TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD) IMPLEMENTATION ON ENHANCING SYLLABUS COVERAGE IN SECONDARY SCHOOLS IN GUCHA SUB-COUNTY, KENYA.

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Abstract

Teacher engagement through syllabus coverage is a major determinant of the achievement of school academic goals. In this regard, the TSC instituted Teacher Performance Appraisal and Development (TPAD) tool in 2016 with a view of improving school educational outcomes. However, there have been active resistances by teacher trade unions against training on TPAD usage. Out of the 160 teachers interdicted nationally, 42 cases (26.25%) were from Kisii County with Gucha leading with 15 cases (35.7%). Evident training non-receptiveness created doubt as to whether teachers, being their own TPAD evaluators were effectively implementing it. Therefore, the purpose of the study was to establish effectiveness in TPAD tool's implementation for enhancing syllabus coverage in secondary schools in Gucha Sub-County. Locke's (1968) goal-setting model formed the study's theoretical basis. The study population comprised 21 principals, 115 HoDs, 254 teachers and 194 class secretaries. Saturated sampling was used to select the sub county director, 21 principal and 115 HoDs and stratified random sampling generated reliable 169 teachers and 132 class secretaries.. Before administration, the data collection instruments were examined by experts from Maseno University in order to establish validity. Any items that were found not to measure the objectives of the study were removed. 2 principals, 10 HODs, 58 teachers and 29 class secretaries from Sameta Sub-County were involved in instrument piloting using test- retest method to ascertain reliability of the Principals', HoDs', teachers' and class secretaries' tools and reliability coefficient of 0.82, 0.76, 0.80 and 0.78 was established respectively. A reliability coefficient of above 0.70 was considered adequate. Quantitative data based on the responses was analyzed by use of SPSS version 22 and descriptive statistics generated namely: frequencies, percentages and then presented using tables. The study used regression test, and one way ANOVA. Regression model obtained a unit change on implementation of TPAD tools in while holding other factors constant would enhance syllabus coverage by a factor of 0.600. ANOVA test showed TPAD implementation had significant effect on the syllabus coverage variable as the value of significance (p-value) was less than 5%. The calculated value was greater than the critical value (68.893 > 4.49). The study recommends that TSC should encourage teachers to involve goal-setting practices which are associated with attainment of goals.

Keywords: *Appraisals, Effectiveness, Implementation, Performance, Syllabus, Teacher.*

INTRODUCTION

Background of the Study

In the United Kingdom (UK), teacher appraisal and evaluation systems are used to monitor teacher performance to provide quality education in learning institutions. The employer implements two teacher appraisal models, including an appraisal of professional development model and an accountability model. These two models have helped to increase teacher performance in all learning institutions where the employer has kept a close watch on the day-to-day instructional process (Global Partnership for Education, 2015) as cited in (Alubbe, 2015). In Botswana, teacher performance appraisal tools have helped improve the relationship between working and career development. The development of interconnected models to evaluate teachers' appraisal processes has increased the capacity of teacher performance (Monyatsi, 2009). In Uganda, performance assessment tools influence teacher performance in public and private educational institutions. The

teacher appraisal tool aligns teaching staff to the strategic education goals whose central pillar is performance management (Kyakulumbye, 2013).In Kenya, the Teachers Service Commission (TSC) instituted the Teacher Performance Appraisal and Development (TPAD) tool in 2016 with a view to improving educational outcomes including syllabus coverage (TSC,2016). This was anchored in the commission's strategic plan 2015-2019. The TSC TPAD is a government tool to assist in supervising timely syllabus coverage in schools. Effective curriculum delivery is a crucial element of the TPAD tool (TSC/QAS/TPAD/-T/01 REV. 2, 2019. Underutilization of teachers led to poor syllabus coverage (Macharia, 2018).

A study in Miwani identified hindrances to syllabus coverage as time wastage through lateness or early closure of lessons; idle talk in the staffroom (grapevine) that affects lesson preparation time, limited time due to congestion of activities on the school program, lack of teacher commitment to make up for lost lessons, limited team teaching to cover absentee colleague, student absenteeism when sent for school fees, limited preparations before lessons begin, teachers focusing on income-generating activities to earn an extra income due to low wages, late admissions of form ones at the beginning of the course,failing to plan early for the next term's work during the preceding vacation; staffing shortages, congestion in the curriculum, and weak internal and external quality assurance and standards (Mulwa & Mbalaka, 2016). The study further revealed that the responsibility of syllabus attainment lies with the teacher. Therefore, more emphasis is required on teachers' school attendance, preparation for teaching, students' conduct, and the work environment. Mwai, (2018), established that educators who prepare lesson plans, lesson notes, mark learners' tasks and school work, accomplish better outcomes as compared to individuals who scarcely get ready and mark learner's work. Educator's preparedness before lessons is critical and effective in obtaining set lesson objectives than unpreparedness where lesson objectives are rarely achieved. Muasya (2016), established that TPAD tool is strong in monitoring teachers' daily school activities. This was contradicted by Jonyo and Jonyo (2017) who established that TPAD is not achieving what it was intended to accomplish in teacher performance on syllabus coverage in schools to enhance quality teaching and learning.

However, although Aloo, Ajowi, and Aloka (2017), in a study on the TPAD policy in public secondary schools in Kisii County established that teacher performance significantly contributed to student learning outcomes and that the policy had improved teachers adherence to standards, syllabi, lesson plans, and schemes of work to guarantee quality teaching and learning as envisaged in TPAD tool, a more current study in Gucha Sub County established that the contribution of teacher performance to student learning achievement tended to be minimal. The study found the teacher performance appraisal is wanting and recommended the need to re-engineer TPAD within a broader performance management framework, (Nyakundi, 2019). This also contradicted the TSC assertion that once fully embraced, these TPAD tools are expected to impact on teaching quality positively. Gachui (2011) had also concluded that TPA is a predictor of effective curriculum implementation in public secondary schools. It is worth noting that optimal management of teachers to enhance syllabus coverage is central to optimized school learning outcomes, hence the importance of TPAD tool to measure output.

Statement of the problem.

Worth noting is the fact that teachers and their trade unions were not initially involved in the development of the TPAD tool. April 2019 saw a lot of active teacher resistances from the teachers' trade unions over the TSC training on the effective implementation of the tool. Out of the initial 160 teachers who were interdicted by the employer, 42 cases were from Kisii county and Gucha Sub County was leading with 15 (35.7%) cases(KNUT, 2019). Training non-receptiveness created doubt as to whether teachers, being their own

appraisers were effectively implementing it in secondary schools in Gucha Sub County, hence this study. Gucha Sub-County was selected for this study since TSC faced significant obstacles when rolling out TPAD training, which most likely compromised its effective implementation. The table below shows the distribution of cases where teachers were interdicted for resisting compliance with the TSC invitation to attend TPAD training across the Sub-Counties of Kisii County in April 2019.

Table 1. Number of teachers interdicted by TSC for resisting TPAD training in Kisii County in 2019

Sub-County	Number of Interdicted Teachers	%
Kisii Central	02	4.8
Sameta	05	11.9
Marani	01	2.4
Kitutu Central	03	7.1
Nyamache	03	7.1
Gucha	15	35.7
Gucha South	7	16.7
Kisii South	02	4.8
Masaba North	01	2.4
Masaba South	01	2.4
Etago	01	2.4
TOTAL	**42**	**100**

Source: *KNUT Kisii County, 2019*

Without training, effective implementation cannot be guaranteed, and with this level of resistance, it is suspicious that the teachers were not effectively implementing TPAD in secondary schools in Gucha Sub-County. Teachers' resistance to implementing practices that were expected to improve their input was hypothesized to compromise the effective implementation of the system. This then threatened teacher input and could have interfered with the implementation outcomes. Against this background, the aim of this study was to establish whether the TSC's TPAD policy was being implemented as envisaged in school management indicators in ensuring syllabus coverage. The tool's major features are the checklist containing essential documents as relevant syllabi, schemes of work, lesson plans, lesson notes, work records, teaching aids, ICT integration tools, checked learners' exercise books as envisaged in TPAD (TSC/QAS/TPAD/CT-D/01/REV. 1, 2019) checked and confirmed monthly by the appraiser; copies of confirmed departmental minutes and Lesson Observation Forms (LOF) with evidence of preparatory and post observation meetings with the appraiser. However, the effectiveness of TPAD implementation of this tools has not been ascertained, hence this study.

Theoretical Model

This study was anchored on Edwin Locke's goal-setting theory. The goal-setting theory holds that outlining a task's objectives correlates positively with performance. When one set specific and inspiring targets and obtains authentic feedback, they will experience better task performance and higher achievement (Locke, 1968). This model recommended the annual appraisal system where every staff member is expected to fill up end-of-year progress reports for the tasks assigned at the start of the year. By the end of the year, the annual work plan serves as the evaluation benchmark to assess the employees' performance during the appraisal period.

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According to Locke (1968), people set targets to gratify their emotional needs and desires. Locke emphasized that employees should demonstrate goal commitment for the goal-setting theory to be effective. Commitment is an individual's dedication, devotion, or resolves to achieve set goals regardless of the origin. Better and suitable opinions on results direct employee behavior. This drives higher performance than when feedback is not provided. Therefore, the theory was appropriate for this study since the TPAD tool had been used by the teachers' employer, TSC, to set targets for teacher performance since January 2016. Through TPAD, teachers participate in goal setting and eventually in their own monitoring and evaluation, otherwise referred to as appraisal and therefore they are relatively more receptive to accept blame in case of failure. For this study, the focus is syllabus coverage component.

RESEARCH METHODOLOGY

Research Design
The researcher used a descriptive survey design. The design describes the current condition or attitudes. The design allowed the researcher to obtain information on perceptions from a large population (Frankel & Wallen, 2009), making it ideal for the study. The design is suitable in collecting data from the students, teachers, HODs, and principals of schools as justified by Mugenda& Mugenda (2009).This approach facilitated an assessment of the secondary school educators in their place of work and class secretaries in their familiar classroom environments. It was also useful for summarizing the data to provide descriptive information.

Sample size and sampling techniques.
The target population comprised of 1 sub county director (MOE), 21 secondary school principals, 115 HODs, 254 teachers, and 194 class secretaries in secondary schools in Gucha Sub-County (Republic of Kenya, 2019). Saturated sampling technique was used to select 21 principals, 115 HoDs for the study. Stratified random sampling was used to ensure an equitable representation (Mugenda & Mugenda, 2009) of 169 teachers and 132 class secretaries

Validity and Reliability of Instruments
Questionnaires and interview schedule were used to collect data. Validity was ascertained by presenting the tools for verification by relevant experts from Maseno University. To test reliability, test retest method was used and Pearson correlation coefficient of 0.82, 0.76, 0.82 and 0.78 was established for principals', HoDs', Teachers' and class secretaries' tools respectively. A positive correlation coefficient of 0.7 and above shows the reliability of the tools (Mugenda and Mugenda, 2009), hence the tools were considered reliable for data collection.

Data Collection Procedures
Permission and clearance were sought from Maseno University Ethics Review Committee (MUERC), and a research license was applied for from the National Commission for Science Technology and Innovation (NACOSTI). Thereafter, Clearances were sought and granted from the County commissioner, County Governor, and Education office of Kisii County and the sub county director of education of Gucha Sub County.

Data Analysis
This process converts raw data to meaningful information for interpretation and inferences (Kumar, 2012). Quantitative data were analyzed using SPSS software version 22 to establish effectiveness in TPAD implementation. On a range of a 5-pointLikert scale, responses were assigned levels of 1 to 5 whereby responses rounded off to 1 represented (ineffective), 2 (minimally effective), 3 (fairly effective), 4 (somewhat effective), and 5(Very effective).This is equivalent to the TSC rating scale where value of 1 represents (did not meet the targets) 2 represents (below average) 3 represents (average), 4 represents (good) and 5 represent (very good). These were further interpreted as follows: Below 1.0(ineffective), 1.1-2.0 (minimally effective), 2.1-3.0(fairly effective), and 3.1-5.0(very effective).The study used weighted mean to draw conclusions. According to Mugenda& Mugenda (2009).Weighted mean helps researchers infer and make decisions where specific attributes are more significant than others. Regression and one way Analysis of Variance (ANOVA) tests were run on Statistical Package for Social Sciences (SPSS) version 22 were run to test significance.

RESULTS AND DISCUSSION
Response from HODs
Table 2: Effectiveness of TPAD Implementation in Enhancing Syllabus Coverage

	N	Minimally Effective	Fairly Effective	Effective	Highly Effective	Mean
Maintaining a record of checked learners' exercise books regularly	87	4 (4.6%)	31 (35.6%)	34 (39.1%)	18 (20.7%)	3.76
Planning for every lesson prior to actual teaching/learning	87	5 (5.7%)	20 (23.0%)	40 (46.0%)	22 (25.3%)	3.91
Use of updated lesson notes in teaching/learning	87	8 (9.2%)	27 (31.0%)	33 (37.9%)	19 (21.8%)	3.72
Maintaining teaching/learning records	87	4 (4.6%)	25 (28.7%)	36 (41.4%)	22 (25.3%)	3.87
Being observed in class by appraiser once a term between 2nd week and 10th week.	87	6 (6.9%)	26 (29.9%)	36 (41.4%)	19 (21.8%)	3.78
Maintaining a record of work covered	87	15 (17.2%)	22 (25.3%)	31 (35.6%)	19 (21.8%)	3.62
Making and use of appropriate updated teaching aids from locally available materials, learners access to ICT gadgets in class	87	12 (13.8%)	21 (24.1%)	34 (39.1%)	20 (23.0%)	3.71
Maintaining records of pre-set targets, analyzed cats, KCSE subject analysis, work schedules for weak and talented students	87	24 (27.6%)	22 (25.3%)	27 (31.0%)	14 (16.1%)	3.36
Participating in departmental meetings to draw work programs, giving feedback and maintaining copies of minutes	87	3 (3.4%)	32 (36.8%)	32 (36.8%)	20 (23.%)	3.79

Engagement in professional development activities at school and enrolled in recognized relevant courses	87	16 (18.4%)	26 (29.9%)	32 (36.8%)	13 (14.9%)	3.48
Aggregate Mean						3.64

Results show that 40 (46.0%) HODs agreed that use TPAD tools were helpful in effective planning for every lesson before actual teaching/learning, 36 (41.4%) HODs agreed that use TPAD tools were helpful in effective maintenance of teaching/learning records and that 36, (41.4%) agreed that TPAD tools ensured that teaches were observed by an appraiser in class once a term between 2nd week and 10th week. These results align with Muasya's (2016) finding that the TPAD tool is strong in monitoring teachers' daily school activities.

The study established that 34 (39.1%) HODs agreed that TPAD tools were helpful in effective maintenance of records of checked learners' exercise books regularly, 33, (37.9%) use of updated lesson notes in teaching/learning, 34, and (39.1%) HODs indicated that use TPAD tools helped ensure effective making and use of appropriate updated teaching aids from locally available materials, learners access to ICT gadgets in class and that 31, (35.6%) HODs agreed that use TPAD tools were helpful in effective maintenance of records of work covered. Further 32, (36.8%) HODs agreed that use TPAD tools is somehow helpful in maintaining a record of work covered 29, (33.3%) HODs agreed that use TPAD tools enhanced the use of relevant syllabi in drawing schemes of work, 27(31%) HODs agreed that use TPAD tools were instrumental in maintaining records of pre-set targets, analyzed cats, and KCSE subject analysis, work schedules for weak and talented students, 26 (29.9%) HODs agreed that use TPAD tools is effective in ensuring procedural engagement in professional development activities at school and enrollment in recognized relevant courses and that 37, (42.5%) HODs indicated that TPAD tools are somehow effective for teachers seeking approval of schemes of work by 4th January. These findings contradict the findings by Jonyo & Jonyo (2017) that TPAD is not achieving what it was intended to accomplish in teacher syllabus coverage in schools to enhance quality teaching and learning.

Response from Teachers
Table 3: Effectiveness of TPAD implementation for Enhancing Syllabus Coverage

	N	Fairly Effective	Effective	Highly Effective	Mean
Use of relevant syllabi in drawing schemes of work	146	48 (32.9%)	62 (42.5%)	36 (24.7%)	3.92
Seeking approval of Schemes of Work by 4th January	146	40 (27.4%)	73 (50.0%)	33 (22.6%)	3.95
Maintaining a record of Checked learners' exercise books regularly	146	58 (39.7%)	62 (42.5%)	26 (17.8%)	3.78
Planning for every lesson prior to actual teaching/learning	146	31 (21.2%)	75 (51.4%)	40 (27.4%)	4.06
Use of updated Lesson notes in teaching/learning	146	58 (39.7%)	59 (40.4%)	29 (19.9%)	3.80
Maintaining Teaching/Learning records	146	55 (37.7%)	62 (42.5%)	29 (19.9%)	3.82
Being observed in class by appraiser once a term between 2nd week and 10th week.	146	61 (41.8%)	62 (42.5%)	23 (15.8%)	3.74
Maintaining a record of work covered	146	35 (24.0%)	69 (47.3%)	42 (28.8%)	4.05
Making and Use of appropriate updated Teaching aids from locally available materials, learners access to ICT gadgets in class	146	48 (%)	69 (47.3%)	29 (19.9%)	3.87
Maintaining records of pre-set targets, analyzed CATs, KCSE subject analysis, work schedules for weak and talented students	146	49 (32.9%)	63 (43.2%)	34 (%)	3.90
Participating in departmental meetings to draw work programs, giving feedback and maintaining copies of minutes	146	60 (%)	57 (39.0%)	57 (39.0%)	3.79
Engagement in professional development activities at school and enrolled in recognized relevant courses	146	61 (41.8%)	68 (46.6%)	17 (11.6%)	3.70
Mean Aggregate					3.87

From the study findings, 75(51.4%) teachers agreed that teacher performance evaluation tools effectively improved teachers' preparedness in terms of planning for every lesson prior to actual teaching/learning 69(47.3%) agreed TPAD tools are effective in improving teacher's maintenance of records that related work covered and that through TPAD tools, 73(50%) of the teachers agreed they were seeking approval of schemes of work by 4th January were able to plan in time for all term lessons. These findings concur with Macharia (2018) conclusion that teacher performance appraisal was crucial in determining how teachers met their performance targets in curriculum implementation in class.

The results show that 62(42.5%) of the participants agreed that TPAD tools effectively compelled educators to use the most relevant syllabi in drawing schemes of work and even plan for every lesson before actual teaching/learning, again 63(43.5%) agreed that teachers could effectively maintain all the records of

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pre-set targets, analyzed CATs, KCSE subject analysis, work schedules for weak and talented students, through TPAD, 69(47.3%) agree that teachers effectively scaled up in the use of appropriate updated teaching aids from locally available materials, learners access to ICT gadgets in class and that 62(42.5%) agreed that TPAD tools were effective in ensuring quality maintenance of teaching/learning records. Similar research observations with the above were made by Aloo et al (2017) that TPAD is liable predictor of effective curriculum implementation in public secondary schools.

Further, the study established that 58(39.7%) of the participants indicated that TPAD tools effectively enhanced learning through the use of updated lesson notes in teaching/learning, also 62(42.5 %) of teachers agreed that TPAD tools were effective in ensuring that teachers maintained a record of checked learners' exercise books regularly, other 60,(41.1%) indicated that TPAD tools were effective in enhancing teacher involvement in departmental meetings to draw work programs, giving feedback and maintaining copies of minutes, other leaner enhancement measures that realized significant improvements include teacher assessment in a class by appraiser once a term between 2nd week and 10th weeks indicated by 61,(41.1%) while 61,(41.1%) agreed that TPAD tools were effective in enhancing the identification of teacher incompetence and enrollment in recognized relevant courses. These findings compare with Gachui's (2011) conclusion that effectively implementing TPA is a predictor of the effective curriculum implementation in public secondary schools.

Responses from Class secretaries
Table 4: Effectiveness of Implementing TPAD for Enhancing Syllabus Coverage

	N	Fairly Effective	Effective	Highly Effective	Mean
Teachers use the subscribed syllabus for the class that year	122	29 (23.8%)	56 (45.9%)	37 (30.3%)	4.07
Students ask and answer questions during teaching and learning	122	23 (18.9%)	68 (55.7%)	31 (25.4%)	4.07
Teachers check individual learners' exercise books regularly in all subjects	122	39 (32.0%)	56 (45.9%)	27 (22.1%)	3.90
Teachers give updated notes during teaching and learning in class	122	15 (12.3%)	64 (52.5%)	43 (35.2%)	4.23
Teachers attend other teachers lessons in class in all subjects once a term	122	54 (44.3%)	46 (37.7%)	22 (18.0%)	3.74
Use of appropriate updated Teaching/learning aids by teachers in all subjects	122	30 (24.6%)	61 (50.0%)	31 (25.4%)	4.01
Carrying out experiments in practical subjects	122	12 (9.8%)	89 (73.0%)	21 (17.2%)	4.07
Use of computers, mobile phones, internet and other ICT gadgets by students to access new knowledge and information in class /laboratory	122	41 (33.6%)	46 (37.7%)	35 (28.7%)	3.95
Carrying out coordinated field work activities around the school	122	44 (36.1%)	55 (45.1%)	23 (18.9%)	3.83
Teachers attend to weak and talented students' needs separately	122	30 (24.6%)	61 (50.0%)	31 (25.4%)	4.01
Teachers hold academic open clinics for our class at specified times	122	39 (32.0%)	47 (38.5%)	36 (29.5%)	3.98
Mean				**Aggregate 3.99**	

From the study findings, 64(45.9%) class secretaries agreed that TPAD tools effectively ensured that teachers give updated notes during teaching and learning in class, 56(45.9%) class secretaries also indicated that teachers use the subscribed syllabus for the class that year, students asked and answered questions during teaching and learning, carrying out experiments in practical subjects and that 68 (55.7%) agreed that TPAD implementation is effective on use of appropriate updated Teaching/learning aids by teachers in all subjects, teachers attend to weak and talented students' needs separately. These findings align with (The TSC, 2016)) projection that TPAD tools will positively influence the quality of teaching through better curriculum delivery and syllabus coverage.

Also, 47 (38.5%) class secretaries agreed that TPAD implementation is effective in ensuring that teachers hold academic open clinics for all classes at specified times, 46,(37.7%) indicated that of late many of secondary schools in Gucha Sub-County were effectively using of computers, mobile phones, internet, and other ICT gadgets by students to access new knowledge and information in class/laboratory, further 56,(45.9%) agreed that teachers effectively checked on individual learners' exercise books regularly in all subjects. Similar research observations with the above were made by (Aloo, Ajowi, & Aloka, 2017). TPAD implementation eliminated aspects that hindered timely coverage on syllabus like time wastage through lateness and early lesson closure, idle talk that eats into lesson preparation time, limited time due to congestion of activities on the school program, lack of teacher commitment to make up for lost lessons and limited team teaching.

The study further established that 55 (45.1%) class secretaries agreed that TPAD implementation enhanced effective coordination of field work activities around the school. 55 (43.3%) agreed that teachers effectively attended other teachers' lessons in class in all subjects once a term. These findings align with TSC's (2016) assertion that TPAD would improve educational quality through better curriculum delivery and syllabus coverage.

The descriptive results showed that the aggregate mean for HODs is 3.64, teachers are 3.87, and class secretaries are 3.99. This similarity implied that a significant proportion of the HODs, teachers, and class secretaries did understand and appreciate the application of the techniques. They accessed learning materials from digital sources developed innovative other creative options

and learning aids for better performance. It can be deduced that schools are completing the syllabus in time and spend more time revising as they prepare their students for the next grades. Such an effective system requires a boost. This agrees with Aloo, Ajowi and Aloka (2017) whose findings revealed that the TPAD policy had improved teachers adherence to standards that ensured early syllabus coverage in schools.

Comparison of Aggregate Means from the Study Groups

The aggregate mean for syllabus coverage from first study group (HoDs) was recorded at 3.64, the 2nd study group (teachers group) recorded an aggregate mean of 3.87 while last study group (Class secretaries) was recorded an aggregate mean of 3.99. Based on the interpretation scale the mean of 3.64, 3.87 and 3.99 implies that, all the three groups collectively concur that TPAD tool is indeed an effective tool in enhancing syllabus coverage in secondary schools in Gucha Sub-County.

According to HOD, appraising teachers for attending class on time improved their performance; HOD reported that teachers are no longer involved in idle conversations as they were prior to the introduction of TPAD. The HOD clarified that class teachers are complying readily with the stipulated time for reporting for lessons. According to the class secretaries, teachers arrive on time for their classes and stay until the conclusion of the allotted lesson time. According to one of the class secretaries, "The initiative has helped many schools complete their curriculum in good time for revision."

Teachers reported that the introduction of performance evaluation improved time management for lessons and participation in other school activities. To aid teachers in working and delivering results on time, numerous deadlines are set; however, with TPAD, Targets (such as syllabus coverage) set are more realistic and attainable. With TPAD, teachers are more able to prepare for day's lessons, meet students for guidance, mark assignments, supervise preps and even give remedial work all which promoted timeliness in syllabus coverage. They cited inadequate training and necessary competencies to carry out effective system implementation.

Before TPAD implementation, adhering to deadlines and schedules was a big challenge, however with TPAD such gaps have partially been eliminated. According to teachers, TPAD enhanced teachers' coverage of the curriculum. Similar views were shared by class secretaries who reported that they covered their syllabus early and got ready for exams. They also added that majority of the missed classes were recovered, and students who needed remediation received it.

Response from School Principals' interview schedule

The research sought the principals' opinion on effective TPAD implementation in secondary schools. Through interview, principal T retorted, "I have been a classroom teacher for 16 years and a principal for 4 years. In these 20 years, I have never experienced the level of calmness among learners and their teachers as they go about their day-to-day learning activities in school. This tool curtails operations of teachers, who were difficult to control before, since they are kept on toes through their own continuous self-assessment participation. This eventually leads us to improved job input and improved school outcomes. The principals cited inadequate training as a major hindrance in their over sighting role in effective TPAD implementation. Qualitative data from school principals revealed that the TPAD tool allowed Teachers to work effectively together and make the most of the time allotted to cover the curriculum on time, thus increasing the likelihood that students perform well on their final examination. In their view, the schools could cover the curricula earlier than usual. This also allowed teachers to work on revisions and prepare learners better for examinations. However, the principals cited inadequate training and inadequate teaching learning resources as

major undoing to effectively implement the system. They accused the government for delaying the disbursement of Free Secondary Education (FSE) funds to schools for the provision of the budgeted activities and resources. This made it difficult to over sight the system implementation.

Data from analyzed TPAD documents in Gucha Sub County director's office

Table 5: Effectiveness of TPAD Implementation in enhancing syllabus coverage in Secondary Schools In Gucha Sub County (2016-2022).

	Years					
	2016	2017	2018	2019	2021	2022
Syllabus Coverage	50%	56%	60%	65%	47%	75%

Source: Ministry of Education (2022)

Evaluations of secondary data from Sub County educational office show that the lowest statistics (50%) on reports on syllabus coverage was recorded in the year 2016 while the highest score of 75% was recorded in the year 2022. The findings show significant drop in syllabus coverage in 2021 of 47% which could be attributed to hastened academic calenderer. Overall, there has been an increase of about 25% in syllabus coverage in secondary schools in Gucha Sub-County since TPAD implementation in 2016.

4.9.2 Regression Test

In this study, a regression analysis was conducted to test the influence of the predictor variable. The research used statistical package for social sciences (SPSS V 22.0) to code, input and compute the multiple regressions analysis.

The model summary is presented in the table below.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.619[a]	.383	.377	.60688

Source: (Research Data, 2022)

The study used coefficient of determination to evaluate the fitness of the model. The adjusted R^2, also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variable. The model had an average adjusted coefficient of determination (R^2) of 0.377. This meant that 37.7% of the variations on syllabus coverage in secondary schools in Gucha sub-county are explained by implementation of TPAD curriculum monitoring tools for teacher performance. The remaining percentage means other variables or factors exist that influence the independent variable of the study.

The study further tested the significance of the model using the ANOVA technique.

Table 7: Summary of One-Way ANOVA results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	101.496	4	25.374	68.951	.000[b]
	Residual	129.168	351	0.368		

	Total	230.664	355			

Critical value = 4.90
Source: (Research Data, 2022)

From the ANOVA statistics, the study established the regression model had a significance level of 0.000% which is an indication that the data was ideal for making a conclusion on the population parameters as the value of significance (p-value) was less than 5%. The calculated value was greater than the critical value (68.893 > 4.49) an indication that Implementation of TPAD curriculum monitoring tools has a significant effect on syllabus coverage. The significance value was less than 0.05 indicating that the model was significant.

Conclusions

TPAD tools were helpful in effective planning for every lesson before actual teaching/learning, that use TPAD tools were helpful in effective maintenance of records of work covered. This implies that effective implementation of TPAD policy influence syllabus coverage and that TPAD is liable predictor of effective curriculum implementation in public secondary schools in Gucha Sub County.

Recommendation

Proper infrastructure measures and capacity building should be put in place to improve syllabus coverage. Furthermore, adequate funding should be availed to schools on regular and timely basis so as to expedite the full and proper implementation of the TPAD. This is necessary for ensuring that the iterated system works in harmony. The stud further recommends that in-service sessions and workshops be mounted for all the involved stakeholders to develop their competencies on the effective system implementation.

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