



Contribution of Teacher Performance Appraisal and Development Implementation to the Creation of Comprehensive Learning Environment in Public Primary Schools in Migori County, Kenya

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Abstract

Teachers performance appraisal creates a conducive learning environment in primary schools. Despite teachers' prevalence of their performance appraisals practices in most of parts of the world, teachers' performance is still poor. This study sought to establish the contribution of teacher performance appraisal and development implementation to the creation of comprehensive learning environment in Migori County in Kenya. The study was guided by multiple intelligence theory. A descriptive survey design which employed simple random sampling technique was utilized, and data was collected quantitatively and qualitatively through questionnaires, focus group discussion and document analysis. Quantitative data was analysed through descriptive statistics in form of frequency counts, means and percentages, as well as inferential statistics of T-test, while qualitative data was coded, transcribed and analysed thematically. The study established that showed that TPAD fostered a ability to manage learners conduct and behaviour with a mean rating of 3.49. This meant that the practice brought high contribution to creation of comprehensive learning environment. The deputy head teachers rated it higher with a mean of 3.75 as compared to the teachers rating of 3.23. There was no statistically significant difference $t(424) = -5.732, p > 0.05$. This showed that ability to manage learners conduct and behaviour highly contributed to creation of comprehensive learning environment. An important implication from this study is the need to give key attention to teachers' performance appraisal which is crucial for the attainment of learning outcomes. The findings of the study are important in contexts such as Kenya and other Sub-Saharan Africa where challenges such as teachers' absenteeism, teachers' quality, among other challenges are prevalent

Keywords: Teacher, performance, appraisal, learning- environment Kenya

INTRODUCTION

It is estimated that 11-16% of teachers in Kenya are regularly absent from their schools which directly affects their performance (Price, Galvis, & Channa, 2019). One of the avenues to mitigate this challenge in schools is through teachers' performance appraisal. Performance appraisal is a systematic and objective way of judging the employee's ability to perform their duty in an organization. It is an ongoing process used to identify, measure and develop an employee's an individual teacher's performance in accordance with the organization's strategic goals as well as in view of the standards laid down (Arif, Nadeem, & Khaliq, 2020). Performance appraisal in schools, when coupled with development implementation, sets the stage for comprehensive learning among teachers, and this enhances their performance and general school improvement.

In education, Lund and Kirk (2019) asserted that performance appraisal has been utilized to evaluate teachers' current and past performance based on certain set teaching standards. Some of the aspects that performance appraisal focuses on evaluating, include: the teacher's knowledge, skills, character, work output, and individual contribution to a learning institution (Kagama & Rungu, 2018). According to The Organization for Economic Cooperation and Development (OECD), (2023), teacher performance appraisal is a key lever for increasing the focus on teaching quality and hence understanding of the various aspects of successful performance appraisal as an important aspect in teaching and professional learning. For proper performance, teachers require feedback to



help them identify where they need to improve their teaching practice and this is possible when the school leadership is effective to develop schools as professional learning community.

Although teachers' performance appraisal is crucial in education systems, school administrators are often ill-trained to carry it out (Shongwe & Mutambara, 2023). Some European countries such as Finland, Singapore and Netherlands have developed their in-built teacher performance appraisal process which are much more effective since they promote the attainment of learning outcomes (Greatbatch & Tate, 2019). Further, according to Sayeeduddin and Vijayakumar (2018), as an important management process, managers need to support teacher performance appraisal and development in the institutions so that performance appraisal is understood and adhered to by all staff as an important aspect in promoting teacher performance hence quality education.

Reports from the global education monitoring report for 2017/2018 show that not all accountability methods that are used help in the achievement of the United Nations Sustainable Development Goals (SDGs) that observe education as a fundamental human right (UNESCO, 2017). The SDG goal No. 4 of 2015, states that education aims at ensuring inclusive and equitable quality education and promotes lifelong learning opportunities for all by the year 2030. The goal stated ensures that all learners complete free, equitable primary and secondary education leading to relevant and effective global outcome (United Nations, 2023). Specifically, Equitable and inclusive education can only be meaningful in a carefully designed learning environment (Yambo, 2023).

Among the things that are part of an employee's engagement with the work is the work environment (Manmeet Kaur & Poh, 2022). It is further observed by Garcia and Weiss (2020) that a work environment that is not conducive does not make work for teachers be favourable. A study by Mpungose and Ngwenya (2014) found out that those learners in classrooms with comfortable seating, good lighting and appropriate temperature scored higher on tests. Some other way of creating a conducive learning environment include establishing clear expectations and rules for behaviour that can help prevent disruptive and unsafe behaviour in the classroom.

A study conducted by Oluremi (2012) on evaluating the school learning environments in Nigerian primary schools established that teachers were not motivated to work hard in promoting child-friendly school practices because the working conditions were not encouraging. Madu and Okoye (2013) carried out a similar study in Enugu State, which revealed that basic facilities in schools were inadequate with respect to their child-friendly status. Further, a study by Orji and Enyiamaka (2017), on work environment effects on commitment of teachers, focused on effect of work environment on commitment level of teachers on duty. The study however did not discuss whether school work environment influenced implementation of teachers' performance appraisal. They did not pay attention to whether school work environment influenced implementation of teachers' performance appraisal that this study investigated.

In a study by Corkin, Ekmekci, and Parr (2018) on school work environment effects on motivation of mathematics teachers, examined the degree to which aspects of teachers' school working environment forecast their intrinsic value and self-efficacy for teaching. Bivariate correlations were employed as a basis for study findings. The investigations were on teachers' professional environment related to self-efficacy for teaching that provided more evidence on the significance of mentoring and promoting strong relationships amongst teachers and colleagues. The results revealed that head teacher's backing positively predicted teachers' intrinsic value for teaching and their self-efficacy.

In Kenya, Kiptum (2018) established that school working environment, physical facilities and classroom organization affects teacher satisfaction positively. A related mixed-method study by Kinyanjui (2019) investigated how child-friendly schools initiatives affected the quality of education in Nairobi and Kajia do Counties in Kenya, and data was gathered from head teachers, teachers, learners and quality assurance officers. Data, which was analysed using descriptive, inferential and thematic analyses revealed that dimensions of child friendly schools initiative affected school quality. Kiptum's (2018) study however differed with the current study which investigated the contribution of TPAD on creation of comprehensive learning environment.

According to a study by Mureithi and Gakuu (2020) TPAD has been effective in evaluating teachers' ability to create comprehensive learning environment in Kenyan schools. The study found that TPAD is useful in evaluating teachers' ability to ensure that safety of learners and manage learners conduct and behaviour. Relatedly, Kaino and Obino (2020) stated that TPAD has been effective in evaluating teachers' ability to create a child-friendly school, stimulating classroom, ensure safety of learners and manage learners conduct and behaviour in Kenyan schools. The study found out that the TPAD system provides mechanism of assessing teacher adherence to ethical standards and their ability to create a comprehensive environment that is conducive to learning. The study



concluded that TPAD has the potential to improve teacher performance in creation of child friendly schools, stimulating classroom, ensure safety of learners and manage learners conduct and behaviour.

Multiple Intelligence Theory

This theory was first advanced by Dr. Howard Gardner in 1983, and states that everyone has eight intelligences at varying degrees of proficiency (Gardner, 2011). The eight intelligences that Gardner pointed out are: Visual-spatial; Linguistic-verbal; Logical-mathematical; Body-kinaesthetic; Musical; Interpersonal; Intrapersonal; and Naturalistic. The theory proponent argued that an individual is pre-disposed to one kind of intelligence with the help of the supporting environment. Specifically, Gardner argued as individuals participate in cultural activities within their context, their intelligence develop and are sharpened (Cavas & Cavas, 2020). Individuals tend to have dominant intelligence and other aspects of the intelligence as complimentary. In the study, Dolati and Tahriri (2017) revealed that teachers with teachers who had logical-mathematical intelligence being dominant were influenced even in their classroom activities, suggesting that the kind of intelligence one has as a teacher affects their classroom practices. Type were influenced by their dominant intelligence. This theory is relevant to this study since teachers' require diverse intelligences in order to create a comprehensive learning environment. Research further shows that that through multiple intelligence, teachers are more engaged and demonstrate their knowledge and skills that help them assess their teaching more accurately (Darling-Hammond, 2019).

MATERIALS AND METHOD

The research study adopted descriptive survey research design and employed simple random. The study used Fischer's formula in sample selection for deputy head teachers and teachers which was proportionately distributed per Sub County. The target population was 7038 drawn from 637 deputy head teachers and 6363 teachers. The study sample size was 632 drawn from 240 deputy head teachers and 362 teachers. Questionnaires were used to collect data among deputy head teachers and teachers. Piloting was done to establish reliability of the instruments and this included 24 deputy head teachers and 36 teachers who were purposely selected from the public primary schools from Nyatike Sub County. T-test was used to determine the reliability of the questionnaires. Reliability index of the questionnaires of .86 was attained for the deputy head teachers and teachers. Validity was determined by experts from educational management and policy studies at Rongo University. Data was analysed through descriptive statistics in form of frequency counts, means, percentages and T-test. Ethical consideration was made in the study and research permit sought from National Commission for Science, Technology and Innovation (NACOSTI).

RESULTS AND DISCUSSIONS

Table 1 showed that TPAD enhanced ability to create stimulating classroom environment with a mean rating of 3.55. This implied that this practice brings high contribution to creation of comprehensive learning environment. The deputy head teachers rated it high with a mean rating of 3.73 as compared to teachers mean rating of 3.37 that was a moderate contribution. This indicated that there was no statistical significant difference $t(424) = -4.010, p > 0.05$. This gives the notion that ability to create stimulating classroom environment contributed highly to teacher performance. Table 5 indicated that the respondents expressed their views that TPAD fostered ability to ensure safety of learners with a mean rating of 3.6. This meant that this practice brought high contribution to creation of comprehensive learning environment. The deputy head teachers rated it high with a mean rating of 3.80 when compared with the teachers mean rating of 3.4. There was no statistical significant difference $t(425) = -4.611, p > 0.05$. This implied that ability to ensure safety of learners highly contributed to creation of comprehensive learning environment.

Generally, TPAD highly (Mean = 3.59) contributed to creation of comprehensive learning environment in public primary schools in Migori County, Kenya. There was generally no statistical significant difference in the contribution to teacher performance. Views from all the respondents support this as there was no statistically significant difference in the mean rating response ($p = 0.05$).



Table 1 Descriptive Statistical Analysis for Contribution of TPAD to Creation of Comprehensive Learning Environment

ASPECT OF CONTRIBUTION	RESPONDENT	G	RATINGS					NIL RETURN	TOTAL	MEAN RATING	OVERALL MEAN RATING	T-TEST
			1	2	3	4	5					
Ability to create child friendly school	Deputy Head teachers	F	2		32	91	18	55	143	3.86		
		S	2	0	96	364	90		552			
		%	1.0	16.2	46.0	91.2	72.2	27.8	27.8		3.56	t(363)=-6.480,p=0.000
	Teachers	F	7	48	73	74	22	29	224	3.25		
		S	7	96	219	296	110		728			
		%	2.8	19.0	28.9	29.7	8.7	11.5	88.5			
Ability to create child friendly class environment	Deputy Head teachers	F	2	9	73	55	47	12	186	3.73		
		S	2	18	219	220	235		694			
		%	1.0	4.5	36.9	27.8	23.7	6.1	93.9		3.55	t(423)=-4.287,p=0.000
	Teachers	F	9	26	97	91	22	8	245	3.37		
		S	9	52	291	364	110		826			
		%	3.6	10.3		36.0	8.7	3.2	96.8			
Ability to create stimulating classroom environment	Deputy Head teachers	F	2	14	62	63	45	12	186	3.73		
		S	4	28	186	252	225		695			
		%	1.0	7.1	31.3	31.8	22.7	6.1	93.9		3.55	t(425)=-4.010,p=0.000
	Teachers	F	10	27	94	94	22	6	247	3.73		
		S	10	54	282	376	110		832			
		%	4.0	10.7	37.2	37.2	8.7	2.4	97.6			
Ability to ensure safety of learners	Deputy Head teachers	F	1	14	52	74	45	12	186	3.80		
		S	1	28	156	296	225		706			
		%	0.5	7.1	26.3	37.4	22.7	6.1	93.9		3.6	t(425)=-4.611,p=0.000
	Teachers	F	9	22	94	104	18		247	3.40		
		S	9	44	282	416	90		841			
		%		8.7	37.2	41.1	7.1	2.4	97.6			
Ability to manage learners conduct and behavior	Deputy Head teachers	F	2	13	63	59	49	12	186	3.75		
		S	4	26	189	236	245		700			
		%	1.0	6.6	31.8	29.8	24.7	6.1	93.9		3.49	(424)=-5.732,p=0.000
	Teachers	F	10	42	99	72	23	7	246	3.23		
		S	10	84	297	288	115		794			
		%										

Key: Interpretation of Mean Ratings

1.00-1.44 Nil contribution, 1.45-2.44 Low contribution, 2.45-3.44 Moderate contribution, 3.45-4.44 High contribution, 4.45-5.00 Very High contribution

1.6 Discussion

From both categories of the respondents, both gender were given equal opportunity to participate in the study. This gave the notion that most of the teachers in the public primary schools in Migori County were female teachers. The researcher concurred that female teachers were the majority in the teaching profession especially in the public primary schools as compared to male teachers who were more in the public secondary schools. This was further justified by Ullah and Skelton (2013) who noted that teaching was best and most suited job for women as they are viewed as being responsible in handling young children. Due to the fact that both gender were presented in the study, the findings were generalized because they reflected the contribution of TPAD implementation to teacher performance from either perspective.



Currently the new government policy in the Education sector in Kenya states that the minimum qualification for teachers was diploma. Teachers who qualified as P1 (primary teaching certificate) were promoted to the next grade. Even for the purpose of leadership, academic qualification is an important aspect for a progressive and developing career (Raduan & Na, 2020). This confirms why it was important to acquire more knowledge, skills and concepts for professional progression and development. All these confirm that teachers in Migori County who were involved in this study possessed the necessary qualification to provide information on contribution of TPAD implementation to teacher performance effectively. These results could also be generalized to all teachers in the public primary schools in Kenya.

Experience was relevant to the current study in that the more the teachers are experienced the better they provided the right information on how best to compare the teacher performance before and after implementation of TPAD on teacher performance than teachers with less experience. (Odumbe, Simatwa, and Ayodo (2015) opined that teachers with experience enhance and improve performance of learners in schools. The teachers involved in this study had been teaching since the inception of TPAD and so provided the appropriate response on contribution of TPAD implementation on creation of comprehensive learning environment to teacher performance. The respondent agreed that TPAD fosters the ability to create child friendly school, child friendly classroom environment, ensure safety of learners, and manage learners conduct and behaviour.

The study as well expressed that TPAD fostered ability to create child friendly class environment and this contributed creation of comprehensive learning environment. The current study supported that TPAD fostered the ability to create a stimulating classroom environment. Creating a comprehensive learning environment that is child friendly and stimulating benefited the child's academic performance as well as the teachers' performance. Mureithi and Gakuu (2020) concurred with this that TPAD was useful in evaluating teachers' ability to ensure safety of learners. Further, it was agreed by the researcher that ability to manage learners conduct and behaviour highly contributed to creation of a comprehensive learning environment. Some of the ways to create an environment that foster safety of learners and manage their conduct and behaviour included expectations and rules and regulations for behaviour that can help prevent disruptive and unsafe behaviour in the classroom.

O'Donnell et al. (2012) concurred that teachers who established clear expectations and rules for behaviour had better classroom management and created a safer learning environment for learners. Results from this study showed that the school infrastructure had been made conducive considering the safety of learners. Due to child friendly schools, drop-out among learners had been minimized in most public primary schools in Migori County, also contributed by the conducive learning environment which was supportive. The special needs learners are encouraged and enjoy the benefits of child friendly environment. This has also created freedom in participation. It was evident from the study that creation of comprehensive learning environment was an important aspect of teacher and learners' performance.

CONCLUSION AND IMPLICATIONS

The general conclusion to the above findings was that TPAD to a large extent contributed to teachers' creation of comprehensive learning environment. This was established through; ability to create child friendly school, child friendly class environment, stimulating classroom, ensuring safety of learners and managing learners' conduct and behaviour. The study thus supported the view that TPAD implementation enhanced creation of comprehensive learning environment in public primary schools in Migori County, Kenya. One implication from the study is that in order to fully practice and ensure creation of comprehensive learning environment in all the public primary schools, Teachers Service Commission together with the Ministry of Education needs to take into consideration cases where comprehensive learning environment is wanting. The head teachers and deputy head teachers should be taken for senior management courses on implementation of educational policies. This may include Teacher Performance Appraisal and Development policy as the implementers of policies at school level. Further, public primary schools are integrated where perhaps the special needs learners may have not been effectively taken care of in order to fully foster teacher performance and academic excellence in the public primary schools. Perhaps one limitation from the study is the exclusion of learners' voice in the study for whom a comprehensive learning environment is created. Future studies could include them.

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