Partially Adequate (Some components missing)

0 = Not Adequate (Poorly maintained/incomplete)

*Recency of Use*

2 = Up-to-date

1 = Moderately Updated

0 = Outdated

**DOCUMENT REVIEW MATRIX**

| S/N | Document | Availability (0–1) | Adequacy (0–2) | Recency (0–2) | Subtotal |
|---|---|---|---|---|---|
| 1 | TPAD Self-Appraisal Form | | | | |
| 2 | Lesson Observation | | | | |
| 3 | Teacher's Professional Development Record | | | | |
| 4 | Head Teacher's TPAD Rating | | | | |
| 5 | Professionalism Compliance Record | | | | |

| S/N | Document | Availability (0–1) | Adequacy (0–2) | Recency (0–2) | Subtotal |
|---|---|---|---|---|---|
| | **Total Score** | | | | |

**SECTION C: CRITERIA FOR RECORDING EACH DOCUMENT**

**1. TPAD Self-Appraisal Form**

Adequate if:

Performance targets clearly stated and measurable

Self-rating completed for all appraisal standards

Signed by the teacher and countersigned by the appraiser

Linked to the school's strategic/development plan

*Recency:* Completed within the current appraisal cycle/term.

**2. Lesson Observation**

Adequate if:

Observation conducted using the official TPAD lesson observation tool

Strengths and areas for improvement documented

Feedback discussion recorded and signed by both parties

Follow-up action points included

*Recency:* Conducted within the current term.

**3. Teacher's Professional Development Record**

Adequate if:

CPD activities linked to TPAD-identified gaps

Training/workshop attendance documented with evidence (certificates, attendance sheets)

Reflection or application notes included

Updated to reflect ongoing development needs

*Recency:* Most recent CPD activity recorded within the current academic session.

**4. Head Teacher's TPAD Rating/Score Sheet**

Adequate if:

Composite score computed accurately across all standards

Rating aligned with evidence from observations and appraisals

Signed and dated by the Head Teacher

Feedback shared with the teacher

*Recency:* Finalized within the current appraisal period.

**5. Professionalism Compliance Record**

Adequate if:

Record of adherence to TSC Code of Conduct and Ethics maintained

Any disciplinary or commendation entries documented

Performance review, rating and feedback, discipline, and collegiality noted

Reviewed and signed by the Head Teacher

*Recency:* Reviewed within the current term.

**SECTION D: SCORING AND INTERPRETATION**

**Maximum Score per Document:**

Availability = 1

Adequacy = 2

Recency = 2

**Total per document = 5**

**Maximum overall Score = 25**

| Score Range | Performance Level |
|---|---|
| 21 – 25 | Very High TPAD Implementation Effectiveness |
| 16 – 20 | High TPAD Implementation Effectiveness |
| 11 – 15 | Moderate TPAD Implementation Effectiveness |

| Score Range | Performance Level |
|---|---|
| 6 – 10 | Low TPAD Implementation Effectiveness |
| 0 – 5 | Very Low TPAD Implementation Effectiveness |

**APPENDIX VII: LESSON OBSERVATION SCHEDULE**

**(Researcher's Classroom Observation Checklist — TPAD Implementation on Teacher Professionalism)**

PURPOSE

This instrument was used by the researcher to independently observe a sample of teachers during a live lesson, in order to generate direct, first-hand evidence on how the lesson-observation component of TPAD is practised and to triangulate it against teachers' self-reported questionnaire

responses, Headteacher/Deputy Headteacher interview data, and the Document Analysis Guide (Appendix VI). Each observation should last the full duration of one lesson period.

SECTION A: IDENTIFICATION DETAILS

School Name: _____

Zone (A / B / C): _____

Teacher's TSC Number: _____

Subject Observed: _____

Grade: _____

Strand / Sub-strand: _____

Date of Observation: _____

Term: _____

Lesson Start Time: _____

Lesson End Time: _____

Observer (Researcher) Name: _____

SECTION B: OBSERVATION CHECKLIST

*Rating scale: 3 = Clearly/Consistently Demonstrated 2 = Partially Demonstrated 1 = Minimally Demonstrated 0 = Not Observed / Not Applicable*

1. Introduction and Lesson Organisation (Each 4 Marks = 16)

| Indicator | 0 | 1 | 2 | 3 | Comments / Evidence |
|---|---|---|---|---|---|
| i. Review of the previous lesson/content related to the current lesson | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| ii. Objective of the current lesson stated | | | | | |
| iii. Previous lesson linked to the current lesson | | | | | |
| iv. Quality of introduction: captivating/ capture learner's interest. | | | | | |

2. Content Delivery (Each 4 Marks =20

| Indicator | 0 | 1 | 2 | 3 | Comments / Evidence |
|---|---|---|---|---|---|
| i. Mastery of content in line with the syllabus | | | | | |
| ii. Accurately answers students' questions | | | | | |
| iii. Lesson notes and lesson plan utilised during teaching | | | | | |
| iv. summarized the lesson by highlighting the key points<br>v. Covering the lesson within the stipulated time (Started on time and ended on time). | | | | | |

3. Teaching Methods/Techniques (Each 4 Marks =20)

| Indicator | 0 | 1 | 2 | 3 | Comments / Evidence |
|---|---|---|---|---|---|
| i. Use of appropriate instructional methods (Question and answer, Demonstration, experimentation, Discussion/Group work, Field work) | | | | | |
| ii. Use of appropriate instructional aids | | | | | |
| iii. Use of several teaching methodologies | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| iv. Ability of innovation and creativity in teaching<br>v. Ability to simulate learners | | | | | |

4. Learner Involvement and Communication (Each 4 Marks = 24)

| Indicator | 0 | 1 | 2 | 3 | Comments / Evidence |
|---|---|---|---|---|---|
| i. Questioning and answering | | | | | |
| ii. Observation | | | | | |
| iii. Collaboration and presentation<br>iv. Demonstration<br>v. Research work/presentation<br>vi. Discovery/presentation | | | | | |

5. Classroom Management (Each 4 Marks =20)

| Indicator | 0 | 1 | 2 | 3 | Comments / Evidence |
|---|---|---|---|---|---|
| i. Proper desk arrangement to allow a teacher mobility to reach an individual student | | | | | |
| ii. . Checking students work | | | | | |
| iii. Prompt marking of work in class | | | | | |
| iv. Individual answers/knowing learners by name<br>v. Classroom neatness. | | | | | |

Interpretation of Total Score

| Score Range (%) | Level of Lesson-Observation Effectiveness |
|---|---|
| 80% – 100% | Very High — TPAD lesson observation practice is genuinely and consistently implemented |
| 65% – 79% | High — implemented well with minor gaps |
| 50% – 64% | Moderate — inconsistently implemented |
| 35% – 49% | Low — largely procedural/compliance-driven |
| Below 35% | Very Low — minimal evidence of substantive lesson observation |

SECTION D: POST-OBSERVATION FEEDBACK CONFERENCE

Was a feedback discussion held immediately after the lesson? (Yes/No): _____

Key strengths identified: _____

Key areas for improvement identified: _____

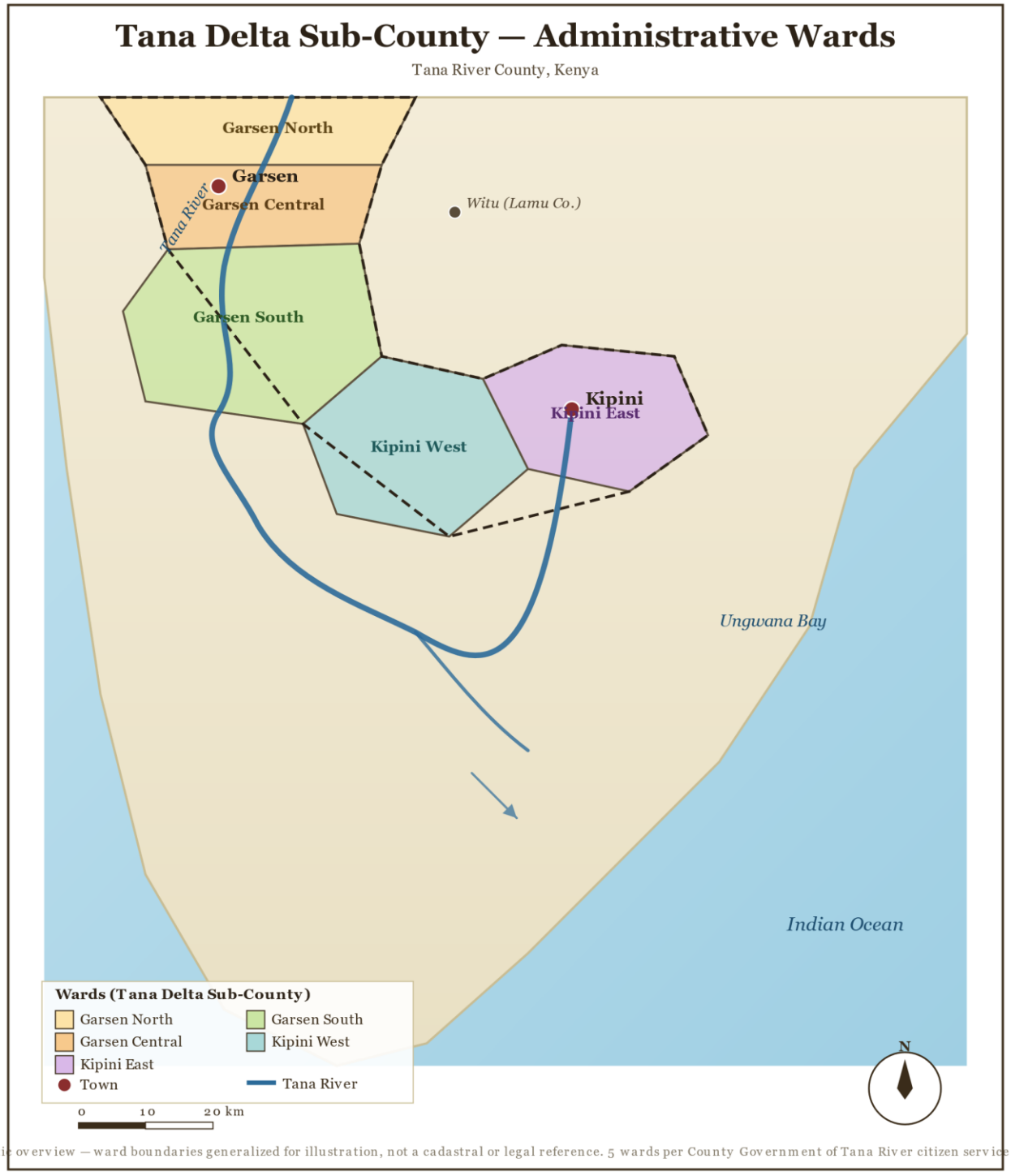
Agreed follow-up action point(s): _____

Teacher's Signature: _____ Observer's Signature: _____

SECTION E: OBSERVER'S FIELD NOTES

Use this space to record open, qualitative observations relevant to teacher professionalism that are not captured above (e.g., punctuality, learner-teacher rapport, evidence of ethical conduct, use of the local context, or anything noteworthy about how genuinely the observation reflects normal practice).

**APPENDIX VIII: MAP OF TANA DELTA SUBCOUNTY**




Source: Google Maps, 2026

**REF: PGS/FOE/1442/DEFENSE/LANGATA,**

turnitin Page 2 of 95 - Integrity Overview Submission ID trn:oid:::1:3635162484

## 9% Overall Similarity

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**Filtered from the Report**

- Bibliography
- Quoted Text
- Cited Text
- Small Matches (less than 9 words)

I HEREBY CONFIRM THAT **NYABUTO MORAA LYDIAH** REG NO: **1065760**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **EFFECTIVENESS OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT ON TEACHER PROFESSIONALISM IN PUBLIC JUNIOR SCHOOLS IN TANA DELTA SUB COUNTY, TANA RIVER COUNTY, KENYA. A RESEARCH THESIS SUBMITTED TO THE DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION, IN EDUCATIONAL ADMINISTRATION AND PLANNING AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.**

Verification by Systems Librarian:

Name: HARUN MAINA ..... Signature: ..... Date: 23/8/2026

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# THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

## Faculty of Education

**Department of Postgraduate Studies in Education**

**Our Ref:** CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/46/August 2026

10th August 2026

**THE DIRECTOR,**
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION (NACOSTI)**
**NAIROBI, KENYA**

**RE: – NYABUTO MORAA LYDIAH- 1065760**

I wish to introduce to you **Nyabuto Moraa Lydiah** a MED student at The Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist her accomplish her academic research requirements.

**Nyabuto's** area of specialization is Administration and Planning. Every student in the programme is required to conduct research, write a report/dissertation and submit it for examination in the final years of study. Accordingly, **Nyabuto 's** research proposal has been approved and she will conduct research on the following topic:

***"Effectiveness of Teacher Performance Appraisal and Development on Teacher Professionalism in Public Junior Schools in Tana Delta Sub County, Tana River County, Kenya."***

Thanking you in advance for according **Nyabuto** the assistance she may require to conduct her research successfully.

Sincerely,

**Sr. Prof. Elizbeth Nduku**
**HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION**

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
**Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)**

***ISO 9001:2015 Certified by the Kenya Bureau of Standards***

## APPENDIX X:INTRODUCTORY LETTER FROM SCDE

# MINISTRY OF EDUCATION
## STATE DEPARTMENT OF BASIC EDUCATION

**Telegram:**
**Telephone: 0722 95 70 44**
**Email: scdetanadelta@gmail.com**

**When replying please quote**
**REF:** MOE/TD/CONF./01/026

**Sub-County Director of Education**
**Tana Delta Sub-County**
**P. O. Box 61 –80201**
**GARSEN**

**Date**: 26th August, 2026

**Nyabuto Moraa Lydiah**
**Admission No.:** 1065760
**Programme:** Master of Arts (MA)-Catholic University of Eastern Africa

**RE: AUTHORIZATION TO UNDERTAKE RESEARCH AT JUNIOR SCHOOLS**

This letter is in reference to your University letter Ref. No. **CUEA/DVC ACAD/FOE/PGSE/NACOSTI/46/August 2026**, dated **10th August 2026**, addressed to the Director, National Commission for Science, Technology and Innovation (NACOSTI), and the subsequent approval granted by NACOSTI to undertake your research study.

I wish to inform you that the Heads of Institutions of the Junior Schools in **Tana Delta Sub-County**, where you intend to undertake your research, have been duly informed of your study and are ready to support and facilitate you in carrying out the research.

You are therefore kindly advised to proceed with your study by visiting the sampled target Junior Schools in Tana Delta Sub-County and undertaking the necessary research activities.

We wish you success in your research study.

Yours faithfully,



**IDRIS B SHURIE**
Sub-County Director of Education
**TANA DELTA SUB-COUNTY**

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **785805**

Date of Issue: **26/August/2026**

# RESEARCH LICENSE



**This is to Certify that Ms.. NYABUTO MORAA LYDIAH of Catholic University of Eastern Africa, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Tanariver on the topic: EFFECTIVENESS OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT ON TEACHER PROFESSIONALISM IN PUBLIC JUNIOR SCHOOLS IN TANA DELTA SUB-COUNTY, TANA RIVER COUNTY, KENYA for the period ending : 26/August/2027.**

License No: **NACOSTI/P/26/4194945**

**785805**

Applicant Identification Number

Ag. Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

**See overleaf for conditions**